Chapter 8

Effective Practices in ESL: Specialty Supplies

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Chapter 8

Effective Practices in ESL: Specialty Supplies

Introduction

The building that houses a basic skills student's academic dreams cannot be built if they cannot speak or write in the academic language of the country in which the building stands. This chapter is written for the hardworking ESL faculty who are looking for specific strategies and practices to better help their students construct this building. It is also written for faculty in other disciplines who are searching for methods to assist ESL students in their courses. You can rest assured that all the practices listed have found to be effective by various faculty across the state. But we always need new strategies. If something you've done or discovered is not mentioned, please enter it on the ASCCC web site

http://www.surveymonkey.com/s.aspx?sm=WHXjfzLZpIh3JVm0zMUBKw_3d_3d

Some Facts and Figures

On the first day of class, an ESL faculty member knows that he or she will be stepping into a classroom filled with students who speak different languages and who have different learning needs. Some have advanced degrees acquired in other countries, but must start all over again to learn the academic English of this nation. Others have been unable to receive advanced education in either this country or their country of origin. Still others have lived in the United States, but exhibit some of the characteristics of both first and second generation immigrants, sometimes called Generation 1.5. More information about the ESL students served in the community colleges in California is provided in Report *Adult ESL and the Community College* (Crandall and Sheppard, 2004) http://www.caalusa.org/eslreport.pdf

How well are we serving these students?

Pre-Collegiate Improvement: Basic Skills and ESL

Table 13:
Annual Number of Credit Basic Skills Improvements

The number of students completing coursework at least one level above their prior basic skills enrollment within the three-year cohort period.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
Number of Students	126,307	122,880	123,682

http://www.ccccc.edu/Portals/4/TRIS/research/ARCC/arcc_2008_final.pdf

For details of ESL students at the 109 California community colleges, please access the website above. The Accountability Reporting for the Community Colleges (ARCC) data is a compilation of data regarding college performance from the 109 California community colleges.

Before we discuss how to improve these numbers and share strategies that work best to serve ESL students, it may be helpful to review a bit of research on language acquisition. We need to appreciate the complexity of the task that ESL students have undertaken when they come to us to learn academic English and build their house of dreams.

Let's begin by looking at a few factors that ESL faculty have identified as important factors in promoting acquisition. Some of these we can address. Others we cannot.[1]

FACTORS PROMOTING ACQUISITION OF A SECOND LANGUAGE

* Young age (0-14 years)

* Opportunities for interaction in English

* Literacy in the first language

* Several years of education in the first language

* Language instruction in English

* Feedback and instruction on errors

* Content instruction that contributes to language development

* Employment in an English-speaking environment

* Willingness to experiment and takes risks in using English

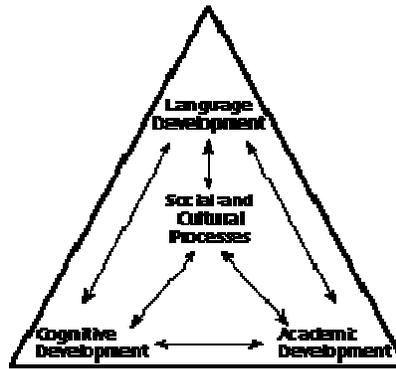
Acquiring a Second Language

The components involved in language acquisition- socio-cultural, linguistic, academic, and cognitive processes - are interdependent and complex. Research shows that

> …cognitive and academic development in the first language has an extremely important and positive effect on second language schooling (e.g. Bialystok, 1991; Collier, 1989,1992b; Garcia, 1994; Genesee, 1987, 1994; Thomas & Collier, 1995). Academic skills, literacy development, concept formation, subject knowledge, and learning strategies developed in the first language will all transfer to the second language. As students expand their vocabulary and their oral and written communication skills in the second language, they can increasingly demonstrate their knowledge base developed in the first language.

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[1] California Pathways: The Second Language Student in Public High School, Colleges and Universities. (2000) California Community Colleges Chancellor's Office. Sacramento California. Available through California Teachers of English to Speakers of Other Languages (CATESOL) at http://www.catesol.org/pathways.pdf

Furthermore, some studies indicate that if students do not reach a certain threshold in their first language, including literacy, they may experience cognitive difficulties in the second language (Collier, 1987; Collier & Thomas, 1989; Cummins, 1981, 1991; Thomas & Collier, 1995).

Language Acquisition for School

(Copyright, Virginia P. Collier, 1994.)

http://www.ncela.gwu.edu/pubs/directions/04.htm

Research shows that it takes five to seven years to acquire academic proficiency in a second language. This kind of proficiency enables the learner to process information at a higher level of critical thinking, including finding relationships, making inferences, and drawing conclusions. As the diagram above indicates, language acquisition for school involves a combination of interdependent factors that must all be addressed to ensure student success.

A special subgroup of English language learners is known as Generation 1.5. In the literature, a student is generation 1.5 if he or she arrived in the U.S. as a pre-teen school-age child (Oropesa and Landale, 1997). This is a critical age in language and academic development, and these students have not acquired full literacy in their first language, which leads to special difficulties in acquiring English as their second language. A particular problem for these students is that they have been exposed primarily to conversational language (for basic communication), and that is the kind of language the student, in turn, produces. For many of the ESL students, and generation 1.5 students in particular, entering community colleges, the greatest challenge is to process and produce **language at a higher level of critical thinking** which will allow them to succeed in college-level work.[2]

An increasing number of U.S. high school graduates enter college while still in the process of learning English. Referred to as generation 1.5 students because they share characteristics of both first- and second-generation immigrants (Rumbaut & Ima, 1988), they do not fit into any of the traditional categories of nonnative English speakers enrolled in college writing courses, nor have they been the focus of much research on students

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[2] Oropesa, R.S., & Landale, N.S. (1997). In Search of the New Second Generation: Alternative Strategies for Identifying Second Generation Children and Understanding Their Acquisition of English. *Sociological Perspectives, 40*(3), 429-455.

learning to write in English as a second language (Harklau, Losey, & Siegal, 1999). Familiar with U.S. culture and schooling, generation 1.5 students have different learning needs from other English language learners, such as immigrants with limited English proficiency and international students who travel to the United States for the express purpose of earning an American college degree.

