The University of San Francisco
USF Scholarship: a digital repository @ Gleeson Library | Geschke Center

Master's Projects and Capstones | Theses, Dissertations, Capstones and Projects

Spring 5-18-2018

Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes

Dorothy M. Steiner
dsj28@earthlink.net

Follow this and additional works at: https://repository.usfca.edu/capstone

Part of the Adult and Continuing Education Commons, Adult and Continuing Education and Teaching Commons, Bilingual, Multilingual, and Multicultural Education Commons, Educational Methods Commons, and the Language and Literacy Education Commons

Recommended Citation
Steiner, Dorothy M., "Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes" (2018). *Master's Projects and Capstones*. 745.
https://repository.usfca.edu/capstone/745

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

University of San Francisco

Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Dorothy M. Steiner
May 12, 2018

Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Dorothy M. Steiner
May 12, 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

_____	_____
Luz Navarrette García Instructor/Chairperson	Date
_____	_____
Committee Member*	Date

*Added only if there is a second reader

TABLE OF CONTENTS

Page

Acknowledgements iv
Abstract v

Chapter I – Introduction 1

Statement of the Problem 1
Purpose of the Project 5
Theoretical Framework 5
Significance of the Project 9
Limitations of the Project 11
Definition of Terms 11

Chapter II – Review of the Literature 13

Introduction 13
Theme #1 14
Theme #2 17
Theme #3 23
Summary 30

Chapter III – The Project and Its Development 32

Brief Description of the Project 32
Development of the Project 32
The Project 35

Chapter IV – Conclusions and Recommendations 36

Conclusions 36
Recommendations 37

References 39

Appendixes 45

ACKNOWLEDGEMENTS

I would like to acknowledge my parents, especially my mother who has always been an example of a lifelong learner while juggling her new family here and her beloved family in Magyarörszag.

I would like to acknowledge my family for understanding how much I wanted to complete my master's degree and trying their best to be supportive when I needed to research and write.

Thank you to the wonderful educators who have shared their knowledge with me, especially to my advisor, Dr. Sedique Popal who has been a great source of inspiration, laughter, and expertise.

Thank you also to my thesis and project advisor, Dr. Luz García, for her encouragement and advice.

I would like to acknowledge those who welcomed me into their classrooms to learn more about teaching ESL to adults. I appreciated all I learned during these observations and my practicums.

Finally, I want to thank all my amazing cohorts in the TESOL program for sharing texts, encouragement, ideas, and all the moments that were going on as we worked to reach our goals.

ABSTRACT

The purpose of this field project, Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes, is to provide guidance to the busy instructors who work with adult ESL students, particularly in non-credit programs. This field project can also be used by instructors of credit community college ESL classes, Adult schools, or (Community Based Organizations) CBOs. The handbook is designed to be a resource on the many areas that present common challenges in the ESL classroom such as diverse needs, low literacy levels, building academic rigor and vocabulary, communicative language teaching (CLT), increasing engagement and a sense of community, and teaching strategies and habits that will promote the transfer of learning and retention of information.

The handbook for this project gives a basic overview of second language acquisition, important approaches to teaching English, information about the challenges of (Students with Limited or Interrupted Education) SLIFEs, increasing academic rigor with graphic organizers, Frayer models for vocabulary, and ways to build fluency in the areas of reading, writing, listening, and speaking. Instructors will also find templates for a needs assessment, interactive games, partner activities, teaching pragmatics, and outstanding websites. This project will alleviate many of the challenges faced by ESL instructors as they educate their diverse students and help them reach their personal goals.

CHAPTER I
INTRODUCTION

Statement of the Problem

During the last decade, there has been a significant increase in demand for effective English as a Second Language (ESL) instruction in the United States, particularly in California (ESL Department, 2016). The community colleges in California, California's remaining Adult Schools, and community-based organizations (CBO) all share this need. Adult ESL students can vary greatly in their backgrounds, skills, and goals. According to the National Center for Education Statistics, (NCES, 2016), California is the state with the highest number of English Language Learners (ELLs) in its K-12 public school system. In 2014-2015, 22.4 percent of California's students were ELLs and nationally 4.5 million students were English Language Learners (NCES, 2016). In 2014, there were 181,926 students who were enrolled in an Adult School or Community College ESL course in California (NCES, 2016). These students need effective instruction and guidance from their ESL instructors so they can successfully learn English and use helpful study strategies that will enable them to meet their long-term goals (WIDA, 2015; Parrish & Johnson, 2010).

There are a myriad of challenges facing ESL instructors at these adult education sites. They are typically teaching students from a variety of educational backgrounds, levels, and cultures. Most of the students in non-credit or beginning level community college courses, CBOs, or adult schools, have low literacy levels due to interrupted or limited education in their native countries. Many adult ESL students are parents, caregivers, and/or work full-time at jobs with long or irregular hours. Their need to earn a living or help support their families often was a contributing factor to interrupted or limited education in their native countries, and once they settle in the U.S. (Schwarz, 2005). These factors can make regular attendance challenging.

During my graduate program in TESOL (Teaching English to Speakers of Other Languages), I have observed in 14 different ESL classrooms from six different programs. These programs included credit and non-credit courses at College of Marin, Santa Rosa Junior College, Napa Valley College, College of San Mateo, Petaluma Adult School, and Canal Alliance of San Rafael. I have also interviewed instructors from College of Alameda and a former ESL instructor from Monterey Peninsula College. These 16 instructors shared concerns about student attendance and retention of the material.

In addition to attendance concerns, ESL students have other issues that can contribute to difficulty learning English. These include low-literacy levels in students' native language, multi-level students in the same ESL class, and students' lack of familiarity with student behavior and effective study skills (WIDA, 2015; Parrish & Johnson, 2010). Concerns that repeatedly surfaced in the classes I observed during my graduate program were inconsistent attendance, little or limited practice with English outside of class, lack of regular homework completion, reluctance to speak in English, difficulty retaining previous language concepts or vocabulary, and struggles with literacy. There was a vast range of difficulties with literacy and basic skills. Furthermore, some adult students are unfamiliar with helpful student behaviors such as listening during instructional time or writing brief notes to help them recall information. When students struggle with language learning due to any of these factors, they may start to lose motivation or lack confidence in their ability to make meaningful progress which may cause them to stop attending class temporarily or permanently.

The California Community College system, which educates over 2 million students in its 114 colleges, is the largest provider of higher education in the United States (Oakley, 2018). One-fifth of American college students attends a California community college. These colleges prepare

students to transfer to four-year universities, train students for the workforce, and also offer basic skills and remedial education. Although many larger urban counties in California have two or more community college districts within their counties, many of the smaller, more rural counties only include one community college district that must serve the needs of all residents in their county, and possibly an adjacent county. Some of the districts in this category with only one community college include Santa Rosa Junior College (Sonoma County), College of Marin (Marin), Napa Valley College (Napa), and Mendocino College (Mendocino *and* Lake counties). Though my focus is on Santa Rosa Junior College (SRJC), the community college in my area, these issues are shared by many community college districts.

In many communities, such as Santa Rosa Junior College (SRJC) in the 2015-2016 academic year, non-credit ESL class enrollment is growing faster than any other academic area. The Santa Rosa Junior College, in its *Program Resource Planning Process of 2016* document, noted that enrollment in non-credit ESL courses increased by 62%, and that the ESL department of SRJC is the "primary provider of immigrant education," in addition to providing basic, foundational skills that students will use as they enter the community college system, and ultimately meet a personal goal that will enrich their lives in some way. The ESL Department supports students as they work toward their academic, vocational, or social goals. This same document stated that a 2012 survey indicated that 44% of credit ESL students had started their community college studies in the non-credit ESL program (SRJC Institutional Planning, 2016). In order to retain these students and continue to grow this area of the ESL program, the department needs to analyze the needs of their students and the teachers need to use the best practices of language teaching.

Another challenge stated in the *Institutional Planning document for SRJC* showed in 2016, SRJC employed seven full-time ESL teachers, but their 79 adjunct faculty members were teaching most of the non-credit courses. Due to funding issues, adjunct faculty members were not always able to attend professional development and helpful conferences. The document also illustrated the difficulty of gathering the large number of adjunct faculty for collaboration, revising curriculum, and planning a cohesive program.

