PROMOTING STUDENT SELF-EVALUATION

OF THEIR LEARNING PROCESS

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ABSTRACT

This paper describes classroom research on promoting student initiative through self and peer correction, record keeping, goal setting and evaluation. Promoting Student Self-Evaluation of Their Learning Process starts with a look at the author's experience of self-initiative and authentic interaction among her students which sparked her awareness and began the transformation of her teaching beliefs and approaches. The old belief centered on the need to be the authority in control. The new belief focuses on empowering the students to see themselves as authorities. The paper then describes the forms and activities used in an adult high-intermediate English as a Second Language classroom in a Hispanic community center in Milwaukee, Wisconsin, USA. The forms include: Vocabulary Record, Record of Readings: Quotes and Reflections, Writing Checklist, 4 Skills Self-Evaluation Chart, Personal Education Plan, Goals-Based Evaluation and Presentation Evaluation. These activities are analyzed for their effectiveness in promoting student self-awareness, initiative, analysis and evaluation of their own progress in learning the English language. As a result of this analysis, writing activities are revised to include expansion of conferencing and connecting writing to speaking. This classroom research has been successful in engaging student self-learning and involving them in setting, reaching and evaluating their goals. The process continually needs to be revised through awareness and analysis by the students and teacher.

ERIC Descriptors

Second Language Learning
Instructional Improvement
Second Language Instruction

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CHAPTER 1

INTRODUCTION

Promoting Student Self-Evaluation of Their Learning Process

It was the beginning of magic, when I saw my students eagerly coming to the

front of the classroom and contributing what they already knew to the class. They were

not ashamed when other students helped them with spelling or grammar. Of course, there

was some hesitancy, but not at all to the extent that I had believed existed among my

students. I started having them correct each other's paragraphs or exercises, encouraging

them to discuss their answers and come to an agreement. Most students were very

engaged in this peer correction activity, although one or two in a group seemed to like to

keep their work private. I decided these activities which offered learner space for student

initiative were the key for me in involving my students and empowering them to grow in

their second language skills.

Debra, my Interim Year Teaching Practicum advisor at the School for

International Training helped me become aware of "authentic interaction." Authentic

interaction is real communication in which the participant wants and chooses to interact

for the purpose of communication. This self-motivation inspires a more active

participation which is the nature of self-initiative. Self-correction and peer correction are

self-initiative activities. In my classes, authentic interaction worked with students taking

the control and power to analyze their own language. Through self-correction, students looked to themselves and took more responsibility for their learning. They realized they have a knowledge base that they could draw from, defend and analyze. Using authentic interaction and self-correction changed my view of my role as a teacher from a controller to a facilitator who most importantly helps facilitate students' connections to their experiences, and draws out the language needed to express themselves.

In addition, I have always believed in establishing a learning community in which students feel comfortable and confident expressing themselves and learning. Previously the manner in which I did this was to attempt to insulate them from becoming frustrated or overwhelmed. This is what seemed to put up blocks to my personal learning, so I attempted to prevent this from happening to them. However, what was occurring was, that I, as the teacher, was controlling the input and output, limiting the authentic participation of the students. Now, my idea of comfort has changed to that of a community that feels comfortable interacting while analyzing and correcting the language of their classmates and themselves. This involves taking on the responsibility of creating and analyzing new language with each other. In this sense, the development of language is a personal and interactive communicative activity. What facilitates language learning is feeling confident, willing, interested, excited about trying out and analyzing the language with others, seeing themselves as authorities who know how to draw on resources – their own and the resources of others - and integrate them to produce language.

I realized that my personal growth as a teacher lay in expanding student self and peer correction and goal setting with self progress evaluations in authentic interaction

situations. I found the more my students had opportunities to present what they knew and correct or help each other, the easier it was for them to work together creating language, discussing, and analyzing their language. This led me to search for more ideas on peer correction.

I found a kindred philosophy in *Community Spirit* in which Sharon Bassano gives guidelines for peer correction or tutoring. Peer correction provides a collaborative framework in which students pool their knowledge to solve problems and support one another both affectively and cognitively (Bassano and Christison 1995). Self-correction is not just self-correcting one's language as a revision, but also a systematic evaluation of self-progress. These insights along with the grounding of my classroom experience led me to expand my view of the components of a systematic implementation of self and peer correction in my classroom.

An important purpose of self correction is self-evaluation of the student's own learning process. Self-evaluation is based on an awareness of personal language learning. Awareness is the foundation for action and change. Learners use reflection based on awareness, insights and intuition, "to understand and identify problems, analyze and assess information, consider and evaluate alternatives, and then choose the best available alternative, which is then subjected to further critical appraisal" (Kumaravadivelu 2001, 541). The learner uses this knowledge to hypothesize on the structure of the language and takes action to apply the hypotheses in their future use of the language. The components involve awareness and reflection using knowledge from resources including intuition, analysis, choice and evaluation.

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Self evaluation of progress and needs not only comes from awareness but also aids the learner in activating awareness. Goal setting and needs analysis, along with reviewing and revising goals, are self-evaluation tools. Goal setting is part of an empowerment plan to involve students in their learning and provide teachers with feedback. The National Center for the Study of Adult Learning and Literacy (NCSALL) suggests that "managing positive and negative forces, self-efficacy, setting goals and making measurable progress help adult learners stay in programs" (Comings 2000, 1). In a teacher research project, it was found that "goal-setting must be a continuing process, not just an introductory activity at the beginning of a course" (Meader 2000, 7).

Kathleen Bailey, Donald Freeman and Andy Curtis (2001) have discussed use of a "goals-based evaluation". An important characteristic of this "goals-based evaluation" is that it is based on the students' perception of course activities serving the goals of the course. The key purpose of the evaluation is for students to make connections between activities and goals. The connection between teaching and learning, or language activities and learning, is a miracle. As Donald Freeman said, "In the goals-based evaluation procedure, we are trying to make a bit of that 'miraculous' connection visible" (Bailey, Freeman, and Curtis 2001, 9). This is awareness that is vital to teachers and students in self- learning. Learners will evaluate their learning progress based on an analysis of how class activities served their needs.

The research that provides the foundation for the value of student self-correction or modification of output is that done by Swain. Language learners improve their interlanguage by being aware of what they understand and are able to produce. When students self-initiate modifications to their production of speaking or writing, they are

internalizing new knowledge of their language. Questioning and analyzing language is

first primarily a search for semantic meaning, then a syntactic analysis.   Swain proposed

that the learner's language production of comprehensible output is necessary for Second

Language Acquisition:

> Its role is, at minimum, to provide opportunities for contextualized, meaningful use, to test out hypotheses about the target language, and to move the learner from a purely semantic analysis of the language to a syntactic analysis of it (Swain 1985, 252).

Therefore, promoting student awareness of the language input and their output

both semantically and syntactically helps them to improve their language acquisition.