It takes many years for literacy in a second language to develop fully. To be successful in college, generation 1.5 students may need to unlearn previous practices and learn new ways of approaching writing. To do this, they need access to instruction that recognizes that they are different from other English language learners. This instruction needs to make room for their diverse backgrounds and strengths and prepare them for life outside the classroom.

http://www.cal.org/resources/Digest/0305harklau.html

Important Facts about Generation 1.5 Language Learners

Language Acquisition	Acquired through informal interaction with friends, family, classmates and coworkers, English dominant siblings and radio and TV
Oral/aural dominant	May not notice grammatical features; may use incorrect verb and word forms, confuse count and non count nouns, plurals, articles and prepositions (e.g. don't see the difference between "confident" vs. "confidence")
Use of Meta language	Generally lack language for grammatical terms to understand grammar errors (when teachers talk about progressive verbs or gerunds, they look blank).
In Speech and Writing	Rely heavily on context – use body language, intonation, facial expressions to make themselves understood. Writing is difficult because they lack these clues. When proofreading, can't identfy mistakes.
Communication Skills	Highly proficient, but face difficulty in academic writing that demands a high level of grammatical accuracy.

As stated earlier, all faculty in the community colleges are dealing with Generation 1.5 students, plus other ESL students with more specific needs. What is it that we expect of them when they leave ESL and move on to other courses?

Academic Literacy: A Statement of Competencies

In Spring 2002, the Intersegmental Committee of Academic Senates (ICAS) of the University of California, California State Universities and California Community Colleges created an important document that explored the present competencies of entering freshman in conjunction with an examination of the expectations of faculty in the areas of academic literacy, reading, writing, and thinking critically. These competencies can be found in Part II of the document at http://www.asccc.org/Publications/Papers/AcademicLiteracy/statementCompetencies.pdf
The authors also identified the additional competencies necessary for L2 learners in the chart below.[3]

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[3] Intersegmental Committee of Academic Senates [ICAS]. (Spring 2002) *Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities. p.42.* Retrieved from http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm

Additional Listening and Speaking Competencies Expected of Students Whose Home Language is Not English (See Appendix D)
In addition to the other competencies noted, L2 Learners should be able to do the following:
▸ comprehend English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations
▸ identify nuances of meaning indicated by shifts in vocal inflection and non-verbal cues, such as facial expressions or body language
▸ recognize the spoken form of vocabulary–including idiomatic expressions– previously encountered only in written form

▸ demonstrate a full range of pronunciation skills including
     phonemic control
     mastery of stress and
     intonation patterns of English

The literacy statement also identified the important instructional needs of L2 learners in order to develop the competencies required in California Higher Education. These instructional needs act as a framework to enable the construction of habits of mind and academic proficiencies necessary for success in higher education. As you construct your instructional strategies, consider whether you have incorporated these important features.

Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities[4]

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[4] Intersegmental Committee of Academic Senates [ICAS]. (Spring 2002) *Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities. Appendix D page 80.* Retrieved from http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm

SPECIFIC INSTRUCTIONAL NEEDS OF L2 LEARNERS FOR DEVELOPING ACADEMIC COMPETENCIES

FOCUSED ATTENTION ON LANGUAGE FORMS

English learners who demonstrate clear control of interpersonal skills (e.g., the ability to converse casually, to engage in commercial transactions) may be designated as fluent English proficient. However, despite their ability to conduct successful interpersonal transactions in English, these learners often misunderstand or fail to acquire language forms and meanings that are necessary for academic English. For example, in spoken English, grammatical forms such as articles, pronouns, possessives, verb endings, and prepositions are difficult for L2 learners to perceive. As a result, learners may fail to acquire these forms without direct, explicit instruction, accompanied by many opportunities to receive feedback in both spoken and written academic English.

Postsecondary educators expect students to have developed the practice of focusing attention on form as they read and listen. They expect students to have learned these forms through observation, analysis, and introspective questioning. A student thus trained would, for example, notice how specific verb tenses convey particular meanings in written academic English or what phrasings are typically used in academic register to introduce or connect ideas. Thus, L2 learners at the high school level need extensive focused instruction and practice attending to forms—both grammatical structures and vocabulary—to express ideas appropriately in academic English.

LISTENING AND SPEAKING INSTRUCTION

In addition to instruction that develops the listening and speaking competencies described in Part I of this report, English language learners may need specialized instruction to develop listening/speaking skills that native English speakers have typically acquired without instruction. These skills include the following:

- comprehending English spoken by various speakers whose language styles include a variety of pitches, rates of speech, accents, and regional variations;

- identifying nuances of meaning indicated by shifts in vocal inflection and non-verbal cues such as facial expression or body language;

- recognizing the spoken form of vocabulary–including idiomatic expressions–previously encountered only in written form; and

- demonstrating a full range of pronunciation skills including

- phonemic control

- mastery of stress and intonation patterns of English.

The Relationship Between ESL and Remedial or Basic Skills Coursework

The important relationship of ESL and why the Board of Governor's included ESL in the Basic Skills initiative is further explained in this document.

What is the relationship between ESL instruction and instruction regarded as remedial?

Instruction in academic English for second language learners should be distinguished from remedial instruction, just as courses in foreign language instruction for native English speakers are not considered remedial. With adequate time and intensive focus on language acquisition, second language learners will meet secondary content standards established for all students. L2 learners, their peers, parents, teachers, and administrators should understand that special language instruction is not remedial. Given this awareness, L2 students will be more likely to further develop academic English through ESL work at the college level.

The demands of postsecondary academic reading, writing, listening and speaking tasks are, by nature, considerably more challenging than many of those in secondary schools. Consequently, entering L2 students who have been designated in high school as orally proficient may need additional help to develop advanced level academic abilities. In collaboration with postsecondary educators, teachers and parents of high school minority language students can help L2 students recognize (1) that seeking specialized instruction in academic English is both desirable and necessary; and (2) that additional time may be required to complete requirements essential for success at the baccalaureate level.[5]

California Pathways Standards

The CATESOL organization (California Teachers to Speakers of Other Languages) have defined proficiency statements for speaking, reading, writing, listening which are available at http://www.catesol.org/pathways.pdf.[6] These clearly defined standards and instructional effective practices are important tools for our classrooms.