ESL instructors need access to important information about learning that they can utilize in their teaching or share with the students. Harmer (2001) stated teachers can influence a student's motivation by creating a comfortable, pleasant environment, having engaging topics and classes, and assisting with goal setting. Included in the areas that can be influenced by the teacher are ideas about success and failure. Successful learners are ones that are more likely to continue with future tasks and learning, but it is also important for learners to know that failure, or struggles, are a regular part of the learning experience. Teachers need to emphasize failure can be a normal part of learning and offer students information about Dweck's (2010) growth mindset model. ESL students could really benefit from information about the learning process since many of them had limited or interrupted education in their native language.

These issues highlight the two significant challenges facing ESL instructors, they need the most effective teaching techniques *and* knowledge of the most effective study strategies for the English language learners in their non-credit ESL classes. The strategies the students need include ones which will help with successful retention of the English language, but will also improve their self-confidence as competent students and language learners who are prepared for academic success at the community college level, and enable them to achieve their personal goals. This field project explores the best teaching practices and the most effective ways community college

instructors can improve their ESL students' retention to build academic success with English language learning.

Purpose of the Project

The purpose of this field project is to provide a handbook for California ESL teachers, particularly those who teach non-credit or transition courses at a community college, adult school, or CBO. The handbook directly addresses the two significant problems defined above: the need for instructors to employ effective teaching techniques *and* gain knowledge of the most effective study strategies for the English language learners in their non-credit ESL classes. This handbook alleviates the challenges of teaching ESL students with diverse needs, especially for teachers with limited time or limited recent professional development in these areas. The project includes effective teaching practices, and it facilitates students' learning by teaching effective study tools and strategies that will increase retention (Butler, 2010), or transfer of learning. Teaching with these strategies leads to more successful language retention and instruction with an emphasis on fluency and academic rigor (Ewert, 2014; Parrish, 2015), skill instruction (Short & Boyson, 2004), building academic vocabulary, (Scarcella, 2003) and meaningful communication (Canale & Swain, 1980). These techniques and strategies benefit adult ESL students and enable them to pursue their personal learning goals. By using the effective techniques and current study strategies and tools in this handbook, community college teachers and other ESL instructors in the North Bay have another valuable resource to reach their students.

Theoretical Framework

This project uses Stephen Krashen's Input Hypothesis (i + 1) from his Second Language Acquisition Theory (Krashen, 1981) aligned with Lev Vygotsky's Zone of Proximal Development (ZPD) theory and Communicative Language Teaching (CLT) as the theoretical framework.

Krashen's hypothesis about comprehensible input is that teachers need to build from what the student already knows and add more information in a way that is meaningful and can be understood by the student. By adding meaningful content and vocabulary in a scaffolded or comprehensible way, instructors can increase learning without raising the students' affective filter (Krashen, 1982).

Vygotsky's ZPD theory focuses on the higher level of problem solving or cognitive activity that results from scaffolding or working with another to stretch oneself from one's level to a higher level through meaningful, scaffolded interaction (Lantolf & Appel, 1994).

Communicative Language Teaching (CLT) originated in 1966 with Dell Hymes (Hymes, 1968) in response to Noam Chomsky's theories of universal grammar and linguistic comptetence. The theory of communicative competence was further developed by Canale & Swain (1980) and Widdowson (Celce-Murcia, 1993) which later developed the essential components of meaningful and authentic communication. It is this emphasis on communicative competence that is important for ESL students to feel successful in their community college classrooms and the many other settings in which they wish to use English.

Significance of the Project

The significance of the project is that in many communities, such as Sonoma County, non-credit ESL class enrollment is growing rapidly. According to ELL Adult Ed Works (2017), the SRJC's non-credit ESL program has grown 180% in the last eighteen years. Successful learning in this program leads 40-45% of the students to transition into the credit portion of the community college. These students contribute to California community colleges' enrollment. In order to support the growth of the non-credit ESL program, and retain these students in both their ESL classes and later as they transition into academic programs, the ESL faculty need to use the best practices of language teaching. They also need to help students acquire the necessary study strategies to retain their learning, engage in academic work, and be ready to participate in the workforce of the twenty-first century.

This handbook is a helpful resource to non-credit ESL instructors at community colleges as they provide the language and academic skills to this large group of students who will transition into the community college's credit program. The majority of non-credit ESL courses are taught by adjunct faculty who are not always included in professional development or conferences (ESL Department Planning Document of SRJC, 2017). Community college ESL instructors are trained in language acquisition theory and linguistics, but may not have a strong background in best practices of teaching, knowledge of ways to enhance retention of subject matter and skills, ways to increase academic rigor, or strategies for improved engagement and motivation. These important topics will be included in the handbook to help instructors more effectively meet the needs of their non-credit students. In turn, more effective teaching will also benefit all ESL students enrolled at adult schools, non-credit community college courses, or CBOs.

Definition of Terms

Academic English / Academic language The language used in academic, business, and government settings which is typically needed for socio-economic success. It involves a complex mastery of the register and nuances of the language and proficiency in writing, speaking, reading, and listening. (Scarcella, 2003, p. 7)

Best practices - Andy Hargreaves and Michael Fullan's 2012 book, *Professional Capital: Transforming Teaching in Every School*, define best practices as "existing practices that already possess a high level of widely-agreed effectiveness. Zemelman, Daniels, and Hyde (2005) define the use of best practices as those employed by professionals who are "aware of current research and consistently offers clients the full benefits of the latest knowledge, technology, and procedures." (Hargreaves & Fullan, 2012)

Communicative Language Teaching- CLT -This method of teaching originated with the theories of Dell Hymes, and was furthered by Canale and Swain's models of communicative comptetence. This model of language teaching focuses on 4 areas of communicative competence in the target language (Celce-Murcia, Dörnyei & Thurrell, 1993) and focuses on meaningful communication.

SIFEs or SLIFEs: Students with Limited or Interrupted Formal Education (WIDA, 2015) Many students come to the United States with gaps in their education or low literacy and unfamiliarity with student behavior or academic ways of thinking (DeCapua, 2014).

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

Chapter I covered the large demand and the challenges facing many community college or Adult school instructors as they educate their ESL students who come from a wide variety of cultures and backgrounds. SRJC's website showed that the county community college's ESL students came from 35 different countries. SRJC's non-credit ESL program has grown 180% in the last eighteen years according to ELL Adult Ed Works (2017). Many of these students have had limited or interrupted education and need academic support as well as English instruction. The challenge of teaching these students and the review of the literature will be organized around three themes.

The first theme in the Literature Review focuses on the current practice in non-credit ESL community college instruction. The second theme shares the best teaching practices. These practices include three important areas. The first is effective, communicative, comprehensible language instruction for adults. The second part of best practice teaching will examine assisting students with low literacy needs. The third part of this section will address ways to build fluency, academic rigor, and critical thinking skills through authentic materials and content-based instruction (CBI). The final theme focuses on effective study habits that will increase retention of learning material.

The information in these themes enables ESL instructors to provide the best instruction to help their English language learners gain fluency and confidence with the English language and retain important skills that will enable them to meet their personal goals.

Non-credit ESL Community College Instruction

Current practice in non-credit ESL community college instruction

The California Community College system, which educates over 2 million students in its 114 colleges, is the largest provider of higher education in the United States (Oakley, 2018). These colleges prepare students to transfer to four-year universities, train students for the workforce, and also offer basic skills and remedial education. In 2009, as the United States was in the midst of a recession, the California State Legislature temporarily authorized school districts the ability to use categorical funding for adult schools on any other educational area and 20% of their $750 million budget was cut (Murphy, 2013). Many California adult schools closed and a large number of community colleges absorbed ESL students after this funding change and the resulting closure of local adult schools. Supporting and educating ESL students in the non-credit ESL program is vital to the future of our state's economy (Oakley, 2018) and critical to the attainment of each student's personal goals. Enrollment in English as a Second Language (ESL) classes in the United States, particularly in California, has increased significantly in the last decade (ESL Department, 2016). In 2014, there were 181,926 students who were enrolled in an Adult School or Community College ESL courses in California (NCES, 2016). In many communities, such as Santa Rosa Junior College (SRJC) in the 2015-2016 academic year, non-credit ESL class enrollment grew faster than any other academic area. The Santa Rosa Junior College, in its *Program Resource Planning Process of 2016* document, noted that enrollment in non-credit ESL courses increased by 62%, and that the ESL department of SRJC is the "primary provider of immigrant education," in addition to providing basic, foundational skills that students will use as they enter the community college system, and ultimately meet a personal goal that will enrich their lives in some way. Santa Rosa

Junior College's current ESL website states that approximately 2,500 students are enrolled in its ESL programs county-wide which include both non-credit and credit courses (SRJC, 2018).

