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## The Effects of Direct Speech Instruction on English Language Learners for the CELDT 4-Picture Narrative

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The Effects of Direct Speech Instruction on English Language Learners for the CELDT 4-

Picture Narrative

Alexander Salazar

Action Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of

Arts in Education

California State University, Monterey Bay

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EFFECTS OF DIRECT SPEECH INSTRUCTION ON ENGLISH LANGUAGE LEARNERS

The Effects of Direct Speech Instruction on English Language Learners for the CELDT 4-Picture Narrative

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APPROVED BY THE GRADUATE ADVISORY COMMITTEE

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# EFFECTS OF DIRECT SPEECH INSTRUCTION ON ENGLISH LANGUAGE LEARNERS

## **Abstract**

The necessity for English Language Learners to meet the language proficiency required for designation as a Reclassified Fluent English Proficient (RFEP) student warranted a reevaluation of the current practices of speech instruction. The research highlighted the importance of direct instruction for the speaking 4-Picture Narrative assessment of the California English Language Development Test (CELDT), as well as promoted the necessity of combining strategies and student ability levels in order to help English Language Learners of the 9-12 grade span acquire the oral academic language necessary for attaining a proficient score of Early Advanced on the exam. The findings found that the use of proper nouns, verbs in past tense, and elements of storytelling contributed to an Early Advanced score.

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## Chapter 1: Problem Statement

### Introduction

Within the first half an hour of my first day as a high school English instructor, as I was going over the syllabus, a student whispered to the student sitting next to him, “Wow, this guy is really smart.” That is, before I had a chance to actually teach students anything, before they saw me write anything, or even before I had a chance to demonstrate any assessment skills, my intelligence had been established simply through speech. What students did not know, however, is that when I was in high school, I was the quiet student that was unable to put two words together in and out of class. I was handicapped by a limitation in speech, and it was not until I was in college that I began incorporating academic language into conversation. It was really trial by fire; I had to work with tongue twisters in order to make myself more articulate, I took drama classes, and I read an endless amount of books. After a few years of this, I finally developed an eloquent manner of speaking, yet I achieved it indirectly. It “goes without saying” that the acquisition of academic oral fluency is indirectly acquired through years of undergraduate and graduate studies as education has continued to place less emphasis on the direct instruction of speaking and more so on other academic endeavors (Becker, S. L., & Eklom, L. R., 1979).

In our society, speech is the attribute for which human capital is most readily measured by in the workforce and in everyday conversations. As stated by Ur (1996), “Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important” (p. 120). Notably, in job interviews, regardless of what field, the first trait that candidates are assessed by is their ability to articulate their way through a few questions about themselves. In essence, talking and listening are what humans do the most. “We listen to a book a day, speak a book a week, read the equivalent of a book a month, and write the equivalent of a book a year” (Buckley, 1992, p. 623). Therefore, good communication skills are pivotal for functioning as societal members.

Emmanuel (2011) asserts that a person with a verbal command “knows how to effectively research, conceptualize, organize, and present ideas and arguments. This is critical to citizen-participation which is the foundation of a democratic society” (p. 1).

As critical as talking is, today’s students are not being equipped with the verbal skills to meet the communication demands of a changing world. With the evolution of society, new markets and employment opportunities open up, yet despite all of the changes, oral communication remains the fundamental skill. Research from the Business Higher Education Forum found that, “Newly hired graduates have impressive academic skills. However, graduates lack communication skills and the ability to work in teams and with people from diverse backgrounds” (Morreale, S. P., Osborn, M. M., & Pearson, J. C., 2000, p. 4). Business executives from Fortune 500 companies remarked that, “College students need better communication skills including motivating people, delegating authority, listening, direction-giving, and group problem solving” (Emmanuel, 2011, p. 2). McCloskey (1994) states, “We are living in a communications revolution comparable to the invention of printing...in an age of increasing talk, it’s wiser talk we need most” (p. 16). It is evident that employers disagree with the standards that education currently upholds; they would like to see an emphasis on communication standards.

With the implementation of the Common Core State Standards, new standards acknowledge the effectiveness of classroom discourse, yet the instruction of speech has a long way before becoming “front and center.” The ninth grade English standards mandate that, “To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations” (CCSS.ELA-Literacy.SL.9-10.1). With this, the federal government recognizes that students are capable of coming into a classroom with content knowledge and are capable of being prepared and researched in the way that a teacher is. In addition, the word “collaborative” reveals that dialogue in the classroom cannot simply be teacher driven. Aside from the progress, speaking

standards are only a small component of the language arts Common Core standards as they “share a billing” with listening, whereas reading standards have three separate components distinguished by literature, informational text, and foundational skills (CCSS.ELA-Literacy.SL.9-10).

### **Statement of the Problem**

Within education, speech has been the skill that has received the least amount of concentration in curriculum. The review of the literature on speech education revealed that educational history has promoted the instructor’s use of speech, as well as reading and writing, before speech instruction for students. In turn, a large group of students have been sent to college and the workforce without being adequately equipped to handle the verbal demands of these endeavors (Morreale et al, 2000).

From the beginning of mainstream education in the late 1800s, speech training has taken a backseat to alternative curriculum (Fisher, D., Rothenberg, C., & Frey, N., 2008). The relationship between this problem and the affected students is that students eager for oral fluency only have the option of attainment through self means. Several students that are equipped academically with literary, mathematical and scientific skills often enter employment without vital communication skills. Notably, low socio-economic inner city students are most affected by this dilemma, and particularly, students in schools designated as English Language Learners (ELL) (August & Shanahan, 2006).

The California English Language Development Test (CELDT) is an assessment that is administered to English Language Learners, students that have a home language that is not English. The test is comprised of the four skills of language arts – writing, reading, listening, and speaking. The results of students are measured by the categories of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced (CTB/McGraw-Hill, 2007). In order to pass the test, students must attain at least a proficient Early Advanced (a score of a 4) on each of the four

segments. The problem with the test is that it is a test that you cannot pass without special training. Since English Language Learners lack the schema and the academic language required for the narrative portion of the exam, they are disadvantaged from the beginning (Stokes-Guinan, K., & Goldenberg, C., 2010).

The speaking section of the test is comprised of four categories: Oral Vocabulary, Speech Functions, Choose and Give Reasons, and 4-Picture Narrative. Out of these four, the 4-Picture Narrative is the biggest assessment and the one that encompasses the most rigorous rubric. There is a need for direct speech instruction in order for English Language Learners to pass the CELDT 4-Picture Narrative, and thus, eliminate the achievement gap between Intermediate students (score of 3 or below) and Early Advanced students (score of 4 and above).

### **Statement of the Purpose**

The purpose of this study will be to assist instructors with guiding students to attain at least an Early Advanced on the 4-Picture Narrative of the CELDT. The study will aspire to advance speech instruction by exploring the relationship between differentiated educational strategies and students' increased academic oral development. The research will be implemented with English Language Learners since they stand to benefit from direct speech instruction, and the strategies for implementation will be acting, jigsaw, and sentence frames. After the implementation of each strategy, a speaking assessment for each strategy will serve as a benchmark for where each student stands in terms of achieving their proximal oral development. By the end, the findings will highlight the effectiveness of the intervention. A qualitative ABA multiple baseline design will help to determine successful implementation for the 4-Picture Narrative and the use of un-proficient and proficient participants will be imperative for ascertaining performance efficacy.

### **Research Questions**

1. Will an intervention for the 4-Picture Narrative of the speaking portion of the CELDT help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span?
2. What instructional strategies can an instructor utilize in order to secure that English Language Learners pass the 4-Picture Narrative of the CELDT with an Early Advanced score?
3. What strategies contribute to successful implementation?

### **Theoretical Framework**

According to Paolo Freire, “Without dialogue there is no communication, and without communication there can be no true education” (Freire, 1968, p. 93). In *Pedagogy of the Oppressed*, Freire argues for equalization in the classroom. Freire’s “banking model” is a premise for which the instructor alone possesses all of the knowledge and communication in the class. This strategy dehumanizes students by forcing them to become passive learners as opposed to active learners. In order for students in a classroom to be fully human, they need have a voice that will deem them participators in their education, not simply spectators. Freire’s framework provides a model for my analysis in that it advocates for critical dialogue in the classroom for students.

Through Freire’s work, it becomes evident that the voiceless in the classroom are the ideal target group for classroom dialogue. As an educator, Freire (1968) dedicated the bulk of his instruction to the “culture of silence” that existed within the illiterate classes of Brazil. In California, the group of students that are highly underprivileged are English Language Learners (ELL), students that are learning English while also learning their native tongue. ELLs tend to hide out in the classroom and refrain from speaking academic English due to lack of fluency in the language.

The framework for students to construct academic dialogue on their own was founded on the theories of Lev Vygotsky. Vygotsky (1978) emphasized that measures of differentiation are needed in order for students to meet their utmost potential. In an effort to bridge these two components, he developed the theory of The Zone of Proximal Development (ZPD). Vygotsky defines ZPD as the following:

It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (p. 86)

By scaffolding in the ZPD, the guidance of a knowledgeable instructor can gradually adjust the level of content complexity in order to create a “level playing field” in which students with linguistic differences can collaborate with “capable peers” and reach their optimal learning. Walqui (2006) asserts that “it is only within the ZPD that scaffolding can occur...working in the ZPD means that the learner is assisted by others to be able to achieve more than he or she would be able to achieve alone” (p. 163). English Language Learners benefit from this technique since they experience an inequitable learning environment by having to face impediments with both language and content while learning.

Fisher et al (2008) specify that the most successful way to instruct speech is to gradually filter out the instructor’s speech in classroom discussions and allow students to talk to each other about academic content. As stated, “The key is for students to talk with one another, in purposeful ways, using academic language” (p. 8). Notably, for this to occur effectively, the instructor must purposefully outline the means for students to construct academic discourse. Along with their research, Fisher et al (2008) outlined the efficacy of sentence frames and collaborative jigsaw in order to have students engage in back-and-forth talk. Therefore, by providing a target group, such as

English Language Learners, with the means to productively communicate with each other, the predictable outcome may be that a target group may see an increase in oral academic language.

Since speech education is still evolving, measures for assessing oral academic growth are still underway. Realistically, it would be impractical for an instructor to follow students through job interviews and measure successful responses as growth; and for this reason, benchmarks of growth must be measured at the high school level. This, however, relies on two variables. First, in order for an English Language Learner to be deemed verbally proficient as English speakers in California, they must receive a four or higher on the California English Language Development Test (CELDT). Second, the dependent variable lies on the students themselves.

Essentially, some students enter the classroom with a stronger verbal schema than others. Speech is a skill that is deeply impacted by family socialization (Bandura, 1977). In order for this study to be effective, it must be self-contained with two target groups of English Language Learners that took the CELDT speaking exam during the 2014-2015 school year. By focusing strictly on these students after the results of the exam and training them accordingly, this study will purely determine academic growth pending on the results. If the target group receives a four or higher on the speaking portion of the CELDT, the intervention will be deemed successful.

### **Researcher Background**

I have taught the English language for six years in various capacities. During my first three years, I taught English overseas in South Korea, teaching primarily conversational English for students from grades K-6. During my year of student teaching in California, I co-taught a college prep ninth grade English Language Arts (ELA) course and a twelfth grade English Advanced Placement (AP) course. During my years of credentialed teaching, I taught mainstream English Language Arts (ELA) for the ninth grade, as well as two Language Arts Development (LAD) courses for ninth and eleventh grade English Language Learners. For these varied levels, I was

responsible for implementing a high to low degree of scaffolds in order to facilitate the oral academic language of students for participation in classroom discussion.

### **Definition of Terms**

**Academic Language:** The language that students need to utilize in order to demonstrate their understanding of an academic assessment (<http://www.cde.ca.gov/>).

**AMAOs:** Annual Measurable Achievement Objectives. Federal and state requirements that mandate that all English Language Learners must be assessed yearly until they meet English proficiency. Schools are accountable for the results. AMAO 1 measures ELL progress towards English proficiency while AMAO 2 measures ELLs reaching English proficiency (Stokes-Guinan, K., & Goldenberg, C., 2010).

**CCSSI:** The Common Core State Standards Initiative. Authorized in 2009, the federally mandated state standards for K-12 education emphasize the content that students should know at end of each grade level in order to be college and career ready (<http://www.cde.ca.gov/>).

**CELDT:** The California English Language Development Test is an exam that measures the English proficiency of English Language Learners. It is one of the criteria for English Language Learners to become Reclassified Fluent English Proficient (RFEP). The test is composed of writing, reading, listening, and speaking. An Early Advanced score of a 4 must be achieved on each component of the exam in order for students to pass (<http://www.cde.ca.gov/>).

**CM:** Constructed Meaning. Provided by educational vendor E.L. Achieve, it affords teachers with the sentence frames and scaffolds necessary for merging instruction of language content with subject content for English Language Learners (<http://cm.elachieve.org/>).

**ELL:** English Language Learner. A student that is learning a native language in addition to English that has yet to meet proficiency in the English Language (<http://www.cde.ca.gov/>).



**4-Picture Narrative:** An assessment of CELDT speaking that is administered to students independently. Students are asked to orally narrate a series of four pictures that tell a story. Before they begin, students are prompted with a story starter in order to form context. Students are asked to provide sufficient details, vocabulary, and syntactical structure during their storytelling (<http://www.cde.ca.gov/>).

**IFEP.** Initial Fluent English Proficient. A student who is instantly identified as fluent in the English language upon registration at a California school and after a home language survey diagnoses that their home language is a language other than English. After passing the CELDT exam with an overall Early Advanced upon a first attempt, the student is not identified as an English Language Learner (<http://www.cde.ca.gov/>).

**Jigsaw:** Developed by Elliot Aronson, it is a technique that requires students to depend on one another in order to form understanding of an assessment (Aronson, E., & Patnoe, S., 1997).

**LAD:** Language Arts Development. A support course in some California districts for English Language Learners. The course helps ELLs develop the language arts skills that they require for their development in mainstream English Language Arts.

**LEP.** Limited English Proficient. Another term for an English Language Learner (<http://www.cde.ca.gov/>).

**LTEL:** Long Term English Learners. English Language Learners that have yet to become Reclassified Fluent English Proficient (RFEP) after five or more years of initial classification (<http://www.cde.ca.gov/>).

**RFEP.** Reclassified Fluent English Proficient. An English Language Learner that met all of the criteria for reclassification, including passing the CELDT with an Early Advanced on every section of the exam, attaining a teacher's recommendation, passing a standardized test, and a signature of parent consent (<http://www.cde.ca.gov/>).

**ZPD:** Zone of Proximal Development. “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

### **Summary**

This chapter provided the problem statement for which an intervention for English Language Learners on the 4-Picture Narrative is necessary. It also highlighted the purpose of the study and the theorists that have influenced the methods of the action research. The next chapter will reveal the literature pertaining to the history of speech education, the history of the CELDT exam, and the research proven strategies for promoting academic discourse.

## Chapter 2: Literature Review

### Introduction

This chapter presents the history of speech education in the classroom dating back to the Victorian era and up to the current era of Common Core. It aims to re-evaluate the necessity of speech instruction in education in order to directly prepare students for the work force. In addition, it highlights the deficiency of direct speech instruction on the CELDT exam as well as in general curriculum, and it promotes successful strategies for speech instruction in order to meet the standards of Common Core and the CELDT exam.

### History of Speech Education

In the early history of education, speech was a trifle one sided. Education in the 1800s was, for all intents and purposes, about preserving the tradition of the classics – Greek, Roman, and Jewish. Within that framework, teachers had the sole power of speech as they “talked for most of the instructional day while students were quiet and completed their assigned tasks” (Fisher et al, 2011, p.6). Although students were encouraged to talk, the talking was formulaic, unstimulating, and regurgitory. “Students were expected to memorize facts and be able to recite them... Talking by students was not the norm. In fact, students were punished for talking in class, even if the talk was academic” (p.6). This presents the imbalance that existed in the classroom; the student was merely a spectator within the process of learning as the teacher was the participant and contributor.

As education evolved, the necessity for student talk emerged, yet an imbalance was still present. Brown (2002) comments on the communication practices in education between 1976 and 1978 while he served as editor for the instructional journal known as *Communication Education*. For one, the journal name alone reflected the shift in education during that time. The former name *The Speech Teacher* changed to *Communication Education*, thereby reflecting the change in focus from instructor’s speech during the 1960s to the speech for the entire classroom during the 1970s.

Brown states, “in the sixties speech education curricula in higher education included courses and textbooks that focused on ‘effective speech for the teacher,’ in the seventies, however, ‘classroom communication’ courses and texts were based on...empirical study of classroom communication, not just teacher skills” (p. 368). This change indicates that as education advanced, the notion that student talk was just as essential, or even more so significant than teacher talk, began to register into the minds of teachers. In truth, a teacher comes into the classroom with the set skills to face the world, considering that they already have a job; therefore, the focus on a teacher’s speech is secondary.

Modern education still sees an imbalance of academic discourse in the classroom. Arreaga-Mayer and Perdomo-Rivera (1996) found extremely low levels of academic talk among Latino students “at risk,” particularly English Language Learners. In a mainstream English classroom, the percentage of academic talk for ELLs was as low as 2%, and 4% overall during an entire school day. This is particularly significant when contrasted with the 100% of academic talk that most instructors engage in during an academic school day. The findings found that classrooms failed to provide language minority students with substantial opportunities for oral academic growth.

Fisher et al (2008) provide an anecdote of a third grade classroom in which academic language is mainly utilized by the instructor. The teacher states, “I was thinking about the life cycle of an insect. Do you remember the life cycle we studied? Malik?” Malik replies “Yes.” The teacher then redirects understanding to a new student, “What was the first stage in the life cycle? Jesse?” Jesse answers, “They was born?” (p. 6). From this exchange, we see that students were not only struggling with content, but that they were at a disadvantage because the teacher had ownership over the subject matter. Also, by being put “on the spot,” the students were not given ample opportunity to talk about life cycles in a free manner, but rather in a way restricted by basic questions. Fisher et al (2008) offer the solution for speech development, stating that the students

need not only discourse with the teacher, but “the key is for students to talk with one another, in purposeful ways, using academic language” (p. 8).

### **History of the CELDT**

The California English Language Development Test (CELDT) was developed in 2001 by educational contractor CTB/McGraw-Hill for a variety of purposes. Following the legislation of No Child Left Behind Act of 2001 (NCLB), federal and state laws mandated that schools measure the English proficiency of newly registered students whose home language is not English (CTB/McGraw-Hill, 2007). The act also asked state and federal schools to measure English proficiency on an annual basis. In that effort, the CELDT was developed as a means for diagnosing students as English Language Learners upon their initial registration at a California school. Following a home language survey, if a parent confirms that their child’s home language is not English, then within 30 days, the student is designated to take the CELDT exam (Stokes-Guinan et al, 2010).

The CELDT has test forms for 4 different grade spans (kindergarten-2nd grade, 3rd grade-5th grade, 6th grade-8th grade, and 9th grade-12th grade), and therefore, regardless of when a student registers at a California public school, the student has to take the CELDT if the home survey states that English is not their first language. If the student passes this initial assessment, they are not classified as an English Language Learner (ELL), also known as Limited English Proficient (LEP), they are classified instantly as Initial Fluent English Proficient (IFEP), and therefore, do not have to worry about the CELDT exam anymore. In order to pass during this initial assessment, students need to attain an Early Advanced or Advanced overall score (respectively, a score of a 4 or a 5) (CTB/McGraw-Hill, 2007).

English Language Learners unable to pass the CELDT exam during an initial assessment have to succumb to annual assessments of the test until they reclassify. Often, these students

become Long Term English Learners (LTEL) who become disenchanting with the CELDT. While every district differs in terms of how they reclassify English Language Learners, the state of California requires that the CELDT be one of the determining components, aside from three other criteria, including an English instructor's evaluation of an ELL, a school consultation with an ELL's parents, and an academic assessment of achievement in addition to the CELDT (Jepsen, C., & De Alth, S., 2005).