Self- initiated noticing causes more learner modification of their language than other-

initiated correction by the teacher. In a study of self and other-initiated modified output,

Shehadeh (2001) found that "in terms of classroom interaction, learners need both time

and opportunity for self-initiated, self-completed repair of their messages…Further,

teacher- or other-based adjustments can also be qualitatively important, serving as models

for more accurate modification and a greater degree of message accuracy" (Shehadeh

2001, 451). Focus on form within a meaning based context could promote learner

awareness and analysis of syntax. In a study of focus on form, Ellis, Basturkmen and

Loewen (2001) found that "uptake in student-initiated Focus on Form Events was more

successful than in teacher-initiated FFEs" (Ellis, Basturkmen, and Loewen 2001, 424).

Explicit teacher focus on form is more effective than implicit (as in recasts). Students are

more likely to uptake or notice and modify their output when given metalinguistic

feedback in contrast to implicit feedback (Lyster and Ranta 1997).

Therefore, I have designed my classroom research to investigate student record keeping, self and peer corrections, and self evaluation as ways of promoting student self-initiative which improves language acquisition.

CHAPTER 2

CONTEXT AND PLAN

The Context

The setting of my classroom research is a community center in a Hispanic

neighborhood in Milwaukee, Wisconsin, U.S.A. The center provides adult basic

education as ESL (English as a Second Language), GED (General Equivalency

Diploma), Driver's Education for the written test, Citizenship, Literacy and Basic Skills,

and a Clerical Job Training Program. The center also offers social services such as

counseling, immigration services, and parenting classes. ESL classes serve adult

immigrants to the United States. We offer 5 to 6 levels of classes. Classes vary from 3 to

4 hours a week. Students have the option of attending additional hours in the audio or

computer lab. New students are taken in about every 2 months at which time some

students of the current class are transferred to the next level.

About 90% of our ESL students are employed. Their jobs tend to be in factories

and restaurants. They are laborers in foundries, tanneries, recycling companies and food

processing plants. They work in Hispanic grocery stores and restaurants as busboys,

cooks, dishwashers etc. Their principal goals are to earn money to send back home

and/or to establish a life and family here. Some wish to learn enough English to be better

employed in their own countries, in tourism or teaching. Whatever their goals, they are

motivated students, who also have a lot of family responsibilities and work demands that often make attendance sporadic.

I teach levels 4, 5 and 6, which are named Intermediate 2, Advanced 1 and Advanced 2 respectively. My classroom research primarily involves the Advanced 2 class who are mostly at an Intermediate-Mid to High level with some at the Advanced level following the ACTFL Proficiency Guidelines. Members of this particular class have goals of studying for the GED and going on to the technical college (from which we receive most of our funding), improving employment, and providing themselves as models for their children. We have 3.5 hours of classes per week . Most members of the class are able to attend an additional hour of computer lab that is part of the course. I have also designed an appealing study corner table for independent study time specifically for this class. Many also attend the audio lab.

The Plan: Promoting Student Self-evaluation of Learning Progress and Needs.

The self-evaluation plan begins with student maintenance of records of work. The components of the Advanced 2 class are vocabulary development, and the development of the four language skills of Reading, Writing, Speaking and Listening. For each component of the class, I designed student record keeping, and self-evaluation forms and activities. Examples of all *Italicized* forms can be found in the appendix.

 The record keeping for vocabulary development consists of a *Vocabulary Record* sheet in which students note the date and context of the vocabulary and write an example sentence. Periodically the vocabulary is reviewed and quizzes given. *Vocabulary Records* are primarily focused on during discussion of current events from newspapers,

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articles, literature and poetry. New words are looked up in English dictionaries and discussed as to their use. Then, students write a sample sentence from the text, dictionary or make up their own.

A notebook entitled *Reading Record: Quotes and Reflections* is the tool for students to read and copy personally meaningful passages and then write reflections on their meaning. The students may read these aloud and share them with the class or share with the teacher. The teacher goes over the notebook and makes comments and corrections on the reflective writings.

A *Writing Checklist* is used to revise writings, provide self-reflection and peer correction. The writing component is a result of different assignments. Students type their writing related to a class activity on the computer. Then, in class, students go over their own writing underlining areas they are not sure about and then go over it with partners discussing meaning, grammar, and spelling. In the next computer class, they make revisions. After several writings and revisions, students reflect on what they have learned, and what they would like to focus on.

Focus on Form booklets are used to maintain a record of areas in which the student notices what they need to work on. This has been used after writing activities. The student or teacher can point out error patterns. These are noted in context in the booklet by the student and discussed with the teacher. Practice exercises are then decided on by the student and teacher to further reinforce the knowledge of the pattern. The patterns tend to be verb tense, or verb form, prepositions and spelling.

Checklists and Evaluation Forms are used for the speaking and listening components in final projects. Students give presentations or role plays and the presenters

themselves, classmates and teacher fill out checklists or evaluation forms. The checklist focuses on comprehensibility, clarity and correct use of focused structures.

Goal-setting and evaluating are also a part of the student self-evaluation plan, along with periodic course and self-evaluations. We use a *Personal Education Plan* with long term and short term goals. This is filled out at the beginning of the course. The long term goals are addressed as the first assignment in the computer lab. Also I've used *a 4-Skills Self-Evaluation Chart* to assess where they feel their strengths and weaknesses are. Course evaluations serve for two purposes, as check-ins for me to find out what students prefer to do and have time to do. Also, they provide opportunity for students to reflect on their learning. At the end of a two month course, I had students order and rate class activities. This was inspired by the *Goals-Based Evaluation* of Bailey, Freeman and Curtis (2001). I gave them a set of cards with class activities, and they noted which were top priority (1), very important (2), and important (3). Then they chose at least 2, and wrote what they thought they had learned from those activities. The purpose was to bring awareness of their own learning, what they need to learn and what works for them. These are metacognitive skills that contribute to greater independent learning.

In Chapter 2, I have described the forms and activities that I used in classroom research. Students are taking initiative by maintaining records, self-initiating corrections and setting and evaluating their own goals.

CHAPTER 3

CLASSROOM OBSERVATION AND REFLECTION

In this chapter I will describe how the self and peer corrections and self-evaluations worked as activities I will also give my observations of how they promoted overall language learning through encouraging awareness and independent learning.

Vocabulary Record

The *Vocabulary Record* is the first activity I designed to promote organized self-record keeping. It follows the principles of learning new words from context and decision making involving creative output. I started my project of student self-record keeping with the goal of vocabulary building because it was a popular activity and a goal chosen by my students. Vocabulary building through discussing current events in newspapers and looking up words in English dictionaries was stated by students as being very important to their learning in their goal evaluation and in class comments.

The *Vocabulary Record* as maintained by the students, has provided a focus and "memory bank" for students. As described in Chapter 2, the class chooses words from readings or listening activities and enters the word with an example sentence from context, the dictionary or their own. This gives them more experience with the meaning

and use and provides a memory connection. At first, I was not insistent on their writing

sentences in their record and when it came to review time, before a quiz, they had the

word noted, but many did not have an idea about the meaning or use. I had felt hesitant

to require them to write sentences because it seemed so time consuming and I wanted

them to choose or have control over what they did for learning. We discussed the

vocabulary with students contributing examples. I felt this discussion was integrating the

new concepts into their knowledge. However, at review time, I realized that not having

written sentences really affected their ability to recall the meaning of the vocabulary. So,

after explaining the usefulness of writing "example sentences", they agreed and

understood the importance of writing them for future vocabulary review and retention.