 In addition, the article includes sample student artifacts and rubrics for assessing ESL proficiency attached to a curriculum model. The appendix includes a complete set of effective practices for the students from outreach and admissions through classroom practices. These are must see resources! Appendix 13 has converted the "Second Language Reading Proficiency Descriptors" from the report into a rubric in order to clearly define the various levels of proficiency.

Getting to Know your Students

The multicultural classroom creates the challenge of providing effective strategies and learning environments to meet the needs of all students. To best meet their needs, it is important to have some knowledge of their academic and linguistic backgrounds.

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[5] Intersegmental Committee of Academic Senates [ICAS]. (Spring 2002) *Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities.* Retrieved from http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm

[6] California Teachers to Speakers of Other Languages [CATESOL]. (2005) *California Pathways: The Second Language Student in Public High Schools, Colleges and Universities.* http://www.catesol.org/pathways.pdf

Gathering this information early in the semester can make it much easier for teachers to prepare and adjust lesson plans according to the students' needs. The form, **Getting to Know Your Students,** included in the appendix has been used to gather information about students. The level of education in the primary language has proven to be the most helpful guide for instructors regarding the academic needs of the student.

Preparing your ESL Students for College Success

Here are three strategies that can help your students to achieve better success. The appendix to this chapter contains example forms. These methods have been used at Cañada College. Research and data collection on these strategies is still in progress.

Time Management and Weekly Study Schedule **(Time Management Form in appendix)**
Juggling responsibilities at home and at work, and making sure that homework assignments are completed, students need to be reminded of the level of commitment required when they have registered for a college-level class. Reminding them at the beginning of the semester, when they have a high motivational level, that they have to make time in their busy schedules to complete their homework helps them to be prepared for the commitment they have made. See the **Weekly Schedule Template** in the appendix.

Course Information Quiz (in appendix)
Students need to be aware of their responsibilities as learners. For ESL students, as for other college students, the first week of classes can be intimidating as well as exciting. To make sure that they have a clear understanding of the instructor's expectations, which should be stated clearly in the course syllabus, it has been shown to be effective if the students engage with it. One way to do this is to offer a quiz on the syllabus on the first or second day of class. Later presenting the notes taken by the students reinforces the language needed to be successful and creates an authentic situation for Second Language Learners to produce language in context.

Midterm Grade Report (in appendix)
Creating a culture of personal assessment and reinforcing students' learning awareness is integral to the meta-cognition and meta-linguistic awareness that helps students to acquire a second language and succeed in college. Following up the initial time management tool with a mid-term awareness report keeps students on the track to success.

You can assess each of these methods by doing these activities more than once during the semester and comparing the results. Have your students developed better time management or a better understanding of the course requirements? If not, what can you do to help them maintain this awareness throughout the course of the semester?

Reading

Chapter Ten details reading strategies, such as schema building, scaffolding SQ3R and KWL. These, like other study skills strategies, are effective for all students including ESL students. Vocabulary building is another way of teaching students of varying academic backgrounds.

<u>Building Vocabulary</u>
Because community college students come from a range of educational backgrounds, at times lacking prior knowledge needed to succeed in college, vocabulary building is one way to improve reading, writing and speaking skills.

- Students can create study cards listing a new word that they have encountered and then write the different forms of the word helping them to become familiar with the suffixes in English that are used in different parts of speech. For example nouns ending in –ment, -tion, -ance and so on. By studying one word and the words that relate to it, students are increasing their vocabulary exponentially.

  Attention (n)
  Attend (v)
  Attended (v)
  Attendee (n)
  Attendance (n)

- Another effective way to get students to engage with the vocabulary in a text is to ask them to work in a group and identify five to eight words that might be new to them and then ask them to write a few sentences about these words and maybe even draw pictures related to them after looking up the words in a dictionary. Then, the groups present this information to the entire class (or another group), explaining why they chose those specific words and their pictorial and written responses.

- Explaining academic vocabulary within the assignment also reinforces the reading skill of guessing meaning from context rather than looking up each word in the dictionary which, apart from being time consuming, can also be misleading at times.

- The *Second Language Reading Proficiency Descriptors* adapted from the *California Pathways* listed in the appendix are another way to help facilitate reading progress for ESL students. Many colleges offer multi-level ESL reading classes, and as the *Basic Skills as a Foundation for Student Success in California Community Colleges* Report shows, student placement in the correct level leads to student success in the class. If teachers are able to identify the reading level of their students, providing assignments and rubrics appropriate to that level helps students to transition from one level to the next.

Writing

Learning to write is similar to learning a foreign language. The process of acquiring the skills needed to write effectively is similar to the process of acquiring a second language as an adult. Unlike first language acquisition, both writing and a second language acquisition as an adult require a metacognition. To help students in this process of metacognition and assessing student writing can become more productive if the writing descriptors are clearly stated and understood.

Similar to the *Second Language Reading Proficiency Descriptors,* the *Second Language Writing Proficiency Descriptors* listed in the appendix can help writing teachers to facilitate learning at the appropriate level. These descriptors can be used to create rubrics that are one way of guiding students through

the writing and editing process. Such rubrics can also be used to assess both the teaching as well as the learning of writing. Examples of rubrics can include detailed descriptors as listed in the *Personal Statement Self-Editing Form* included in the appendix.

The descriptors should be assessed regularly to ensure faculty expectations and student performance are related. The assessment might be through student journals, student teacher conferences or faculty discussions. Faculty read the student work together and score it using a common rubric.   The real value of these assessment activities is that they require faculty to dialogue with each other about students' needs and issues in their classes, looking at actual student artifacts, such as papers, reports or journals. Faculty who have engaged in this process often rate it as a refreshing change from department meetings where the budget crisis or the faulty copier are the main topics of conversation. Instead, they have a meeting entirely focused on student work, on learning and teaching. As an example, the ESL faculty at El Camino College, led by Jenny Simon, engaged in such an assessment. Here the faculty not only assessed student writing, but used the process as a way to revise the rubric, making it more useful and drawing the faculty together to "be on the same page," in how they rate student work.