Non-credit courses at the community college differ from credit courses in a number of ways. According to the SRJC's 2018 website, non-credit ESL classes are generally aimed towards non-native speakers with lower English language skills (beginning and intermediate levels) who may desire free classes with flexibility. The classes are offered at different times of the day, morning, evening, and weekends, at a variety of locations. The classes range in length from shorter, intensive courses to semester-length classes. The courses may focus on listening and speaking, or reading and writing, or they may focus on particular goals such as GED (General Equivalency Diploma), computer skills, a vocational skill (Culinary Skills at SRJC), or family literacy (which often includes free childcare). English learners may opt for "open enrollment" courses which means that students may begin at any point during the program, or they may be "managed enrollment classes" which allow new students to enroll up to a set date (García, personal communication, March 8, 2018).

Adult ESL students can vary greatly in their backgrounds, skills, goals, and attendance. Students in the non-credit program take the CASAS Exam (Comprehensive Adult Student Assessment System), due to a federal grant, in order to determine the best placement level for instruction. This exam primarily focuses on reading skills. During my practicum and observations at Santa Rosa Junior College in 2017, I observed that although students may be placed in the same course, there can be multiple levels within the classroom. Even when all students are literate and have similar CASAS scores, their ability to write, listen, and speak can vary significantly, as well as their personal goals for acquiring English. In addition to the CASAS exams that students take

for placement and progress, it would be helpful for each teacher to conduct a needs analysis to better understand the needs and goals of the individuals in these multi-level ESL classes.

Non-credit teachers are often teaching students from a variety of educational backgrounds and cultures. Many students in non-credit or beginning level community college courses, CBOs, or adult schools, have low literacy levels due to interrupted or limited education in their native countries. Many adult ESL students are parents, caregivers, and/or work full-time at jobs with long or irregular hours. Their need to earn a living or help support their families often was a contributing factor to interrupted or limited education in their native countries, and once they settle in the U.S. (Schwarz, 2005). These factors can make regular attendance challenging.

In addition to attendance concerns, ESL students in these community college classes have other issues that can contribute to difficulty learning English. These include low-literacy levels in students' native language, multi-level students in the same ESL class, and students' lack of familiarity with student behavior and effective study skills (Parrish & Johnson, 2010; WIDA, 2015). Concerns that repeatedly surfaced in the classes I observed during my graduate program were inconsistent attendance, little or limited practice with English outside of class, lack of regular homework completion, reluctance to speak in English, difficulty retaining previous language concepts or vocabulary, and struggles with literacy. There was a vast range of difficulties with literacy and basic skills. Furthermore, some adult students are unfamiliar with helpful student behaviors such as listening during instructional time or writing brief notes to help them recall information. These are areas that need to be addressed by the instructor so they can use support students who may struggle with language learning due to any of these factors.

Another challenge stated in the *Institutional Planning document for SRJC* showed in 2016, SRJC employed seven full-time ESL teachers, but their 79 adjunct faculty members were teaching

most of the non-credit courses. Due to funding issues, adjunct faculty members are not always able to attend professional development and helpful conferences. The document also illustrated the difficulty of gathering the large number of adjunct faculty for collaboration, revising curriculum, and planning a cohesive program (ESL Department, 2017). The expense and difficulty of gathering adjunct staff to collaborate and design was also stated in the Sonoma County Consortium's 2017-18 Annual Plan ABEG (Adult Education Block Grant) which discussed the desire to gather staff for training and planning IET (Integrated Education and Training) models (Miller, 2017). Although these are daunting challenges, it is possible for ESL educators to request funding grants for training or materials through the ABEG (Runkel, 2018).

All non-credit ESL instructors I observed were very busy, caring educators who worked to provide a supportive environment to meet the needs of their students. Creating a comfortable, pleasant environment, having engaging topics and classes, and assisting with goal setting are important for student success in language learning (Harmer, 2001). Classrooms that are supportive and non-threatening are more likely to produce the transfer of learning. Another way to do this is to create a classroom with active, engaged learners who use multiple modalities (auditory, visual, kinesthetic) and have positive social interactions and shared experiences with their classmates (McGinty, Radin, & Kaminski, 2013). Students learn best when they feel positive emotions in a supportive learning community. Having students create name tags that reflect their personalities and ensure the teacher calls them by name is very important in non-credit classes where attendance can be inconsistent.

The current practice in the community college system's non-credit ESL program also involves a variety of settings. In addition to the classes housed at SRJC's Santa Rosa and Petaluma campuses, there are 15 other sites where students attend non-credit courses (SRJC Website, 2018).

At these sites, the teacher's access to technology and other resources varies significantly. In addition, non-credit ESL teachers use a number of different textbooks and materials to meet the language needs of their students which has the possibility of making collaboration more challenging.

In conclusion, students with many diverse needs and goals often select non-credit community college courses which are free, often require less homework, and provide greater flexibility. They need specialized support with needs analysis, goal setting, and building academic skills that will enable them to progress through the community college system to reach their individual goals. Their non-credit ESL courses are taught by caring, busy, adjunct teachers who may work at multiple sites and who teach a variety of cultures, literacy levels, and language levels in their ESL classrooms.

Best Practices in ESL Instruction

A. Effective, communicative, comprehensible language instruction for adults

Language instruction has evolved over time, based on the purpose for learning a new language, the current scientific knowledge, and learning theories of the time period. In the last century, methods that have been used included the Grammar-Translation Method, Audio-lingual which was based on drills and behaviorism, Chomsky's ideas of linguistic competence, Hymes' Communicative Competence, Stephen Krashen's hypotheses of Second Language Acquisition, and CLT, the Communicative Language Teaching approach (Larsen-Freeman, 2017).

Krashen. Stephen Krashen is a leader in ESL and authored the theory of Second Language Acquisition (SLA) which has 5 hypotheses (Krashen & Terrell, 1983). This important theory is studied by all future teachers of ESL students. In his Input Hypothesis, Krashen and Terrell

hypothesize that an individual's listening and reading abilities are paramount and that the productive skills of speaking and writing will follow. When a person has been given a sufficient amount of "comprehensible input," the person will acquire enough competence to speak and write (Krashen & Terrell, 1983). These authors also argue that the input that parents and teachers give should be "roughly tuned" or simplified enough to be roughly understood, instead of being at exactly the right level or "finely tuned." This also has the benefit of reaching more students in the group who may be at various levels of language acquisition. With rough tuning, the students are more likely to hear language re-used and reviewed. This will ensure that they hear and can understand the language better and find the lessons more interesting than if a teacher were simply focused on one particular area of grammar at precisely the correct level. The handbook in my project includes Krashen's views on comprehensible input which continues to encourage instruction at a level just above that of the student's ability with comprehensible input (Krashen, 1991, 2011, 2017).

Dr. Krashen is very active in the TESOL (Teaching English to Speakers of Other Languages) field and continuously adds to or revises his hypothesis of second language acquisition and comprehensible input. In a current article, Krashen (2017) discusses content-based instruction and how it is superior to "conscious learning of grammar" (2017, p. 17) He also writes prolifically about free voluntary reading as another means of providing comprehensible input to students (Krashen, 2011). This will be discussed further in the next section about best teaching practices since it is an excellent way to build vocabulary and fluency in English.

Communicative Language Teaching. Another important component of ESL instruction is the focus on meaning and communication over other approaches. Communicative Language Teaching (CLT) is an approach that grew from Dell Hymes' response of communicative

competence (1966) against Noam Chomsky's focus on grammar, and further researched by Widdowson (1978), Canale and Swain (1980), Savignon (1983), and Celce-Murcia, Dörnyei, Thurrell (1995). In his excellent textbook, *Principles of Language Learning and Teaching,* Brown (2007) summarizes CLT with four characteristics.

1. All of the class goals are focused on Communicative Competence.

2. All the techniques focus on meaningful communication. This includes the use of pragmatic, authentic and functional uses of language.

3. Communication requires fluency and accuracy, but at times fluency will be more valued in order to keep the emphasis on meaningful communication. The emphasis on fluency does not negate the importance of comprehensible communication.

