

Chapter 8



Effective Practices in ESL: Specialty Supplies

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Chapter 8



Effective Practices in ESL: Specialty Supplies

Introduction

A basic skills student's academic dreams cannot be constructed if they cannot speak or write in the academic language of the country in which the building stands. Given the changing demographics of our state, this is a situation affecting more and more of our students. All of us, whether we work in Student Services, teach transfer level courses or instruct students with basic skills needs, must have good grasp of the blue prints and knowledge of the specialty building supplies that second language learners must use in order to achieve their academic dreams. This chapter is written for the hardworking English as a Second Language faculty who are looking for specific strategies and practices to better help their students. It is also written for faculty in other disciplines who are searching for methods to assist ESL students in their courses.



A Quiz on Pertinent Facts about English as Second Language

While we know that ESL instructors understand the basic ingredients when learning a second language and will ace this quiz, we hope these questions may be useful in helping non-ESL faculty colleagues understand this discipline.

1. Learning a new language involves which of the following? (Please select any answer(s) that applies to this question.)
 - a. learning appropriate vocabulary
 - b. cultural aspects associated with the new language
 - c. discovering the nuances of the language within social contexts
 - d. reexamining how the student learns language as to compared memorizing other discipline content
 - e. carefully examining activities, beyond usual academic models, to create comprehension and fluency
2. How many years does it take to acquire academic proficiency in a second language?
 - a. One semester
 - b. 1-2 years
 - c. 3-4 years

- d. 5-6 years
- e. 10 years

3. Which of the following factors promote acquisition of a second language? (Please select any answer(s) that applies to this question.)

- a. youth, the younger one is the easier language is acquired
- b. ability and access to interact with others in the second language
- c. a drive to be grammatically correct before speaking
- d. exposure to situations with extensive feedback and correction of errors
- e. literacy in their first language

4. “Generation 1.5 students” refers to

- a. students that have just recently immigrated from English-speaking countries
- b. students who are children of immigrants and have fair English language skills
- c. students raised in the US, fluent in spoken English, but English is not spoken in their home
- d. students whose reading and writing skills are not as proficient as their spoken English
- e. both c and d

Quiz Answers:

- 1. a,b,c,d,e
- 2. e
- 3. a, b, d, e
- 4. e

Before we share effective strategies that work for ESL students, it may be helpful to review the research on academic literacy and language acquisition. While this may be well-known to ESL instructors, it provides the clear expectations and understanding for non-ESL instructors reading this chapter to gain a greater understanding of the ESL students in their courses.

What is Academic Literacy?

The expectations for college-level academic literacy are clearly defined in *Academic Literacy: A Statement on Competencies* developed by the Intersegmental Committee of Academic Senates (ICAS) representing the California community colleges, California State Universities and University of California. While special considerations are made for second language learners (L2) it begins with college level literacy expectations for all students.

Competencies for entering students cannot be reduced to a mere listing of skills. True academic competence depends upon a set of perceptions and behaviors acquired while preparing for more advanced academic work....The inseparable skills of critical reading, writing, listening and thinking depend upon students' ability to

postpone judgment and tolerate ambiguity as they honor the dance between passionate assertion and patient inquiry. (ICAS, 2002, p.12)

According to the ICAS document, faculty expect very specific affective qualities, habits of mind and abilities that display college-level thinking, reading, writing, and speaking. The ICAS literacy competencies identify the visible outcomes displayed in students such as the ability to: “exhibit curiosity, experiment with new ideas, see others points of view, challenge their own beliefs, engaging in intellectual discussions, ask provocative questions, generate hypotheses, exhibit respect for others viewpoints, and read with awareness of self and others (ICAS, 2000, p.13). As elsewhere in this handbook, the ICAS research confirmed that specific academic habits such as asking clarifying questions, participating in class discussions and arriving to class on time, prepared and attentive are essential behaviors for success (ICAS, p 13). Consistent with these findings, the appendix of this chapter contains specific assignments tailored to develop these habits.

The dispositions and habits of mind that enable students to enter the ongoing conversations appropriate to college thinking, reading, writing, and speaking are inter-related and multi-tiered. Students should be aware of the various logical, emotional, and personal appeals used in argument; additionally, they need skills enabling them to define, summarize, detail, explain, evaluate, compare/contrast, and analyze. Students should also have a fundamental understanding of audience, tone, language usage, and rhetorical strategies to navigate appropriately in various disciplines. (ICAS, 2000, p.13)

Obviously these competencies for postsecondary literacy are complicated for English speakers. In a second language context, the challenge becomes even greater.