Actually, this was a practical experience for the students and myself to understand the

importance of engaging the mind in creating a context for the new vocabulary and

through these manipulations internalizing the meaning or at least providing a written

record that helps to trigger the memory of the understood context. The *Vocabulary

Record* then serves as a self-learning tool to acquire new vocabulary.

　　We used this throughout the year. At one point I added "date" as a way to enable

the students to more easily use the vocabulary records as a resource for quizzes. They are

used as part of almost every class and reviewed for a quiz every two weeks. As a result,

students take care in maintaining their records so that they can be successful on their

quizzes.

Reader Response: a personal interaction with the language through literature

The idea of using a reading response journal was inspired by my experience at SIT with Reader Response theory. Ruth Spack gave us a workshop in which we interacted with literature primarily through writing response (Ruth Spack, Seminar at SIT, 18 July 2001). I felt like I had engaged my personality and had expressed profound ideas through the writing response activities. Reader Response was first promoted and published by Louise Rosenblatt. It is a way of making the reading of literature a personal experience. This engagement helps the learner make connections. This experiential learning draws out memories, emotions and thought that activate background knowledge and form new meaning that becomes an event in the life of the reader (Rosenblatt 1995).

My idea was to bring self-creation of a personal experience to my students. The booklet would be a "personal insights" record that they could value as their own creation, their personal inspirational book. This is a form of student self-learning and self-record keeping.

The *Record of Readings: Quotes and Reflections* booklet seemed to be an immediate success with most of the students. We had done a version of this last semester, so I think most were convinced of its value. They expressed substantial interest in class to reading and choosing from the short stories and articles, and writing responses in their personal booklet. They seemed to be "thirsty" to find passages meaningful to them and then express themselves, giving their reactions to the selected passage. Also, in the class, students seemed proud to read and share. This was a way for them to get inspired and inspire others with their interpretation of the short stories and articles. This

provides choice for them, and self-expression. In their goal activities evaluation, the reading reflection booklets were rated as an important priority for their learning.

As befitting the respect for the personal and enjoyment of reading/writing interaction, I arranged an inviting study corner with a table by a window with plants and their folders. It is for them to use to peruse short stories and other articles and choose what interests them to read and reflect on. I encouraged them to come during the week, between classes and use their special spot for individual work and small group discussions. Students have come early before class time to do their homework or reading for enjoyment.

In addition to their personal enthusiasm, I found that there were fewer structural/form errors in their writing for reading response than in other writing assignments as business type letters, essays. I think this is because they had chosen a passage that inspired them and were influenced by the structures even though they were just writing their opinions and not instructed to follow patterns. Or maybe because they truly cared about being understood. They were creating and choosing their own models and applying the model to their own experience and creating a new experience.

I read the booklets and wrote comments on their ideas. I was amazed at their in depth, profound ideas they related from the readings. They were truly engaged emotionally and mentally. They were expressing themselves deeply, drawing analogies to their lives that had not come out in regular classroom discussions. I think this was because they were creating their personal experience as is the theory of Reader Response. The readings which were relevant to their interests, included fiction, and current social commentary. They chose among the readings and commented only on what they chose.

The *Record of Readings: Quotes and Reflections* was done outside of class time. I announced class sharing times, which were for the purposes of dramatic reciting of the literature passage they had chosen, and for sharing enthusiasm and ideas they drew from the readings. At first, students responded and were prepared for the in-class sharing times. They seemed interested and excited about hearing about each other's comments. But after a couple sharing sessions it wasn't as exciting, people weren't paying attention to comments. Part of the problem was that some people didn't have the extra time to do the reading so they couldn't participate in the sharing of responses.. As a new course starts, students are enthusiastic about the readings and booklets. I think it will have a place as long as the students are enthusiastic about doing extra reading and have the time to do it and the literature is interesting to them. Reading Response stimulates the love of language and of self-expression. For those who are motivated by those sentiments, it is an authentic interaction. In feedback and evaluations, students rated the *Reading Record* as very important or important. Due to this activity being an extra outside class time activity - it is difficult to sustain.

Self-Assessment of Confidence and Abilities

I asked the students to rate themselves on a *4 Skills Self-Evaluation Chart* (speaking, listening, reading, writing). They were to use percentages to express their confidence in each of the 4 skills and then write what their main concern or problem was in that area. This worked very well. They reflected on their abilities and needs. In the first course, most students listed writing as the skill about which they were least confident. Their main concern was spelling. I chose this activity, because I had

experienced at SIT that assigning a percentage of "felt confidence" in an area was a relief to me. I was able to acknowledge my subjective feelings and then I was able to analyze objectively my actual strengths and weaknesses and determine what I could do. With this activity of the *4 Skills Self-Evaluation Chart*, it seemed the students also reached a more developed awareness and took responsibility for figuring out what they needed.

Writing, Phase One

Writing: Introduction

As writing was the expressed strongest need for the class, several assignments were given. I used this as an opportunity for student self-correction, peer correction and self-evaluation. Writing was at one point my whole or main focus for my research on self and peer correction because I felt it would be easier to document and it was important to many of the students. However, I had difficulty with self and peer correction with writing largely because it required more time and consistent attendance and homework completion than is available in my classes and also because revising writing is difficult for me personally. This component represents a work in progress of a building awareness and negotiation of meaning of my observations, analysis and evaluation of the value of corrective activities in balance with internal intuitive input and expression. That is, the conscious, critical, judgmental self (1) should not undermine the unconscious doer self (2) (Gallwey 1974). The danger of focusing on Self 1, or correction of language, is that it will hinder natural language learning by making the learner feel they are faulty or incapable of communicating in the language. Instead they should respect the input they have integrated into their interlanguage.

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<u>Balancing intuition and input with analysis and correction</u>

For all writing activities, focus on meaning is the guiding principle. We write to express ourselves, to communicate meaning. The overall purpose of this writing component for this project is to foster self-initiative and self-confidence through the act of creating and expressing oneself in writing, and to promote development of metacognitive skills and self correction by becoming self - editors. As part of this process, students learn through teacher and peer reader-writer interaction to negotiate meaning and to see their own knowledge and analytic abilities as resources. Student self evaluation and maintenance of records are seen when they revise in response to their own or other feedback and in using their *Focus on Form* booklets to record problem structural areas. The booklet is then used as a reference and review of progress.

I discovered through the writing self/peer correction activities that I needed to go much deeper into not only strategies but also building my own and student awareness of what makes effective/successful discourse interaction (oral and written) that leads to revision and retention. Also, I needed to be careful that the main purpose of writing would not be lost in the context of student self and peer correction that often focus on grammar. The writing task, like the reading task, is an interaction between reader and writer. It is an "ongoing process of discovery" (Raimes 1983).

This is not only a writing course but also a course on speaking, listening and reading within a limited time frame with variable attendance, so I assign most composition writing outside of class. To plan class activities around homework assignments tends not to be very effective because not all students have done it. So it is difficult to share essays and do peer corrections.