4. In classes that focus on CLT, students use language both receptively and productively in new ways that have not been rehearsed. This means an increased focus on authentic context in place of drills, dialogs, and other rehearsed forms of language.

Communicative competence. Hymes' term of communicative competence, the influence of social context, which refers to where one is speaking and to whom, and the influence of discourse led to further research, and led to major changes in language materials and education (Savignon, 2017). In the early 1970s, Savignon, led a semester-length study with her French language learners at the University of Illinois, and found that the students who "engaged in unscripted classroom communication in place of laboratory drills" performed better with communicative French tasks and showed equivalent grammatical accuracy or linguistic competence to those who had practiced grammatical patterns in a language laboratory setting (Savignon, 1972). This exciting study was the first to show that adult language learners could practice with role plays, games, and other spontaneous communicative activities in order to develop communicative competence, without

harming their grammatical accuracy. Savignon also provided strategies that instructors should teach language students, such as, “Please repeat,” “I don’t understand,” “How can one say?” in order to help them “participate in the negotiation of meaning” (Savignon, 1974).

Hymes’ communicative competence, was further studied and defined by numerous linguists and instructors in addition to Savignon (1972), including Widdowson (1978), Canale and Swain (1980), Bern (1984), Bachman (1990) and Celce-Murcia, Dörnyei, and Thurrell (1995), Olshtain and Celce-Murcia (2008).

Allen and Widdowson (1974) wrote in *Teaching the Communicative Use of English*, about the need to change from grammatical to communicative instruction, particularly for intermediate and advanced level students. These students need to better understand the rhetorical functions of language, using the flow charts and sentence phrases illustrated by Allen and Widdowson (1974) to manipulate the language appropriately and to draw students’ attention to text features in order to more clearly see their communicative functions. The strategies they shared appear very helpful for ESL students who are working to more communicatively share their content expertise in academic classes but are still struggling with appropriate language use. Their model is a helpful one for teachers to examine that are working on this specific type of writing with their ESL students. Allen and Widdowson (1974) cautioned against using a remedial approach with these advanced students and encouraged instructors to use stimulating new material in order to activate the dormant grammatical competence of these students and to encourage a problem-solving approach.

Canale and Swain (1980) put together the principles of the communicative approach in a very comprehensive theoretical framework which clarified much of the work on CLT and paved the way for further research and clarification on this approach. In their ground-breaking framework,

they also shared a study by Tucker (1974) where high-scoring students on the Michigan Test of English Language Performance (MELP) and the Test of English as a Foreign Language (TOEFL) were compared with those who had scored at the 60th percentile and found no significant difference between students in these groups on the majority of communicative tasks. This study demonstrated, as Savignon's earlier study, that focusing on communicative language is useful and will not hinder grammatical competence (Canale & Swain, 1980; Savignon, 1980). In addition, Canale and Swain wrote about the importance of integrative theories: the blending of grammar knowledge, social context, and how knowledge of functions can be used together to create meaningful conversations.

Canale and Swain encouraged the use of a functional syllabus and advocated the need for language students to be introduced to the most common communication skills needed in the target language. Their theory defined Communicative Competence as composed of grammatical competence, the rules of morphology, phonology, syntax, semantics, lexicon; sociolinguistic competence, the sociocultural rules and rules of discourse; and strategic competence, the verbal and non-verbal strategies used to maintain communication. The authors suggested it can be beneficial to have ESL students taught about the target culture and rules of discourse in social studies classes in their social studies content classes, primarily, but not exclusively in their native language. Their theory also states that the learners' needs must determine the communicative approach which allows opportunity for meaningful and realistic interactions with highly competent speakers of the target language.

The model of Communicative Competence proposed by Celce-Murcia, Dörnyei, & Thurrell (1995). built on the framework of Canale and Swain (1980) involves discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic

competence. The authors define these terms in their research article, with discourse competence being the ways in which the words are selected, arranged, and sequenced when one speaks or writes. Linguistic competence includes the syntax, morphology, lexicon, phonology, and orthology or spelling, of the language. Actional competence includes pragmatics and "speech acts," including ones that may be used in task-based instruction which will be discussed in the next section. Some of the important language functions in the actional competence area include interpersonal exchanges such as greetings and compliments, exchange of information, opinions, feelings, persuasion, discussing problems and future events, such as promises, goals, or predictions. Sociocultural competence refers to the awareness of the many verbal and non-verbal ways we communicate in a culturally appropriate manner for the society in which we are conversing. Finally, the strategic competence part of the model refers to ways we can avoid or repair problems or difficulties with language communication. Examples of this type of competence include stalling for time ("Um…"), compensatory strategies (code-switching, use of all-purpose words like "thing"), appeals for help ("How do you say?"), and comprehension checks. This model gives valuable structure for an ESL teacher who strives to have a communicative, comprehensible approach to language instruction.

Students also need to be taught useful academic discourse and initially be given sentence stems if needed to help them engage in academic conversations. They should also be taught cultural conventions such as eye contact, head nodding, and appropriate responses ("Uh-huh"). Academic phrases about agreeing, disagreeing, how to respectfully interrupt, or ask for clarification are all necessary to basic communication (Zwiers, 2017) Speech acts and important language learner strategies researched by Cohen (1996) also aid students in this area.

In 2008, Celce-Murcia added formulaic competence as an additional competence to CLT. Formulaic competence includes the daily language statements used in one's culture, such as, "How do you do?", "Fine, how about you?", and "See you later."

Conclusion. In conclusion, an ESL classroom should always focus on meaningful, authentic communication. The communicative approach in the classroom needs to be determined by the needs and goals of the ESL students in the classroom, which is also the first principle of TESOL's six core principles of ESL instruction (2018). Students need roughly tuned, comprehensible input as they acquire new language and begin to produce written and spoken language (Krashen and Terrell, 1983). There are many useful models and resources based on Communicative Language Teaching (CLT) that the ESL teacher can provide as she scaffolds instruction to provide content to students in a meaningful way.

Best teaching practices for ESL students with low literacy backgrounds:

Students enter non-credit ESL classes from a variety of educational backgrounds. Some are from rural areas, such as the states of Michoacán or Zacatecas (Caps, McCabe, & Fix, 2012) in Mexico or Central America and did not attend school past 8th grade (Sonoma County Dept of Health, 2017, p.4). Often the students who come from these areas have an oral, collective culture and find it challenging to shift to our educational system which values literacy and individualism, in addition to learning academic content and skills (DeCapua, 2014 & 2016). In addition, many students come to the United States with gaps in their education or low literacy and unfamiliarity with student behavior or academic ways of thinking (DeCapua, 2014). DeCapua has created MALP® (Mutually Adaptive Learning Paradigm) which addresses many of these challenges. The MALP Teacher Planning Checklist® by DeCapua includes:

A. Accept Conditions for Learning

A1. Make the lesson/ project immediately relevant to the students

A2. Help students develop and maintain interconnectedness

B. Combine Processes for Learning

B1. Incorporate both shared responsibility and individual responsibility

B2. Scaffold the written word through oral activities

C. Focus on New Activities for Learning

C1. Focus on tasks requiring academic ways of thinking

C2. Make these tasks accessible with familiar language and content

The MALP® website offers many resources and examples of how teachers can build relationships, teach with relevance, and begin to focus on new learning in ways that build on the ESL students' oral and cultural backgrounds.

These students may often come to non-credit classes with very basic goals such as survival communication in our country where English is the dominant language (Chisman, 2008). It is essential for ESL educators to conduct a needs analysis in non-credit classes to be as knowledgeable as possible of student goals. It is important for the instructor to incorporate academic thinking, vocabulary, and rigor into ESL courses in order to increase the potential of students transitioning into credit classes, higher education, or the many occupations in high-demand in the 21st century (Parrish & Johnson, 2010). They need to be taught a wide range of skills which include non-academic and academic tasks. Among the non-academic tasks are time management and the ability to organize and prioritize. In the academic skills area, students need to know how to take notes, paraphrase, write essays, and know academic information in areas such as history, psychology, and data collection (Parrish & Johnson, 2010). The time it will take ESL

students to master these academic tasks according to Cummins (2000) depends on the level of formal education they had prior to coming to the United States. It is also essential for the teacher to understand the basics of the structure and features of the English language which are detailed in *What Teachers Need to Know about English* (Filmore and Snow, 2000).