Based on rigorous reclassification criteria, few English Language Learners are actually able to reclassify, and the ones that do, it is after years of being Long Term English Learners. Jepsen et al (2005) describe that, "In 2002, schools on average reclassified 7 percent of their English learners. Of the EL students who achieved the board's recommended CELDT score, only 29 percent were reclassified" (vi). This means that a majority of ELLs who may pass the CELDT yearly are still unable to reclassify in the way that the Initial Fluent English Proficient (IFEP) students were able to upon initial registration. Where the IFEP students only had to adhere to one classification criteria (the CELDT), identified English Language Learners have to adhere to four criteria for reclassification (the CELDT and three others).

In order to hold districts accountable under the restrictions of NCLB, they are required to measure two Annual Measurable Achievement Objectives (AMAOs) of English Language Learners taking the CELDT. AMAO 1 measures the annual progress towards English proficiency that ELLs make while AMAO 2 measures the amount of ELLs that actually attain English proficiency (Stokes-Guinan et al, 2010). Olsen (2010) states that adhering to AMAO 1 and the five levels of the CELDT (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced), "Students should progress one proficiency level per year on the state assessment of English Language Development (CELDT) — normatively taking five years to reach English proficiency" (p. 11-12). After five years or more, English Language Learners fail to see the purpose of the test and the data

that corresponds with it, and annually, many of them find themselves asking, “Why do I have to take the CELDT again?” (p. 25).

The problem with the CELDT is that ELLs are expected to see yearly growth yet the exam is not administered as either a formative or summative test. Stokes-Guinan et al (2010) hold that, “One purpose [of the CELDT] was to help determine the readiness of students for various instructional options. This purpose was problematic because the CELDT is not designed to be a formative test, meaning that it cannot diagnose what skills a student needs to work on” (p. 198). Unlike other state assessments, like the California High School Exit Exam (CAHSEE), in which “diagnose what skills students need to work on” and administer testing in the spring, or multiple times during the year, the window for implementing the CELDT is once annually from July 1 to October 31, and therefore, this does not leave ample time for ELL instructors to properly prepare their students for the test.

Since the CELDT is not a test for which skills can be formed, ELL instructors are left uninformed as to how students can improve on the speaking assessment of the CELDT from year to year. The Center for Public Education (2007) indicates that assessments for ELLs, like the CELDT, “do not supply teachers with information about the student’s individual language strengths and weaknesses. The state of assessments for oral proficiency and academic language lags behind assessments of phonological awareness, word reading accuracy, and fluency” (p. 5). This not only indicates that instructors and students have been left “in the dark” as to how to intervene for students, but additionally, that the CELDT is a limited resource for measuring English proficiency. Speaking to this issue, Stokes-Guinan et al (2010) observed that a study conducted by CTB/McGraw-Hill (2005) found major discrepancies between English language development experts and the CELDT exam while identifying the English proficiency of individual English Language Learners, stating that, “A test that might incorrectly estimate students’ proficiency level up to 60% of the time is problematic” (p. 193).

Only through action research have instructors been able to decipher the skills that English Language Learners need for improving on the speaking portion of the CELDT. While intervening for 19 kindergarten ELLs, West (2008) found that interventions for the CELDT 4-Picture Narrative helped to increase response length and vocabulary usage. During her eleven week study, she observed that instruction in story grammar (characters, setting, and plot), read alouds of literature, and retellings of plot helped students improve. While detailing why she provided the instruction, West indicated:

While administering the CELDT, I noticed that students experienced difficulty with the 4 Picture Narrative on the speaking section of the test. Many students in the class were scoring a 1 on the rubric. This meant that they were unable to tell a story that constructed a narrative based on the four pictures. It also indicated that students were using a minimal amount of vocabulary and made many errors in grammar that interfered with communication (p. 1).

Greenfader, Brouillette, and Farkas (2014) created a similar study in which they implemented a professional development program for ELL teachers called Teaching Artist Project (TAP), a drama program that centered on enriching speech through movement, gesture, and expression. Using the CELDT speaking assessment as a measurement for an increase in oral language skills, the researchers found that that the treatment group that participated in the TAP program did better on the exam than the control group that did not participate. The participants with the lowest baseline scores on the speaking portion of the CELDT were the ones that benefited the most from the program. Overall, both studies emphasize the benefits of explicit speech interventions for the CELDT 4-Picture Narrative.



### Research Questions

- Will an intervention for the 4-Picture Narrative of the speaking portion of the CELDT help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span?
- What instructional strategies can an instructor utilize in order to secure that English Language Learners pass the 4-Picture Narrative of the CELDT with an Early Advanced score?
- What strategies contribute to successful implementation?

### Strategies for Speech Instruction

The major misconception with speech instruction is that it is often equated with answering in complete sentences. For this reason, it is essential that instructors take measures to maximize student output without the need to petition for more words; and therefore, instructors need to utilize research proven strategies. The following strategies highlight the effective methods that have been incorporated in the classroom for the purposes of speech development. However, the strategies do not include extracurricular activities, like participation in theatre, speech and debate, or mock trial. Although these activities promote speech articulation, they are optional endeavors that exist outside of classroom instruction. In addition, during the process of developing academic discourse, many students face the burden of shaking off nervousness in public speaking. This aspect of speech development, though essential, is but a part of the development of academic language; the speech in this article encompasses all manners of talk, not only in front of a crowd.

**Jigsaw.** The mastery of content is what fuels successful speech. As with all effective speech givers, they memorize, research, and foresee what they are going to say. Essentially, if you put an English teacher in front of a math classroom, he will become mute because he will lack proficiency

over the material. Shabani (2013) describes that, “Topic familiarity is an essential factor in the improving of speaking ability” (p. 25). For this purpose, the jigsaw method was developed. This strategy mandates that students separate into groups as they are assigned a unit of study, and consequently, that unit is further distributed into the members of the group. Each member then becomes an expert within a jigsaw puzzle of the unit and then becomes accountable that his/her partners understand the fraction that they were responsible for (Günter, M. A., Estes, T. H., & Schwab, J. H., 1990). Essentially, this method follows the adage that “if you know something well enough, you can teach it.” During jigsaw, the actual teacher is an overseer while the students become the cooperative teachers engaged in academic discourse.

From its origin, the jigsaw technique proved beneficial for facilitating speech on an unfamiliar topic. Aronson, E., & Patnoe, S. (1997) developed and tested the technique in a classroom in Austin, Texas. They found that students were able to attain more confidence in the delivery of academic speech through partial specialization of a topic. The researchers divided a fifth grade class into groups of five and six for the purpose of allocating information about great Americans. For this study, the topic was on Joseph Pulitzer, the newspaper publisher with a prize in literature in his honor. Both researchers wrote six paragraphs about Pulitzer’s life yet only gave one paragraph to each student in the group, and thereby, each student became dependent on each other. Due to this, every group member became a significant part of the jigsaw puzzle.

During this study, a student known as Carlos was targeted. Since he was an English Language Learner, he was not an articulate speaker. Before this study, Carlos was an expert in hiding out in the classroom. Even the teacher “had gradually learned not to call on Carlos because when she did he would stumble, stammer, and fall” (p. 12). As he presented, his group members began to laugh at him, saying things like “you’re dumb” and “you don’t know what you’re doing.” Yet, as one of the research assistants overheard, the assistant said, “O.K., you can say things like

that if you want to; it might be fun for you, but it's not going to help you learn about Joseph Pulitzer's middle years, and you will be having an exam on Pulitzer's life in about 20 minutes" (p. 12). This helped to calm the biases that the other students had and it allowed them to cooperate with Carlos by treating him as an important resource. In turn, the other students began asking "the kinds of questions that made it easier for Carlos to communicate what he was thinking...and as he relaxed his ability to communicate improved" (p. 13). Therefore, through Carlos' case, we see that academic discourse can become accessible, even for less articulate ELLs, if they prepare beforehand on what they have to say.

**Reading to speak.** At the core of jigsaw is the underlying purpose of extracting information from a text in order to utilize it for speech. Using this simple premise, Zhang (2009), a lecturer in English at Tianjin University of Commerce in China, outlined three different activities for reading to speak. His intention was to close the gap between "what [students] *want* to say and what they *can* say, leading them to recognize those language structures or elements that they do not know, or know only partially" (p. 33). Through this, Zhang's methods aimed at shifting student attention from *meaning* and to *form*.

The first activity targeted reading to act. First, students were given a text containing a plot with several characters, which they ultimately had to interpret to the class through dialogue. Second, students were separated into groups with a director of their choosing and they scanned the story while focusing only on plot. Third, the directors led their groups while rehearsing, yet students were not allowed to use their text, they had to act on their recollection of the plot. Students scanned the story again for accuracy, particularly for their actual dialogue. Fourth, students rehearsed the text a second time, to better effect. At this point, they were allowed to refer to notes. Lastly, the groups competed in order to witness the best production. By incorporating a theatrical experience, this

strategy engaged students since it provided a fun objective for actualizing classroom dialogue (Zhang, 2009).

The second activity targeted reading to debate. First, students were given a text and asked to scan only for the controversial topic. No notes were allowed at this point. Second, students were separated into pairs and debated the issue with their partners. One student took the con position while the other took the pro as they were both encouraged to quote the text for support. Third, students scanned the text again, this time, to ascertain further support and helpful expressions for discussion. Lastly, the whole class debated the issue in a group debate. Aside from quoting the text for evidence, students were encouraged to provide personal circumstances for support. Through this approach, students learned how to implement discourse by arguing and supporting their point of view verbally as oppose to textually (Zhang, 2009).

The third activity targeted reading to interview. First, students were given a text and asked to scan for as many possible ideas while not being allowed to take notes. Second, students were separated into pairs, one being the interviewer and the other the interviewee. The interviewer asked questions about the text based on memory while the other answered questions about the text also from memory. Third, students scanned the text again in order to attain more information for more questions. This time, students were encouraged to take notes. Fourth, students went about the interview again, yet they reversed roles. They were even encouraged, if they wanted, to find a new partner, yet they had to play a different role within the interviewer-interviewee dichotomy. Lastly, students had a competition to see which group best corresponded to the text through the interview format. Through this treatment, students once again sought out necessary information in an engaging manner, and ultimately, the engagement found its way into academic dialogue (Zhang 2009).

With all of Zhang's approaches, there is an element of play that creates an urge in students to prepare and research for speaking. As Zhang notes, "the activities described here...lets them [the students] apply the information they have read into authentic speaking practice that improves their fluency" (p. 34). Through this integrated approach, reading to speak serves to give students the essential practice in oral communication that correlate over to academia and the work force.

**Drama.** As evidenced by Zhang (2009) and Greenfader et al (2014), drama is a useful strategy for the development of academic speech. For one, by memorizing and reciting a scripted academic conversation, English Language Learners who are alienated from the syntax and structure of academic English will attain necessary exposure. Sun (2003) states that "dramatic activities are crucial to early literacy development because [students] can be involved in reading and writing as a holistic and meaningful communication process" (p. 3).

Along with the structure of an academic script, acting gives students insight into meaningful verbal situations. Sun (2003) describes that "creating a memorable event" is useful for retention of new vocabulary, similar to the function of mnemonic devices. For instance, a teacher may create the following comedic script in order to introduce the word "incoherent." The teacher may say, "Ok, it's time to do some work. Take your cat, rock your desk, and start to write about the trees on the ceiling.' Students are likely to respond with 'what?' or 'that doesn't make any sense.' Teachers then respond with 'I'm sorry. I am being incoherent. So, what do you think incoherent means?'" (p. 4). Overall, the use of drama was not only engaging, it supplied students with the syntactical structure for academic oral communication.

**Sentence frames.** Providing students with the template, the meaning, and the "little push" for academic speech can instantly elevate them to discourse of a higher caliber. For instance, a two-year old baby is only able to swing on a swing through the aid of an adult, whereas a ten-year old child is able to push his way without any aid. Moreover, English Language Learners are asked to

push their way towards academic discourse, yet at their point of development, they require sentence frames as an aid for pushing them along. Linguistic frames, such as, “It was discovered that \_\_\_\_\_ . Consequently, \_\_\_\_\_ .” serve to provide a starting point for igniting verbal ideas. The blanks, while filled-in successfully, indicate that students are able to maintain the momentum of the push after an instructor jumpstarted them. All in all, sentence frames are effective because they help “scaffold and differentiate both oral and written tasks for students at different levels of language proficiency” (Fisher et al, 2008, p. 97-98). Frames are primarily used as “training wheels” before students can develop academic discourse on their own.

Among their research, Fisher et al (2008) provide the case of a second grade classroom of which linguistic frames were utilized for academic discourse. During an elementary school science lesson, Ms. Hirano asked four students to carry a conversation about an ant diagram. In order to assist them, she provided them with sentence frames while asking them to talk about how ants use their body parts to communicate. The result was the following: Kristina:

‘Well, I know they touch.’ Roberto: ‘But how do you know? You can’t just say ‘you know.’

[*requesting evidence*] Kristina: ‘Cause I seen them wave their ---their—what are those pointers on their heads?’ Ting: ‘Right here [points to diagram]. Antannae.’ [*offering*

*evidence*] Kristina: ‘Yeah, antennae. They use their antennae to touch each other.’

Alejandra: ‘We’re s’posed to use that word. Ms. Hirano wrote it on the board – *antennae*.

They touch their antennae to see each other’ (p. 99).

Through this conversation, it becomes evident that the instructor’s frames for requesting evidence enriched student discourse. Yet, since students were seven years old, the linguistic frames were suitable and appropriate for their development level. This reveals that, through aid, students are able to access academic discourse on their own terms at any level.

**Conclusion**

In George Bernard Shaw's play *Pigmalion*, the character of Eliza Doolittle, a flower girl with inarticulate Cockney English, undergoes intensive speech training that is free of reading and writing from phonetics professor Henry Higgins. From this instruction, Eliza is able to attain upward mobility as she passes among the ranks of the elite at an ambassador's ball through her newly acquired articulate speech. Although this is a fictional tale, it outlines the urgency of direct speech instruction.

Through the advent of speaking and listening standards with the passing of Common Core, speech education is headed in "a step in the right direction." Although the standards are rigorous, they aspire to remedy the lack of communication skills that students received prior to this legislation. As Kinsella (2012) put it, "the Common Core State Standards rolling out in 46 states aim to graduate all U.S. high school students with 21<sup>st</sup> century communication and literacy skills, career and college ready" (p. 18). Through the strategies provided in this article, the Common Core standards were actualized as students "c[a]me to discussions prepared, having read and researched material" as well as "adapt[ed] speech to a variety of contexts and tasks" (CCSS.ELA-Literacy.SL.9-10.1). The strategies were effective because they mandated that students learn academic discourse by learning and talking principally to each other and secondly to the teacher.

Despite the successes within speech education, speaking continues to "take a backseat" to reading and writing. Although Common Core mandates discourse in the classroom, the speaking standards are not the primary focus of language arts. Also, within the strategies given, none of them alone can produce academic verbal fluency for a student. All of this comes to indicate that speech is truly "the forgotten basic skill." Goldenberg (2008) affirms, "There is one area in particular in which more research is desperately needed: oral English development, and specifically, whether and how it can be accelerated. It should be apparent that providing ELLs with English language

development instruction is critically important” (p. 12). This highlights that research on this topic requires further exploration.



### **Chapter 3: Methodology**

#### **Introduction**

This qualitative teacher action research investigated how English Language Learners (ELL) with limited academic English were able to expand and formalize their responses on the 4-Picture Narrative of the speaking portion of the California English Language Development Test (CELDT). The classroom contained twelve 9th grade English Language Learners that were required to take the CELDT exam for every year that they had been enrolled in a California school leading up to the ninth grade.

#### **Research Questions**

- Will an intervention for the 4-Picture Narrative of the speaking portion of the CELDT help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span?
- What instructional strategies can an instructor utilize in order to secure that English Language Learners pass the 4-Picture Narrative of the CELDT with an Early Advanced score?
- What strategies contribute to successful implementation?

#### **Overall Research Plan**

The focus of this study was not on the entire CELDT exam but strictly on the 4-Picture Narrative of the speaking section. The researcher created 6 trials of a 4-Picture Assessment for an Early Intermediate-Intermediate cohort and 5 trials for an Early Advanced-Advanced cohort. Essentially, the second cohort did not require a final baseline assessment since they were set to reclassify during the 2015-2016 school year. During the first trial, the baseline of students was measured. During the second, third, and fourth trials, the influence of interventional strategies was

measured. During the fifth trial, the combination of all three strategies was measured. After each student observed their results, all students were withdrawn from the interventions. By the end, a final baseline was implemented for the Early Intermediate-Intermediate cohort in order to effectively assess their performance during the upcoming 2015-2016 school year.

The goal of this study was to lessen the achievement gap between the Early Intermediate-Intermediate and the Early Advanced-Advanced students. Essentially, for every treatment that was implemented, all student performances for the 4-Picture Narrative changed. Once successful strategies were observed, they were shared to all of the participants during the withdrawal period. The results were particularly beneficial for the Early Intermediate-Intermediate cohort since they did not pass the 4-Picture Narrative speaking assessment during the 2014-2015 school year and had to retake it during the 2015-2016 school year.

For the study, I created five original speaking narratives that were based on the actual CELDT 4-Picture Narratives. Original drawings were commissioned in order to avoid a copyright violation with actual CTB/McGraw-Hill material. Since the content of the CELDT narratives is based on arbitrary everyday situations, the five narratives for this study were created based on this criteria. Similar to the 4-Picture Narratives released for 9th-12th grade span, each assessment that was created had at least three characters for storytelling. The narratives were created on taking a bus, eating at a restaurant, voting at an election, getting a school ID card, and getting a speeding ticket. The drawings were developed by me and drawn by a local artist. The artist was only familiar with the anime drawing style, and therefore, the drawings were commissioned using that technique. While creating the drawings, consistent interpretation for each picture was essential.

The 12 participants were students in my two ninth grade Language Arts Development (LAD) courses. For each of my classes, six students were selected based on their performances on the speaking section of the CELDT during the 2014-2015 school year. From each class, there were

two cohorts of three students each. The Early Intermediate-Intermediate cohort consisted of one student that scored at the Early Intermediate level (score of 2) and two students that scored at the Intermediate level (score of a 3). The Early Advanced-Advanced cohort consisted of two students that scored at the Early Advanced level (score of a 4), and one student that scored at the Advanced level (score of a 5). The six students from the second cohort were reclassifying ELL students.

High sensitivity was observed between the motivation of the participants and the assessments because they had taken the test for a few years already, and due to this, they had the desire to pass. Six of the participants were motivated because they had yet to reclassify, and the other six participants were already destined to reclassify the following year. Although these six were going reclassify as Reclassified English Fluent Proficient (RFEP), they were enthusiastic about helping their peers reclassify. The RFEP students were also interested in performing “off the charts,” or in this case, “off the rubric.” As an RFEP participant said, “I want to get a 6,” which is actually beyond the CELDT rubric. Since the participants were my LAD students during the 2014-2014 school year, their trust and comfort levels were high while participating. The presence of the six Early Advanced-Advanced students proved beneficial since they held the antidote for scoring at a proficient level.

### **Specific Research Plan**

**Research Design.** For 12 research days, two LAD classes of ELLs participated in an ABA multiple baseline action research study. There were 12 participants overall, six for each class, and within those six, they were separated into two cohorts-Early Intermediate-Intermediate and Early Advanced-Advanced. The treatments consisted of acting, jigsaw, and sentence frames. Everyone in the class participated, yet when it came time to test, only six students per period were utilized.