Students have been successful with peers doing writing activities together that are constructions of responses to problem solving lessons with a focus on a particular structure. For example, students work in pairs to construct descriptions of pictures of pollution problems using structures and concepts that were modeled and practiced in class. They use peer correction very effectively, usually both partners actively negotiating how to express their ideas. I wanted to build on this strength to apply this short term very structured language collaboration to a long term, personally creative writing situation. I had found that when students wrote essays or narratives, many of them were making the same errors, and were not noticing those errors. Therefore I pursued the goal of students developing into self-editors and record keepers of their learning for longer term writing projects.

Balancing correction with self-expression from modeling is important. Part of the skill of being a self-editor may come not from editing as in looking for and correcting errors but from focusing and searching for better expression of meaning. Structural errors of organization and grammar can self-correct even though the writer isn't focusing on them, but rather is focusing on clarifying the meaning of her/his expression using knowledge of internalized language patterns. When writing is felt as a self-discovery, and focuses on meaning and not structure, structure can improve somewhat by itself. This engagement in meaning and self expression (along with choosing an inspiring model) seemed to have played a role in the clear and meaningful writing that was done for Reader Response. Therefore, focus on form and self-editing is only part of the picture of writing development. There is also an intuitive, internal monitor that perhaps needs to

be free of close criticism to operate. However, the critic and the intuitive need to balance each other.

Whole class analysis

I used different setups for different writing activities. One of the designs for self and peer correction involved whole class analysis of students' writing. I had the students take turns each week writing short narratives about an experience they had such as describing their jobs, celebrations or their country. I made copies for the class of that week's student's narrative. As the first step I asked the class to ask the writer questions or make comments concerning meaning and clarity. There was very little discussion. I wanted the students to understand that writing as communicating meaning was most important, so I persisted on focusing on the content and had them compose questions to ask the writer concerning the topic. Also I used the questions for self/peer correction. The students wrote their questions on the board and the class corrected their questions. Then the writer responded and there was general discussion about the topic. This worked really well to focus on meaning, have authentic conversation and practice self/peer correction. Then the writer read her story and the class offered grammar and spelling corrections. I confirmed them after discussion. At first, the class corrections seemed to be a real eye/mind opener to the class and writer. Everyone made the corrections on their copy so that they understood the corrections also. After more similar sessions, I felt there was some embarrassment on the part of the writer with the corrections and one or two members of the class were giving most of the corrections. This made it not very participatory in promoting student initiative and analysis in the peer correction part, even though it was participatory in the first part of focus on content meaning. Indeed, class

correction of questions concerning content seems to be an effective and appropriate forum for the development of self-peer correction.

I think it may be best for most of the grammar correction of writings of essays and narratives to take place within individual teacher - student conferences or written comments during which the teacher promotes student self-correction and negotiation of meaning. I think this avoids embarrassment and a defocus from the purpose of the writing task of expressing meaning. Again, during these conferences, which I describe later, the teacher or tutor puts first emphasis on content and clarity of meaning.

Class writing projects: Using pair/peer corrections

Another arrangement of the "student initiative and analysis" writing activities was pair-or small group peer correction. The idea was that students would learn from each other by analyzing someone else's essay and having theirs analyzed by a peer. I theorized that they would feel more comfortable with a small peer group, more empowered and exchange and build on each other's knowledge. I had experienced this empowerment while working with peers at SIT in our lesson plan sharing groups and in the many support group projects.

As the culminating activity of the class's current theme, students composed letters (consumer complaint, opinion letter to a politician or newspaper), essays and narratives (some for publication) as a homework assignment. I used these writings for pair/peer revision activities.

The first unit was developing writings for publication. The class wrote narratives, poems or essays for publication in a competitive state wide book and in our class publication. In preparation they skimmed student publications, found one or more

writings that they liked and shared it with the class. They discussed why they liked it and we talked about how the essay was organized. Students wrote their first draft for homework. They brought in their draft writings for sharing and revision with pair/peers. For the pair revision, I asked them to follow the guidelines on the poster. *1) Read your own writing and underline what you are not sure of. 2) Share your writing with a partner, by reading it together and discussing any clarifications the partner may need as to meaning. 3) Lastly, make any suggestions for structural corrections. 4) Then revise at the next computer lab session.*

I used step 1) underlining, as a first step in self-editing, that of awareness of need for analysis. The students didn't do much, if any, underlining of their own reread. Perhaps they didn't know what to look for and they were not aware of the process of rewriting drafts. Often the expectation of students is to write one final paper that is then corrected by the teacher. The pairs would read one of the partner's essays, and make comments and questions regarding meaning and clarity. Then they were to go over it again, looking for grammar and spelling. One pair, Esther and Delia, (Esther was more advanced in her understanding of grammar and spelling), read Delia's essay. Esther did not note any problems with meaning and clarity. Esther then pointed out grammar and spelling in Delia's essay and helped her correct her essay. Delia appreciatively accepted all corrections. Delia read Esther's essay and complimented her, she didn't see any problems with meaning or errors. The same scenario happened with Josefina and Lorena with Josefina attempting to correct Lorena's, but not sure how to do it. I spent time with them observing and I pointed out and explained patterns of errors as using present inflection where past was needed. Another pair, the more advanced writing student,

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Maria, had written an essay, however, the other, Laura, hadn't. Laura did not feel she could make comments or corrections. I felt like the activity was a little out of control, like they weren't getting the equal self-examination I wanted and I found I was doing most of the correction with very little negotiation with the students.

In analyzing this peer correction activity, I feel it may not be appropriate to use this peer correction activity for a writing activity that does not follow a single writing format. These writings for publication that included poems, narratives, and essays, were not following any one format and were very personal. It would be difficult for students to analyze a writing without being able to focus on a particular style or format. In the overall class, there was some minimal benefit of beginning self-analysis, though, I think, not enough to spend limited class time. I feel the negative effects on students of not getting feedback or not feeling empowered to make corrections outweighed the benefits. My students and I need to learn how to negotiate meaning, which I will address later in the topic of conferences. Also, I revised and concentrated on self-correction awareness and practice and peer support practice sessions rather than peer correction. This is described in the section on letters.

The actual composing for publication worked really well. Most of the students were writing it outside of class and getting it done and typing it on the computer. It was beautiful, meaningful, emotional writing, expressing their life stories. Some of them got help from their children, but others were writing their own stories even though they couldn't be present in class for revision activities. This is especially where individual conferences and written teacher notes became more important.

Conferencing research: Important considerations

The writing process of discovery entails ongoing revisions, during which the writer is actively engaged in improving clarity of meaning. Teacher or peer feedback can be written or oral. Written comments that are long and specific, and an opportunity to negotiate meaning with the reader are most effective for student revision and retention (Goldstein 1990, Shin 2002, Ferris 1997). Student input and participation or negotiation of meaning promotes language learning. It is best to be able to discuss writing with the writer, so that meaning can be negotiated. It is important for the reader to follow guidelines and prepare the writer for her/his role in negotiating meaning because research and experience shows that conferences can be effective with some students and ineffective with others with the same teacher (Goldstein 1990). The occurrence of negotiation of meaning is not just a checklist or instructions to follow, but a subjective experience to learn from. Students, tutors, and teachers need to "negotiate" what works for the pair or group. They need to experience modeling and practice and help set the goal of their interactional meeting. The end goal is for students to learn to be self-editors. Guidelines include practice in techniques of reading closely, and analyzing through interaction as reader and writer. Importantly they need to learn when is the right time to be a critical editor. At the beginning of forming ideas they need to focus on meaning and ideas and hold the critical skills in check. (Raimes 1983).