Research from a number of sources shows that the length of time to acquire English can take at least 7 years so it is very important to introduce academic skills into ESL instruction from the start (Parrish & Johnson, 2010). The most important skills to begin with include reading and listening for specific information. After this, students should also be given information in how to record and organize information. This can include instruction in Cornell Notes, a special technique for note-taking that involves key points, note-taking, summarizing, and questioning. Other helpful activities to build organization skills are use of graphic organizers such as charts and Venn Diagrams, Concept Webs, and other techniques for sorting information. ESL students also need practice in critical thinking skills. Most immigrants have already made complicated decisions and executed challenging plans in order to move to the United States but they may not have experience with critical thinking in academic settings. Parrish and Johnson state that the skills that should be encouraged in ESL classrooms are: "identifying assumptions, organizing, categorizing, interpreting, inquiring, analyzing and evaluating, summarizing and synthesizing, and making decisions" (Parrish & Johnson, 2010).

Conclusion. Knowing the personal, academic, and work goals of our ESL students is critical as we guide those with limited or interrupted education into more academic language instruction. As ESL educators, we must always be aware that the differences in their oral vs. literate, collectivist vs. individualistic cultural backgrounds will influence their current learning

styles. Although students may have limited academic knowledge, they have expertise in many areas that instructors can build on as they teach students literacy and English language skills.

Building fluency, academic rigor, and critical thinking skills through meaningful content-based instruction (CBI)

Throughout my teaching career, I have worked with many English language learners (ELLs) and incorporated the research and professional development from many influential leaders on academic rigor into my classroom. Some of these leaders and authors include Isabel Beck's *Bringing Words to Life*, Robin Scarcella's *Academic English: A Conceptual Framework* (2003), Kate Kinsella and Robert Marzano's work with Academic Vocabulary, and Lily Wong Filmore and Catherine Snow's important work on linguistics for all teachers of ELLs, *What Teachers Need to Know about Language* (2000). All of these authors emphasize the need to build academic rigor and content knowledge as we teach our English language learners the academic language to be successful in business and education. This is also important for our ESL students in non-credit community college classes. This section will focus on ways to build these skills and academic background with adult ESL students.

Building fluency and content knowledge. Dr. Ewert is a professor who teaches and conducts research in Academic English and fluency at the University of San Francisco (USF). After reading her website and her articles on fluency, academic rigor, and content-based instruction (CBI), I attended her presentation at the College of Alameda CATESOL (2018), observed in her class, and had the opportunity to speak with her in person. Ewert reminds us that our teaching changes and evolves over time due to the new research on the human brain (2018). Her work has been influenced by many including Nation's work on fluency and providing a balanced language

course, and Ellis (2005), a psycholinguist who states that meaningful input and output leads to fluency. Ewert believes that English language learners should be taught through content, focus on meaning, and agrees with Nation (2000) that fluency building activities should comprise at least 25% of each class meeting.

Ewert begins classes with many fluency activities which is also a management tool. It encourages students to arrive on time if they want this practice, is an activity that can easily absorb tardy students, and is an excellent way to "warm up" to the language tasks of the class. Students need to get up and move around, interact with classmates, and be actively engaged. Engaging "warmers" are used in Zue Acker's class at CCSF, City College of San Francisco (2018). She also uses them at the beginning of class to encourage students to arrive on time, have a chance to warm up with their English, and feel part of the learning community. Rick Kappra, an ESL instructor at CCSF, uses a wide variety of "teacherless activities" such as information gaps, mingles, pair activities, dictations, and fluency work to engage the students and ensure they are using English in the classroom. All of these activities are engaging, authentic ways to build students' fluency in the target language.

Ewert's fluency building tasks involve listening and speaking with multiple partners on familiar topics such as food so students can begin with a topic of ease; reading fluency where students track their progress from previous classes; and writing fluency which also begins with a familiar topic. Ewert also provides them with a listening library so they can build fluency in this important area. In all of these situations, students focus on meaning and fluency, not accuracy. These opportunities to use language fluently build confidence, rapport, skills, and support. While participating in their activities, she also clearly teaches them important academic procedures such as the need to paraphrase, take notes, and cite the authors mentioned in their writing.

Ewert also teaches her international English language learners critical thinking skills, academic vocabulary, the United States' views on source-based writing, while focusing on meaningful content. Content-learning tasks should always drive the instruction and necessary grammar or language structures can be addressed as the needs surface in class (Ewert, 2014, 2018). With CBI (Content-Based Instruction), students develop both language and literacy skills implicitly by reading deeply on a particular topic and building their knowledge (Ewert, 2014). Teachers need to assist with scaffolding tasks and content while students collaborate, access their prior knowledge, use higher order thinking skills, interact repeatedly through the same text, and demonstrate their content knowledge in a variety of different formats (2014). Students can show their knowledge through writing, presentations, posters, story boards, music, charts, timelines, graphic organizers, gallery walks, or other meaningful formats.

When I met with Dr. Ewert, she asked many thoughtful questions in response to my suggestions on ways to best develop English skills for non-credit ESL community college students. The focus must always be on content and meaningful communication. As students learn the content, the language will come along as the teacher scaffolds instruction. Ewert suggests selecting text that is easier for students to read, teaching the genres and all their important aspects. Pick the topic contents based on the students' goals and motivation, engage the students and they will practice the language (D. Ewert, personal communication, February 27, 2018).

Extensive reading. Ewert's work with fluency also builds on the Extensive Reading that Krashen (2004), Nation (1997, 2009), and Blackwell (2018) feel is a critical component in building vocabulary, fluency, and overall language skills. Blackwell presented at City College of San Francisco's 2018 Colloquium about the Extensive Reading program at City College of San Francisco. ESL students are encouraged to read as much as possible to build content knowledge

and fluency. They are also asked to read from a wide range of topics but to stop any reading that becomes uninteresting. The emphasis is on pleasure, information, understanding, and faster (rather than slower) rate of reading, while keeping a log about their speed, book's difficulty, and their reaction to the reading. Each week students also discuss the books they have read with their classmates (Blackwell & Hallman, 2018).

Frequent, voluntary reading is also called Intensive Reading by Nation. In addition to his research and writings about intensive reading and fluency, Nation has written about the principles of ESOL teaching (2007, 2012). In his 2007 paper, *The Four Strands*, Nation discusses important principles of comprehensible input from listening and reading, adding specific elements or vocabulary to this input (for example, noting important vocabulary on the board during a listening task), supporting but *pushing* the learners to produce language in their speaking and writing, and providing cooperative tasks in class. Other important principles involve focusing learners on important language they need to learn, providing activities that build fluency, and training the students in "strategies that will contribute to language learning" (Nation, 2007).

Comprehensible, meaningful input. In his 2012 Closing Plenary Address, Nation states the most important principle is to address the needs and motivation of the students. Next, Nation believes it is essential to have a well-balanced program which focuses on meaningful input and output, a focus on language learning, and the development of fluency. He emphasizes the need for comprehensible input, particularly in regards to reading. He has developed free "mid-frequency readers" which are available on his website since learners need to read approximately 8,000-9,000 words to be able to have comfort and fluency with English reading. Other principles that Nation espouses are time on task, and focused effort.

All of these researchers have emphasized the need to provide comprehensible input, fluency opportunities, and the need for ESL students to read extensively. These strategies help build academic vocabulary and rigor. Scarcella (2003) has written extremely persuasive articles on how teachers must systematically provide instruction in building academic English or academic language so our students are prepared to advance in academic settings and have high socio-economic opportunities. Betsy Parrish (2015) also reminds ESL instructors of the need to systematically integrate academic language, English language skills, and critical thinking skills by using authentic, non-fiction texts. She references Ewert's research that content-based tasks should integrate listening, speaking, reading, and writing skills as students work collaboratively on an academic task such as a graphic organizer, project, or question or discuss the evidence from a text. These are the types of complex tasks that our ESL students need to be able to navigate as they work towards their personal, educational, and career goals (Parrish, 2015).