**Baseline.** On Day 1, the baseline was measured for each student independently at my desk using the 4-Picture Narrative about taking the bus. Overall, the testing took about 30 minutes.

During this time, the other students quietly engaged in an activity from the course workbook. To begin, students were read a starting prompt, *“Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.”* Then, I paused to give students time to look at the pictures. I continued prompting, saying, *“Tell me a complete story. Talk about all four pictures and use a lot of details. While getting on a bus, a girl recognizes a boy from school. Both of them will pay with different forms of currency. What happened?”*

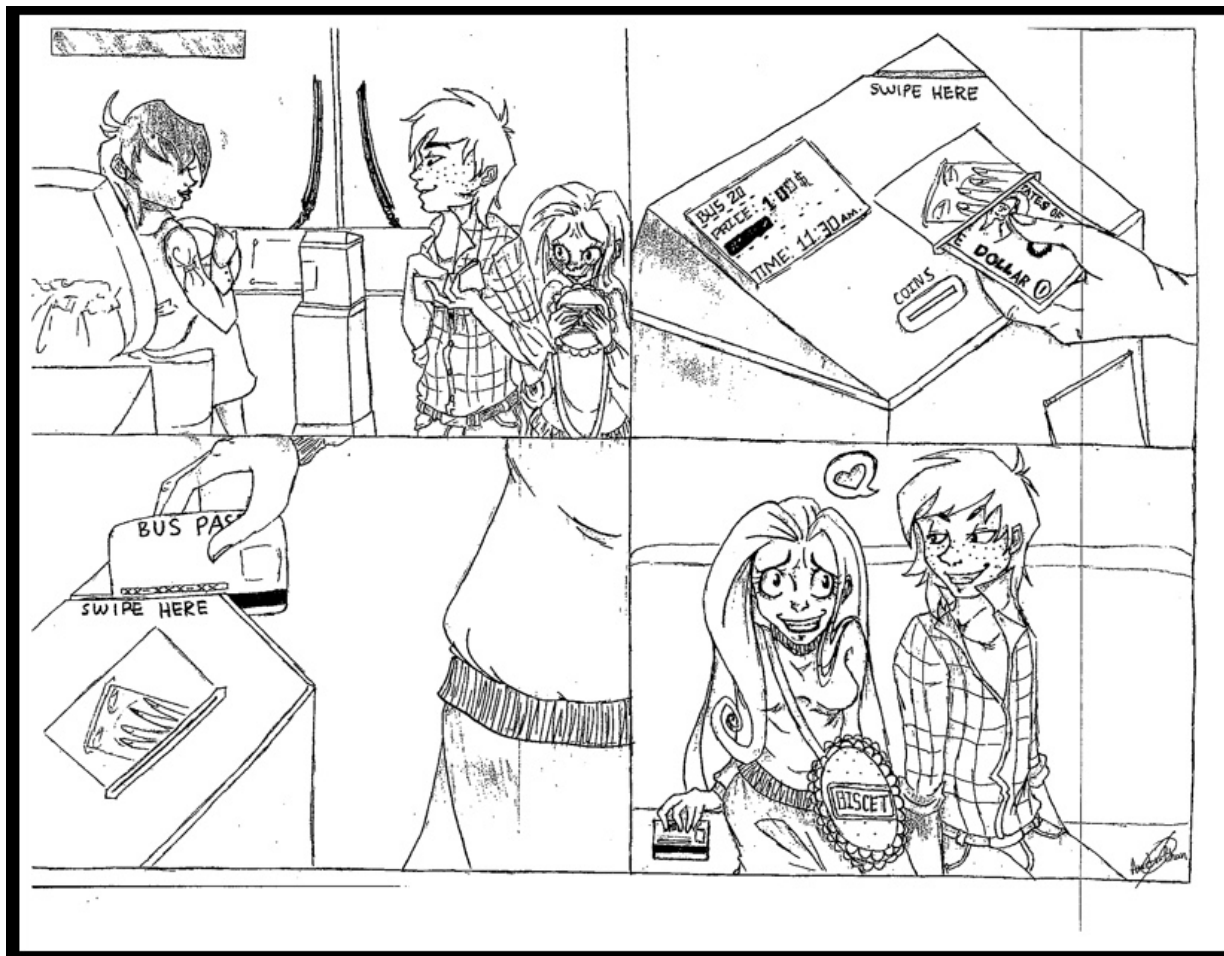


Figure 1. Baseline

Once students started talking, their narratives were recorded by me using a Chromebook computer. As the students spoke, I typed up their responses. If a student stopped talking or needed re-prompting, adhering to the rules of the test, I was allowed to re-prompt them twice by saying either, *“What else can you tell me about the pictures?”* or *“And then what happened?”*

**Drama.** On Day 2, both of my LAD classes engaged in an acting skit written by me about eating at a restaurant. The activity took about 30 minutes. The skit consisted of three characters—a boy, a girl, and a waiter. Students rehearsed in groups of three for 25 minutes, the two cohorts in each class worked together. After that, two volunteer groups for each class went up to the front of the class in order to act out the scene, both totaling 5 minutes. The podium, whiteboard, and desks served as props for creating a restaurant. During the remaining 25 minutes of class, the 6 participants for each class independently came to my desk and narrated their second 4-Picture Narrative about eating a restaurant (see Appendix A).

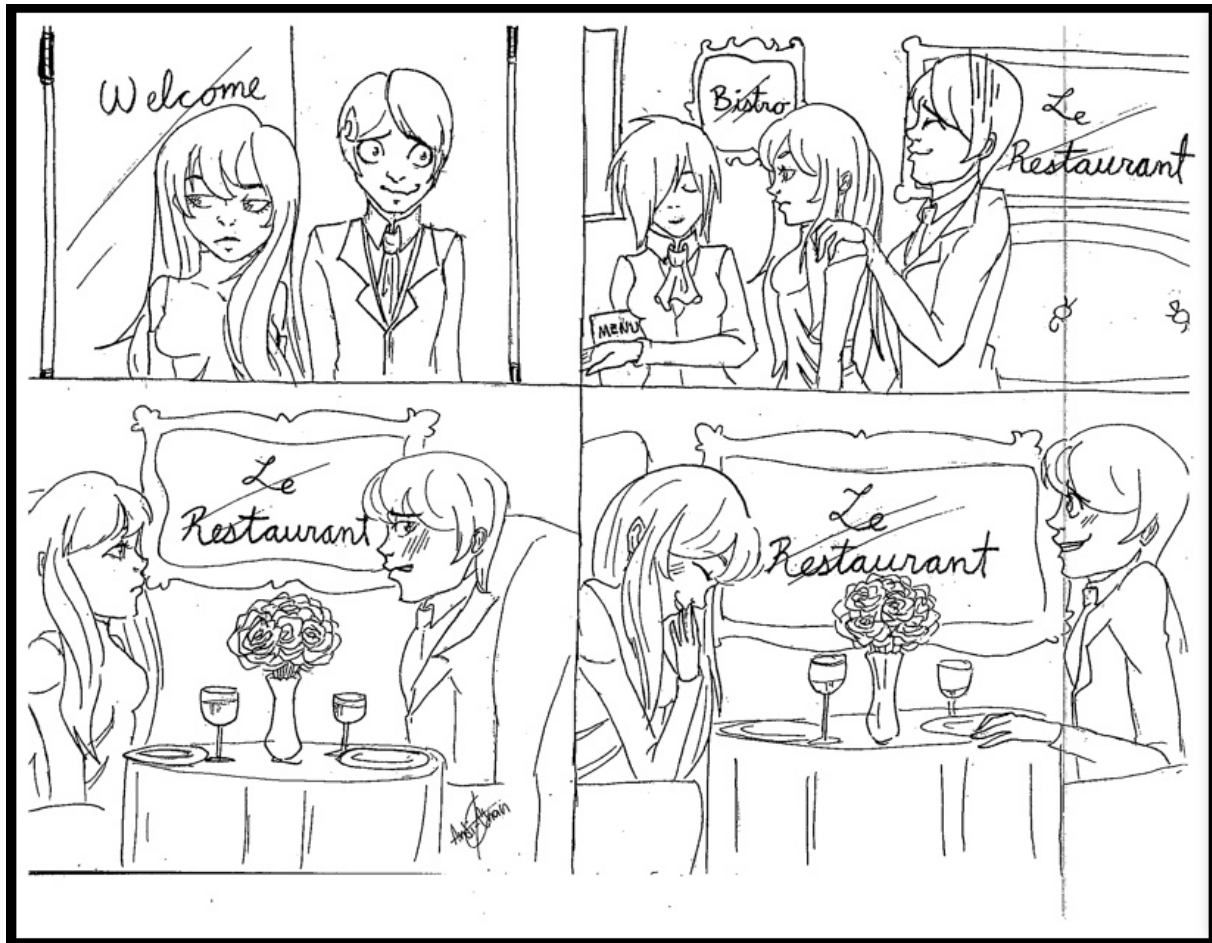


Figure 2. Acting

Once again, students were prompted before they began. I told them, “*Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.*” Then, I paused to give them time to look at the pictures. Then, I continued with, “*Tell me a complete story. Talk about all four pictures and use a lot of details. A boy and a girl are on a first date and they go eat at a restaurant. What happened?*” Similar to before, I was allowed to re-prompt them twice if they got stuck. As the students spoke, I typed up their responses.

**Jigsaw.** On Day 3, students used the entire period to familiarize themselves about voting through a jigsaw activity. I retrieved the voting steps from Wikihow.com and modified the information minimally in order to suit the content on the 4-Picture Narrative. Every student participated and became a mini-expert on voting. The students had to fill out a worksheet about the eight steps of voting. Each student had the paragraph jigsaw puzzle for two steps about voting, and subsequently, each student took about 5-10 minutes to complete their own section. I came around to confirm that each student performed their steps correctly so that they would not go on and teach their peers inaccurate information. Essentially, each student had an appointment with four other students in order to attain the remaining six steps. Using a timer, I gave students 4 minutes at each appointment; respectively, 2 minutes for each student to share their steps with another student. I did not allow students to simply give their partners their paper to copy, I told them to recite it to their partner instead. This way, each student was accountable for their partner’s learning

After students completed the worksheet, I gave them 10-15 minutes to study their responses with their peers. I told them that I was going to take away the voting worksheet and give them the exact same worksheet as a quiz. Once the quiz was given, all students performed moderately while each student excelled in the portion that they were responsible for. Afterwards, I collected their quizzes and gave the 6 participating students their original worksheet to study for the following day (see Appendix B).

On Day 4, at the beginning of both classes, I brought the two cohorts of 6 students to my desk to complete a 4-Picture Narrative about voting while the remaining students completed work from the textbook. Students were prompted with, “Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.” I paused to give students time to look at the pictures and said, “Tell me a complete story. Talk about all four pictures and use a lot of details. Two girls enter a polling station to vote. What happened?” Again, I was allowed to re-prompt them twice when needed. The testing took around 35 minutes, I typed up their responses on a Chromebook as they spoke.

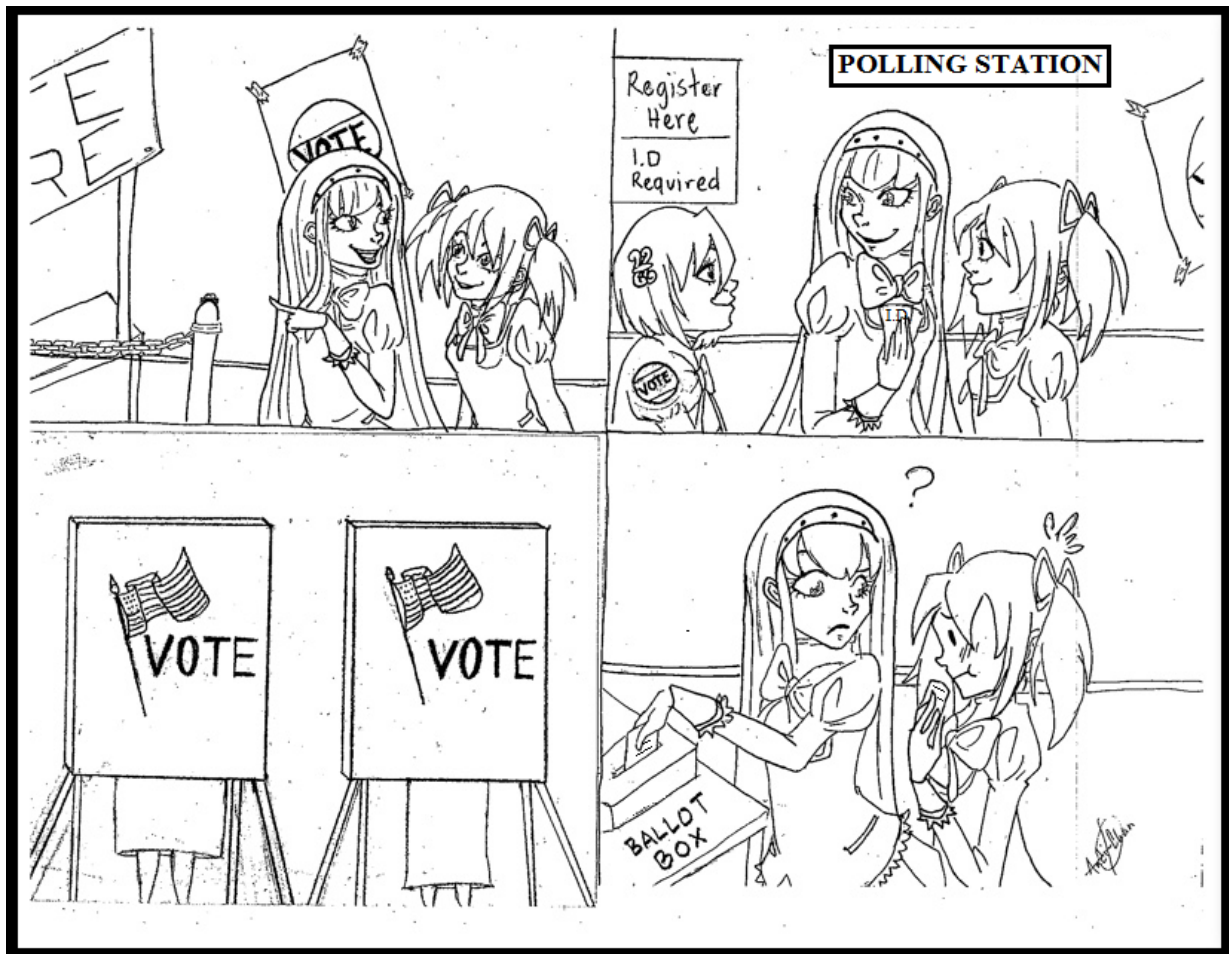
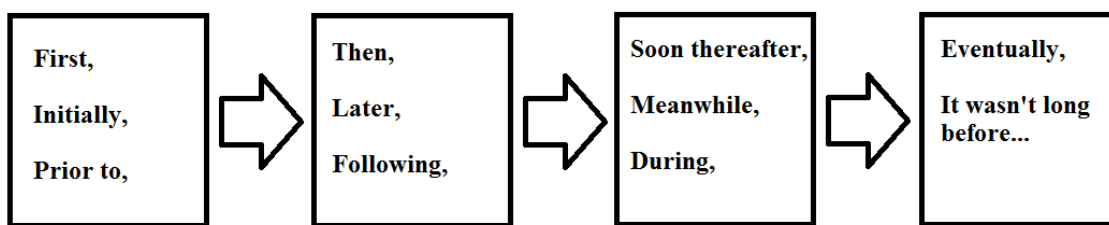


Figure 3. Jigsaw

On Day 4, at the beginning of both classes, I brought the two cohorts of six students to my desk to complete a 4-Picture Narrative about voting while the remaining students completed work

from the textbook. Students were prompted with, “*Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.*” I paused to give students time to look at the pictures and said, “*Tell me a complete story. Talk about all four pictures and use a lot of details. Two girls enter a polling station to vote. What happened?*” Again, I was allowed to re-prompt them twice when needed. The testing took around 35 minutes, I typed up their responses on a Chromebook as they spoke.

**Sentence Frames.** On Day 5, I had the participating six students from each period draw the following CM sequence chart from the projector and study it for 25 minutes. During this time, the non-participating students were engaged in another activity pertaining to the course. The chart was devised entirely from E.L. Achieve’s Constructing Meaning (CM) Student Flipbook: Language for Academic Writing and Speaking (see Appendix C). The sequence page was utilized and the appropriate sequence frames were written in each square. After 25 minutes, the chart was taken off the projector and the six students for each period were tested on a 4-Picture Narrative about getting a school ID card.



*Figure 4.* CM Sequence Chart

For this 4-Picture Narrative, students were prompted similarly with, “*Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.*” After pausing to allow students to observe the pictures, I said, “*Tell me a complete story. Talk about all four pictures and use a lot of details. Two girls go to register at their school. What*



*happened?”* When students froze, I was allowed to re-prompt them twice by saying, *“What else can you tell me about the pictures?”* or *“And then what happened?”* The testing took around 35 minutes. I typed up everything they said on a Chromebook computer.



Figure 5. Sentence Frames

**Combination.** On Day 6, both of my LAD classes once again participated in an acting skit written by me, this time about getting pulled over by a cop. Students rehearsed in groups of three since the play consisted of three characters—a driver, a passenger, and a cop. For periods 2 and 6, the two cohorts of Early Intermediate-Intermediate and Early Advanced-Advanced rehearsed with their cohort members. After the 20 minutes of rehearsal, two volunteer groups for each class went up to the front of the room in order to act out the scene. In order to recreate the car, two chairs were used as props. The students that played the driver mimicked the steering wheel and the pressing of the

gas pedal. For the cop, a pair of Ray Ban aviators and a detention slip were used as props. The acting for both groups took about 5 minutes (see Appendix D)

For the remaining 30 minutes of the period, students learned the steps about getting pulled over by a cop through another jigsaw activity. I attained the steps from *The Criminal Law Handbook: Know Your Rights, Survive the System* by Paul Bergman and Sara J. Berman and slightly altered the information in order to suit the content on the 4-Picture Narrative. Every student participated and became a mini-expert on the topic. The students had to fill out a worksheet about the 5 steps pertaining to what to do when you get pulled over by a cop. Each student had the paragraph answers for 1 step, and consequently, each student took about 5-7 minutes to complete their own section. Again, I came around to make sure that each student did their own section correctly before they shared answers. Each student had an appointment with four other students in order to attain the remaining 4 steps. Using a timer, I gave students 3 minutes at each appointment; respectively, 1.5 minutes for each student to share their steps with another student. Like before, I did not allow students to simply give their partners their paper to copy; they had to recite their answers to them. This way, they had to teach their answers and not simply give them the answers (see Appendix E).

On Day 7, I once again had the 12 participating students copy and study the CM 4-square sequence chart from the projector for 25 minutes. Afterwards, the graphic organizer was taken off the projector and the participating students were brought independently to my desk to perform a 4-Picture Assessment about getting pulled over by a cop. For this assessment, the combination of acting, jigsaw, and sentence frames was measured.



Figure 6. Combination

Students were prompted with, *“Remember, you can ask me to repeat the question, I am going to show you four pictures that tell a story. Look at all the pictures.”* I then paused to allow the students to observe the pictures and continued with, *“Tell me a complete story. Talk about all four pictures and use a lot of details. Two girls are driving on a highway. What happened?”* When students paused, I re-prompted them accordingly by saying, *“What else can you tell me about the pictures?”* or *“And then what happened?”* The testing took around 35 minutes and I typed up their responses as they spoke.