1. Rubric should be expanded to include "voice".
2. Rubric should be expanded to include a larger scale (four or five).
3. More uniform instructions given to faculty running the assessment (pre-writing discussion parameters; whether as a one-step or two-step process--summary first and then response or summary/response written in same time period).
4. Scoring doesn't have to take place simultaneously but each scorer given a scoring task to complete in a defined time frame and then meet to discuss papers already scored.
5. Better tracking of multiply scored papers. Each paper should be read twice and scores averaged for each paper.

Listening and Speaking

Scaffolding assignments help students to follow directions (see Appendix for example of scaffolded assignment). When you give specific written and oral directions, you reinforce the information and provide the academic language required in other college-level classes, which might not be presented explicitly to students. Writing out the directions and giving them an example models the kind of language production expected by the instructor. Providing specific guidelines also gives the students the opportunity to assess their own progress and become responsible for their own learning. For example, at a beginning-intermediate level of a listening/speaking class, students can be given a rubric to rate other students' presentations as listed below:

Speaker Evaluation Form

Name_____

Beginning Listening/Speaking

Circle the number that shows your evaluation of the speaker in these areas.

    1= Very good   2= Good   3= Needs improvement

Name of the speaker:_____

1. Did the speaker speak slowly?   1   2   3

2. Did the speaker speak clearly?   1   2   3

3. Did the speaker make eye contact?   1   2   3

4. Did the speaker stand up straight?   1   2   3

5. Did the speaker talk (not read)?   1   2   3

6. Did the speaker smile and enjoy presenting?   1   2   3

Additional comments:_____

_____

Providing a rubric to students and listing the expectations for each presentation allows the students to focus on specific areas that they need to improve throughout the semester. The **Speaker Evaluation Form** listed in the appendix and other similar scaffolded documents create a guided checklist for students to evaluate the presentations of their peers and to focus on their own speaking and presentation skills.

Providing students with guidelines for their assignments promotes engaged and focused learning, which can help them prepare to transition to more advanced college courses.

Appendix
Chapter 8 Effective Practices in ESL: Specialty Supplies

Appendix 1: Getting to Know Your Students

Appendix 2: Time Management

Appendix 3: Weekly Schedule Template

Appendix 4: Course Information Quiz

Appendix 5: Midterm Grade Report

Appendix 6: Book Report Presentation

Appendix 7: Directions for the Book Report Form

Appendix 8: Scaffolded Assignment

Appendix 9:   Presentation Evaluation

Appendix 10: Personal Statement Self-Editing Form

Appendix 11: Personal Statement Essay

Appendix 12: Writing Descriptors for ESL Courses

Appendix 13: CATESOL Second Language Writing Proficiency Descriptors Rubric

Appendix 14: Second Language Reading Proficiency Descriptors (Table Format)

Appendix 15: Resources for Chapter 8

Appendix 1

Getting to Know Your Students

1. Country of origin_____ Number of years in the U.S.___

2. Number of years studying English in school _____

3. Language(s) spoken _____

4. Other courses being taken this semester_____

5. Are you planning to earn an AA/AS degree at Cañada?   Yes   No   Don't know

6. Are you planning to transfer to a 4-year university?   Yes   No   Don't know

7. Educational Background:

8. Primary and Secondary Education:

School Year	Check (√) if completed	Country	Language of Instruction
1st grade			
2nd grade			
3rd grade			
4th grade			
5th grade			
6th grade			
7th grade			
8th grade			
9th grade			
10th grade			
11th grade			
12th grade			

9. College/University

Degree	College or University, Country	Major	Language of Instruction
Associate Degree (2 years)			
Bachelor's Degree (4 years)			
Master's (2 years of graduate studies)			
Ph.D. (5-7 years of graduate studies)			

Appendix 2
Time Management

Intermediate Reading

Name

FILL IN THIS CHART. THEN ANSWER THE QUESTION BELOW.

1 hour in class = 2 hours of study out of class

COURSES YOU ARE TAKING NOW	GRADES YOU WANT TO EARN	NUMBER OF UNITS	HOURS YOU NEED TO STUDY (units X 2)	WHERE IN YOUR TIME SCHEDULE

WHAT HAVE YOU LEARNED ABOUT YOUR TIME MANAGEMENT FROM THIS EXERCISE? USE COMPLETE SENTENCES IN PARAGRAPH FORM.

Appendix 3
Weekly Schedule Template

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:00 - 7:00							
7:00 – 8:00							
8:00 – 9:00							
9:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 1:00							
1:00 – 2:00							
2:00 – 3:00							
3:00 – 4:00							
4:00 – 5:00							
5:00 – 6:00							
6:00 – 7:00							
7:00 – 8:00							
8:00 – 9:00							
9:00 – 10:00							
10:00 – 11:00							
11:00 – 12:00							
12:00 – 1:00							

Appendix 4
Course Information Quiz

Beginning Speaking/Listening
Introduce yourself to a partner. Learn your partner's name. Write your name and your partner's name below.

_____

_____

Read the questions and find the answers together. Use the Course Information sheet to find the answers. Write your answers below the questions.

1. What is the CRN# for this course?

2. How can you contact the instructor?

3. What is the name of the textbook for this class?

4. When is the Final Exam for this class?

5. If you are absent, what should you do?

6. If you are absent more than four times, what will happen?

7. Will there be homework in this class?

8. What will happen if you turn in the homework late?

9. What can you do in the Learning Center for this class?

10. When will there be tests in this class?

11. Can you make up a test if you are absent on the day of the test?

12. What is Academic Integrity?

13. *What is your final grade based on?*

14. *Can you use your cell phone in the classroom?*

15. *Can you read other materials during class time?*

16. *How many holidays do we have in the Spring semester?*

17. *When should you ask questions in this class?*

18. *What are three things that you can do to be successful in this class?*

19. *If you want more help, can you get a tutor to help you?*

20. *Do you think that you will like this class?*

21. *What questions do you have for the instructor?*

Appendix 5

Midterm Grade Report

Name:_____ _

Class:_____

Midterm Grade:_____ _

Comments
You are on Early Alert because you are not passing._____

Your absences are affecting your grade._____

You should get a tutor._____

You are passing._____

Your assignments are listed on the back with all the points that you have earned so far this semester. Check this information carefully and make sure that it is correct. If you have any questions about the assignments or points, please ask me.