The need for academic rigor. Because our nation is becoming highly technological, ESL instructors want to provide students with access to better paying jobs by building their academic and technical skills. The Workforce Innovation and Opportunity Act (WIOA, 2013-2014) stated it is necessary to prepare all adults, including our English language learners for the workforce which includes industries and occupations that are in high-demand and offer greater economic benefits. The relationship between low skills in literacy and math are highly correlated with unemployment. Students need literacy and technological skills to access better jobs and to reach their personal goals (Parrish & Johnson, 2010) Authors Parrish and Johnson also elaborate that ESL students need time management skills, the ability to listen and read for specific information, prioritize tasks, and have proficient writing skills. They also need to acquire important academic content in areas such as history and psychology. Since the process of learning academic English takes multiple

years, it is advantageous to begin the teaching of academic skills at the beginning of ESL instruction by integrating it into the program.

Effective study habits and practices that increase retention of learning material

This theme will focus on effective study habits or strategies that will increase retention of learning material. Being aware of current learning and brain research and how to facilitate the transfer and retention of learning is critical for all educators, including ESL instructors. There are many practices the ESL instructor can employ in the classroom, and habits or strategies that instructors can teach their students that will facilitate the transfer of learning. In this section, I will explore classroom environment, different learning styles, repeated informal testing, spaced practice, authentic practice, and communicative activities which are helpful to English language learners.

Supportive, reflective, engaging ESL classroom environment that facilitates learning transfer

Supportive, engaging environment. Creating a comfortable class environment with engaging topics, a supportive instructor, and assisting with goal setting are important for student success in language learning (Harmer, 2001). Instructors and classrooms that are encouraging and non-threatening are more likely to produce the transfer of learning. When creating a classroom that supports the transfer of learning, it is helpful to form a collaborative, learning community, allow students to use multiple modalities (auditory, visual, kinesthetic) and foster positive social interactions and shared experiences with their classmates (McGinty, Radin, & Kaminski, 2013). Students learn best when they feel positive emotions in a supportive learning community. Having students create name tags that reflect their personalities and ensure the teacher and classmates calls

them by name is very important in non-credit classes where attendance can be inconsistent. McGinty, Radin, and Kaminski (2013) also encourage students immediately begin working in small groups at the start of the semester to discover commonalities and then defining a learning community. These ideas can be used for informational purposes by the ESL instructor and in formulating norms for the classroom. Although students enjoy variety and stimulating, authentic activities, they appreciate routines, a clear syllabus, and the attention to their breaks and physical needs as many have busy work and family schedules (McGinty, Radin, & Kaminski, 2013). Active learners in a supportive environment such as this will also benefit from assistance in making personal connections, learning more about their preferred learning styles, and learning more about brain research and learning theory as they work on their personal goals in ESL classes.

McGinty, Radin, and Kaminski (2013) cite Sousa (2011) from *How the Brain Works* advocating for a variety of learning activities that will engage learners, including music, games, plays, stories, stories, and written work. Writing in journals, creating narratives, having journal discussions gives students a chance to use their preferred learning styles and transfer their skills to other situations. Students vary in their skill and enjoyment of visual, auditory, tactile, and kinesthetic tasks. With the instructor's assistance, students can also begin to reflect on their own thinking and engage in metacognition.

Metacognition and learning transfer. Metacognition, which is thinking about one's thinking, is another process which can aid in the transfer of learning (Fadell, Trilling, & Bialik, 2016). Metacognition is effective in building higher-level thinking such as Dweck's growth mindset (Dweck, 2010), monitoring one's goals and progress, and working on perseverance and persistence, which are all important student behaviors. Dweck's growth mindset model also encourages use of the word "yet", encouraging risk taking, challenges, and overcoming setbacks.

Metacognition, which also includes thinking and verbalizing one's verbal and non-verbal knowledge has been linked to higher levels of learning, improved behavior, and increased confidence. It is also believed that successful students already employ metacognition and other students would benefit from instruction and practice with it (Fadell, Trilling, & Bialik, 2016). At the lower levels of ESL instruction, it might be useful to convey ideas about metacognition and growth mindset in the students' native language so they understand this concept more clearly and can begin to put it into use. Videos and graphics are also available that could be employed to make these concepts clear to ESL students.

Authentic Practice

Authentic practice is the most vital to the English language learner's success. There are a variety of methods and strategies that ESL instructors can employ to encourage practice of English outside class. Exposing students to new literacy habits is a helpful, practical strategy (Schwarzer, 2009). Students can be introduced to the public library, the institution's library, local newspapers, the Internet, local museums, and useful apps on their smart phones. In classes I observed, students recorded their English language use on a chart (L. Gen, Personal Communication, December 1, 2016), left voicemail messages and responded to the Remind app messages from their teacher (C. Alpert, personal communication, October 11, 2016), wrote friendly letters to their ESL instructors or practiced with their Duolingo App at Canal Alliance (2017).

Extensive reading. Ewert (2018), Krashen (2004), Nation (1997, 2009), and Blackwell (2018) feel extensive reading is a critical component in building vocabulary, fluency, and overall language skills. With each of these educators, students are encouraged to read as much as possible to build content knowledge and fluency. They are also asked to read from a wide range of topics but to stop any reading that is dull and uninteresting. The emphasis is on pleasure, information,

understanding, and a fast not slow and laborious, reading pace, while keeping a log about their reading speed, book's difficulty, and their reaction to the reading. Each week students have weekly book discussions with their classmates about their reading material (Blackwell & Hallman, 2018).

Practice with other modalities. In addition to reading practice, students can practice and retain their language skills by working with other modalities such as writing, listening, singing, and speaking. Activities that encourage this would be keeping a journal, paraphrasing notes from class, listening to English radio- music, news, or talk shows, TED Talks, YouTube, podcasts, television, or speaking in the target language with a neighbor or co-worker. In Ewert's USF writing class, international students are encouraged to sign up for a "speaking buddy" who has volunteered to meet and have friendly chats with an international student as they acquire greater English fluency.

Peer tutoring and other resources. Coaching, reciprocal teaching, peer tutoring, and help from a tutoring center are also valuable study practices that all ESL students should know. Taking the opportunity to "teach" their peers is a very effective method of ensuring students know the content or a type of language use. Getting help from a tutor, or the instructor during office hours, at the community college is a valuable resource that students should access if they desire. Amanda Price, ESL instructor at College of Alameda, shared that realizing and accessing the many support systems at the community college is an area of concern for ESL students transitioning from the adult education system and facilitating this experience would be helpful to new students (A. Price, personal communication, March 29, 2018).

Repeated informal testing and spaced practice aids transfer and retention of learning

Repeated informal testing. One very interesting strategy for retention of learning was shared by Butler (2010) who showed that repeated testing produces superior transfer of learning when compared with repeated studying. Even when test results did not impact a student's grade, the testing seemed to enhance the student's memory of the content and the transfer of learning. This means that students could be "tested" in many informal ways to enhance their learning. They could have sentence stems, multiple choice, and other options, including paper-pencil tests or more enjoyable, digital-based tests such as Kahoot or Quizlet. Using a pre-test as an anticipatory guide prior to a lecture or to review reading material is another helpful technique that can help students pinpoint what they currently recall and provide information on areas which they need to focus during class instruction (Popal, 2018).

Spaced practice and other retrieval strategies. Another important strategy is spaced practice or practice that is distributed evenly over time as opposed to mass practice which is sometimes called cramming (Benjamin & Tullis, 2010). The authors suggest studying in small amounts between classes but not immediately after class because this gives the brain a bit of time to absorb the information. Additional retrieval strategies for learning information are to draw or write what one recalls, then double-check with notes from class or use flash cards with words or visuals (Roediger, Putnam, & Smith, 2011). These researchers point out that testing encourages students' metacognition makes them aware of what they recall and areas in which they need further study. In addition, it helps the instructors more effectively determine what students have truly learned since instructors can overestimate what their students have mastered (Roediger, Putnam, & Smith, 2011). Dual coding is a study strategy that combines words and visuals, such as looking at visuals and trying to explain them or reading one's notes and drawing a visual representation

such as a cartoon, timeline, or graphic organizer to convey the information (Mayer & Andersen, 1992).

Students can also use a personal notebook with vocabulary terms or other important class notes, Cornell Notes, or some online features of class materials to review material from the class periodically. Voicemail messages and responses to Remind app messages from their teacher (C. Alpert, personal communication, October 11, 2016), writing friendly letters to their ESL instructors or practicing with a free Duolingo App at Canal Alliance (2017) that were shared in the Authentic Practice section are also good examples of tasks students could do as spaced practice to facilitate transfer and retention of learning.