To assist students in getting more control over their writing process, feedback readers need to set or follow clear, specific instructions. Goals need to be specified along with the student's role. To focus on the writing as being an expression of meaning, the reader and writer should converse about the writing process and their own writing habits,

strengths and weaknesses. Then two or three major issues should be focused on: first, content and clarity of meaning , then organization and finally grammar. A suggestion for the final grammar revision is to have mini-grammar lessons and have the student compile personal references for patterns of high priority errors (Shin 2002).

<u>Conferencing in my class</u>

I met one-on-one with each writer for the publication. We discussed the content of their writing, the beauty of it, where there needed more clarity, more explanations or rewording. As part of clarity I noted the need for sentences with periods and paragraphs. Then we identified grammar and spelling error patterns. The student entered the corrected examples in the *Focus on Form* booklet and we came up with examples of correct use of this form. Then, as homework, she would create more of her own examples. I was doing the pointing out and correcting with very few questions or negotiation of meaning from the student. I fell into my role as authority and didn't have much of a set up for the students' authority role.

I felt the conference was really important for personal contact and for my tuning in to the particular problems, concerns, and joys of the students. However, from my analysis and research on student revision of writing, I surmise I need to spend more time developing student ability to negotiate meaning in teacher/ student conferences so that they see themselves as writers and self editors.

<u>Composing of letters and peer support</u>

Within a theme based unit of consumer complaints, students composed a consumer complaint letter to a company and typed it on the computer during lab time. Letters of complaints or ones expressing opinions to the government naturally focused on

content, effective organization and customary language. Models were more structured as to format and language patterns. Also, in another class with an environmental theme, students composed an opinion letter to a politician regarding an area of concern that they had researched. Both letter writing activities were preceded by studying model letters for organization of paragraphs, and expressions used.

Students followed a *Checklist for Letters* which they used for peer conferences and corrections. The Checklist is in three parts. The first part is "Content" and requires the partner to paraphrase or explain to the writer what they think they are saying. The idea was for students to be active listeners to their partners and thereby put attention on content and clarity. The second is entitled "Writing Clarity" and deals with organization and mechanics, of sentences and paragraphs, and the third part is instructions for correcting spelling and grammar.

For the first draft, copies of student letters were distributed to the class. Not everyone had written a letter, and the classes were small. During two different class periods three or four students in a group followed the checklist. The paraphrasing or explaining the content to the writer was difficult for most of the students. Also, it seemed to be more appropriate for the writer to explain the content and organization. They further revised their letters and then I made the final corrections, discussing it with each student.

I tried a different tactic with a letter to politicians. The topic of the letter was based on articles we had read and discussed. I also provided a model and a format. And we discussed opening phrases such as "I urge you". Students composed and typed their letters in computer lab. Then they brought them to class. I made copies of all of them.

We started with the letter that most followed the format. First, we analyzed it according to organization. They pointed out the number of paragraphs, and the content of the paragraphs. Then we discussed the purpose of the letter and what the letter was expressing and the audience of the letter. Students were very participatory and were contributing their knowledge of format and content and language.

Writing conclusions for Phase One

 The checklist with teacher guidance provided modeling of writing self-correction. Student drafts can be used as models for the class to discuss following a checklist. Then, after this modeling and practice, because of limited time and limited assignment participation, instead of peer correction sessions, students would engage in self-editing, following the checklist and then have individual conferences or interactions with the teacher. The teacher can glean excerpts or examples and present a discussion in class when it seems it would benefit the class. .

It's a fine balance that needs to be looked at subjectively, intuitively and will lead to adjustments made for every class as a living microcosm or world. I think a combination of whole class and pair work is best, in which students collaborate to support each other and learn to be resources for each other. This should be combined with individual work in which students take on responsibility, develop self-awareness and analytic skills with teacher support and guidance. The teacher directs the self-analysis, building up understanding and self-confidence through group, teacher-student and individual work.

Self-confidence/esteem for taking individual responsibility needs to be fostered because some students may feel that others know better and then give up responsibility to

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them. At the same time, by working with peers, students give and receive support and take authority or responsibility they thought belonged exclusively to the teacher. In whole class sessions and small group or pairs, activities should model and practice the language to prepare students for becoming self-editors.

Recording Structural Areas to Work on

Focus on Form was greeted enthusiastically by the students. They liked the idea of concentrating on their grammar and spelling errors. When the booklets were introduced we were in a writing project. During the process of revision, we noted patterns of errors, especially verb tense, prepositions and spelling. I indicated and discussed with the students which patterns they felt they needed to practice. I explained that being aware of their own patterns of errors and then practicing the correct form would help them to use the correct pattern. They wrote the correct form in the context of their writing and then we brainstormed other sentences that would use that same pattern. The assignment then was to create additional sentences following that pattern. The booklet would then be used as a resource and review for self-correction.

Some students diligently worked on the booklets, and some didn't follow through. Those who didn't follow through again felt time constraints as this was an outside class time activity. The students overall rated the booklets as important to their learning, so it behooves me to do more follow up on this activity. I didn't push it because I felt there were more important things for outside class time such as, writing assignments, and the *Record of Readings: Quotes and Reflections* booklet. When a new writing assignment was being revised, I asked them to enter in error patterns and review their previously

created sentences in the booklet. This was done through individual sessions. I had been

hoping that they would be more independent in identifying error patterns, but I realized

that we needed to work together in identifying the correct structure. I think part of the

problem was that this booklet was a new idea for both of us and the purpose and how to

handle it needed to be understood, worked out and practiced. This is the process of

learning: experiencing, understanding, practicing and applying. I plan for the booklet to

be useful in raising awareness of error patterns and as a resource for self-correction. At

this point it has not yet been proven.

Goal Evaluation, Phase One

The *Goals-Based Evaluation* proved to be very insightful for me and a very

effective awareness and self-evaluation tool for the students. They thought about their

learning, took control of analyzing and evaluating components of their learning. I felt

this evaluation was the culmination of evaluations. It is done toward the end of the

course or at least after a substantial amount of goal-based activities (goal activities) have

been done.

The sorting and rating of goal activities engendered deeper analysis and student

control. It also pretty well did away with writing to please or be polite to the teacher.

The set up (of sorting and rating) served the purpose of student self-evaluation of how

activities worked for them. This is in contrast to asking if they liked the activities which

tends to lead to a superficial approval of the teacher.

The students were given the cards of goal activities that we had done and told to

write "(1), (2), (3) or (4)" on each card. They could sort them out in piles to help them

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decide. The rating system of: "(1)-very important for my learning; (2)-important; (3)-not important, but OK; (4)-not helpful to my learning," in combination with the hands on activity of manipulating the cards, enabled the students to make the evaluation their own and stimulate their thought processes. After the rating, the students were instructed to choose some cards and write "how the goal activity developed your language skills or suggestions and comments." Also, giving the students the choice of which cards to write comments on put the evaluation literally in their hands.