Response to Your Midterm Grade

In order to evaluate your progress, ask yourself the following questions:
- Do I attend every class?
- Do I arrive on time?
- Do I pay attention in class?
- Do I take notes?
- Do I turn in all assignments on time?
- Do I review the material after class?
- Do I prepare enough for the tests?
- Do I ask questions when I need to in class?
- Do I ask for help when I need it?

If you are satisfied, how are you going to maintain your progress and your grade?

If you are not satisfied, how are you going to improve your progress and your grade?

Write a response to your Midterm Grade, and make a plan for the rest of the semester.

_____

_____

_____

_____

_____

_____

_____

Appendix 6
Book Report Presentation

Beginning Speaking/Listening   Name_____

Complete this form about the book you are reading for your Book Report Presentation.

      Title:_____

      Author:_____

      Number of pages:_____

      Fiction or Nonfiction:_____

Summary:_____

_____

_____

_____

_____

_____

_____

Response:_____

_____

_____

_____

_____

_____

Appendix 7
Directions for the Book Report Form

ESL 831 AA Beginning Speaking/Listening
If you are not sure about any of these parts of your Book Report, please ask me.

Title: *Write the title of the book you are reading. The first letter of each important word in a book title is*

capitalized, and the titles of books must be underlined. Be sure that you write the title correctly.

Author: *Write the name of the person who wrote the book. Sometimes there are two or more names. Write*

all the names.

Number of pages: *Write the number of pages in the book.*

Fiction or Nonfiction: *Identify if the book is fiction or nonfiction.* Fiction *means books and stories about*

imaginary people and events. Nonfiction *means books and articles about real people, facts, and*

events, not imagined ones.

Summary: *This summary is a paragraph about the main ideas of the book that you have read. You cannot*

include all of the ideass, so you have to decide which ideas are the most important in order to tell

your classmates about the book. Be sure that you tell the main idea of the book from the beginning

to the middle to the end. Do not tell your classmates about only the beginning. A summary

includes the beginning, middle and end of the book, so you have to finish the book before you can

write the summary.

Response: *This response is a paragraph about your opinion about the book that you have read. What did you*

like about the book? What didn't you like about the book? Did you enjoy the book? If you did,

why did you enjoy it? If you didn't enjoy the book, why didn't you enjoy it? Would you recommend

this book to your classmates? Did you learn anything from this book? If you did, what did you

learn? Do you want to read another book about this topic? If you do, why do you want to read

another book about this topic? If you don't, why don't you want to read another book about this

topic?

Beginning Intermediate Listening/Speaking
Presentation Evaluation

Name:_____

Your presentation will be graded for the following (15 points):
- *Is it interesting?*
- *Do you speak clearly?*
- *Have you created transitions from one point to the next?*

For your own presentation, answer the following questions

1. What do you think you did really well in your presentation?

2. How can you improve on your presentation?

From the other presentations, choose one that you think is done well and explain why you chose it.

Appendix 8
Scaffolded Assignment

Essay #4 Assignment – Non-verbal Communication
Advanced Writing

Topic – What are some differences in non-verbal communication between the U.S. and your culture? Organize the ideas according to types of non-verbal communication, give examples of each and whenever possible, explain the cultural value(s) expressed through the non-verbal language. In other words, do not simply list the differences but analyze the meaning and/or reason behind them.

Step 1
Take a few days to observe Americans' non-verbal communication by watching their interaction in real life, on TV or in movies and take notes. Be sure to note their relationship, context, age and gender. Also, remember that what you see in the media is usually a bit exaggerated than real life. Then compare their non-verbal communication with that from your own culture. What are some of the differences, and what may be the reasons (e.g. cultural values) underlying these differences?

Step 2
Using your notes from your observations as well as the discussion on "Where Do We Stand?" and the class discussion, make an outline:

    I.   Introduction
          A. Summary of the article "Where Do We Stand?" (main points)
          B. Thesis Statement (must be a complete sentence)

    II. Body
          A. One type of non-verbal communication
               1. U.S.
               2. Your culture
          B. Second type of non-verbal communication
               1. U.S.
               2. Your culture
          C. Third type of non-verbal communication
               1. U.S.
               2. Your culture

    III. Conclusion
          A. Summary
          B. Final Comment

Step 3
E-mail the outline to me (choilinda@deanza.edu) by **6:00pm Monday, March 3**. Any outline sent later will lose points. I will comment on your outline and e-mail it back to you by 5:00pm the next day.
The outline may **NOT CONTAIN ANY COMPLETE SENTENCES** except for the thesis statement, and it should not be longer than one page in order for you to be able to use it during the in-class writing.
Step 4
Revise your outline as necessary.
Step 5
Bring a **large BLUE BOOK** to class on **Wednesday, March 5**. You will not be allowed to use your own paper for the in-class essay.
Step 6
Write the essay in class on **Monday, March 9**.

Appendix 9

Presentation Evaluation

ESL ESSAY GRADING SHEET – NON-VERBAL COMMUNICATION

NAME_____   Total_____/25 = _____%

Grade_____

Content_____/10

___Main idea is clear and consistent throughout the essay

___The reading is effectively summarized in the introduction

___The differences in non-verbal communication are logically and clearly explained

___Ideas are developed with specific, relevant and sufficient details and examples

___Ideas demonstrate critical thinking

COMMENTS:

This paper has noticeable problems with:

___verb tense/form

___s/v agreement

Organization_____/5

___Thesis clearly states the main idea in the introduction

___Introduction effectively leads to the thesis

___Main idea is restated in the conclusion

___Conclusion contains an insightful final comment

___Each topic sentence clearly states the difference in non-verbal communication

___Sentences are logically and clearly connected

___Paragraphs are logically and clearly connected

___articles

___plural nouns

___prepositions

___word form (parts of speech)

___word choice (vocabulary)

Language_____/10

___Vocabulary/expressions are appropriate

___Vocabulary is academic and sophisticated

___Sentence structures are appropriate

___Sentence structures are complex and varied

___Comparison/contrast words are correct and varied.

___Generally correct spelling

___Generally correct punctuation

___Generally correct grammar

****

___fragments/comma splice/run-ons (punctuation)

___spelling

___other:_____

Appendix 10
Personal Statement Self-Editing Form

Advanced Writing

Background Information/Introduction

_____ My personal statement begins with some type of hook.

_____ I have identified where I started and where I am now in the English Institute.

_____ I have included some background information about myself.

Academic/Career Goals

_____ I have identified my academic goals specifically.

_____ I have given specific details about my academic goals.

_____ I have identified my career goals specifically.

_____ I have given specific details about my career goals.

Extracurricular Activities

_____ I have given specific details about my extracurricular activities.

Awards and Honors

_____ I have given specific details about my awards.

_____ I have given specific details about my honors.

Special Circumstances

_____ I have given specific details about my special circumstances.

Conclusion

_____ I have summarized the information in my personal statement.

_____ I have thanked the committee for reading my application.

Appendix 11
Personal Statement Essay

Advanced Writing

Background Information/Introduction

_____ Identify what level you started in and where you are now in the English Institute.
_____ Put some background information about yourself.

Academic/Career Goals

_____ Identify your academic goals specifically.
_____ Give specific details about your academic goals.
_____ Identify your career goals specifically.
_____ Give specific details about your career goals.

Extracurricular Activities

_____ Give specific details about your extracurricular activities.

Awards and Honors

_____ Give specific details about your awards.
_____ Give specific details about your honors.

Special Circumstances

_____ Give specific details about your special circumstances.

Conclusion

_____ Summarize the information in your personal statement.
_____ Thank the committee for reading your application.

Appendix 12
Writing Descriptors for ESL Courses

Students' writing should reflect **most** of the criteria from the appropriate level.

<u>Prep</u>

Writing Samples:
1. I like to go in The park with. my family TogeTher., end I like play with my broTher end sisTer. in The park is very nice because I see The planT end my broTher liTle. playing. end Too see my faThers very joy. my oTher favoriTe place is in my work because I like working. end Too speak wiTh my bos, for Lerned InglisH Thiese is my place favorite.

2. I have one broter, and He place foth-bol. soukers and my only see He. maybi nex weeken I'm place to be He. My sister shi layketh place to be He and mi to.

<u>Beginning</u>

Content

1. Write sentences based on retelling a story, pictures, or videos, or narrate a personal experience or an experience that they know about.
2. Write questions and answers based on a series of pictures, a video sequence, or a reading.
3. Write directions, such as how to prepare a food dish, how to get from one place to another, how to change a flat tire, etc.

Organization

1. Write in a unified manner and in a logical way on one topic. Be able to hold to their theme.
2. Limited use of transition words where appropriate, e.g. sequencing adverbs such as <u>first</u>, <u>second</u>, <u>then</u>, <u>after that</u>, <u>finally</u>, etc.
3. Correct use of time and frequency expressions where appropriate, e.g. <u>last week</u>, <u>every Saturday morning</u>, <u>always</u>, <u>usually</u>, <u>never</u>.

Language

1. Simple and compound sentences with <u>and</u> and <u>but</u> as well as complex sentences with <u>when</u>, <u>after</u>, <u>because</u>, and <u>if</u>.
2. Transformation of the above sentence types into both <u>yes-no</u> and <u>wh-</u>questions and into negative sentences.
3. Correct use of basic tenses, imperatives, and modals.
4. Reasonably correct spelling, capitalization, and punctuation, including some use of commas and apostrophes with contractions and possessive nouns.
5. Appropriate use of basic vocabulary described in the course objectives.
6. Occasional use of directly translated language.

Writing Samples:

1. My favorite place is the Beach. I like see the sea blue, the birds flaying in the sky, the sun hoting my skin. The beach is a place very nice for me.

2. My name is Jose I came from Mexico last year I am Married my wife is Blanca. We have two children we go some times at the bech. I like play baseball   I play center filder. In UEA no play baseball only soccer.

Intermediate

Content

1. Able to address the topic.
2. Most ideas are relevant to the main idea.
3. Sentences are well connected

Organization

1. Ideas are logically sequenced and flow together.
2. Use coordinating and subordinating signals.

Language

1. Write simple and compound sentences
2. Recognize subject-verb agreement.
3. Be familiar with basic rules of punctuation, such as indentation, commas, periods, capitals and exclamation marks.
4. Use simple but appropriate vocabulary

Writing Sample:

My favorite place its to be with my famyly, went we go to vacations, I remember went we went to cancum. Mexico we hve a lats of fun time, I went with my wife I wit my thaoter and with my son. They told mi that they hafe a good time to. Of course I field very good. One other favorite place for me is my jop becouse I work in trees, I clim smoll and toll trees, end I like wen, be very hig, end I kan se the city, that set

Intermediate High

Content

1. Focus on a specific topic suitable for a paragraph.
2. Differentiate between relevant and irrelevant material for a paragraph.
3. Generate ideas by brainstorming, clustering, and freewriting.

Organization

1. Write a paragraph with a topic sentence, concluding sentence and at least three supporting sentences with transitions, illustrations and examples.
2. Write a descriptive paragraph with spatial order, narrative and process paragraphs with chronological order, and expository paragraph with appropriate transitions.

3. Write an outline for a paragraph.
4. Recognize parts of an essay: introduction, body and conclusion.

Language

1. Write and recognize a complete sentence.
2. Write and recognize compound and complex sentences.
3. Recognize and use verb tenses appropriately.
4. Be familiar with basic rules of punctuation: period, comma, semicolon, question mark, exclamation mark, quotation mark, capitalization
5. Knowledge of basic spelling rules.
6. Make subject-verb agreements.

Writing Sample:
In the first time I came to United States, was so surprise, because you know everything is new for you. people, customs, food, etc. I was only 18 years the first city a knew was the Angeles is so big like Mexico city many traffic, hard to get same places and drive. That city have beatiful places to – visity: Disneyland, Hollywood Studios, many places. Also have next city to this is San Diego. I like this city because has a big zoo. I walked all the place and knew many animals: Bears, lions, elephants, girafes, etc. So the Angeles City is so big with many places to knew. This city also – is very close to my cantry. when I lived their was so easy to go. many peoples the differents countries in this city. The only thing I don't like is very danger for the violence, most – joung people is in drugs, I hope the government do some thing for this beatiful city.
Level IV

Content

1. The writer addresses the topic appropriately.
2. The main idea is clear.
3. Most supporting ideas are relevant and well-developed with specific details, examples and explanations. Few ideas are irrelevant or not fully developed.