Physical movement and gestures

Nonverbal gestures. Hand gestures are a non-verbal way to reinforce vocabulary, grammar, or pronunciation. Susan Wagner Cook, University of Iowa professor in psychological and brain sciences, has done research which shows that students will better retain information if there are physical gestures associated with it (Wallis, 2017). Cook further researched the role of gestures in mathematics learning, as opposed to other nonverbal behavior such as eye gaze and facial movements by using avatars that did not vary in any of these non-verbal behaviors other than gesturing or not gesturing. This study indicated that the use of gestures does support learning transfer and can lead to students generalizing their learned information (Cook, Friedman, Duggan, Cui, & Popescu, 2015) In addition, Marsha Chan, ESL instructor at Mission College and a frequent presenter at TESOL and CATESOL, uses gestures and physical activities in her pronunciation instruction. These gestures are very helpful in locating the area of the mouth, cheek, tongue, and throat used in pronunciation and can help students recall and distinguish between different sounds.

TPR. Total Physical Response, developed by James Asher in 1982, also uses physical activities in the instruction of vocabulary for ESL students who are not yet producing English. There is an excellent example and review of the TPR techniques in Techniques & Principles in Language Learning (Larsen-Freeman and Marti Anderson, 2017). Asher promoted the importance of low-stress, command-based instruction which is similar to the way a child acquires his native language. In TPR, it is important for the teacher to pre-plan the commands in the lesson to ensure a brisk, lively pace but also to ensure a high rate of student success. TPR is an approach which teachers can use to build comprehensible input with vocabulary and knowledge of grammatical structures while giving ESL students the opportunity to move and be physically engaged after a busy work day. It is a useful approach that builds comprehension but does not require students to produce language.

Language Learner Strategies

Strategies for success in academics or the workplace. Finally, Ronna Magy and Andrew Cohen are among the many influential ESL authors who have compiled helpful lists or charts of successful strategies to share with our students. Magy's chart of *Strategies and Skills Students Need for Workplace and Academic Success* (2011) includes: organize materials, use graphic organizers, identify resources for learning tasks, use study habits, and monitor progress as five of 14 useful study habits and study skills. Magy's chart which she shared at CATESOL (included on page 21 of the project) incorporates a combination of skills and competencies that adult learners need. It includes the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies which were developed by the U.S. Department of Labor in 1991, essential study skills and study habits identified by the Los Angeles Unified School District's Division of Adult and Career Education in 2009, and critical thinking, reading, listening, skills and organizational

skills written by Johnson and Parrish in 2011. This comprehensive list is an excellent planning tool for instructors of adult ESL classes.

Learning strategies. There has been much discussion, debate, and clarification on the important topic of learning strategies since 1975 when Rubin began research into the strategies that successful learners use. Further research on strategies was done by O'Malley and Chamot (1990), Oxford (1990), Ghani (2003), and (Hardan, 2013). Oxford (1990) classified language learning strategies into direct strategies encompassing memory, cognitive, and compensation strategies; and indirect strategies that included metacognitive, affective, and social strategies. Andrew Cohen, who co-authored with Oxford in 1993, has researched and written extensively on the topic of language strategies and has many resources on both the CARLA website and his personal website. Cohen clarifies that there are both language learning and language use strategies.

Cohen defines language use strategies into the following categories: retrieval strategies, rehearsal strategies, cover strategies, and communication strategies. In addition, there are language learning strategies which can including grouping verbs by common semantic features, using flash cards, mnemonic devices (1996). In the appendix of his *Second Language Learning and Use Strategies: Clarifying the Issue*s (1996), Cohen shares a list of strategies compiled by Alcaya, Kybeck, and Mougel of CARLA (1994) for language learners which include lower your anxiety before speaking (deep breaths, positive self-talk, feel prepared), focus on the goal of your message, predict the grammar that will be needed, translate any words you know you will need ahead of time, and think what you will do if you cannot recall a word.

Despite the on-going debate about what defines a "successful language learner" or whether strategies must be conscious or can be unconscious, whether a strategy is a technique, substrategy, or tactic (Cohen, 1996), it is clear that there are many important learning strategies that instructors

should share with students. Students need to be aware of the numerous strategies and discuss which ones they use and realize there are others they could try that might also be successful. Again, metacognition, the importance of thinking about one's thinking, and discussions about psychology and how people learn and retain information is important for ESL students to hear, especially if they are SLIFEs and were not exposed to content information in psychology during their formal education.

Conclusion. The students in non-credit ESL community college classes may have substantial life experience but they may not have been shown the many useful student habits and study skills that enable students to experience academic success. These students will benefit from instruction in note-taking, time and stress management, prioritizing, creating and studying flash cards, and practicing English with their smart phones or other meaningful ways. Although they are adults, it is important for their ESL instructors to verify that they have these habits and skills so they can meet their academic and personal goals.

Summary

The instructors of adult ESL students face many challenges as they educate the thousands of students in California's post-secondary system who come from diverse cultural and educational backgrounds. Due to the economy in 2008-2010, some of California's adult schools closed, and in many areas of California, these students may now be attending credit or non-credit ESL classes at a community college. Teachers need to be aware of their ESL students' needs and goals and help them navigate the community college system, build academic skills for success, while teaching their students English in an authentic, meaningful way.

Many ESL students may have come from countries where their education was interrupted due to economic or political conflict. Students with limited or interrupted formal education (SLIFEs) need special support to build academic language in the target language and acquire the skills they need to meet their personal goals in the United States' highly literate and digital society. Graphic organizers, note-taking, time management, and prioritizing tasks are some of the skills that need to be incorporated into the ESL classroom (Parrish & Johnson, 2010) while also validating the students' culture and making the class relevant to the students' needs (DeCapua, 2010).

In order to present instruction effectively, ESL educators need to be aware of Second Language Acquisition Theory (Krashen & Terrell, 1983), especially the importance of comprehensible input and lowering the anxiety filter of the students. Knowledge of various language approaches such as Grammar-Translation Method, Audio-lingual Method, TPR, and Communicative Language Teaching are also essential in meeting the needs of students (Larsen-Freeman & Anderson, 2017). In addition, it is very important for teachers to have basic linguistic knowledge of the structure of the English language (Wong Fillmore & Snow, 2000).

Creating relevant, authentic, communicative content-based lessons in the ESL classroom is recommended. Students need to be in a supportive setting with many opportunities to interact and negotiate meaning with their classmates and feel part of a learning community. Starting each class with a fluency building, communicative activity (Ewert, 2018; Kappra, 2017) or "warmer" (Acker, 2018) is an engaging way to build fluency, social interaction, review material, and encourage attendance. Building fluency with extensive reading (Ewert, 2018; Krashen, 2004; Nation, 1997; 2009; Blackwell & Hallman, 2018), listening, and writing (Ewert, 2018) will also strengthen the ESL students' communicative skills and competence.

As the students focus on content and build their communicative skills through meaningful interaction, ESL teachers must not overlook the importance academic rigor, including academic language (Scarcella, 2003) and academic vocabulary (Beck, 2002). ESL instructors should also systematically integrate rigor and critical thinking skills with content information and graphic organizers to display and organize information (Parrish & Johnson, 2010).

Finally, there are strategies and techniques the ESL teacher can use or teach students that will increase the transfer and retention of learning. These involve supportive learning environments, engaging activities, authentic and interactive practice that builds fluency and a sense of competence, regular, informal quizzes to aid retention, and the pairing of gestures with information. Students will also be introduced to meaningful ways to practice outside of class and a variety of learning strategies and habits.

In conclusion, successful language learning depends on effective, communicative, comprehensible language instruction. Adult ESL students benefit from fluency activities and content-based instruction (CBI), with academic rigor and authentic materials that will enable them to build critical thinking skills. In order to achieve their goals, ESL students need supportive instruction in effective study habits and skills that will increase retention of learning material. These approaches, in a collaborative setting, will strengthen their academic and communicative English skills and enable students to meet their personal goals.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Brief Description of the Project

The final project of *Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes* is a handbook that ESL instructors can use to access important information about learning, language teaching approaches, websites, and other resources. Instructors can easily locate and utilize these resources in their teaching or share them with the students.