**Final Baseline.** On Day 8, the results of the intervention were made available to all of the students in the class and to each of the 12 participants independently. Each participant was walked through all of their responses and informed about their scores. Notifying students about the results

took about 40 minutes of class time. On Day 12, after a withdrawal period of 5 days, the six Early-Intermediate-Intermediate students of cohort 1 were independently brought to my desk to perform a final baseline 4-Picture Assessment about taking the bus. The testing took 25 minutes per class.



Figure 7. Final Baseline

### Setting

The setting took place in a suburban high school campus located in an agricultural migrant community of 150,000 inhabitants, 75 percent of whom are of Latino origin. The population of the school was 2,500 students with 60 percent categorized as Latino students. The action research was conducted during two periods of ninth grade Language Arts Development of English Language Learners of primarily Latino descent during the spring of the 2014-2015 school year.

## **Participants**

Twelve 9th grade high school English Language Learners participated in this study. Six participants were selected from my two sections of Language Arts Development (LAD) and within those six, they were separated into two groups within each class. Cohort 1 consisted of 6 students that had yet to pass the CELDT speaking assessment; they were selected based on their Early Intermediate or Intermediate scores. Cohort 2 consisted of 6 students designated to become Reclassified Fluent English Proficient (RFEP), and therefore, they were selected on the basis of their Early Advanced or Advanced scores during the previous 2014-2015 school year. Due to their reclassification, cohort 2 students never had to take the CELDT exam again. All student were permitted to create an alias name for the study; and therefore, no students used their real names.

### *Cohort 1*

**Participants 1 and 2.** Jaime and Mia were selected for the study due to their Early Intermediate score of a 2 on the CELDT speaking assessment during the 2014-2015 school year. Within the last 3 years, both students transitioned from English Language Development (ELD) classes for beginning English speakers. For three years in a row, both students had never scored higher than a 2 on the speaking exam. In addition, both students were receiving services for an Individual Education Plan (IEP). For these reasons, both students were ideal candidates for the intervention.

**Participants 3 and 4.** Mari and Jessica were selected for the study due to their Intermediate score of a 3 on the CELDT speaking assessment during the 2014-2015 school year. Both students were also selected due to their unique access to the English language. For instance, both students had never passed the speaking assessment with a passing score yet Mari was an active participant of migrant speech and debate and Jessica did not speak another language in addition to English. Since

Jessica only spoke English, she was misclassified as an English Language Learner. She was actually classified as an ELL due to her Individual Education Plan.

**Participants 5 and 6.** Mark and Alex were selected for the study due to their Intermediate score of a 3 on the CELDT speaking assessment during the 2014-2015 school year. They were ideal for the study since they both passed every portion of the CELDT exam (e.g., listening, reading, and writing) during the previous school year; and therefore, they both would have passed the CELDT and possibly reclassified from being English Language Learners if it were not for the speaking assessment. Mark's case was unique in that he was a newcomer from The Philippines in the seventh grade. Tagalog was his native language and it was his third year of schooling in California. During his first year of taking the CELDT, Mark scored at the Early Intermediate level overall (score of a 2). The following year, Mark elevated one CELDT level, scoring at the Intermediate level overall (score of a 3). Lastly, during the 2014-2015 school, Mark scored at the Advanced level (score of a 5) for every portion of the exam except for the speaking portion.

#### *Cohort 2*

**Participants 7 and 8.** Andrea and Maddi were selected for the study due to their Early Advanced score of a 4 on the CELDT speaking assessment during the 2014-2015 school year. Both students had always passed the speaking assessment with an Early Advanced score. The study aimed to measure whether the intervention could elevate their performances unto the Advanced level. The study also aspired to assess the performance elements that deemed their scores proficient. Since both students fulfilled reclassification criteria, including attaining Early Advanced for each portion of the CELDT test (e.g., speaking, listening, reading, and writing), they were destined to become Reclassified Fluent English Proficient (RFEP). Due to their reclassification, both students never had to take the CELDT exam again.

**Participants 9 and 10.** Zaeth and Yaslin were selected for the study due to their Early Advanced score of a 4 on the CELDT speaking assessment during the 2014-2015 school year. Both students passed every portion of the CELDT with an Advanced score except the speaking portion. The study sought to measure whether the intervention could elevate their performances unto the Advanced level, as well as ascertain the performance elements that deemed their scores proficient. Lastly, they were destined to become Reclassified Fluent English Proficient (RFEP); and therefore, they never had to take the CELDT exam again.

**Participants 11 and 12.** Chucho and Javier were selected for the study due to their Advanced score of a 5 on the CELDT speaking assessment during the 2014-2015 school year. Both students were also selected because they scored at the Advanced level of speaking portion for four years in row. In addition, during the 2014-2015 school year, they scored at the Advanced level for every portion of the CELDT exam. The participation of these two students would provide the solution for scoring at the Advanced level. Like the other four students of the cohort, they were destined to become Reclassified Fluent English Proficient (RFEP) and they also never had to take the CELDT exam again.

### **Data Collection**

The performances on the participants were typed onto a Google Document as students spoke and the results were measured by the CELDT 4-Picture Narrative rubric. The rubric is rigorous; it necessitates a score of a “0” for “no responses, responses that are off topic, responses that were unintelligible, responses that contain only one word, and responses that were spoken in another language.” Based on this rubric, in order for the students to pass each assessment, I assessed their responses by the language of the rubric. For a passing 4, I measured that the “story is coherent and effective, including explanation of all four pictures, with appropriate elaboration (e.g., explanation of details and context). Contains more complex sentence structure.”

Seeing that the 4-Picture Narrative rubric ranges from 0-4 points yet an overall CELDT score from Beginner-Advanced is on a 1-5 numeral scale, I made some adjustments to the CELDT rubric for scoring Advanced responses. An overall CELDT speaking score is actually averaged from a raw score of 29 points from four components (Oral Vocabulary, Speech Functions, Choose and Give Reasons, and 4-Picture Narrative). The 4-Picture Narrative is a possible 4 points out of 29. Since the focus of the study is to assist the Early Intermediate-Intermediate students in attaining an Early-Advanced score of a 4, the study was not affected by expanding the 4-Picture Narrative rubric to suit a 0-5 scale. The baseline of participants 11 and 12, Chucho and Javier, served as the benchmark for an Advanced score of a 5 on the rubric. Responses that included a surplus of detail, elevated syntax, and an excess of academic vocabulary.

Score	Scoring Rubric	Student Responses
0	<ul style="list-style-type: none"> <li>-No response (NR).</li> <li>-Spoken in <b>another language</b> (AL).</li> <li>-Unintelligible.</li> <li>-Response consists of a <b>single word or a few words</b> that may or may not be related to the prompt.</li> </ul>	<p><i>Sample Response:</i></p> <p><i>No se, um, the boy and girl go to the home.</i></p>
1	<ul style="list-style-type: none"> <li>-Student attempts to tell a story based on one or more pictures, but <b>does not construct a coherent narrative</b>.</li> <li>-Response displays a very <b>limited range of vocabulary</b>. The student's <b>speech is often halting or impeded</b>.</li> <li>-Response includes <b>numerous grammatical errors</b> that interfere with communication.</li> <li>-Student's speech is generally difficult to understand. <b>Pronunciation often interferes</b> with communication.</li> </ul>	
2	<ul style="list-style-type: none"> <li>-Story is based on pictures but <b>does not clearly explain one or more pictures</b>.</li> <li>-Response <b>displays some of the necessary vocabulary</b>, but the student often cannot find the right word.</li> <li>-Response shows <b>control of basic grammatical structures</b>, but includes numerous errors, some of</li> </ul>	



	<p>which interfere with communication.</p> <p>-Student’s speech is sometimes difficult to understand. <b>Pronunciation sometimes interferes</b> with communication.</p>	
3	<p>-Story is coherent and <b>includes</b> explanation of all four pictures, but <b>does not provide much elaboration</b> (e.g., explanation of details and context).</p> <p>-<b>Vocabulary</b> resources are generally <b>adequate</b> to perform the task. The student sometimes cannot find the right word.</p> <p>-Response is generally <b>adequate grammatically</b>. Errors rarely interfere with communication.</p> <p>-Student may have an accent and/or make <b>some errors in pronunciation</b>, but pronunciation, but pronunciation is generally accurate and <b>does not interfere</b> with communication.</p>	
4 /5	<p>-Story is <b>coherent and effective</b>, including explanation of all four pictures, with <b>appropriate elaboration</b> (e.g., explanation of details and context). Contains more complex sentence structure.</p> <p>-<b>Vocabulary</b> resources are <b>well developed</b>. The student can almost always find the appropriate word. Uses precise word choice.</p> <p>-Response displays few grammatical errors and contains <b>varied grammatical and syntactical structures</b>. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.</p> <p>-Student may have an accent, but <b>both pronunciation and intonation are generally accurate</b> and do not interfere with communication.</p>	

Since the 4-Picture Narrative rubric did not adequately specify what “vocabulary resources are well developed,” I used Coxhead’s (2000) Academic Word List as an additional measure for academic vocabulary. In fact, I included a few words from the word list (e.g., “sufficient,” “reluctance,” “initial,” “intelligence,” “guarantee,” and “conduct”) into the acting scripts in order to help elevate the academic responses of the participants during the 4-Picture Narrative assessments. The use of these words during the assessment will helped to determine an Advanced response (see Appendix F).

**Data Analysis**

After the exams and scores were completed, I recorded their scores on the rubric and begin to analyze the results. Overall, based on how students performed, I aligned the proficiency of their scores with the proficiency of the strategies. For instance, for the students that received a passing score of a 4 for one of the treatments, I measured the presence of the strategies (e.g., acting, jigsaw, or sentence frames) within their answers. I looked at the syntactic structure of their answers and

noted whether they were similar to the scripts, jigsaw paragraphs, or frames that I gave them, and therefore, detected retention of the techniques. After the findings were obtained, the results were discussed with the campus EL specialist, who helped with norming that the scores were measured adequately by the rubric. Through these measures, the strategies that contributed to successful implementation were observed.

### **Limitations**

Despite the results, the limitations of the research concerned the correlation of the acting and jigsaw strategies with the actual CELDT 4-Picture Narratives. Since content of the CELDT assessments is arbitrary, the likelihood that they will contain information pertaining to getting on a bus, eating at a restaurant, voting, getting a school ID card, or getting stopped by a cop is slim. Even so, the acting scripts and jigsaw strategies highlight that students that have the background knowledge and vocabulary about the random content on the exam are predisposed to perform better.

The vocabulary of the students during the assessments was another limitation. Some of the vocabulary was acquired through socialization with me as an instructor. This complies with Bandura's (1977) Social Learning Theory, deeming that participants may become influenced by teacher modeling of academic language, and accordingly, imitate their speech.

Another limitation may be with retention. The study only measured academic oral fluency for the CELDT 4-Picture Narrative and did not measure whether students will maintain the academic level of responses throughout their academic careers. Lastly, the study was limited in that it only encompassed the results of English Language Learners, and therefore, the results cannot be aligned for English only students and general curriculum.

**Summary**

This chapter described the details of the study pertaining to the participants, the research design, the research procedures, and the collection methods. The use of an ABA design helped to decipher successful implementation strategies. The next chapter will interpret and analyze the effects of the intervention and reveal successful strategies for attaining an Early Advanced-Advanced score on the 4-Picture Assessment of the CELDT exam.

## Chapter 4: Findings

### Introduction

This chapter reveals the results of the action research study on the 4-Picture Narrative of the CELDT speaking exam. Qualitative data was recorded through student verbal responses to five different 4-Picture Narratives. After responses were recorded, several themes developed pertaining to the following research questions:

- Will an intervention for the 4-Picture Narrative of the speaking portion of the CELDT help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span?
- What instructional strategies can an instructor utilize in order to secure that English Language Learners pass the 4-Picture Narrative of the CELDT with an Early Advanced score?
- What strategies contribute to successful implementation?

**Effects of the intervention.** Overall, the intervention of acting and jigsaw helped to give students an enhanced understanding of the process, confidence, and language set required for taking the 4-Picture Narrative of the CELDT. The intervention did help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced students of the 9-12 grade span, yet the gap was diminished less by the strategies and more by the observance of capable participants of the second cohort of Early Advanced-Advanced. It was through their responses that an antidote for attaining a proficient score was achieved. Although all of the students benefited from the intervention, the participants that benefited the most were the two Early Intermediate students of the first cohort since they started with a low baseline. Out of these two participants, however, only one was able to achieve proficiency during the final baseline.

**Effects of the strategies.** Out of the three speaking strategies, the strategy that proved the most effective was acting, particularly when implemented in isolation during Day 2. Going from the baseline of Day 1 to the acting of Day 2, most students saw an instant increase in response length and an overall increase of at least one CELDT level. The synopsis of the acting script served to provide students with a strong narrative for the assessment about eating at a restaurant; however, Coxhead's high-incidence academic words from the script were not able to correlate into student responses. The jigsaw activity for Days 3 and 4 also expanded responses and was particularly beneficial for guiding students through the unfamiliar vocabulary of the voting pictures, like "volunteer," "booth," "polling," and "candidate".

The sentence frames proved to be the least effective of the strategies. The frames did help the cohort 1 Early Intermediate-Intermediate participants with sequencing between pictures and with improving the syntactical structure of their responses, yet they served to constrain their narrative responses. In a few cases, the frames were apprehensively applied. For instance, the cohort 1 participants seemed limited by the frames, and in one case, a student used the word "therefore" for sequencing even though it is not a storytelling sequence word. The Early-Advanced-Advanced cohort did not need to use the sentence frames, they only utilized the more complex frame of "it wasn't long before."

When used in combination, the strategies of acting, jigsaw, and sentence frames did expand responses yet not any more than the acting and jigsaw strategies while used independently. The independent and combined use of acting and jigsaw did help to elevate most of the responses by one CELDT level above the baseline score.

**Unexpected findings.** The unexpected theme that arose concerning question two was that successful strategies emerged not from the instructional speaking strategies of acting, jigsaw, and sentence frames, but by the performance of the Early Advanced-Advanced cohort. The most crucial

finding was the best responses gave each character a name. In fact, in order to easily bypass not knowing the profession of a character (e.g., receptionist, clerk), the high performing students simply named each character, like Ms. Johnson. Also, the best responses often created a backstory for the narrative, often using dialogue. The use of dialogue, however, was not consistently implemented by the Advanced students.

In addition, the continual practice of the 4-Picture Narrative helped to expand most student responses, and uniquely, all of the responses of the Advanced participants. From Day 1 to Day 7, the responses of the Advanced students doubled in length. This helped to highlight that “practice does make perfect,” particularly with effective teacher guidance.

**Successful implementation.** By doing action research, several themes emerged for questions 2 and 3 concerning effective strategies that instructors can utilize for their English Language Learners. The following is a list of results that instructors can implement for successful implementation:

- Tell students to give each character a name.
- Tell students to describe each picture, even if the proctor’s prompt for the first picture has to be repeated.
- Tell students to describe the narrative entirely in past tense even when the proctor’s prompting is in present tense.
- Tell students to create a backstory for the pictures as if they were describing comic book pictures. The use of dialogue is helpful.
- Practice with several 4-Picture Narratives since continual practice with storytelling, proper nouns, and the use of past tense helps students perform better.

**Limitations of the intervention.** The intervention did not help to entirely eliminate the grammatical deficiencies of low performing students, particularly with the misuse of articles, prepositions, and verbs. The issues with grammar were dealt with on a case by case basis. During the withdrawal period, each student was informed of their individual mistakes. The students with unique grammatical errors were made aware of their errors, and by the final baseline, each student tried their best to diminish the errors in their performance.

Although the intervention helped promote growth on the 4-Picture Narratives that I created, an intervention on the actual CELDT assessment may be more difficult to implement. My intervention aimed to benefit students for the following school year; and therefore, only through this paradigm can this type of direct instruction be effectively executed. The use of jigsaw highlighted that a student's knowledge of terms will affect their recognition of target nouns on this assessment, yet this type of intervention may be difficult to implement for other instructors since the topic of a 4-Picture Narrative is arbitrary every year. Even so, if a teacher knew the topic in advanced, he may not disclose it to students.

**Participants 1 and 2.** Jaime and Mia benefited extensively from the intervention since they started at a baseline of Early Intermediate. By the final baseline, Jaime was able to advance two CELDT levels and perform at the Advanced level while Mia was able to improve one level above her baseline yet stayed at the un-proficient Early Intermediate level by the end of the study due to their inability to find the right words and due to her misuse of verb tenses.

From the beginning of the intervention, Jaime grew significantly from Day 1 to Day 2 due to the acting treatment. The dramatic script helped to provide him with a response that was full of dialogue and detail. His story was "coherent and effective" and "include[d] explanation of all four pictures, with appropriate elaboration." For his Day 4 jigsaw assessment, Jaime regressed back to the Early Intermediate level since his narrative lacked "appropriate elaboration" and he could not

“find the right word” while responding with, “They get registrate at the office.” For the final baseline of Day 12, Jaime scored at the Early Advanced level since his response was free of “grammatical errors,” since all of the verbs were in the past tense, and since the use of proper nouns for each character equipped his response with the “appropriate elaboration” for a proficient score.

From Day 1 to Day 2, Mia’s response length expanded significantly and she improved by one CELDT level. Grammatical errors were still present in her response with phrases like “The girl say.” During Days 5-7, the jigsaw and sentence frame treatments helped to provide her responses with the scaffolds for an Advanced response, but once again, Mia scored at the Intermediate and Early Intermediate level due to her errors with syntax with responses like, “They asked for register here and I.D. request” and “During her picture to come out.” For the combination of Days 6 and 7, her response was rich with detail and dialogue and her response length increased to nearly twice as much as her baseline, but once more, her grammatical errors, including word choice, kept her responses below a proficient level (see Table 2, Figure 8).

**Participants 3 and 4.** Mari and Jessica profited from the intervention since they both advanced from their Intermediate baseline onto an Early Advanced final baseline. Both participants saw significant growth from Day 1 to Day 2; the acting treatment helped to supply them with a narrative for storytelling. While Jessica stayed constant at the Early Advanced level, Mari reverted back to the her Intermediate baseline for Days 3-5 due to grammatical errors with verb tense and preposition use, saying things like “The two girls enter to the voting station.” The sentence frames served to constrain Mari slightly on Day 5; the sequencing kept her narrative brief since she became overly cognizant with sequencing. She used “therefore” which was not one of the sequencing frames, but actually, is a term for sequencing in an essay. By the final baseline, both students scored at Early Advanced due to effective subject and predicate use (see Table 3, Figure 9).