Organization

1. The introduction presents general statements and a thesis statement.
2. The conclusion restates the main idea and may present a new insight.
3. Each body paragraph has a topic sentence with a controlling idea.
4. Sentences and paragraphs are generally logically sequenced with coordinators, subordinators and transitional signals, though the use might be somewhat mechanical.

Language

1. The vocabulary, though not very sophisticated, is generally correct. Errors in word choice do not impede comprehension.
2. There may be a few non-idiomatic expressions.
3. There is a combination of simple, compound and complex sentences.
4. There may be a few run-ons and comma splices.
5. There are minor errors in spelling, punctuation and grammar, such as articles, verb form, word form, and prepositions, but the errors do not impede comprehension.

Writing Sample:

Arteaga, Mich is a little town were I was born. Arteaga is about 2 hrs from the nearest city. The town is very small, the weather is warm, the population is about 10,000 people an there are a few schools only two high schools, two colleges and two universities that you can study only to be a teacher. some students from other towns or citys study there. There is not to many jobs that's why the people leave the town and the immigrate to another country. I think Arteaga is a peacefull town and the people is very nice they know and respet each other. In the center of the town tere is a little Plaza where everybody have fun every Sunday, they go to church and then they go to a nightclub call Baby "O" rock. During the week if you don't go to school there is nothing to do.

Level V (ESL 400)

Content

1. The topic is relevant to the assignment task.
2. There is a clear, thoughtful thesis statement.
3. There is substantive development of the topic within the body of the essay.
4. Ideas are clearly supported and relevant to the topic.
5. Generalizations are supported with specific details and examples.
6. The essay is of sufficient length to successfully present an academic topic.

Organization

1. The essay is well-organized with a clear introduction, body and conclusion.
2. The body paragraphs show effective topic sentences with adequate, relevant, concrete support.
3. The body paragraphs are logically sequenced.
4. The essay is unified.

Language

1. There are effective complex instructions.
2. There is a good sentence variety.
3. There are few errors in agreement, tense, number, word order/function, articles, pronouns, prepositions, fragments, run-ons, or parallel structure.
4. There is a sophisticated range of vocabulary.
5. There are few errors of word/idiom choice, usage, or form.
6. There are few errors of spelling, punctuation, capitalization, or paragraphing.

Writing Sample:

My favorite Place

My favorite Place is Great America, because it has a lot of different rides and you have to pay just in the entrance to get on the rides and also has the greatest shows. Everyone can have fun in there starting from childrens throug adult. They have a great place that childrend can have a lot of fun because it has a lot of rides for them and they even have an all area that they can get wet with the spingles, has a playgrown that they can climb, jump and swing, places to eat and rides to go on and for adult has all different kind of rides that can get on. And all people can watch the shows and have fun. That why I like to go to Great America all summer long.

Appendix 13: CATESOL Second Language Writing Proficiency Descriptors Rubric

Second Language Writing Proficiency Descriptors (Table Format)

	COMMUNICATIVE SUCCESS	WRITING SKILL/ ORGANIZATION/ FOCUS:	DEVELOPMENT/ SPECIFICITY:	VOCABULARY/ WORD CHOICE/ WORD FROM:	SENTENCE STRUCTURE/ GRAMMAR:	SPELLING/MECHANICS :
NOVICE: Writers at this level demonstrate or no independent competence in communicating through and little or no control of vocabulary, grammar, and sentence structure.						
NOVICE-LOW	NOVICE-LOW has almost no writing skills	can copy text or generate words or simple phrase	exhibits no evidence of development	uses very limited vocabulary	lacks control of all aspects of grammar	may make errors in letter shape, size, interval between words, punctuation, etc.
NOVICE-MID	has limited writing skills	produces strings of words or sentences with no clear relationship	exhibits little evidence of development	uses limited vocabulary; lacks awareness of appropriate word choice or correct word form	attempts sentences; lacks control of most aspects of grammar	may rely on first language for spelling; demonstrates limited awareness of sound/letter correspondence and mechanics
NOVICE-HIGH	has emerging writing skills	produces brief text in paragraph-like form	exhibits some evidence of development	uses some common vocabulary; errors in word choice or word form interfere with meeting	produces rudimentary sentences; makes pervasive grammatical errors that interfere with meeting	employs letter/sound correspondences; still exhibits pervasive errors in spelling and mechanics but shows awareness of capitalization and end punctuation
INTERMEDIATE: Writers at this level demonstrate competence in communicating through writing and developing control of vocabulary, grammar, and sentence structure.						
INTERMEDIA TE-LOW	produces moderately comprehensible text	may understand topic, but be unable to focus; attempts rudimentary paragraph and/or essay structure	attempts development, but may be very general or limited to a single, short example	uses common vocabulary; word choice or word from errors may interfere with meeting	uses a very limited range of sentence structures; makes interfere with meaning	shows some control of sentence boundaries, spelling, and mechanics
INTERMEDIA TE-MID	produces generally comprehensible text	addresses topic, but may be unable to maintain focus; demonstrates developing essay structure	demonstrates development, but may lack specific details	uses a range of vocabulary; word choice or word form errors may occur throughout and may interfere with meaning	uses a range of sentence structures; make grammatical errors that may interfere with meaning	has general controls of sentence boundaries, spelling, and mechanics
INTERMEDIA TE-HIGH	produces consistently comprehensible text	addresses topic, but relies on formulaic essay structure to maintain focus	development may be uneven; may support ideas with some specific detail	has good command of vocabulary; error in word choice or word occasionally interfere with meaning	uses a range of sentence structures; makes some grammatical errors, but they rarely interfere with meaning	has good control of sentence boundaries, spelling, and mechanics

ADVANCED: Writers at this level demonstrate strong competence in communicating through writing and control of vocabulary, grammar, and sentence structure.