Acquiring the kind of language required in academic settings is a far more challenging task than learning a language for merely conversational purposes and takes much longer. L2 learners are often at a disadvantage because they are faced with the task of acquiring and using English at the same time they are trying to learn academic subjects. Classroom lectures in, say biology or history are given in English, a report for anthropology is written in English; and assignments in mathematics courses often require both sophisticated reading and writing skills in English for the student to offer a solution to a problem. This, in instances where their English-speaking peers have only to accomplish one task, L-2 learners have to confront two types of learning tasks – one in acquiring a new language and the other in gaining content mastery. (CATESOL, 2002, p. 19)

Acquiring a Second Language

Next we move to the complexity of the task that ESL students have undertaken as they learn academic English. Begin by imagining how well you would perform and how people would

assess your abilities if you were in a foreign country attempting academic work. What dedication, what motivation and what help would you need to succeed?

The *California Pathways: The Second Language Student in High Schools, Colleges and Universities* (2002) identifies several major points relevant to second language acquisition:

- Not all L2 learners have the same needs
- Learning a second language is a unique process
- Educationally useful distinctions among learners can be made
- It can easily take ten years to learn a second language well enough to succeed academically
- Conversational fluency in English often masks a lack of competency in reading and writing English
- To best assist L2 learners reach their educational goals as quickly as possible, it is important to identify them right away
- Measuring skill level in a second language is not the same as measures in the native language. (CATESOL, 2002, pages vi-x)

The components involved in language acquisition include socio-cultural, linguistic, academic, and cognitive processes. These processes are interdependent and complex. Research shows that it takes approximately ten 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. The chart below lists a few factors that ESL faculty have identified as important in promoting English acquisition.

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 take risks using English**

(CATESOL, 2000, p.22)

Which of these factors can community college faculty reasonably expect to address in order to help students acquire English? Some of these factors cannot be incorporated within our classrooms, but some factors we can initiate within the learning environment.

Take a moment to think about your classroom environment and activities. Use the box below to describe some strategies that incorporate the factors above to help students acquire academic language success. In addition, the appendices include numerous activities that incorporate these factors.

In order to more effectively assist these students, it may help to have a clearer picture of who L2 students are. This is relevant because greater and greater numbers of California community colleges classrooms and student service situations mirror the populations within ESL courses. It is essential that ESL instructors can articulate their work and collaborate to help non-ESL instructors in an effort to help all students succeed.

Who Are ESL Students?

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 generation immigrants, called Generation 1.0 and first and second generation immigrants, sometimes called Generation 1.5. These students have grown up in the United States, speak fluent English, and speak a different language at home, but are often far less proficient in reading and writing English. These Generation 1.5 students are often unaware of their basic skills needs, avoid ESL coursework and, as a result of their fluency in English, often baffle their non-ESL faculty. More information about the various ESL student populations served in the community colleges in California is provided in a report called *Adult ESL and the Community College* (Crandall and Sheppard, 2004) <http://www.caalusa.org/eslreport.pdf>.

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 & Landale, 1997, pp 429-455). This is a critical age in language and academic development. In addition, these students have not acquired full literacy in their own 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 (Oropesa & Landale, 1997, pp 429-455). In addition,

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 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. (Harklau, 2003, p.1)

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 a 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 identify 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 1.0 and Generation 1.5 students, plus other ESL students with more specific needs. How are they doing in our courses? What progress are they making? The ICAS research on Academic Literacy included a survey of community college, CSU and UC faculty and this is what they found:

The dominant perception among our faculty respondents is that many L2 students are not prepared to meet college level academic demands. Sixty-four percent of the respondents noted that ESL students experienced difficulties in reading or writing at the college level. However, some faculty stated that while ESL learners lacked writing competency and struggled with sentence structure, word choice and grammar in writing tasks, native English speaking students often made similar errors.

Some evidence from the study shows that because faculty are concerned that all students be able to succeed, faculty may be adversely altering both the instructional delivery and the kinds and amounts of reading and writing assigned. As one CSU respondent commented: "If I had more confidence that ESL students would get help with their writing, I would include a variety of assignments." This need for additional resources outside the classroom for "ESL students" was noted by other respondents who cited increased numbers of English language learning students needing special assistance.