I was excited by the concentration and care they put into this evaluation of goal activities. I realize in doing this project that the *Goals-Based Evaluation* was very valuable as an exercise in awareness, analysis and evaluation. They have become more aware of their learning through analyzing it. They did this by organizing the goal activities and rating them according to how important they were for their learning. They evaluated them by choosing goal activities that they wanted to comment on.

It gave me quality feedback on which activities were important to them and provided openings for discussion of their likes and dislikes and why they felt that way. It provided groundwork for revision of goals and goal activities. It raised an awareness of what activities were or were not helpful for their individual goals and where they needed to rethink their participation in certain activities to work toward their goals.

Rethinking of Writing and Speaking Components - Phase Two

I have rethought the projects that I am doing for classroom research, or rather my teaching has evolved through awareness, analysis and evaluation. I have been working

on the Writing and Speaking components. I was not satisfied with the self and peer correction activities for those components.

I developed a separate folder for writing for each student. First, as a class, we brainstormed what things they knew about writing that they could self-correct. They wrote this as a list. Then they wrote that they would check their papers before handing them to the teacher at the bottom of the list. This list is permanently in the folder and the folder with the self-corrected paper is handed in (Pollard and Hess 1997). This worked well as far as students realizing and actually making corrections on their papers before handing them in. Further development will be raising their awareness of what language items they can add to their list of known things. However, first, they need to get used to checking what they have on their list and analyzing if the items on their list work for them. What seems to be the most important is that they feel they have the responsibility and capability of correcting and improving their own language. This contributes to students empowering themselves to take personal control of their learning.

I have learned from reflecting on my teaching experience that I need to use one-on-one conferencing regularly. After the self-corrections and before their once a week hour session in the computer lab, I go over with them the areas in the paper that I have underlined and ask them if they know why I underlined it or what needs to be changed. For many of the underlines, the students are able to tell me the correction needed and then they write it in. We also discuss questions they have from their self-corrections. Then they go to the computer lab and revise their paper, using the corrected structures and getting practice with computer editing.

The writing assignments are connected to speaking activities. This is working well because the current group of students expressed the most interest in speaking on the *4 Skills Self Evaluation Chart*.

The first activity combining reading/writing/speaking and listening was interviews. We read articles that were of interest to them, wrote a summary to be used to explain the topic to the interviewee, interviewed, took notes, then wrote up the interviewee's opinion and then their own. In some instances, they wrote letters to politicians to influence them and received responses. The procedure described on writing letters was used.

The first topic was the news article on the Los Angeles School District banning the sale of soda in their middle and high schools. The students were very interested in this issue, so I decided to use it for an interview topic. Also, each student wrote a letter to their school board and received responses. For the interview the students wrote their summary, decided how they were going to explain the topic to the interviewee and how to phrase their question. They then interviewed an "English only speaking" staff person. The students were nervous, but excited to have had the discussion. They reported back to the class and wrote what the staff person said and their own opinion. The interviewed staff were very pleased with the interaction, but had trouble understanding some of the students. The students who needed the most speaking improvement, were not being understood by the interviewee

The students valued the experience of interaction around a topic of discussion with people who only spoke English. They felt the interaction helped them to feel more confident with speaking and listening. When they came back and reported on the

interview, they were able to relate what they heard and notice what they didn't understand or misunderstood. However, they needed more practice expressing themselves on the topic before the interview and listening to discussions. Therefore, for the next interview we increased the time spent on speaking preparation.

The next topic that was of related interest (responsibility for and effects of children's nutrition) was an article on a suit against McDonald's for causing obesity of children. Again we read articles. They followed a question guide to help them understand the complexity of the language of the legal suit. They worked together to note the main points and composed the questions they would ask the interviewee. I walked around and corrected their structure and pronunciation so it would be understandable. While I was doing this, I realized that they needed self-awareness of their pronunciation in particular, so they would be able to self-correct. I made sure each student practiced their interview with me and that they noted their pronunciation difficulties. Students also practiced presenting the topic and asking the question to each other before interviewing. Staff who were interviewed felt that the students were able to explain the issue clearly. Through a feedback form and discussion students expressed that additional pre-interview practice with each other and the teacher was very helpful in improving their pronunciation and expression of ideas. I realized that they needed more modeling and feedback from practice sessions to improve their understandability to others. From this need came the use of tape recorders for the next activity.

The culminating speaking/listening activity was presentations. Students would present a topic they wanted to communicate to their classmates and the classmates would listen, ask questions and write an evaluation.

Students wrote about their topic. In class before handing it in they followed the checklist procedure and made corrections and noted parts they were not sure about. I had short one-on-one conferences in which I underlined problem parts. We discussed my questions and theirs and they made corrections. They entered it on the computer and revised it. After the topic was written and revised, I recorded it on a tape. They each listened to their tape, repeated it, took notes on it and recorded it themselves. Then they compared the 2 recordings and made note of areas they needed to improve. Not all students had the time to record and compare. Students who did, said that it provided the most significant opportunity for improving their pronunciation and intonation.

The next step was to fill out a separate sheet, "Notes for the Presentation", which included their topic and main points of their presentation and possible visuals. This sheet is used during their presentation instead of reading from their papers. I worked one-on-one with students to start them writing their main points. They easily got the idea of what to write. Then they practiced giving their presentations with each other and also with the teacher using their notes for the presentation.

At presentation time, each student presented and classmates asked for clarification and engaged in the topic with the presenter. We applauded each presenter. Then students and the teacher filled out a *Presentation Evaluation.* It included circling responses for understandability and writing what was good and what could be improved.

Process of presentation evaluation

At the end of the presentations I reviewed the steps of the process of preparing for, giving and listening to the presentations by discussing them with them and writing them on a poster. Then I asked them to comment on the different parts of the process, to

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choose at least one or two and write what was important to them in improving their language.

The purpose of reviewing the process step by step was to bring awareness of what they did and better enable them to analyze and evaluate the activities that were most beneficial to them and why and how they were.

Class comments were that the whole process was very important and gave them opportunities to work on all parts of their English. One student said it made her more comfortable with everything - the writing, the speaking and the presenting. Most comments emphasized that listening to the teacher recording, recording their own voice and then comparing them was the most beneficial to them. It was important in helping their pronunciation and intonation. For one student the writing, correcting and revising was a "marvelous experience," and for some their "security" or self-confidence in speaking was the most important.

I noticed marked improvement in their pronunciation and structure. Also their evaluations of their classmates' presentations seemed to be done eagerly. They identified with being a true audience and gave feedback and commentary as capable evaluators. So this also empowered them as "authorities" on the language who are able to use their own knowledge as a resource to analyze language production.

For future presentation units I will introduce the steps of the process with input from the students. The purpose of the introduction of steps is to create greater awareness of the activities used to improve different language skills and to increase their control of their learning.