ADVANCED	produces text with some depth and complexity	can focus on the topic; focus may drift but receivers; has good command of essay structure	uses examples with specific details, though some examples may not be relevant; may be unable to integrate source material when required by the task	attempts higher-level vocabulary; occasional errors in word choice or word form may be distracting but do not interfere with meaning	controls a range of sentence structures; makes occasional grammatical errors which do not interfere with meaning	has command of sentence boundaries, spelling, and mechanics
ADVANCED-HIGH	produces text with depth and complexity	can write effectively with consistent focus; displays strong command of essay structure	uses relevant examples with convincing details; may have difficulty integrating source material when required by the task	uses higher-level vocabulary; word choice or word form errors do not interfere with effective communication	controls a range of sentence structure; may use sentence structures for stylistic purposes; makes occasional grammatical errors that do not interfere with communication	has command of sentence boundaries, spelling, and mechanics
ADVANCED-SUPERIOR	produces rhetorically effective text	can write effectively with clear focus; displays strong command of essay structure with rhetorically effective organization	uses relevant examples with precise details; appropriately integrates source when required by the task	uses sophisticated vocabulary; word choice or word form errors do not interfere with effective communication	employs a range of sentence structure and stylistic devices to achieve a rhetorical effect; has near native-like	has strong command sentence boundaries, spelling, and mechanics

DISTINGUISHED: Writers at this level demonstrate sophisticated competence in communicating through writing and mastery vocabulary, grammar, and sentence structure

DISTINGUISHED	produces rhetorically effective text	can write effectively with sharp focus; displays sophisticated command of essay structure with rhetorically sophisticated organization	uses compelling examples with vivid details; effectively integrates source materials when required by the task	commands sophisticated vocabulary and nuances of language; no errors in word choices or word form	consistently employs a wide variety of stylistic devices and sentence structures to achieve a string rhetorical effect; has native-like command in grammar	has sophisticated command of sentence boundaries, spelling, and mechanics

Appendix 14: Second Language Reading Proficiency Descriptors (Table Format)

El Camino Community College

Adapted from California Pathways

	Vocabulary / Text Complexity	Literal Comprehension / Information Competence	Rapidity / Reading Strategy	Cultural References	Inference
Novice-Low	Is sometimes able to read isolated words and common phrases, especially when they are strongly supported by visual context	**Limited comprehension of simple texts**	--	--	--
Novice-Mid	Comprehends familiar words and/or phrases which may appear in lists, labels, signs, forms, and directions	Understands simple sentences which contain familiar words and phrases	Sometimes understands clearly related sentences when context, background knowledge, or visual information support meaning	--	--
Novice-High	• Understands many common words and/or phrases • Sometimes understands new words and/or phrases when the context supports meaning	Can sometimes locate facts in short, simple texts	• Usually reads slowly, word by word • Sometimes understands common sentence connectors and transitional devices • Often understands clearly related sentences when context, background knowledge, or visual information support meaning	**Demonstrates limited understanding of common cultural references**	--

| Intermediate-Low | Understands most common words and/or phrases | • Can often locate facts in short, simple texts
• Sometimes understands new information from texts with familiar language
• Occasionally understands the central meaning and/or details of a text when content and language are familiar | Reads word by word or in short phrases Occasionally uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text | Occasionally understands common cultural references | -- |
| Intermediate-Mid | • Can often read simple texts on familiar topics with some fluency and speed
• Sometimes understands the meaning of new words from context | • **Usually** distinguishes between main and supporting ideas which are accessible because of familiar content and/or language
• Often understands new information from texts with familiar language
• Sometimes understands texts that are grammatically complex or on unfamiliar topics | **Often** uses textual cues such as sentence connectors and transitional devices to comprehend the meaning and structure of a text | Sometimes understands common cultural references | -- |

Intermediate-High	• Reads simple texts **on a variety of** topics with some fluency and speech • Often understands the meaning of new words from context • Often understands texts that are grammatically complex or on unfamiliar topics	• Usually distinguishes between main and supporting ideas in **texts on a variety of topics** • **Often** understands new information from texts with **un**familiar language	Uses a variety of textual cues such as sentence connectors and pronoun reference to comprehend the meaning and structure of a text	Often understands common cultural references	--
Advanced	• Understands most new words given in a clear context • Can read a range of personal, professional, and academic texts • Usually understands texts that are either conceptually or linguistically complex	• Usually understands the author's purpose, point of view, and tone •	• Can usually adjust rate according to text • Is able to use a wide range of complex textual cues to comprehend the meaning and structure of a text	Usually understands common cultural references	• Usually makes appropriate inferences • Sometimes understands figurative language
Advanced-High	• Usually understands texts that are conceptually and/or linguistically complex • Can read a wide range of personal, professional, and academic texts	• Understands the author's purpose, point of view, and tone • Understands complex hypotheses, argumentation and supported opinion	Reads most texts fluently and rapidly, adjusting reading rate according to the text	Understands common cultural references	• Makes appropriate inferences • Often understands figurative language

Superior	--	Understands complex hypotheses, argumentation and supported opinion	Reads most texts fluently and rapidly, adjusting reading rate according to the text	Understands most common and unusual cultural references	**Interprets** figurative language
Distinguished	--	--	Reads virtually all texts fluently and rapidly, adjusting reading rate according to the text	Understands common and unusual cultural references	**Easily interprets figurative language**

Adapted from: California Teachers of English to Speakers of Other Languages.
(2000). *California Pathways—The Second Language Student in*
Public High Schools, Colleges, and Universities. Retrieved January7, 2008 from http://www.catesol.org/pathways.pdf

Appendix 15
Resources for Chapter 15

California Pathways: The Second Language Student in Public High School, Colleges and Universities. (2000) California Community Colleges Chancellor's Office. Sacramento California. Available through California Teachers of English to Speakers of Other Languages (CATESOL) at http://www.catesol.org/pathways.pdf

Intersegmental Committee of Academic Senates [ICAS]. (Spring 2002) *Academic Literacy: A Statement of Competencies Expected of Entering Students Entering California's Public Colleges and Universities. p.42.* Retrieved from http://www.asccc.org/Publications/Papers/AcademicLiteracy/main.htm

Oropesa, R.S., & Landale, N.S. (1997). In Search of the New Second Generation: Alternative Strategies for Identifying Second Generation Children and Understanding Their Acquisition of English. *Sociological Perspectives,* *40*(3), 429-455.