Table 2		
<i>Participants 1 &amp; 2 (Cohort 1 – Early Intermediate)</i>		
4-Picture Narrative	<b>Jaime (Period 2)</b>	<b>Mia (Period 6)</b>
Day 1- Baseline	<p>A guy is giving money to the, um, what’s it called, the driver. I don’t know. The girl is behind him, behind the boy. I think he is paying with a dollar. The girl is paying with a credit card, I don’t know. They finally, they pay and they sit down together. I think she likes him.</p> <p><b>(score 2)</b></p>	<p>One day, a boy and girl were in a stop sign. They were waiting for the bus. So the bus came. They getting in line. The girl did not have her bus pass so she borrow it from a boy. The girl found out that she finally fell in love with the guy. So they start talking and they become friends.</p> <p><b>(score 2)</b></p>
Day 2-Acting	<p>What happened is that. The girl opens the door and the guy tries to help her. Then she says, “No,” I don’t need help.” So then, they get inside towards the waiter. The waiter takes them to a seat. And then, they start talking about what they are going to eat. They start talking and she doesn’t want to be there. Then finally, they start talking and, um, I don’t know, he seems to be boring and, ah, she thought he was going to be a humorous guy, but that was not true. And she starts laughing because he says something fun.</p> <p><b>(score 4)</b></p>	<p>So, one day, it was their first time dating. The boy said, “Let’s go to a restaurant.” So they went. The girl say “Yes, sure.” So they went to the restaurant, they walk in. Here comes the waiter and says, “Welcome, can I help you?” So they went to sit down, they were talking about it. They were talking about how was their day, what do they want to eat. So they eat and she thought the guy was really funny and they had a great day.</p> <p><b>(score 3)</b></p>
Days 3 & 4- Jigsaw	<p>The girls are talking to each other, they don’t even know what to vote about. They get registrate at the office, I don’t know. Then they get two options to vote for candidate. They decide to vote inside the voting boxes. Then finally, they put their ballots into the box. They did not vote for the same person.</p> <p><b>(score 3)</b></p>	<p>Two girls went to a polling station, so they saw the signs for voting. So, she asked her friend, “Which one will you vote for?” She said, “Anything.” So, she picked her first and then entered to the polling station and they asked for register here and I.D. request. So, they did have it, they put it into the voting box.</p> <p><b>(score 3)</b></p>
Day 5- Sentence Frames	<p>First, they get to the office to get registrate. Later, they go to take a picture for their ID. Soon thereafter, they wait for their IDs. Finally, they get the ID card.</p> <p><b>(score 2)</b></p>	<p>First, the lady ask her for her ID. She said, “I don’t have my ID.” So, she doesn’t have her ID. So, the lady ask her, “Do you want me to make an ID for you?” She said, “Yes, please.” Then, she took the picture and they wait for a few minutes. During her picture to come out. Then, the lady give her her ID for school. It wasn’t long before they wait for her ID.</p> <p><b>(score 2)</b></p>
Days 6 & 7- Combination	<p>First, The passenger wants the driver to go faster. Later, the passenger tell the driver to start driving fast. Then, the passenger says, “What is that?” And then the driver answers, “It’s the cops.” Meanwhile, the cop asks for the license and the car’s registration to the driver. Finally, the driver gets a ticket and the passenger gets sad.</p> <p><b>(score 3)</b></p>	<p>First, her friend ask her that she was going so slow and she is like, “I cannot go faster than this because I don’t want to get a ticket.” Her friend said, “you are a scary cat.” “I will show you that I am not a scary cat,” so she went faster. Then the cop stopped them and the cop ask her for her ID and the papers from the car. She said, “Here sir.” So the cop said, “Wait, I will give you your ticket.” During, she said to her friend, “you are going to help me pay my ticket right?” She said, “No, I am broke.” It wasn’t long before he came back and gave her her ticket. She said, “Thank you.”</p> <p><b>(score 3)</b></p>
Day 12- Baseline (After Feedback & Withdrawal)	<p>Adrian went to the bus station. When he entered the bus, he met Ariana from school. When Adrian talked to Ms. Mabey, Ariana was in the line. Then, he paid with a dollar and Ariana paid with a bus pass. When they met together, they sat on the same seat but they didn’t talk because they were not sure if they were in love.</p> <p><b>(score 4)</b></p>	<p>Jenny got out of school, so she went walking for the bus. The bus came. So, first, she was in line. Ms. Lorena said, “the ticket for you cost one dollar.” She said, “I only have 50 cents.” George was in back of Jenny. George saw Jenny that she didn’t have enough money for the bus. Then, George give Jenny a bus pass. Jenny said, “thank you.” So, George ask her, “What’s your name?” She said, “My name is Jenny.” George said, “My name is George, nice to meet you.” Then, they started talking, and then, they become friends.</p> <p><b>(score 3)</b></p>

Table 3		
<i>Participants 3 &amp; 4 (Cohort 1 –Intermediate)</i>		
4-Picture Narrative	<b>Mari (Period 2)</b>	<b>Jessica (Period 6)</b>
Day 1- Baseline	<p>In the first picture, the guy and the girl gets in the bus. In the second picture, the guy pays with a dollar bill. In the third picture, the girl paid with the bus pass. On the fourth picture, they recognized each other, and they sat down, and the girl falls in love with the boy.</p> <p><b>(score 3)</b></p>	<p>So, the boy got on the bus and paid with a dollar while the girl paid with the bus pass. She went right after him and sat right next to him. She looked a little nervous and I think she may have liked him.</p> <p><b>(score 3)</b></p>
Day 2-Acting	<p>A boy invites a girl to the restaurant but the girl didn't look so happy. The guy looked shy. Then they decided to walk to get a seat. The waitress brought them to a table and she gave the menu to them. After the guy and the girl were sitting down, the guy tells something funny to the girl and they start laughing. And finally, they were happy.</p> <p><b>(score 4)</b></p>	<p>The girl seemed unhappy to be there, not so much the guy. The waiter walked them to their table, they both sat down. The guy looked a little worried and the girl looked kind of mad. They both seemed to laugh, so I am guessing that he said something funny and the date was going better than it started.</p> <p><b>(score 4)</b></p>
Days 3 & 4- Jigsaw	<p>The two girls enter to the voting station to vote. While they were in the polling station, they needed to register and show the lady their I.D. After they went to vote in the booths, they put their paper in a ballot box.</p> <p><b>(score 3)</b></p>	<p>So, Ashley and her friend were excited to vote. They ran into a staff member. Ashley needed her ID to be able to vote. Once they were able to vote, they went over to the voting boxes and wrote down the candidate that they wanted for president. And Ashley looked confused, so did her friend. It seems that they voted for different people.</p> <p><b>(score 4)</b></p>
Day 5- Sentence Frames	<p>First, two girls enter to get an I.D. card. Eventually, one of the girls has to take the picture for her card. Therefore, she has to pick up her card. Finally, she got her card and saw her picture was funny.</p> <p><b>(score 3)</b></p>	<p>First, the two girls went to the registration area to get their IDs. Then, the girl with the glasses was ready to take the picture. After she took her picture, she looked nervous about her photo. Her friend wanted to see her picture. Soon thereafter, her friend showed her her ID to make her feel better.</p> <p><b>(score 4)</b></p>
Days 6 & 7- Combination	<p>Initially, two persons were in the car. The driver seemed to pass the speed limit. Following, they heard a police siren in the back. Soon thereafter, they pull aside and waited for the police officer to come by. Eventually, they got a ticket because they didn't have their seatbelt on.</p> <p><b>(score 4)</b></p>	<p>First, the girls were driving. One of the girls was laughing and she told her friend to drive faster. Then, her friend did as she said. Soon thereafter, they heard sirens and the cop stopped them for going 102 miles per hour. Eventually, they got a ticket for driving fast. They were worried that they were going to have to pay money for it but they were going to work things out together.</p> <p><b>(score 4)</b></p>
Day 8- Baseline (After Feedback & Withdrawal)	<p>Ms. Sanchez was driving the bus. Jacob and Natalie got in the bus. Jacob paid with cash. Meanwhile, Natalie paid with a bus pass. After a while, Natalie sat next to Jacob and Jacob recognized Natalie and they started to talk again. Finally, it seemed that Jacob had a crush on Natalie.</p> <p><b>(score 4)</b></p>	<p>Angel and Jacky were heading to school. So they had to take the public bus and each one of them had to pay a different way. Angel paid with money, therefore, Jacky paid with a bus pass that she could use at any time without actually using money. Finally, Angel and Jacky sat next to each other in the bus and they were shy.</p> <p><b>(score 4)</b></p>

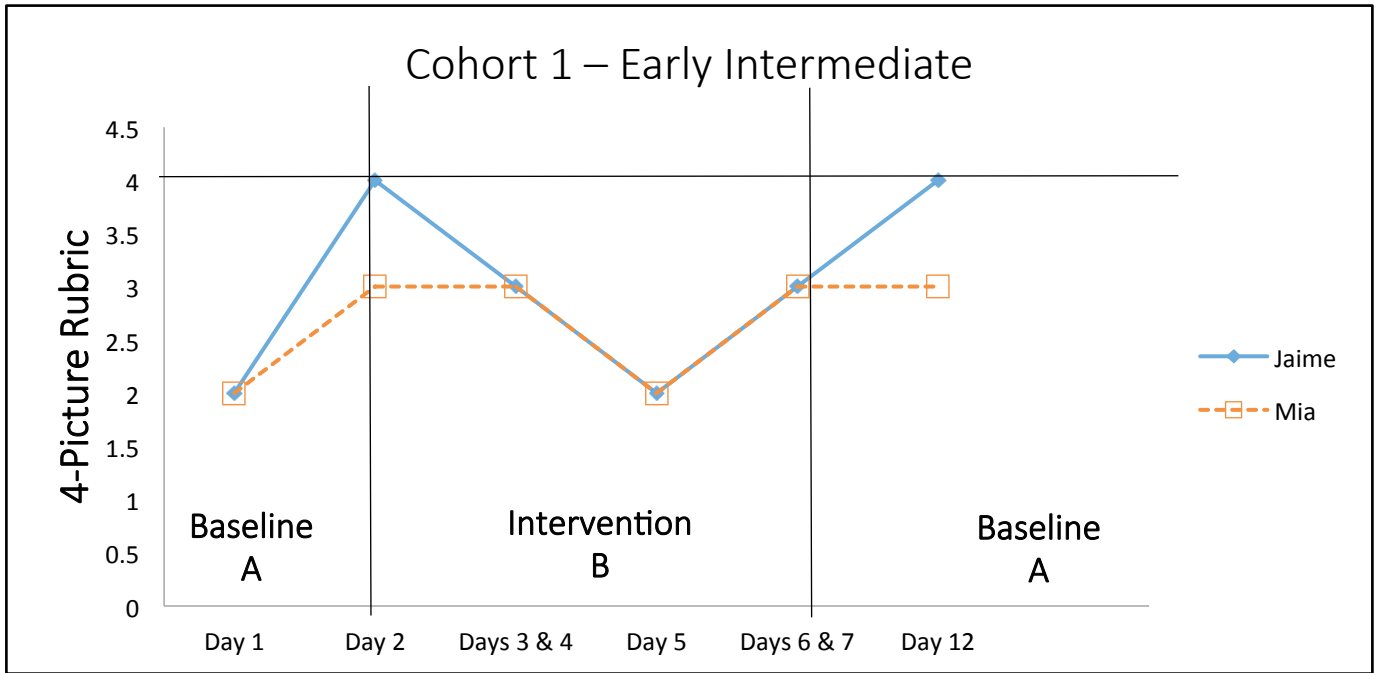


Figure 8. Jaime and Mia

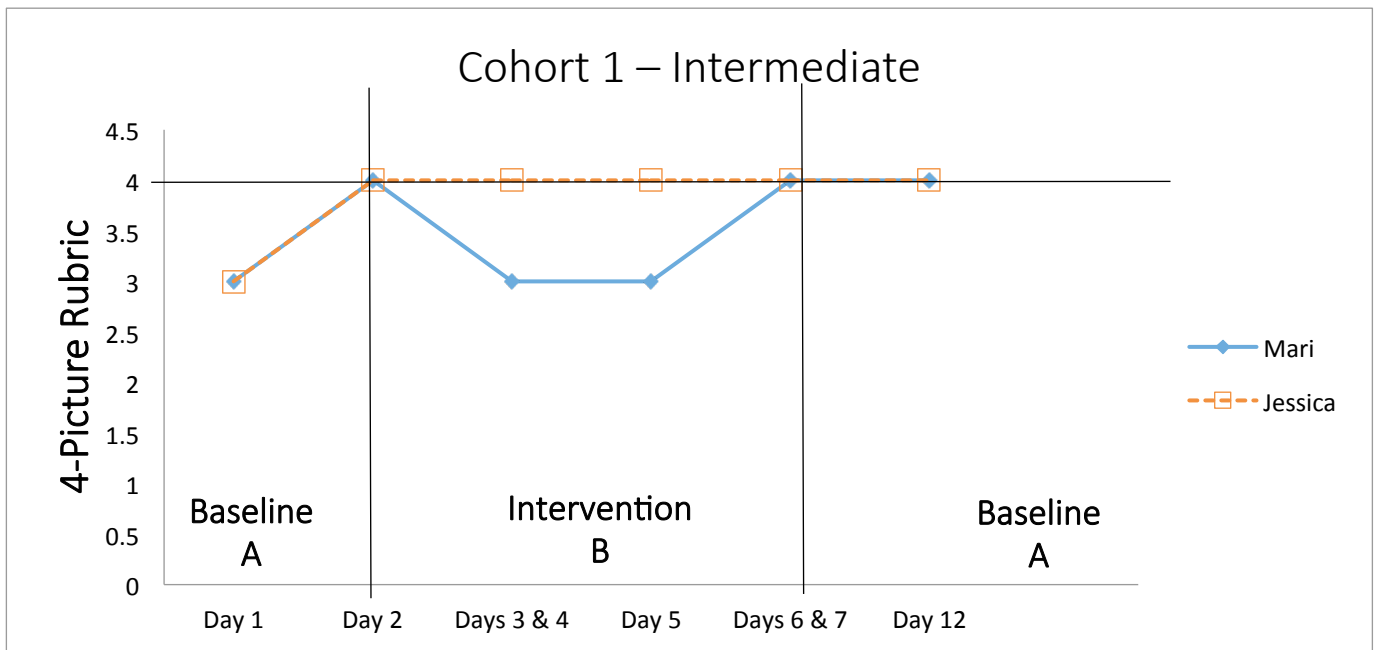


Figure 9. Mari and Jessica

**Participants 5 and 6.** Mark and Alex attained an Early Advanced score during their final baseline due to the intervention. Both participants, however, fluctuated between the Intermediate and Early Advanced levels during the study due to their grammatical errors pertaining to syntactical structure, verb tense, indefinite subject pronouns, and issues with articles and prepositions.

Although both participants were selected due to their Intermediate score on the speaking CELDT assessment during the 2014-2015 school year, Mark's baseline was actually at the Early Intermediate level. Since Mark was a native Tagalog speaker, he struggled with the use of articles, saying things like "paid a cash." During Days 6 and 7, both participants delivered lengthy responses, yet the length did not equate to proficiency since grammatical errors were still evident with phrases like, "The driver and the passenger shocked" and "He tells them that why were they going so fast." By the final baseline, both participants resolved their errors by using proper nouns to label each character and by consciously telling the narrative in past tense. In addition, Mark was made aware of his misuse of articles and he perceptively evaded them (see Table 4, Figure 10).

**Participants 7 and 8.** Andrea and Maddi started and ended the intervention at the Early Advanced level. Since both participants were set to reclassify as English Language Learners, a final baseline was not measured. Both participants saw an increase onto the Advanced level on Day 2 when the acting treatment was implemented independently. The responses for both were rich with "appropriate elaboration," including "explanation of details and context" for each picture. While Maddi only scored at the Advanced level once, Andrea scored at the Advanced level during the acting and jigsaw treatments by providing dialogue and appropriate vocabulary for both. For the voting narrative, the jigsaw treatment equipped the participants with words like "booth," "volunteer," "candidate," "polling," and "ballot." The use of sentence frames served to help the participants sequence while not constraining the length of their narratives (see Table 5, Figure 11).

Table 4		
<i>Participants 5 &amp; 6 (Cohort 1 –Intermediate)</i>		
4-Picture Narrative	<b>Mark (Period 2)</b>	<b>Alex (Period 6)</b>
Day 1- Baseline	<p>The boy went inside the bus and paid a cash. And the girl recognizes that she has a bus pass. After that, the boy has fallen in love with the girl.</p> <p><b>(score 2)</b></p>	<p>So, what happened is that the boy paid with money and the girl used her bus pass. And the girl could not find a seat so she sat next to him.</p> <p><b>(score 3)</b></p>
Day 2-Acting	<p>A boy and a girl went inside the restaurant. The girl asked him, “How many there are?” The boy said, “There is two of us.” It doesn’t seem like she does like the boy until they get to know each other. In the end, the girl is starting to like the boy and the boy is happy because he is laughing.</p> <p><b>(score 4)</b></p>	<p>The boy and the girl walk into the restaurant. The girl looks mad. Once they are inside, the waiter asks them to take a seat. Once they seated, they both start conversating and the boy says something that makes the girl laugh.</p> <p><b>(score 3)</b></p>
Days 3 & 4- Jigsaw	<p>Two girls went inside the polling station. One of the staff asked if they have their I.D. Both of the girls went to the booth to choose who they want to vote. After that, one of the girls wasn’t sure about who’d she vote. They went to turn in their ballots to the box. The other girl in front of her looks mad because she didn’t pick the same candidate as she did.</p> <p><b>(score 3)</b></p>	<p>Once they entered, they were both talking about who they were going to vote for. After that, they took out their I.D.s and they went to the volunteer. They were asking if they could vote. They both went to two separate voting stations because they needed privacy. After that, they both went to put their ballots in a ballot box. But one girl did not want to put hers in because she did not know if she made the right decision.</p> <p><b>(score 4)</b></p>
Day 5- Sentence Frames	<p>Two girls went to the school registration to take a picture for an I.D. Following that, the girl with the glasses went first. Soon thereafter, the other girl went to photo pick-up. After that, the other girl without the glasses looked at her school I.D. and she looks happy with it.</p> <p><b>(score 4)</b></p>	<p>First they walked in, they are asking if they could get registered. After that, they walk into a room, they are going to picture them. Meanwhile, they both get their I.D and they take a look at their IDs. They see that one of the girls takes a silly picture.</p> <p><b>(score 3)</b></p>
Days 6 & 7- Combination	<p>First, the girl in the steering wheel was speeding up to 102 miles per hour while the passenger is enjoying it. Then, the driver and the passenger shocked that they heard sirens. Soon thereafter, the police officer came out of the window. And then, the girls acting suspiciously. Eventually, the officer gave them the ticket and didn’t give them warning.</p> <p><b>(score 3)</b></p>	<p>Then the girls heard the sirens. After that, the officer told them to roll down their windows. Meanwhile, he tells them that why were they going so fast. Later, the officer leaves to his car. Eventually, he comes back and gives her her ticket. And then her friend says that she is sorry and that she will make it up for her.</p> <p><b>(score 3)</b></p>
Day 12- Baseline (After Feedback & Withdrawal)	<p>Mark and Cassandra went inside the bus. Cassandra recognized Mark from school. Ms. Rodriguez, the bus driver, said, “Hi.” Following that, Mark paid cash and Cassandra used her bus pass. After that, Mark was talking and Cassandra was falling in love with him.</p> <p><b>(score 4)</b></p>	<p>Jerry got on to the bus first and he paid with a one dollar bill. After that, Jennifer got onto the bus and she did not pay with cash but with a bus pass. Meanwhile, Jerry took a seat and Jennifer saw that he was all alone so she decided to take a seat and have a conversation with him.</p> <p><b>(score 4)</b></p>