One UC respondent commented that systemwide "ESL problems are seriously and largely unacknowledged by college authorities." Such perceptions may reflect, in part, the difficulty of differentiating among populations of L2 learners and hence finding either instructional or institutional remedies. College faculty do not generally differentiate between categories of language minority students; "ESL" is faculty shorthand for many types of students regardless of their varying language problems and backgrounds. (ICAS, 2000, p. 29)

Data on ESL Student Success

The data below from the *Report on the System's Current Programs in English as a Second Language (ESL) and Basic Skills* show overall student success in ESL courses for the last 5 years (CCCCO, 2007, p.35). ESL success seems to have a consistently higher success rate.

California Community Colleges Student Success Rates in Basic Skills and ESL Fiscal Year 2001-02 to Fiscal Year 2006-07

Academic Year	ESL Success Rate	English Success Rate	Math Success Rate	Total Basic Skills Success Rate
01-02	68.7%	59.5%	53.7%	61.2%
02-03	69.8%	60.7%	56.2%	62.7%
03-04	69.8%	60.5%	55.1%	62.2%
04-05	69.7%	59.4%	53.7%	61.3%
05-06	69.9%	58.8%	52.5%	60.6%
06-07	70.6%	59.3%	52.2%	60.5%

These days numerous reports are focused on basic skills and ESL student success. The Accountability Reporting for Community Colleges Report (ARCC), documents student progress through ESL courses. This data is reported to the Legislature and the public

concerning the student success and progress in ESL for all 110 California community colleges. The ESL improvement rate in 2007-2008 was 60.5% (CCCCO, 2009, p. xii). To examine this data for individual colleges, the reports are at

http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf

However, we discovered that some of the data did not reflect correctly the pathway of students through ESL. More information about the specifics of this data conundrum are described in Chapter 12 which discusses the coding (CB21) for basic skills as reported in the ARCC report. Specific ESL data problems were the result of two things -- incorrect coding in ESL and the fact that ESL is composed of three disciplines (reading, writing and fluency as exhibited in listening and speaking), making the tracking of student success through the ESL pathway more complex.

So what do we expect from students as they become more proficient in English as a second language? How do we define the skills students accomplish at each level of their coursework? A project undertaken by the CATESOL organization (California Teachers to Speakers of Other Languages) and the California Community College Chancellor's Office (CCCCO) described this in a document called California Pathways.

California Pathways Standards: Defining ESL Curricular Outcomes

CATESOL has defined proficiency statements for reading, writing, speaking and listening which are available at <http://www.catesol.org/pathways.pdf>. Associated with these statements are rubrics clearly showing the levels of expertise and sample student artifacts and rubrics for assessing ESL proficiency attached to suggested curriculum models. The appendix of the CATESOL document includes a complete set of effective practices for the students from outreach and admissions through classroom practices. These are **must see** resources!

Intersegmental Committee of Academic Senates (ICAS): Describing Literacy Competency Expectations California Higher Education

A faculty task force appointed by ICAS distributed surveys to faculty who teach introductory or first year courses English courses and gathered the results. Then the task force generated a report that “combines our colleagues' views with research and our collective professional experience to produce specific recommendations that will improve the level of literacy among first-year students in all segments of higher education in our state” (ICAS, 2000, p. 2). These competencies were defined for English literacy as well as for those where English is their second language. To review these statements of competency go to

<http://www.asccc.org/Publications/Papers/AcademicLiteracy/ExecSummary.htm>

Effective Strategies

This section of the chapter provides strategies with worksheets that you can download and use to help students achieve the expectations in the ICAS competency document. Many of these strategies provided by community college faculty are helpful for **all** students, though they have been shown to help ESL students achieve better success. These strategies include:

- Start Up Activities
- Metacognitive Activities

- Useful Techniques in the teaching of writing and grammar
- Useful techniques in the teaching of reading and vocabulary
- Useful techniques in the teaching of listening and speaking

Start Up Activities to Engage and Assesses Student Context

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. We cannot assume their level of education based on English fluency or lack thereof.

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 1 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

Faculty at Cañada College have shared the three strategies below that can help your students to achieve better success. The worksheets are in the appendices. Research and data collection on these strategies is still in progress but faculty report the use of these worksheets has facilitated a better learning environment. The theory behind the strategies below are consistent with the important self-regulated learning (SRL) required in collegiate settings. See Chapter 5 for further information on SRL.