Goal Evaluation, Phase Two

After the evaluation of the process steps of presentations, students wrote short term goals they had accomplished and proposed goals for the next course. The presentation process was a culminating event. It involved an analysis of the 4 skills. The evaluation of the presentation process raised awareness and engaged them in an analysis and evaluation of their learning. Therefore, the overall awareness and evaluation of areas of improvement and goals to set for next year seemed to naturally follow. There was not a lot of time for this, about a half an hour in the last class of the year. I asked them to look at their sheets with their *4 Skills Self Evaluation Charts* and then to think of and write about one or two skill areas where they feel they had improved. Then they wrote the areas they would like to improve in for the next course in 2003. I guided them to write more specifics and asked them to put #1 by the area of improvement that was most important to them. I wanted them to increase their awareness of which activities have helped and will help them in their language development.

I'm not sure that this evaluation activity met my aforementioned goals. The student responses do give me a general direction for the next course. I hope it provided a means for the students to be aware that they have made progress and how they did so. The class time is short and attendance irregular, so I don't want to spend a disproportionate time on goal setting and evaluation, but I want them to see themselves as in charge of their learning and having the ability to analyze and evaluate. I want them to realize that this promotes their learning because they are more engaged in integrating and interacting with their knowledge. I think this particular progress and goal setting activity is a small step toward student self-evaluation.

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I plan to continue to develop student self-evaluation through the setting of goals and activities that promote an awareness of their own progress, abilities, and needs. Successful goal evaluation activities will be used such as the G*oals-Based Evaluation, the 4 Skills Self-Evaluation Charts*, and class review of processes. The student generated goal lists and analyses will need to be further developed with each class so that self-evaluation becomes integrated into the students' learning process.

Rethinking of Purpose

I have reported on my efforts to guide students to be judges of their language development. That is, to analyze and correct their own language, note their progress and what activities benefit their progress, and propose what they need. It is a continuum of self-evaluation activities from awareness during learning and production to goal setting based on self evaluation of progress.

CHAPTER 4

CONCLUSION

I feel my students are gaining practice with tools to use to advance in their

language learning. The tools are those of awareness, analysis, evaluation, strategies that

promote self-learning and the ability to self-correct and work with others in peer support.

Some students already have these skills, but the activities give practice and frameworks

with which to self-improve their English.

I feel the process of my Independent Professional Project (IPP) has opened me to

a better understanding of what processes are going on with my students with different

activities and what processes are going on with me as the teacher. I have a new respect

for my efforts, my knowledge, my intuition and my ability to not only create but also

analyze and follow through by adjusting my lesson plans. I believe that if something is

working or not working, the students and I can analyze and revise it through our

awareness.

The *Vocabulary Record* is a way for students to have experience with and develop

strategies for taking responsibility for their learning and understanding what it takes for

them to retain knowledge. The *Vocabulary Record* has been effective for students. First

of all, vocabulary building is an activity they request and value. Also they have

experienced that the *Vocabulary Record* works for them for the goal of vocabulary

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growth. This class activity is a growing, adjusting concept. In the future I will ask for more feedback and suggestions. An idea is to bind the *Vocabulary Record* sheets in a folder in order to improve accessibility and further place value on them as a personal resource.

Record of Readings: Quotes and Reflections booklets promoted student self-learning on a deeper more personal, experiential level. They chose the reading and passages that they felt they wanted to comment on and gave their interpretation and personal connections. This was self-learning through choice and creation of their own writing response. The booklets are their personal record of independent learning and personal inspiration and growth.

I feel this classroom research provided the most transformation for me in the writing and speaking components. As I was analyzing the use of the writing checklists and peer correction activities of Phase One I felt very dissatisfied with the results. I realized I needed to act on my awareness of not reaching my goals of student self-correction and self-evaluation and change the activities. This took another semester of classes to accomplish this. However, I felt successful in engaging student self-learning and on the way toward involving students in setting and reaching and evaluating their goals.

Also, I was able to provide speaking and listening activities that involved them in self and peer analysis. I had not addressed self-correction in speaking and listening in the first phase because I hadn't developed an idea of what would work. I had tried doing role plays with consumer complaints after pair writing of conversations. In the role plays, students would perform with their partner and I recorded their role plays. Afterwards, I

played it back to the class and they listened and the performers and class would note corrections. This turned out to be embarrassing for some, if not nerve-racking, and seemed to be focused on the negative, errors, instead of the positive. So I dropped it completely though with the idea that tape recording could be useful. Then in Phase Two, I used recording as part of the interview and presentation process. I found a way for students to use self-analysis of their speaking and pronunciation and listening. I amazed myself at how I was able to use my awareness to find a way to address my students' needs.

After Phase Two, I felt renewed in my belief in my ability to be aware and analyze and come up with working solutions. Parker Palmer speaks of the importance of self knowledge: "Teaching holds a mirror to the soul. If I am willing to look in that mirror and not run from what I see, I have a chance to gain self-knowledge - and knowing myself is as crucial to teaching as knowing my students and my subject" (Palmer 1998, 2). I feel that I have seen my fears and self-distrust and through persistence combined with awareness have been able to work through these fears and use my intuition to be in tune with the students and subject and develop an artful response that draws us all in and quenches part of the thirst for learning the language.

I feel that the activities of the *4 Skills Self-Evaluation Chart*, the *Goals-Based Evaluation,* and other evaluations of the processes of presentations and interviews have enabled students to self-evaluate their learning. I feel they were valuable in raising students' awareness and my awareness as well. I realized that new approaches to the format of the evaluations will always be necessary, as I have developed new forms that I

felt would be better able to lead the students to self-evaluation of their learning. I intend to work on and learn more about further developing student record keeping of goals. .

There needs to be a balance between new input, practice, application and metacognitive activities and evaluation. The balance needed varies with each person - their particular stage of interlanguage and their personal openness to new patterns that appear to be in opposition to the interlanguage they have used to survive. In fact, analyzing a student's everyday speech can be an important solution to overcoming fossilized interlanguage. In addition, their receptiveness toward peer and self-correction and evaluation activities will weigh in the effectiveness of such strategies.

People can become fluent without engaging in these activities, perhaps because of a facility with language that allows them to process input and readily adjust understanding and output to the "tune" of the input. However, the self-correction and self-evaluation activities aide the language learner who needs to develop the use of strategies to process language learning input and output.

The components of this classroom research are not the only ways to improve English language skills, but are a demonstration of my own and my students growing awareness, analysis and evaluation of attempts at developing independent learning strategies. In conclusion, student initiative, which includes self-correction, peer support, analysis and evaluation of self learning promotes more language learning than non-negotiated practice. Finally, the goal is to empower myself and students to be authorities. It is to see ourselves as the "authors" of an authority that comes from within ourselves. It is my students and I "authoring [our] own words, [our] own actions, [our] own lives,

rather than playing a scripted role at great remove from [our] own hearts" (Palmer 1998, 33).

APPENDICES

Name _____

Vocabulary Record

Date **Context:** _____

     Words: **Example Sentences:**

     _____   _____

     _____   _____

     _____   _____

     _____   _____

     _____   _____

Date **Context:** _____

     Words: **Example Sentences:**

     _____   _____

     _____   _____

     _____   _____

     _____   _____

     _____   _____

Date **Context:** _____

     Words: **Example Sentences:**

     _____   _____

     _____   _____

     _____   _____

     _____   _____

RECORD OF READINGS:

**QUOTES
AND
REFLECTIIONS
BY**

_____

This is a reduced image of the cover sheet (above) and the inside pages (below).
The student writes her/his name on the line on the cover sheet. The booklet is 5" x 8".
There are about 6 inside pages for the student to record quotes and write comments.