Table 5		
<i>Participants 7 &amp; 8 (Cohort 2 –Early Advanced)</i>		
4-Picture Narrative	<b>Andrea (Period 2)</b>	<b>Maddi (Period 6)</b>
Day 1- Baseline	<p>First, it was the boy’s turn to pay the bus ticket, and the girl, behind the guy was waiting to pay. Then, it was her turn to pay the ticket. He paid with a dollar bill. She paid at 11:30 a.m. Next, the girl paid with her bus pass. Finally, they both sat together and they both fell in love.</p> <p><b>(score 4)</b></p>	<p>So, a girl sees a guy from school. Each person has to pay with different forms of currency. So, the guy pays with a dollar and girl, she swipes her bus pass. So then, after they start talking, they ride the bus together.</p> <p><b>(score 4)</b></p>
Day 2-Acting	<p>The girl didn’t seem like she wanted to go on the date with the boy to an Italian restaurant. The boy seemed nervous when they were going inside the restaurant. When they walked in, the girl still seemed like she did not want to be there, but the guy seemed that he wasn’t noticing that she did not want to be there. The waiter showed them the table. They both sat down. The girl was giving him a dirty look. That made the boy nervous. The boy said something that made the girl smile and they were comfortable together now.</p> <p><b>(score 5)</b></p>	<p>A boy and a girl are on a first date. So, they decide to eat at a restaurant but a girl seems like she doesn’t want to go. They enter the restaurant and the waiter greets them and asked them, “How many people will it be tonight?” The boy says, “A table for two please.” The girl is being sassy as for the guy, he is trying to make the girl comfortable. The guy makes a joke and the girl feels more comfortable about the date.</p> <p><b>(score 5)</b></p>
Days 3 & 4- Jigsaw	<p>One girl told her friend, “let’s go to vote.” When they entered, they went to register and the girl that was in charge of registering asked for their I.D. Next, they both went to a booth to vote, they had to go to different booths so they cannot see what candidate they like. Finally, they both finished voting but one of the girls wasn’t sure if she should put the ballot inside box.</p> <p><b>(score 5)</b></p>	<p>So, two girls went into a polling station to vote. So they decided to ask a volunteer for help. The volunteer told them that they had to be a U.S. citizen to vote. So, they said that they were. So, they went to a private voting booth so they could vote for whoever they think is the right candidate for the office. After one of them was done, she put her ballot inside the ballot box. As for the other girl, she did not have a clue of what she was doing.</p> <p><b>(score 4)</b></p>
Day 5- Sentence Frames	<p>First, the school employee asked if they had their school I.D. Later, they both had to take a picture to get their I.D. Meanwhile, when they were waiting, there were laughing because they were looking at their I.D.s. Eventually, they saw that one girl did a funny face for the camera.</p> <p><b>(score 4)</b></p>	<p>Initially, two girls go register to their school. Then, they go to the registration office. One of the girls was anxious to have her picture taken. Meanwhile, the girls were getting ready for having their picture taken. Eventually, they both had to wait a little bit to have their ID. One of the girls was excited to get her ID but the other wasn’t so happy about hers. It wasn’t long before the girl saw the other girls ID and thought it was a nice picture.</p> <p><b>(score 4)</b></p>
Days 6 & 7- Combination	<p>First, the two girls were laughing. The girl that was driving wasn’t paying attention to the speeding limit; she was going 100 miles per hour. Then, they heard the police behind them. Meanwhile, they were waiting for the police to come. When they rolled down the window, the police was there. Eventually, the girl that was driving got a ticket and got mad at her friend because she did not want to help her pay the ticket.</p> <p><b>(score 4)</b></p>	<p>Prior to two girls driving a car on a highway, they are going 102 miles per hour. Following, they hear a siren and they realize that they are being pulled over. Meanwhile, the cop comes and they turn off the engine and the cop asks for their license, registration, and proof of insurance. Eventually, they got a ticket for speeding and the driver is worried of how she will be paying the ticket while the passenger is acting as if nothing happened.</p> <p><b>(score 4)</b></p>

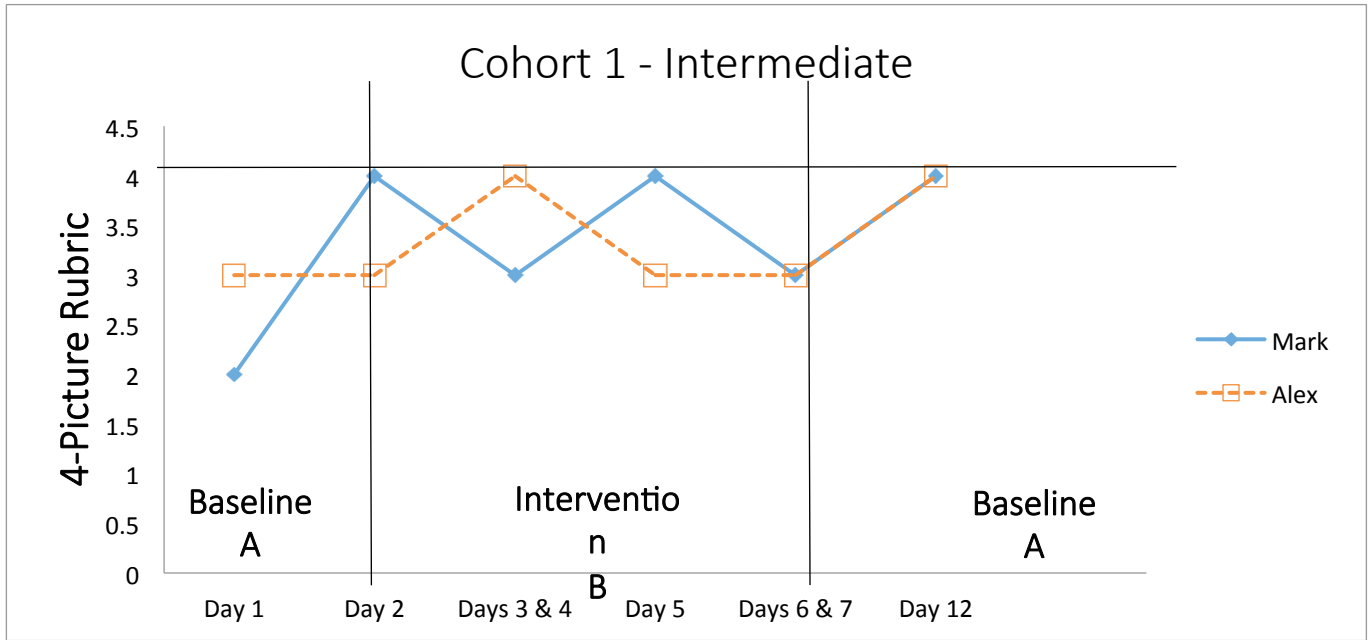


Figure 10. Mark and Alex

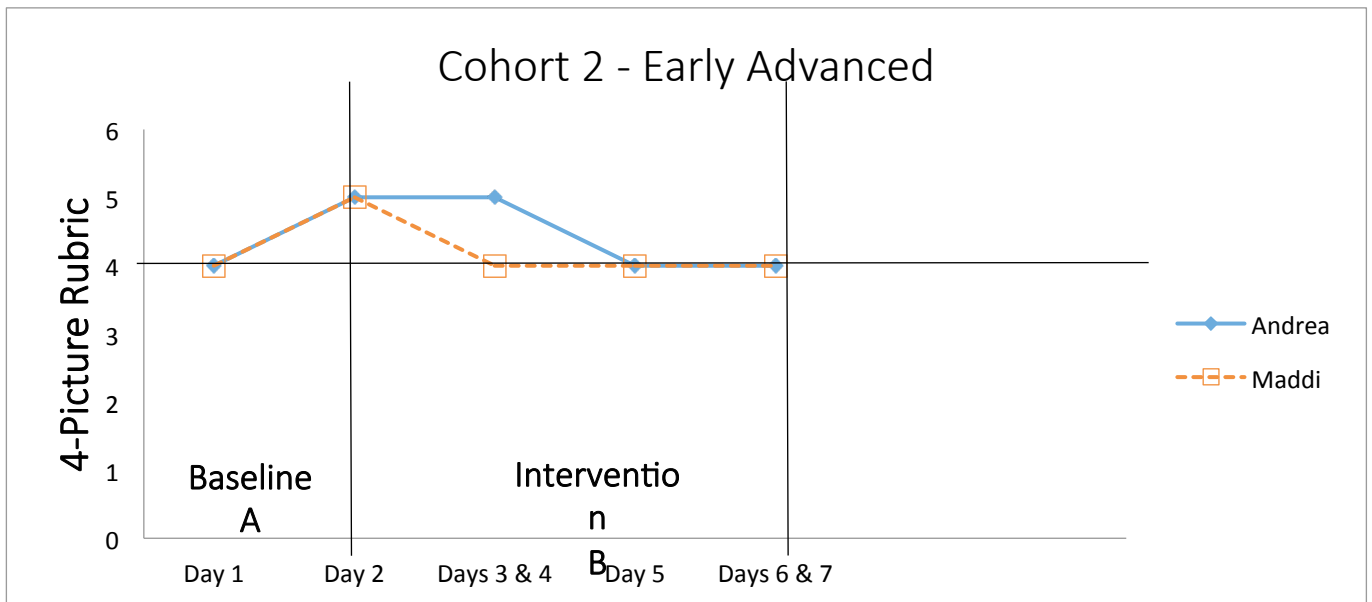


Figure 11. Andrea and Maddi

**Participants 9 and 10.** Zaeth and Yaslin were able to advance one CELDT level due to the intervention. They started at a baseline of Early Advanced and were able to elevate unto Early Advanced. A final baseline was not measured for both participants since they were designated to reclassify as English Language Learners the following year. On Day 2, both students advanced one CELDT level due to the acting treatment, their responses had appropriate elaboration and utilized complex sentences with a dependent and an independent clause. While Yaslin's responses grew in length after every treatment, Zaeth's responses did not. She regressed during Day 5 due to the intervention of the sentence frames; they served to constrain her response back to her baseline since her elaboration lacked detail. The use of sentence frames did not constrain Yaslin's responses on Days 5-7, and interestingly, she was able to add her own sequencing frames, like the use of "after that." Yaslin did find the "It wasn't long before" frame useful because it contained more complexity. In addition, Yaslin started using names for each character during her baseline assessment whereas Zaeth did not stumble unto the strategy until Days 6-7 (see Table 6, Figure 12).

**Participants 11 and 12.** Chucho and Javier did not require the intervention due to their Advanced scores, yet they still saw growth with detail and response length. By Days 6 and 7, the elaboration for both students went beyond the paradigm of the rubric, which included figurative language, complex sentences, and the use of proper nouns for people, places, and things. Unlike Chucho, the treatment of the sentence frames served to constrain Javier's response. He regressed to the Early Advanced level due to lack of detail and since he ineffectively identified the school receptionist as a "registrator." Chucho bypassed this potential error by calling the receptionist Ms. Shane. Javier also felt the pressure to over-perform and began using awkward syntax like, "Prior to the growth of age." Both participants used at least one of Coxhead's high-incidence words, like "proceeded" and "whereas". Since both participants were set for ELL reclassification for the upcoming school year, a final baseline was not measured (see Table 7, Figure 13).



Table 6		
<i>Participants 9 &amp; 10 (Cohort 2 – Early Advanced)</i>		
4-Picture Narrative	<b>Zaeth (Period 2)</b>	<b>Yaslin (Period 6)</b>
Day 1- Baseline	<p>So, the boy is getting on the bus while the girl is behind him. The girl had seen the boy from school. The boy paid with cash and the girl paid with the bus pass. The boy sat at the nearest bench and the girl sat beside him. The girl got blushed while the boy gave her the look of falling in love.</p> <p><b>(score 4)</b></p>	<p>Okay, um, Billy and Madison went to the bus. Billy had gone to the machine to pay his dollar to get on the bus. Madison was next, she swiped her bus pass. Afterwards, she went to go sit down next to Billy and he told her that she liked him.</p> <p><b>(score 4)</b></p>
Day 2-Acting	<p>When they first went into the restaurant, the girl looked mad and bored at the same time. On the other hand, the guy looked nervous. When they went further into the lobby, the waiter came in and the waiter lead them to their table. When they sat down, the boy didn't know what to say because the girl still looked bored. He made an awkward face and he finally got a smile out of the girl's face.</p> <p><b>(score 5)</b></p>	<p>Sally and Danny arrived at the Italian restaurant. Once they walked in, Sally was already annoyed with Danny because she did not agree to go on the date. Um, Danny put his hands on top of Sally's shoulder while they were walking to their table. After they sat down, it was really awkward, so to break the silence, Danny started cracking jokes. Sally found him hilarious and liked the date after all.</p> <p><b>(score 5)</b></p>
Days 3 & 4- Jigsaw	<p>While two friends were walking, they saw a polling station. They were curious enough so they went to ask. A volunteer walked out and told them some of the requirements for them to vote. She told them that an I.D. was required. So, they went through the process. They finally got to the voting booths. As they voted, they voted for the opposite person. So, when they put their ballot in the ballot box, they found out that they voted for the wrong person.</p> <p><b>(score 5)</b></p>	<p>It was a sunny afternoon, Emma and Bailey were going to a polling station to vote. Once they got indoors, they had to show their IDs to the lady at the desk and they had to register. Once they each showed their IDs, Emma and Bailey went their separate ways into the voting booths. Lastly, once they were finished voting, they both got out of their booths and went to go drop them off at the ballot box. Bailey got a glimpse of who Emma voted for and got embarrassed that she did not vote for the same person that her best friend voted for.</p> <p><b>(score 5)</b></p>
Day 5- Sentence Frames	<p>First, they went to the registration at their high school. They noticed that they needed a school I.D. Soon thereafter, they went to see where they could take the photo. They got there and took their photo. They waited for a little while then they went to pick up their photo. Finally, they got it and saw how they came out.</p> <p><b>(score 4)</b></p>	<p>Jennifer and Becky were talking about getting their IDs while Ms. Johnson was on the computer typing names. Then, after that, they called up Jennifer to get ready to take her picture and then Mr. Lopez told Jennifer to say cheese for the camera and look right at it. After that, Jennifer and Becky were waiting for their pictures at the photo pick-up and Jennifer was looking kind of nervous because of the way that her picture came out. Becky, on the other hand, was smiling, laughing, and waiting for her ID. Then, finally, Becky was showing her ID to Jennifer to show her how funny it looked.</p> <p><b>(score 5)</b></p>
Days 6 & 7- Combination	<p>There are two girls driving on a highway, they are speed racing. The driver's name is Sofia and the passenger's name is Andrea. They are going 102 miles per hour when they hear the police siren. They freak out. Once officer Rosa comes to the window, both of the girls get nervous. Officer Rosa gives Sofia the speeding ticket. Sofia gets mad at Andrea because she does not have enough money to pay the ticket. Andrea doesn't know how to help her pay the ticket because she does not have a job.</p> <p><b>(score 5)</b></p>	<p>Sarah and Jennifer were on their way to Monterey. Jennifer told Sarah that she's never driven over 100 miles per hour before. Jennifer dared Sarah to speed up on the highway. While they were speeding up, they heard sirens and they got anxious and pulled over to the right. The cop went to the passenger window and asked Sarah if she knew that she was going 100 miles per hour. It wasn't long before the officer peaked and asked Sarah for her license and registration. Eventually, Officer Pete came back to Sarah's car and gave Sarah a ticket for speeding. Sarah got very angry because Jennifer could not help her pay for the ticket.</p> <p><b>(score 5)</b></p>

Table 7

*Participants 11 & 12 (Cohort 2 –Advanced)*

4-Picture Narrative	<b>Chucho (Period 2)</b>	<b>Javier (Period 6)</b>
Day 1- Baseline	<p>Jacob and Sam entered a bus. Jacob paid with a dollar and Sam used her bus pass. They both went down the aisle to a seat on the right. He went on and sat first and then she went and sat next to him. He was interested in her but she was not as much. She did not know quite what to do so she just sat there, unsure if she liked him or not.</p> <p><b>(score 5)</b></p>	<p>So, Julie and Mark were heading to school. They got on the bus and it was time to pay. Mark paid with a dollar bill whereas Julie paid with a bus pass that her mom provided for her so that she could ride the bus every day. Julie was really timid but Mark did not care. He liked her for her personality, not for her wealth.</p> <p><b>(score 5)</b></p>
Day 2-Acting	<p>Jacob planned a date with Alice. He took her to a restaurant called Le Restaurant. Jacob had reservations there; she was not psyched about it. Once they sat down, Jacob was looking nervous, Alice was not. Jacob knew that the date was not going pretty well so he decided to say a joke to make her laugh, which led to a full long conversation.</p> <p><b>(score 5)</b></p>	<p>Julie and Mark went to a restaurant. They did not know each other, Julie only knew him because of her sister. As they walked in, Julie had an unpleasant mood but Mark tried to make her feel better. The waiter escorted them to their seats. Julie still had her unpleasant mood but Mark tried to make her feel better still. It did not work but Mark had some tricks up his sleeve. Mark has been out with many girls like this, he knew the perfect antidote for this girl. He made a joke to make smile. She giggled. As she giggled, he proceeded to make more jokes.</p> <p><b>(score 5)</b></p>
Days 3 & 4- Jigsaw	<p>Janice and Stacy went to 23rd Street in Washington D.C. to vote for the next president. When they got there, a volunteer there walked up to the girls and asked them if they were 18 and older. They took out their identifications and showed them to the volunteer named Denice. Denice took them to the voting booths to vote privately. When they were finally done, um, Stacy asked Janice who she voted for but she did not reply because she did not want people to know who she voted for.</p> <p><b>(score 5)</b></p>	<p>As Julie and Nancy were headed to the polling station, they had a conversation on which candidate was better. Julie’s sister Lisa was volunteering and Julie showed Lisa her ID. So, they headed on to the voting stations. Lisa and Nancy both chose their candidates. They headed on to the ballot box to turn in their ballots. Nancy did not want to turn in her ballot because she was still confused on who to pick.</p> <p><b>(score 5)</b></p>
Day 5- Sentence Frames	<p>During school registration, Esmeralda and Janeth went to get their school I.D.s. When they got there, Ms. Shane said to the girls that they needed to take their pictures first. Ms. Shane asked the girls to follow her to a bright room next to the computers. Esmeralda decided to go first and took her picture for her identification. Once they were done, they went to pick up their I.D. and see how they came out. Janeth was excited but Esmeralda was not quite sure of how she came out. Janeth showed Esmeralda her identification card and Esmeralda laughed because Janeth looked funny.</p> <p><b>(score 5)</b></p>	<p>Prior to the growth of age, Nagisa and Samantha went to get an ID during school registration. As the registrar took them to the photo booth, Nagisa and Sammy posed for the camera. As the registrar left to print out their IDs, Samantha looked nervous. It was long before Nagisa showed her her goofy picture. The end.</p> <p><b>(score 4)</b></p>
Days 6 & 7- Combination	<p>Janeth and Stacy were in Janeth’s car. Stacy became hyper with all the Kool-Aid she drank. So, she was telling Janeth to go faster to feel the adrenaline go through her veins. So, Janeth went 102 miles per hour in a 70 speed limit when sirens went off and flashing lights, like in a rave party. Stacy was becoming unstable and was about to blow up like a nuclear warhead. Janeth didn’t know what to do so she just stood there. Eventually, officer Mack came up to the window and looked at them both and said, “License and registration please.” She pulled out her license and registration and gave it to the officer. He went back to his police car and came back with a ticket. Janeth didn’t know how to pay for the ticket and she wanted her friend to pitch in.</p> <p><b>(score 5)</b></p>	<p>Prior to the lack of responsibilities that teens have, Julie, the driver, and Lisa, the passenger, wanted to have some fun. So they had an idea to reach 100 on a 65 road. Within this action, they heard sirens, stopped, and turned to the right. As they stopped, a police vehicle was behind them, the police officer walked towards their car and pulled towards the window. He asked, “Do you know why I pulled you over?” They were really scared and said, “Yes.” The officer said, “You were going 100 on a 65.” Julie said, “I did not notice.” So the officer said, “I am going to have to give you a ticket.” He hastefully walked to his car to get the ticket. Within a couple of seconds, he came back with a ticket. It wasn’t long before he left, Julie and Lisa were arguing about the ticket. Lisa was not happy because she knew that she had to pay for half of the ticket.</p> <p><b>(score 5)</b></p>