Time Management and Weekly Study Schedule

Because students are juggling responsibilities at home and at work, and must make sure that homework assignments are completed, it is important that they have a grasp on the level of commitment required for a college-level class. Helping students to document and analyze their responsibilities as a whole is an important basic skill promoting student success. Two helpful worksheets to contribute to this responsible time management includes an overall time management form and a weekly form in Appendices 2 and 3). Reminding students at the beginning of the semester, when they have a high motivational level, encourages them to adequately plan and schedule time to complete their homework.

Course Information Quiz (Appendix 4)

Even beyond good time and life management, 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. One effective method to promote a clear understanding of the instructor's expectations is to stimulate student engagement with the course syllabus. The course syllabus clearly documents the faculty member's expectations and the workload and timelines associated with the course. One way to do this is to offer a quiz on the syllabus on the first or second day of class that requires open ended responses. The response format allows faculty to get a general look at writing skills and reinforces the

language needed to be successful. In essence, the quiz creates an authentic situation for second language learners to produce language in context.

Midterm Grade Report (Appendix 5)

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?

Expectations and Useful Techniques in the teaching of Reading

Before beginning with reading activities, we wanted to review the outcomes expected in reading at post-secondary levels as described by the ICAS academic literacy document.

“When higher education faculty were asked to consider what factors might contribute to students' lack of success, faculty in all three segments indicated that the absence of analytical skills in reading was a definite factor in their lack of success. The following chart indicates the kinds of reading skills college and university faculty indicate are important for academic success. Note particularly the importance of analytical reading and use of research. (ICAS, 2000, p. 19)

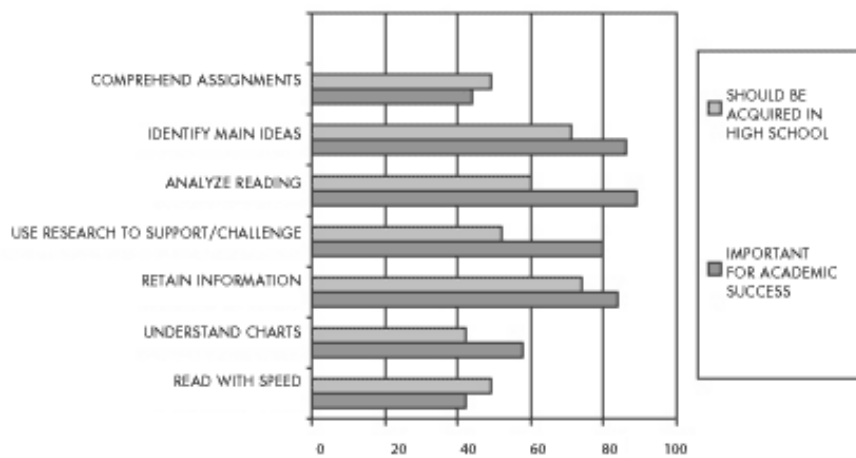


ILLUSTRATION 2. IMPORTANCE OF READING SKILLS FOR SUCCESS

Chapter Ten of this handbook 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. Appendix 6 and 7 describe reading assignments that can be used or modified for use with your students. Vocabulary building is another way of teaching students of varying academic backgrounds.

Building Vocabulary

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.

Expectations and Useful Techniques in the teaching of Writing

The ICAS academic literacy document research indicated the importance of preparing to students to write papers that “critically analyze the ideas or arguments of others; summarize ideas and/or information contained in a text; synthesize ideas from several sources; and report facts or narrate events” (ICAS, 2000, p.22). In addition the ICAS document indicates that the “following language conventions represent college-level writing conventions using vocabulary appropriate to college-level work and the discipline; using correct grammar and punctuation; spelling accurately (ICAS, 2000, p.22).”

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* (Appendix 13), the *Writing Descriptors for ESL courses* (Appendix 12) 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* (Appendix 11).



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 dialog 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.

Expectations and Useful Techniques in the teaching of Listening and Speaking

Fluency in English is an essential element in student success. As described in the ICAS document, “full participation in intellectual discussions and debates depends upon clear speech and use of the vocabulary of the discipline. Successful students must be able to do the following:

- attend to and understand directions for assignments
- listen and simultaneously take notes
 - identify key ideas
 - identify subordinate ideas
 - differentiate between illustrative comments, supporting evidence and evidence which contradicts the thesis
- retain information received through listening
- fulfill a range of roles in small group discussions
- participate in class discussions
 - ask questions for clarification
 - ask clearly framed and articulated questions
 - ask how comments are related to the stream of ideas. (ICAS, 2000, pp. 27-28).