Title	
Page # and Quote	Comments

Writing Checklist

Things I already know and will always do correctly:

1. Put period at the end of the sentence
2. Use the past verbs.
3. Put capitals at the beginning of sentences, cities, countries, name, "I", days, months.
4. Do not use "to" with can, should, would, might, etc. modals
5. . . . .

If I checked all these things,
I am ready to give my writing to the teacher.

This is a sample writing checklist from a student's folder. Each student writes her own checklist and puts it in her writing folder. The procedure is that after entering the writing in the computer lab and printing it out, they go over the checklist by hand, correcting anything they notice, paying special attention to the checklist and underline anything they're not sure of.

The initial list was a class project and then periodically, each student adds to their own checklist.

The idea for this was taken from Laurel Pollard and Natalie Hess's Zero Prep, 5.8 Revision: I Can Do It, Page 65.

Focus on Form
(Sample Pages)

02/25/02   Practice List
            demonstrate
            explore
            explode
            discriminated
The students <u>demonstrate</u> their artistic talent in the class.

Many scientists <u>explore</u> the North Pole

Dynamite was used to <u>explode</u> the building.

People who have been <u>discriminated</u> against are still working for their rights.

Should + base verb, not: should to, not: should going
Could, Couldn't, Can, Might, etc.

Practice:

I should go shopping.
He should call his mother.
I couldn't come to class last week.

The words, spelling, and grammar points that were in error in a piece of writing are discussed and noted during conferencing with the teacher. The student enters them in the Focus on Form booklet and the teacher helps or coaches the student on producing the first practice sentences. Then, the student produces more practice sentences for homework.

Personal Education Plan (PEP)
(Summary and examples of goal sections with *uncorrected student comments in italics*)

Part 1: Personal Information

Part 2: Educational History

Part 3: Employment History

Part 4: Test Scores: Reading

Part 5: Setting Goals (examples of student goals)

Long Term Goals

Long term goals (years)	Comments
I would like to speak, read and write most of the words I need. *I want to go for my GED* *And get a better job*	*Attend English class* *Study for GED in Spanish* *Get training at MATC*

Short Term Goals

Date	Short Term Goals (to be completed during this quarter or semester	Comments

9/3/02	Writing: letters
	        Reports
	        Quotes and Reflections
		I have improved writing with the computer the last month.

	Listening: interview
	        Presentations
	        Tape
		I understand better when I am listening to talk other persons or TV programs

	Speaking: presentation
	        Interview
	        Intonation
	        tape
		I speak more because in class we have conversations. For 2003 I want to improve my speaking.

	Reading: newspaper
	        Articles & stories
	        Vocabulary
		I know mush more grammar English and vocabulary.

The PEP is constantly under development to make it relevant for students in setting and reflecting on their goals and to fulfill requirements for funding sources.

4 Skills Self-Evaluation Chart

(with sample uncorrected student responses)

Name _____ Date _____

<u>Listening</u>	<u>Speaking</u>
I think listening is 70%	Speaking is more esy I think 70%
Reading I feel OK. I thing is 80**%**	<u>Writing</u> It's most difficult for me spelling. I need more practice. 20%

These squares were cut and separated. Students arranged them in priorities. They assigned #1 to the most important activity or activities for their learning. # 2 very important, # 3 important. Those that were not considered important were not assigned a number. Then they chose at least 2 to write comments on what they thought they had learned from those activities.

Five students participated in this particular Goal Based Evaluation. Their ratings and uncorrected comments are entered in the squares in *italics*.

Computer Experience	Evaluation of your learning
Learn or improve typing skills. Learn or improve us of Microsoft Word for different projects as letters, essays, poems. Learn or improve use of Internet. *#1 (3 students chose #1)* *#2 (1)* *#3 (1)*	Decide what you need to work on. Decide what activities help you to learn. Evaluate what you have learned. Decide what you need to do to learn more. *#1 (3)* *#2 (2)*

Vocabulary Record	Record of Readings: Quotes & Reflections
Discuss new words, look up in dictionary, write example sentences, quizzes *#1 (4)* *#2 (1)* *It help me how to discrive the meaning word. Also how to write sentences using the word.* *This help me because I can understand what the word means.*	Read short stories & articles, copy quotes, write your reflections. *#1 (2)* *#2 (3)* *I learn how to chuse a quotes. I leard how to express my opinion.*
Interviews Interview classmates or other people, ask questions, listen to response, take notes, ask for clarification, write a report, report to class. *#1 (2)* *#2 (2)* *It is OK, but I prefer do it alone.*	Tape Recording of Presentations (Report or Conversation) Prepare a presentation, tape record, listen to it and evaluate it. *#1 (2)* *#2 (2)* *#3 (1)* *I think this is good because you can listen you own mistakes and everybody can correct you.*
Listening to and Practicing Conversations Listen to taped conversations. Practice the conversation with partners *#1 (2)* *#2 (3)* *This help me because when I listen to a conversation I know the pronunciation and I can practice.*	Creating Conversations and Role Play After practicing conversations, create own conversation with partners. Role play with other classmates using real items. *#1 (1)* *#2 (4)* *Practicing conversations is OK because you can notice how much you can speak and they can understand.*

Practicing Grammar Exercises	Tours
Work individually or with partners or class to complete exercises or write solutions for exercises *#1* *(3)* *#2* *(2)* *We should do more of this*	Preparation for tour, listen to tour guide, and reports or discussion of tour. *#1 (1)* *#2 (3)* *#3 (1)* *It help me reporting and discussing what I saw.*
Listening to and Reading of Poetry and Literature Listen to the rhythm and beauty of the language. Read it aloud to feel it and express it. *#2 (3)* *#3 (2)*	Writing of Paragraphs, Descriptions, Letters Compose, type on computer if possible, share and correct each other's writing, revise and rewrite *#2 (4)* *#3 (1)*
Writing for Publications Write essay, poetry or story. Share and correct each other's writing. Revise and rewrite. Meet with teacher for individual conference. *#1 (2)* *#2 (2)* *#3 (1)*	Focus on Form Record in booklet, grammar, idioms, spelling that you want to work on. Then do example sentences. *#1 (4)* *#2 (1)*

<u>Checklist for Letters</u>

<u>Content:</u>

Do you understand what the writer is saying?
Tell the writer what you think they're saying.
      (Example: You're saying that you think the parks are dirty etc.)

<u>Writing clarity:</u>

Are there sentences with periods?

Is the letter divided into paragraphs?

<u>Spelling and grammar:</u>

Help the writer correct spelling and word endings (plural, verb forms, etc.)

Presentation Evaluation

Speaker's Name _____ **Date** _____

Your Name _____

Part 1: circle the word *Yes, Some,* or *No* to tell how you feel about the speaker's report.

1. I understood what the speaker was talking about.	Yes	Some	No
2. The speaker spoke clearly (pronunciation and intonation.)	Yes	Some	No
3. The speaker was using the correct grammar	Yes	Some	No

Part 2: Complete the following sentences.

4. The speaker was good at _____

_____

5. Maybe the speaker could _____

_____

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