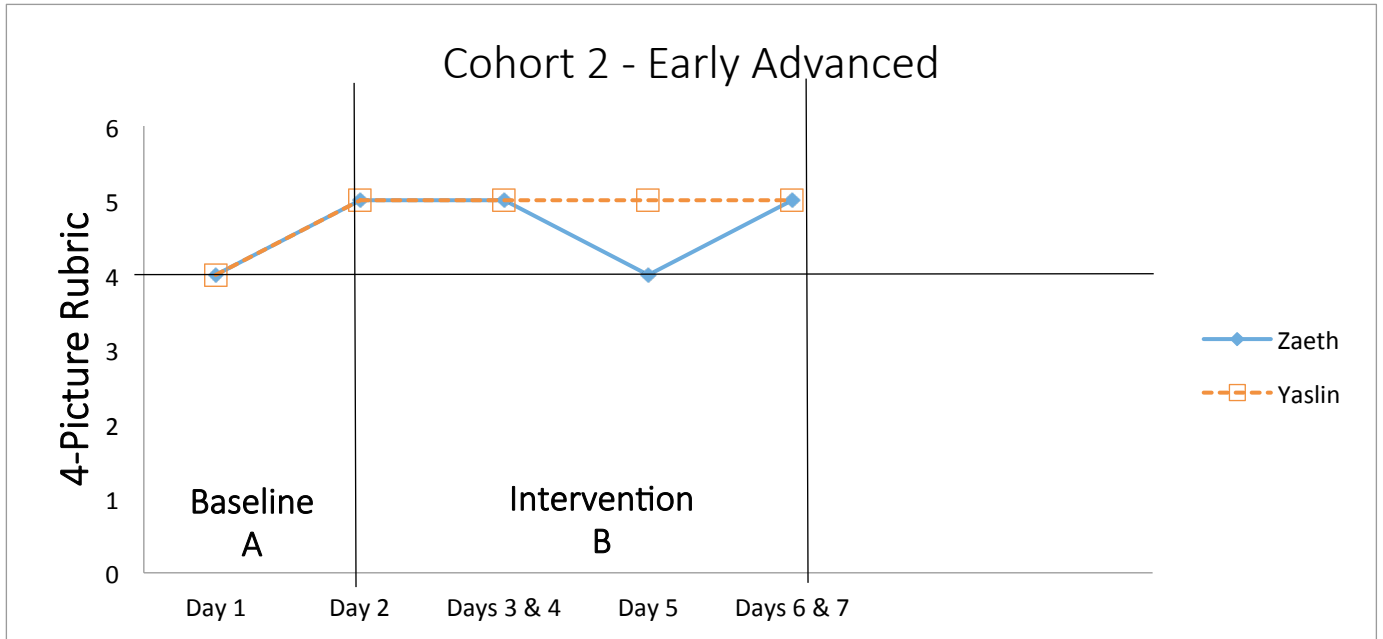


Figure 12. Zaeth and Yaslin

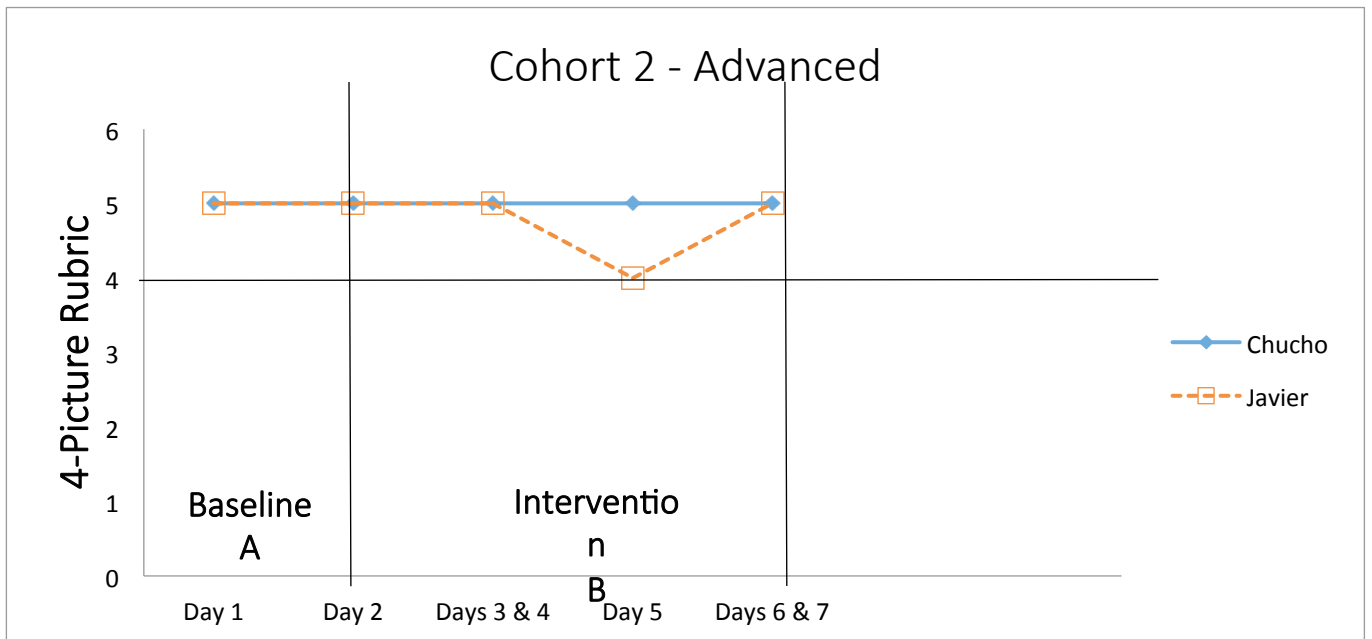


Figure 13. Chucho and Javier

**Summary**

This chapter revealed the qualitatively results of the multiple baseline action research of the 4-Picture Assessment of the CELDT exam. Several themes emerged pertaining to my three research questions, including a solution for diminishing the achievement gap between Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span, strategies that instructors can utilize for their English Language Learners, and strategies that contribute to successful implementation. The most effective findings were strategies relating to storytelling. The acting activity proved beneficial because it supplied students with a narrative. The most significant finding was that the use of proper nouns, primarily the use of names for each character, and the use of predicate phrases in past tense contributed to an Early Advanced proficient score. The next chapter will present a discussion of the results as well as provide limitations and an action plan that will help to clarify the details of the study.

## Chapter 5: Discussion

### Introduction

This chapter is a discussion of the action research that focused on the following research questions: 1). Will an intervention for the 4-Picture Narrative of the speaking portion of the CELDT help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span? 2). What instructional strategies can an instructor utilize in order to secure that English Language Learners pass the 4-Picture Narrative of the CELDT with an Early Advanced score? 3). What strategies contribute to successful implementation? The study was conducted with twelve 9<sup>th</sup> grade English Language Learners over 12 instructional days. The study consisted of two cohorts, one of six Early Intermediate-Intermediate participants that required a proficient score on the speaking portion of the CELDT, and the other of six Early Advanced-Advanced participants that were set to reclassify during the 2015-2016 school year.

In this chapter, I will reintroduce the purpose of the study and the relevance pertaining to the literature brought forth in Chapter 2. I will share the research findings, my reflection of the findings, and the limitations of the study. To conclude, I will disclose an action plan relating to how I propose to use the findings of the study.

### Summary

The purpose of this study was to ascertain whether an intervention could help minimize the achievement gap between students that perform at the Early Intermediate-Intermediate level and students that perform at the Early Advanced-Advanced level on the speaking portion of the CELDT for the 9-12 grade span. The research was conducted because students, and particularly English Language Learners, continue to lack the communication skills necessary for the workforce and academia. In addition, due to the shortcomings of the CELDT exam, particularly with the difficulty with instructional intervention for the speaking portion, many English Language Learners become

stagnate at the Early Intermediate-Intermediate level from year to year, and consequently, become Long Term English Learners (LTEL).

The review of the literature found that English Language Learners have not had meaningful opportunities to attain linguistic development at school, particularly since instructors continue to be the primary speakers in the classroom. Arreaga-Mayer et al (1996) found that the percentage that English Language Learners engage in academic discourse is a meager 2-4% in an academic school day. The literature detailed that successful interventions for oral academic growth have been administered, ranging from acting, instruction of plot and storytelling, reading to speak, jigsaw, and the use of sentence frames. Overall, Fisher et al (2008) concluded that best means for students develop academic discourse, “is for students to talk with one another, in purposeful ways, using academic language” (p. 8). The work of Vygotsky (1978) also provided that the proximal development of students can be achieved “under adult guidance or in collaboration with more capable peers” (p. 86).

### **Findings Restated**

The findings of the research found that an intervention for the 4-Picture Narrative of the speaking portion of the CELDT did help to reduce the gap between the Early Intermediate-Intermediate and Early Advanced-Advanced students of the 9-12 grade span. The gap was reduced under “adult guidance” and through the assistance of “capable peers”. The results showed that the use of sentence frames served to actually constrain responses since students became overly cognizant with sequencing and not storytelling. The use of dramatic scripts served to expand response length and equip responses with detail and dialogue. The jigsaw intervention served to equip students with target vocabulary. Although jigsaw did expand response length, the expansion was not as significant as it was with acting. Also, in several cases, expanded response length did not equate to proficiency. The greatest findings of the study were that the most effective performers

gave each character a name, described the narrative in past tense, and described each picture with extensive detail and even tried to create a backstory.

## **Reflection**

**Intervention fidelity.** When I was training students for the speaking portion of the CELDT during the fall of the 2014-2015 school year, students asked me if they should give characters a name for the 4-Picture Narrative. I told students that they should not give characters a name unless the proctor's prompting gave them a name. A few students informed me that their eighth grade teacher told them to give characters a name. At the time, I did not find the information useful, nor did I feel that the use of proper nouns would promote responses; I actually became concerned with injecting students with E.L. Achieve's CM sequencing frames.

When the action inquiry proved otherwise, that sequencing is not as helpful as the use of proper nouns, I realized that an intervention without fidelity can actually become a detriment to students. In fact, the students that had the eighth grade instructor that told them to use names actually scored at the Early Advanced-Advanced levels on the speaking portion of the CELDT during the 2014-2015 school year. My findings suggested that the best intervention of the study was the final baseline because inquiry gave me absolute certainty about how to successfully intervene for students, whereas the acting, jigsaw, and sentence frames intervention, although it was based on the research of others, for me, it was an intervention about discovery and not certainty.

**Classroom talk.** Adhering to the theories of Vygotsky (1978) and Fisher et al (2008), discourse with capable peers about academic content was the solution for oral academic growth. In fact, due to a conversation with her peers, Zaeth overheard that giving each character a name was helpful, and by Day 7, she started using the strategy. It was the students that held the most

successful strategy, and therefore, the low performing students would have benefited by having discourse with capable peers about the 4-Picture Narrative.

In my class, there are several opportunities for classroom discourse, either during a Think-Pair-Share activity or during classroom discussions. The students that participate the most in class, students like Chucho, Javier, Yaslin, and Zaeth, are the ones that perform effectively on the speaking assessment of the CELDT. This emphasizes that students that seek out academic talk in the classroom, and consequently, students that engage in oral academic language above the average 2-4% are the ones that undergo significant linguistic growth. Morreale et al (2000) found that, “reticent students progress more slowly despite what may be a normal level of aptitude” (p. 2).

**Social learning theory.** The theories of Bandura (1977) were evident within the findings, particularly with participants at the Advanced level. The responses of Chucho and Javier were highly influenced by their exposure to my academic discourse. Chucho intentionally decided to use figurative language for his final assessment on Day 7 since all year, he has heard me emphasize that figures of speech highly contribute to a story. Before taking the assessment, he even stated, “I’m going to use figurative language, I want to get a 6.” Javier’s use of the words “whereas” and “hastefully” were also indicators of socialization since I have overused both terms throughout the school year. In fact, while students ask to use the restroom, I respond with, “Proceed hastefully.” Not all exposure to my discourse proved beneficial. Throughout the school year, Javier frequently heard me use the phrase “coming of age” while discussing the themes of literature, yet his application of the term was ineffective when he said, “Prior to the growth of age, Nagisa and Samantha went to get an ID.” This indicates that students can acquire academic terminology through social learning yet apply it out of context.



**Limitations**

The limitations of the intervention are that the results can only be utilized for English Language Learners that are required to take the 4-Picture Narrative of the CELDT. The findings will not directly benefit students with general academic discourse, like classroom discussions or student presentations. The significance of informing students to utilize proper nouns, however, can become beneficial for students since students often employ unclear pronouns in verbal and writing assessments. Instructors often have to say, “Who is he?” or “Who are they? Please be clear.” Students often assume that teachers know the source of their pronouns because they perceive that simply because they know what they are talking about that everyone else will know as well.

Another limitation of the intervention is that it did not help diminish grammatical errors pertaining to the misuse of articles, prepositions, and syntax. The findings only revealed means for expanding response length, targeting vocabulary, assistance with storytelling, and resolving errors relating to subject-verb agreement.

Lastly, a significant limitation of the study is that the acting and jigsaw strategies will only promote the performance of a 4-Picture Narrative if the content of the strategies correlates with the content of the assessment. For instance, the script about eating at a restaurant suited the 4-Picture Narrative about eating at a restaurant. Instructors may intervene for students using these strategies if they know the content of a 4-Picture Narrative in advance. Doing so may be illicit since proctors must sign an affidavit proclaiming that they will not disclose the contents of the exam to students prematurely.

**Action Plan**

Using the findings, I plan to implement five further interventions in order to equip all of my English Language Learners that have to retake the CELDT during the 2015-2016 school year with the confidence and skill set that will guarantee them an Early Advanced score on the speaking

portion. First, I will instruct students about parts of speech, particularly about proper nouns, common nouns, subject pronouns, and object pronouns. Second, I will continue to work with elements of storytelling by having students write a brief play and act it out in front of class. Third, I will have students practice with a few CELDT released 4-Picture Narratives with an emphasis on narrating in past tense and giving each character a name. Fourth, as I continue to instruct grammar, I will clarify the grammatical errors that were present for the majority of students and primarily for the students with the lowest scores. Issues with articles, verb tense, prepositions, and syntax will be targeted. Finally, I will spread the word about the results in order to assist as many English Language Learners as possible.

### **Conclusion**

Overall, this action research gave me great insight as to how I could successfully help my English Language Learners on the 4-Picture Narrative of the CELDT exam. Without this inquiry, I would have continued to ineffectively intervene for my English Language Learners on the assessment by telling them not to employ proper nouns. This revelation indicates that effective interventions are ones that maximize fidelity, or simply, interventions that use inquiry as a means for strengthening performance impact. The study was limited in that it only served to promote oral academic language on the CELDT exam, and therefore, further research on how to enhance the academic discourse in general curriculum requires further exploration.

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## Appendix A

### Eating at a Restaurant- A Play

**Boy:** Can I get the door for you?

**Girl:** No, I've got it. I don't need your help, this is not the 1950s anymore.

**Boy:** Oh, okay. Have you ever dined at an Italian restaurant before?

**Girl:** Of course, I'm a human, aren't I?

**Boy:** Well, if you say so.

**Girl:** What is that supposed to mean? Let's just go sit down and get this over with.

*(They both walk towards the restaurant reception counter).*

**Waiter:** Welcome, how many is it going to be tonight?

**Boy:** Table for two.

**Waiter:** Yes, right this way. *(The waiter sees points to a table)* Is this table okay?

**Boy:** Yes, it is perfect.

**Waiter:** So, let me tell you about today's specials. Today, the chef's specials are the shrimp alfredo linguini and the carbonara spaghetti.

**Girl:** Does the carbonara have egg in it? I'm a vegan.

**Waiter:** Yes, the carbonara is egg based.

**Girl:** Oh, I see. For now, just the menu will be sufficient.

**Waiter:** Can I at least get you some drinks to start off with, or do you need a few minutes?

**Boy:** I think that we will need a few minutes to decide, we have to look at the menu first.

*(The waiter walks away from the table).*

**Boy:** So, do you know what you want?

**Girl:** I'm not even hungry, I don't know why I agreed to come.

**Boy:** Is there something wrong? I'm sensing that you are a little tense?

**Girl:** Tense? Just so you know, I had a reluctance to come here tonight. My friend actually convinced me to come on this date? I initially declined but she told me that you were intelligent and humorous, but now I am questioning if there is any truth to that?

**Boy:** Well, I definitely agree with you. Humor and intelligence just passed me by. If you came to see both of them here tonight, you came to the wrong place.

**Girl:** *(She begins to laugh)* Oh, I see it now, you are awkward funny. That is the lowest kind of funny, but I'll take it.

*(The waiter comes back to table).*

**Waiter:** So, do you know what you would like to order?

**Girl:** I'll just take the carbonara. Does it come with bacon?

**Waiter:** You will find that it is incorporated.

**Girl:** Awesome, extra bacon please.

**Boy:** Wait, aren't you a vegan?

**Girl:** No, actually, my father is a pig farmer.

## Appendix B

### How to Vote

1. **In order to vote**, there are a few requirements that you have to fulfill in order to be eligible:

- You have to be a US citizen
- You have to be a resident of the state you're voting in (each state has different residency requirements, so make sure that you meet them in advance)
- You cannot vote if you are under 18, currently serving a prison term, or are on parole.
- If you're looking at the Presidential election, know that you may not have to be 18. Some states allow 17-year-olds (who will be 18 by election day) to vote in the primaries and caucuses.

2. **Find out if you're already registered.** Visit [Canivote.org](http://Canivote.org)<sup>[2]</sup> to figure out if you're already registered. Some states give you a form to register when you apply for your driver's license, so you might have registered without knowing it. If you're not, this site can hook you up with the registration form or you can access it directly at the Election Assistance Commission's website.<sup>[3]</sup> It's available in multiple languages, too!

- Keep in mind that, even if you're already registered to vote, you will need to register again if you've changed your name, address, or if you'd like to officially change your political party affiliation.



3. **Register to vote.** If you have not yet registered to vote, then there are four main ways to do it, depending on your state. 1) You can register online in certain states, 2) send in a National Mail Voter Registration Form, 3) register in person, or 4) fill out an absentee ballot. The most important thing is that you're aware of your state's deadline for registration, which typically falls between 2-4 weeks before an election. You also need to make sure you have the appropriate personal information, such as your name and address, before you register.

- Registration in person is easy and you can do it at any of the following locations: the Department of Motor Vehicles (DMV), election offices, your state's voter registration office, the Armed Service recruitment centers, public assistance facilities, or state-funded disabilities centers.
- You can also register online if your state is one of the 20 states that allows it.<sup>[4]</sup>
- You can also easily print, fill out, and mail in a National Mail Voter Registration Form. As long as you don't live in Wyoming, North Dakota, or the U.S. territories, then this option will work for you.

4. **Learn where your polling place is.** A polling place is place where you can go vote. Your town probably has dozens. They can be almost anywhere — government buildings, offices, restaurants, and sometimes even citizens' houses. Once in a while a certain area will let you vote anywhere, but most places require you to vote at *your* polling place. Make sure you know how to get there well before election day.

- Vote411.org can inform you of your polling place.<sup>[5]</sup> Your state's election office website can do the same, too.

**5. Obtain a sample ballot.** You can attain a sample ballot by mail. A sample ballot will let you know exactly who is running for which office, how many seats are open for the office, and how many votes you are entitled to cast for each office. It will also spell out any referendum or initiatives appearing before the voters.

- If you're new to voting, it may be a good idea to familiarize yourself with your state's ballot. Each one is a bit different.
- Mark your sample ballot according to your choices. This will help prevent confusion once you get to the voting booth and will allow you to cast your vote in the way you intend.

**6. Educate yourself on the candidates and the issues.** A candidate is someone that is running for office. Read the newspapers or go online and look for voters' guides which may be published by nonpartisan groups in your area. Listen to radio or TV candidate debates or attend a debate or a forum in person. In local elections, where coverage is limited, it can be very effective to pick up the telephone and speak to a candidate. A candidate may or may not agree with your beliefs, that is why it is important to learn about them.

- Use the internet! Entire websites are dedicated to outlining the candidates' platforms, helping you learn about their stances and whose beliefs are in line with yours.