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* (Appendix 14) and other similarly 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.

Scaffolding assignments help students to follow directions (see Appendix 8 for an example of a scaffold 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. Even starting at a beginning-intermediate level of a listening/speaking class, students can be given a rubric to rate other students' presentations as shown in Appendix 9 and 14. These kinds of oral assignments that require interactivity and opportunity to gain fluency contribute to those success factors in gaining a second language.

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

Changing demographics make ESL instruction one of the most important aspects of basic skills education. ESL students represent the majority of FTES in basic skills. And yet, while those L2 learners are involved in other courses, non-ESL instructors should be cognizant of both the standards that should be maintained and some simple tools to help their L2 and Generation 1.5 learners where they can in their specific discipline.

Once again consider these factors that research has shown increase language acquisition. They can be incorporated into many activities, classes and student service interactions. If we purposefully include opportunities for language development where we can, we will all contribute to student success.

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 take risks using English

Source: (CATESOL, 2000, p.22)

The appendices are filled with many tools you can download and use today. Take a tour and try some of them out.

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:** Scaffold 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:** Second Language Reading Proficiency Descriptors (Table Format)
- Appendix 14:** Speaker Evaluation Forms
- 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
1 st grade			
2 nd grade			
3 rd grade			
4 th grade			
5 th grade			
6 th grade			
7 th grade			
8 th grade			
9 th grade			
10 th grade			
11 th grade			
12 th 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 graduate studies)			
Ph.D. (5-7 years 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							
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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 ideas, 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

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

___ word form (parts of speech)

___ word choice (vocabulary)

___ fragments/comma splice/run-ons (punctuation)

___ spelling

___ other: _____

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

COMMENTS:

This paper has noticeable problems with:

___ verb tense/form

___ s/v agreement

___ articles

___ plural nouns

___ prepositions

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.

Prep

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 These 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.

Beginning

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 first, second, then, after that, finally, etc.
3. Correct use of time and frequency expressions where appropriate, e.g. last week, every Saturday morning, always, usually, never.

Language

1. Simple and compound sentences with and and but as well as complex sentences with when, after, because, and if.
2. Transformation of the above sentence types into both yes-no and wh-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 because 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 – jounge 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: 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	<ul style="list-style-type: none"> • Understands many common words and/or phrases • Sometimes understands new words and/or phrases when the context supports 	Can sometimes locate facts in short, simple texts	<ul style="list-style-type: none"> • Usually reads slowly, word by word • Sometimes understands common sentence connectors and transitional devices 	Demonstrates limited understanding of common cultural references	--

	meaning		<ul style="list-style-type: none"> • Often understands clearly related sentences when context, background knowledge, or visual information support meaning 		
Intermediate-Low	Understands most common words and/or phrases	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Can often read simple texts on familiar topics with some fluency and speed • Sometimes understands the meaning of new 	<ul style="list-style-type: none"> • Usually distinguishes between main and supporting ideas which are accessible because of familiar content 	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	--

	words from context	<p>and/or language</p> <ul style="list-style-type: none"> • Often understands new information from texts with familiar language • Sometimes understands texts that are grammatically complex or on unfamiliar topics 			
Intermediate-High	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Usually distinguishes between main and supporting ideas in texts on a variety of topics • Often understands new information from texts with unfamiliar 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	<ul style="list-style-type: none"> • Understands most new words given in a clear context • Can read a range of personal, 	<ul style="list-style-type: none"> • Usually understands the author's purpose, point of view, and tone • 	<ul style="list-style-type: none"> • Can usually adjust rate according to text • Is able to use a wide range of 	Usually understands common cultural references	<ul style="list-style-type: none"> • Usually makes appropriate inferences • Sometimes understands

	professional, and academic texts • Usually understands texts that are either conceptually or linguistically complex		complex textual cues to comprehend the meaning and structure of a text		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 January 7, 2008 from <http://www.catesol.org/pathways.pdf>

Appendix 14

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: _____

Appendix 15

Resources for Chapter 8

- Board of Governors of the California Community Colleges. (2008). *Report on the system's current programs in English as a second language (ESL) and basic skills*. Retrieved September 23, 2008, from [http://www.cccco.edu/Portals/4/Executive/Board/2008_agendas/january/7-1_Basic%20skills%20report%202012-19-07%20\(3\).pdf](http://www.cccco.edu/Portals/4/Executive/Board/2008_agendas/january/7-1_Basic%20skills%20report%202012-19-07%20(3).pdf).
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