7. **Go to your polling place.** Obtain a ballot and follow any instructions you are given. Be prepared for a wait — if you go before or after normal working hours, you may have a line ahead of you. Bring a book or your iPod to kill time. You can also make friends with your fellow citizens while you're waiting.

- Bring identification with you! It's best to have a driver's license or passport; however, some places will allow you to bring in a check stub or some sort of bill (again, check your state's policies).
- Before you vote, you'll need to check in with the official volunteers so they can know who you are and can give you a sticker or another "reward" for voting. If you have any questions about the voting process, they would be happy to answer them.
- To vote, you will have to go to a private voting booth.

8. **Fill out your ballot and turn it in.** Then, place it in the smaller brown envelope. Read and complete all information on the front of the envelope. Sign it when you're done.

- Make sure all your choices are clearly marked. Follow the instructions on the ballot carefully.
- Drop your ballot into the ballot box or give it to a voting volunteer. Congratulations, you voted!

Provided by Wikihow.com, available at <http://www.wikihow.com/Vote>

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Voting Questions

#### Sections 1 and 2:

-In order to vote, you have to be \_\_\_\_\_ and a resident of \_\_\_\_\_.

-You cannot vote if you are currently \_\_\_\_\_.

-Some states give you \_\_\_\_\_ when you \_\_\_\_\_ for your driver's license.

-If you're already \_\_\_\_\_, you will need to \_\_\_\_\_.

#### Sections 3 and 4:

-If you have not yet registered to vote, there are four main ways to do it. They are:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

-A polling place is \_\_\_\_\_.

-To find out where your polling place is, you can \_\_\_\_\_.

#### Sections 5 and 6:

-A ballot is \_\_\_\_\_. You can get a sample ballot by \_\_\_\_\_.

-A candidate is \_\_\_\_\_.

-You can educate yourself about a candidate by \_\_\_\_\_.

-The reason you need to be educated about a candidate is because \_\_\_\_\_.

#### Sections 7 & 8:


-Before you vote, you need to register with a \_\_\_\_\_.


-When you vote, you will have to go into a private \_\_\_\_\_.

-Once you have voted, you can turn in your \_\_\_\_\_ into a \_\_\_\_\_.

-Your vote is invalid unless you \_\_\_\_\_.

## Appendix C

Language for Academic Writing and Speaking 



### Sequence

Use the language of description and elaboration when you are asked to:

- summarize a story
- recount steps in a process
- provide directions

**Words and phrases to create transitions and link ideas:**

<ul style="list-style-type: none"> <li>■ before / after</li> <li>■ first / then</li> <li>■ later</li> <li>■ eventually</li> <li>■ during</li> <li>■ following</li> <li>■ yet</li> </ul>	<ul style="list-style-type: none"> <li>■ initially</li> <li>■ meanwhile</li> <li>■ now</li> <li>■ today</li> <li>■ currently</li> <li>■ within</li> <li>■ throughout</li> </ul>	<ul style="list-style-type: none"> <li>■ prior to</li> <li>■ for the past</li> <li>■ over (time, several..., the next few...)</li> <li>■ at present</li> <li>■ it wasn't long before</li> <li>■ in the final scene</li> <li>■ soon thereafter</li> <li>■ long before</li> </ul>
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A STUDENT FLIPBOOK FOR CONSTRUCTING MEANING

**12**

Sequence

## Appendix D

### Getting Pulled Over - Play

**Passenger:** Come on, go faster, I have never seen a car go a hundred miles per hour before.

**Driver:** When you get your license, you can conduct your driving at your own speed with your own car. I don't want to get a ticket.

**Passenger:** You're lame, just live a little.

**Driver:** I've lived enough, but fine, I'll do it quickly and then go back to 65. I'm doing it just to quiet you down, just so you know that.

**Passenger:** Cool, hurry up.

*(The driver speeds up beyond the speed limit)*

**Passenger:** Oh my God, that's awesome! We're like the fast and the furious. We should be in *Furious 8*.

**Driver:** I don't think they'd hire you, you don't have the right build. Me, on the other hand, I've got a Paul Walker quality. You are just ludacris, literally.

*(They both hear a siren behind them. The driver pulls the car off to the side of the road.)*

**Passenger:** Oh no, what is that?

**Driver:** It's the cops you beeswax.

**Passenger:** See what you did, this is all your fault. You haven't been drinking have you?

**Driver:** Are you serious right now, like seriously, this is all because you wanted me to "live a little." Don't put this on me.

*(The officer appears on the passenger's side and the driver lowers the window.)*

**Officer:** License, registration, and proof of insurance please.

**Driver:** I'm sorry officer, why am I being pulled over?

**Officer:** I caught you doing 100 back there. Do you have your license?

**Driver:** Just a second. *(The driver pulls out the license from a back pocket).* Here you go officer.

**Officer:** Do you have your vehicle registration and proof of insurance?

**Driver:** They are in the glove compartment, let me get them.

**Officer:** I'm going to go process the ticket, I'll be back.

**Driver:** Is there a way that I can get off with a warning?

**Officer:** Not when you are going 100. I'll be back, I'm going to go process your ticket.

*(The officer goes back to the car. The driver gets the car's registration and the proof of insurance from the glove compartment. The driver begins to talk to the passenger.)*

**Driver:** See what happens? This is what happens when you impose on me and your curiosity gets the best of you. You are going to help me pay for this.

**Passenger:** Geez, sorry bro. I'm kind of broke. Do you take Monopoly money?

**Driver:** No, sorry, I live in reality. We'll figure something out, I guarantee it.

*(The officer returns from the car.)*

**Officer:** Do you have your vehicle registration and proof of insurance?

**Driver:** Here they are.

*(The officer records the information on the ticket.)*

**Officer:** Here is your ticket, all of the information is on the ticket. You can attend the court hearing that is listed on the ticket or you can just handle the whole thing by mail. Have a nice day, careful going back into the road.

**Driver:** Do you know approximately how much the ticket is going to cost?

**Officer:** I do not have access to that information. All of the information is on the ticket. You call the number that is provided in order to find out your fee.

-The End-

## Appendix E

### Getting Pulled Over for a Traffic Violation

**If you are pulled over by the police for speeding or another traffic violation, you will be in a much better position to challenge your ticket in court if you take a few simple steps. Here are some suggestions.**

#### 1. When You See the Police Car

If a police car is following you with its siren blaring or emergency lights flashing, pull over to the right safely and quickly. Pull over in a way that will be most likely to calm down an angry or annoyed traffic officer. Use your turn signal to indicate any lane changes from left to right, and slow down fairly quickly, but not so quickly that the officer will have to brake to avoid hitting you. Pull over as far to the right as possible so that, when the officer comes up to your window, he or she won't have to worry about being clipped by vehicles in the right lane.

By stopping as soon as you can, you'll have a better chance of figuring out exactly where the officer says you committed a violation. You may want to return to that area later to make sure the officer was telling the truth about how he or she judged your speed, saw your turn, or witnessed any other violation.

#### 2. Right After You Stop

After you've pulled over to a safe spot, you might want to show the officer a few other token courtesies. At this point, you have little to lose and perhaps something to gain.

First off, roll down your window all the way. You may also want to turn off the engine, place your hands on the steering wheel, and, if it's dark, turn on your interior light. This will tend to allay any fears the officer may have. (After all, police officers are killed every day in such "ordinary" traffic-stop situations, and the officer's approach to the vehicle is the potentially most dangerous.)

Don't start rummaging through your back pocket for your wallet and license, or in your glove compartment for your registration, until the officer asks you for them. For all the officer knows, you could be reaching for a gun.

If you are at all concerned that the person who stopped you is not actually a police officer (for example, if the car that pulled you over is unmarked), you should ask to see the officer's photo identification along with his badge. If you still have doubts, you can ask that the officer to call a supervisor to the scene or you can request that you be allowed to follow the officer to a police station.



### 3. Avoid Giving the Officer an Excuse to Search

A police officer is normally not allowed to search your vehicle. However, there are several exceptions to this. An officer who observes you trying to either hide something under the seat or throw something out the window may legally search your car. Once cops are on your rear bumper with his spotlight silhouetting your every move, they're watching for any sort of furtive movement. A sudden lowering of one or both shoulders will tip them off that you're attempting to hide something under the seat.

If the officer has a [reasonable suspicion](#) you are armed and dangerous, he or she can [frisk](#) you (pat you down). Similarly, if the officer reasonably suspects that you are involved in criminal activity he or she can also perform a pat down, and if police officers have probable cause -- a reasonable basis or justification to believe that you or your passengers are involved in criminal activity -- they can search your car and objects belonging to passengers.

Even if the officer doesn't have reasonable suspicion or probable cause, once you are stopped, a police officer may seize any illegal objects in your car that are in "plain view." Once they see the object, such as open beer or wine bottles or drug paraphernalia, they can open the car door to reach in and get it. After that, they may come across other objects that are in plain view and shouldn't be in your car, and they can seize these, too.

Lastly, your car may also be searched if you or any occupant is arrested. Also, if you're arrested and your car is towed, the police may make an "inventory search" afterward, even if they have no reason to suspect there is anything illegal inside.

### 4. Talking to the Officer

Many people stopped by an officer make the mistake of saying the wrong thing to him or her and failing to say the right things, and a case can be won or lost depending on what you say -- or don't say -- to the officer.

Don't speak first. Especially don't start off with a defensive or hostile "What's the problem?" or similar words. Let the officer start talking. He or she will probably ask to see your license and vehicle registration. Many people make the mistake of insisting the officer tell them why they were stopped before they'll comply. Don't make that mistake. Reply "okay" or "sure," then hand over the documents.

One of the first things traffic cops learn in the police academy is to decide, before leaving their vehicle, whether they're going to give a ticket or just a warning. They may act as though they still haven't made up their minds and are going to let you off only if you'll cooperate. Don't fall for this. The hesitating officer may be trying to appear open-minded in order to extract admissions out of you, to use them against you in court if necessary. The strategy is to try to get you to admit either that you committed a violation or that you were so careless, inattentive, or negligent that you don't know whether you did or not.

### 5. What To Do if You Were Speeding

The officer might start by asking you the sort of question whose lack of a definite answer would imply guilt, like, "Do you know why I stopped you?" Or, he or she might ask, "Do you know how fast you were going?" Your answers, if any, should be non-committal and brief, like a simple "No" to the first question or a very confident, "Yes, I do," to the second. If the officer then tells you how fast he or she thinks you were going or what he or she thinks you did, don't argue. Give a noncommittal answer, like, "I see," or no answer at all. Silence is not an admission of guilt and cannot be used against you in court.

If you were speeding at least 10 miles over the speed limit, it is safe to presume that you will get a speeding ticket. Driving 5-7 miles over the speed limit is within the margin of human error. After the police officer informs you about the speed that you were going, he will ask you to remain in your car as he goes back to his to process the ticket.

For further information about police stops, see *The Criminal Law Handbook: Know Your Rights, Survive the System*, by Paul Bergman and Sara J. Berman (Nolo).

<http://www.nolo.com/legal-encyclopedia/police-stops-when-pulled-over-30186.html>

Name: \_\_\_\_\_  
Class: \_\_\_\_\_

**Traffic Ticket Questions**

**Sections 1:**

-If you see a siren blaring or emergency lights flashing behind you, turn on your \_\_\_\_\_ and pull over to \_\_\_\_\_.

-Stopping as soon as you can will help to figure out exactly \_\_\_\_\_.

**Sections 2:**

-First off, right after you stop, you will want to \_\_\_\_\_.

-When you stop, do not pull out anything until \_\_\_\_\_.

**Sections 3:**

-Normally, a police officer is not allowed to \_\_\_\_\_.

-An officer may search your vehicle if \_\_\_\_\_.

For example, \_\_\_\_\_.

**Sections 4:**

-While speaking to the officer, the rule of thumb is to not \_\_\_\_\_.

-Before they leave their vehicle, most officers \_\_\_\_\_.

**Sections 5:**

-What sort of responses should you give an officer if you were speeding.

\_\_\_\_\_

-It will be hard to avoid a speeding ticket if you were \_\_\_\_\_.

## Appendix F

## (Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

abandon	8	bias	8	constitute	1	distinct	2	fee	6
abstract	6	bond	6	constrain	3	distort	9	file	7
academy	5	brief	6	construct	2	distribute	1	final	2
access	4	bulk	9	consult	5	diverse	6	finance	1
accommodate	9	capable	6	consume	2	document	3	finite	7
accompany	8	capacity	5	contact	5	domain	6	flexible	6
accumulate	8	category	2	contemporary	8	domestic	4	fluctuate	8
accurate	6	cease	9	context	1	dominate	3	focus	2
achieve	2	challenge	5	contract	1	draft	5	format	9
acknowledge	6	channel	7	contradict	8	drama	8	formula	1
acquire	2	chapter	2	contrary	7	duration	9	forthcoming	10
adapt	7	chart	8	contrast	4	dynamic	7	foundation	7
adequate	4	chemical	7	contribute	3	economy	1	found	9
adjacent	10	circumstance	3	controversy	9	edit	6	framework	3
adjust	5	cite	6	convene	3	element	2	function	1
administrate	2	civil	4	converse	9	eliminate	7	fund	3
adult	7	clarify	8	convert	7	emerge	4	fundamental	5
advocate	7	classic	7	convince	10	emphasis	3	furthermore	6
affect	2	clause	5	cooperate	6	empirical	7	gender	6
aggregate	6	code	4	coordinate	3	enable	5	generate	5
aid	7	coherent	9	core	3	encounter	10	generation	5
albeit	10	coincide	9	corporate	3	energy	5	globe	7
allocate	6	collapse	10	correspond	3	enforce	5	goal	4
alter	5	colleague	10	couple	7	enhance	6	grade	7
alternative	3	commence	9	create	1	enormous	10	grant	4
ambiguous	8	comment	3	credit	2	ensure	3	guarantee	7
amend	5	commission	2	criteria	3	entity	5	guideline	8
analogy	9	commit	4	crucial	8	environment	1	hence	4
analyse	1	commodity	8	culture	2	equate	2	hierarchy	7
annual	4	communicate	4	currency	8	equip	7	highlight	8
anticipate	9	community	2	cycle	4	equivalent	5	hypothesis	4
apparent	4	compatible	9	data	1	erode	9	identical	7
append	8	compensate	3	debate	4	error	4	identify	1
appreciate	8	compile	10	decade	7	establish	1	ideology	7
approach	1	complement	8	decline	5	estate	6	ignorance	6
appropriate	2	complex	2	deduce	3	estimate	1	illustrate	3
approximate	4	component	3	define	1	ethic	9	image	5
arbitrary	8	compound	5	definite	7	ethnic	4	immigrate	3
area	1	comprehensive	7	demonstrate	3	evaluate	2	impact	2
aspect	2	comprise	7	denote	8	eventual	8	implement	4
assemble	10	compute	2	deny	7	evident	1	implicate	4
assess	1	conceive	10	depress	10	evolve	5	implicit	8
assign	6	concentrate	4	derive	1	exceed	6	imply	3
assist	2	concept	1	design	2	exclude	3	impose	4
assume	1	conclude	2	despite	4	exhibit	8	incentive	6
assure	9	concurrent	9	detect	8	expand	5	incidence	6
attach	6	conduct	2	deviate	8	expert	6	incline	10
attain	9	confer	4	device	9	explicit	6	income	1
attitude	4	confine	9	devote	9	exploit	8	incorporate	6
attribute	4	confirm	7	differentiate	7	export	1	index	6
author	6	conflict	5	dimension	4	expose	5	indicate	1
authority	1	conform	8	diminish	9	external	5	individual	1
automate	8	consent	3	discrete	5	extract	7	induce	8
available	1	consequent	2	discriminate	6	facilitate	5	inevitable	8
aware	5	considerable	3	displace	8	factor	1	infer	7
behalf	9	consist	1	display	6	feature	2	infrastructure	8
benefit	1	constant	3	dispose	7	federal	6	inherent	9

**Academic Word List – Alphabetical**

inhibit	6	migrate	6	precede	6	reverse	7	tense	8
initial	3	military	9	precise	5	revise	8	terminate	8
initiate	6	minimal	9	predict	4	revolution	9	text	2
injure	2	minimise	8	predominant	8	rigid	9	theme	8
innovate	7	minimum	6	preliminary	9	role	1	theory	1
input	6	ministry	6	presume	6	route	9	thereby	8
insert	7	minor	3	previous	2	scenario	9	thesis	7
insight	9	mode	7	primary	2	schedule	8	topic	7
inspect	8	modify	5	prime	5	scheme	3	trace	6
instance	3	monitor	5	principal	4	scope	6	tradition	2
institute	2	motive	6	principle	1	section	1	transfer	2
instruct	6	mutual	9	prior	4	sector	1	transform	6
integral	9	negate	3	priority	7	secure	2	transit	5
integrate	4	network	5	proceed	1	seek	2	transmit	7
integrity	10	neutral	6	process	1	select	2	transport	6
intelligence	6	nevertheless	6	professional	4	sequence	3	trend	5
intense	8	nonetheless	10	prohibit	7	series	4	trigger	9
interact	3	norm	9	project	4	sex	3	ultimate	7
intermediate	9	normal	2	promote	4	shift	3	undergo	10
internal	4	notion	5	proportion	3	significant	1	underlie	6
interpret	1	notwithstanding	10	prospect	8	similar	1	undertake	4
interval	6	nuclear	8	protocol	9	simulate	7	uniform	8
intervene	7	objective	5	psychology	5	site	2	unify	9
intrinsic	10	obtain	2	publication	7	so-called	10	unique	7
invest	2	obvious	4	publish	3	sole	7	utilise	6
investigate	4	occupy	4	purchase	2	somewhat	7	valid	3
invoke	10	occur	1	pursue	5	source	1	vary	1
involve	1	odd	10	qualitative	9	specific	1	vehicle	8
isolate	7	offset	8	quote	7	specify	3	version	5
issue	1	ongoing	10	radical	8	sphere	9	via	8
item	2	option	4	random	8	stable	5	violate	9
job	4	orient	5	range	2	statistic	4	virtual	8
journal	2	outcome	3	ratio	5	status	4	visible	7
justify	3	output	4	rational	6	straightforward	10	vision	9
label	4	overall	4	react	3	strategy	2	visual	8
labour	1	overlap	9	recover	6	stress	4	volume	3
layer	3	overseas	6	refine	9	structure	1	voluntary	7
lecture	6	panel	10	regime	4	style	5	welfare	5
legal	1	paradigm	7	region	2	submit	7	whereas	5
legislate	1	paragraph	8	register	3	subordinate	9	whereby	10
levy	10	parallel	4	regulate	2	subsequent	4	widespread	8
liberal	5	parameter	4	reinforce	8	subsidy	6		
licence	5	participate	2	reject	5	substitute	5		
likewise	10	partner	3	relax	9	successor	7		
link	3	passive	9	release	7	sufficient	3		
locate	3	perceive	2	relevant	2	sum	4		
logic	5	percent	1	reluctance	10	summary	4		
maintain	2	period	1	rely	3	supplement	9		
major	1	persist	10	remove	3	survey	2		
manipulate	8	perspective	5	require	1	survive	7		
manual	9	phase	4	research	1	suspend	9		
margin	5	phenomenon	7	reside	2	sustain	5		
mature	9	philosophy	3	resolve	4	symbol	5		
maximise	3	physical	3	resource	2	tape	6		
mechanism	4	plus	8	respond	1	target	5		
media	7	policy	1	restore	8	task	3		
mediate	9	portion	9	restrain	9	team	9		
medical	5	pose	10	restrict	2	technical	3		
medium	9	positive	2	retain	4	technique	3		
mental	5	potential	2	reveal	6	technology	3		
method	1	practitioner	8	revenue	5	temporary	9		