By using the resources in this handbook, teachers can influence a student's motivation by creating a positive learning environment with authentic, engaging topics and tasks, and assist students with goal setting (Harmer, 2001) The teacher can also convey current information, such as Dweck's (2010) growth mindset model, and the natural occurrence of mistakes while building fluency (Ewert, 2018) is expected with language learners, not a sign of failure. By using techniques and ideas from the handbook that promote communicative discourse, retention and learning, students will be more likely to continue with future tasks and language learning, while understanding that struggles are a regular part of the learning experience. ESL students can really benefit from information about the learning process since many of them may be SLIFEs (Students with limited or Interrupted Formal Education) in their native language.

At our community colleges, many of our non-credit ESL courses are taught by part-time adjunct faculty as shown in the *Institutional Planning document for SRJC* in 2016. Due to funding issues, adjunct faculty members are not always able to attend professional development and helpful conferences. The *Institutional Planning* document also illustrated the difficulty of gathering the large number of adjunct faculty for collaboration, revising curriculum, and planning a cohesive

program. These issues highlight the various challenges facing ESL instructors; particularly the ones who teach non-credit ESL courses. They truly need effective teaching techniques *and* knowledge of the most effective study strategies for the English language learners in their non-credit ESL classes.

This handbook was developed for California ESL teachers, particularly those who teach non-credit or transition courses at a community college, adult school, or CBOs. Use of this handbook will alleviate the challenges of teaching ESL students with diverse needs, including SLIFEs, and is designed especially for teachers with limited time or limited recent professional development in these areas. These techniques and strategies benefit adult ESL students and enable them to pursue their future goals. By using the meaningful techniques, strategies, and tools in this handbook, community college teachers and other ESL instructors in the North Bay will have another valuable resource to reach their students.

Development of the Project

I developed this handbook for use by California adult ESL teachers, particularly those who teach non-credit courses or lower level credit courses at community colleges, CBOs, or adult schools.

In order to create this handbook, I used information from a variety of sources, including my field work, classroom observations, graduate classes, CATESOL conferences, and experience with language learners in elementary public schools. I also met with and interviewed professionals in the field in person or by telephone from the University of San Francisco, Santa Rosa Junior College, Petaluma Adult School, College of Marin, Napa Valley College, San Francisco City College, College of Alameda, and Monterey Peninsula College. In addition, I did extensive reading

on adult education, ESL instruction, California's community colleges, CLT, academic discourse, building academic rigor and vocabulary, fluency, and strategies to promote transfer of learning and retention, and language learning strategies.

During this process, I also consulted with my thesis advisor, Dr. Luz García, and my program advisor, Dr. Sedique Popal, for further recommendations on this project. I also reached out to authors and creators to ask for permission to include examples of their work so the fruits of their labor could be put to good use by any who use this handbook in the future to help the ESL students of California.

As I wrote the handbook and compiled resources for ESL instructors, I followed this format:

Who is the ESL student in our class?
Needs Analysis
Setting up the ESL classroom
Learning to be a successful Student
Building Academic Rigor and Vocabulary
Methods and Approaches- Information on Krashen, TPR, CLT, Fluency, and Language Learner Strategies
Ways for Teachers to Build Transfer of Learning & Retention
Extraordinary Websites

The project in its entirety can be found in the Appendix.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The state of California has many language learners and all of the educators in our state need training in language acquisition and meeting the needs of our language learners. Since 2008, all of California's K-12 teachers receive CLAD (Crosscultural, Language, and Academic Development) or SDAIE (Specially Designed Academic Instruction in English) training as part of the credentialing process (State of California CTC, 2015). It is essential that all of our adult ESL instructors are familiar with language theory and the important teaching techniques and strategies that improve successful transfer and retention of learning.

Many California ESL students are now attending credit or non-credit ESL classes at community colleges. Due to various reasons, many of these courses are taught by adjunct faculty who have limited time, resources, and access to professional collaboration or training at their sites. They may teach at more than one facility and spend time commuting between sites. Due to the challenges of their position and the diverse needs of their students, I created a handbook that contains many important resources for adult ESL instructors.

It is important for ESL instructors to be familiar not only with language acquisition theory, English grammar, and pronunciation, they also must be educated about the best teaching practices, language learning strategies, and methods for building academic rigor, vocabulary, and fluency. In addition, it is important for instructors to create an interactive, enjoyable class environment that encourages student engagement and a support system for the students as they strive to reach their personal and academic goals.

The project with its background information, needs assessment, graphic organizers, engaging activities, and extraordinary websites will provide quick access for the busy ESL educator without needing to search multiple websites or read through textbooks searching for basic information on SLIFEs. fluency, partner activities, and other pertinent information included in the handbook. It is my hope that this handbook will be a very useful tool to those in the TESOL profession.

Recommendations

Effective Teaching Techniques and Study Strategies for English Language Learners in ESL Community College Classes, is designed to be a helpful handbook to ESL instructors of adult ESL students who are new to the profession, want a guidebook with the various resources included, or may have had some type of gap in their training where the topics included will be helpful.

This handbook was designed primarily for instructors of non-credit ESL courses at community colleges although it is also relevant for credit instructors, and those who teach ESL at adult schools, CBOs, or even in parts of the K-12 system, with some adaptations.

The focus of this handbook is to remind all instructors of the importance of learning who we are teaching, what individual goals and dreams they possess, and creating a class environment that supports their learning goals. The collection of information and activities in the handbook is designed to help realize the success of the instructor and students in attaining those goals.

Throughout the creation of this handbook and my research, I was guided by dedicated instructors, authors, and students who shared important information or goals with me. The final recommendations I have is for teachers to always further their learning and to share that learning with their colleagues and students. Attending CATESOL conferences, reading professional

journals or blogs, and observing in classrooms, are ways to support our growth as teachers, and I recommend all TESOL instructors continue to participate in these activities to help ourselves and our students reach our goals and create a better world for all.

REFERENCES

Acker, Z. *Warmers: zero prep.* City College of San Francisco Colloquium, 2018.

Allen, J.P. B, Widdowson, H.G. (1974) *Teaching the communicative use of English*. International Review of Applied Linguistics in Language Teaching. XII, 1-21.

Alatatis, J, ed. (1991) *The Input Hypotheses: An Update* by Krashen, S. Georgetown University Round Table on Languages and Linguistics (GURT) Heineman, p. 409-423.

Beck, I. (2002) Bringing Words to Life. New York: Guilford Press.

Bigelow, M., Schwarz, R. (2010) National Institute for Literacy, *Adult English Language Learners with Limited Literacy*, Washington, DC 20006.

Blackwell, A. & Hallman, D. Building student confidence through extensive reading. City College of San Francisco Spring Colloquium, 2108.

Brown, H. D. (2007). Principles of language learning and teaching. (5th ed.) New York: Pearson Longman.

Butler, A. C. (2010). Repeated testing produces superior transfer of learning relative to repeated studying. *Journal Of Experimental Psychology: Learning, Memory, And Cognition*, *36*(5), 1118-1133.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Caps, R., McCabe, K, & Fix, M. (2012) Diverse streams: Black African migration to the United States. Washington, D.C.: Migration Policy Institute.

Celce-Murcia, M.; Dörnyei, Z.; and Thurrell,S. (1993) "A Pedagogical Framework for Communicative Competence: Content Specifications and Guidelines for Communicative Language Teaching," Deseret Language and Linguistic Society Symposium: Vol. 19

Iss. 1 , Article 3.

Chisman, F. (2008) *Findings in ESL: A quick reference to findings of CAAL research in ESL programs at community colleges*. New York: Council for Advancement of Adult Literacy.

Cohen, A. *Second language learning and use strategies: clarifying the issues.* University of Minnesota, 1996.

Cohen, A. (2011). Second language learner strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning,* (2), Part V, 681-698. Abingdon, England: Routledge.
https://sites.google.com/a/umn.edu/andrewdcohen/publications/language-learner-styles-strategies
https://sites.google.com/a/umn.edu/andrewdcohen/presentations

Cook, S.W., Friedman, H., Duggan, K., Cui, J., & Popescu, V. (2017). Hand gesture and mathematics learning: lessons from an avatar. *Cognitive Science. 41*(2) 518-535.

Cook, S.W., Mitchell, Z., Goldin-Meadow, S. (2008). Gesturing makes learning last. *Cognition. 106*(2), 1047-1058.

DeCapua, A & Marshall, H. (2010) Reaching ELLs at risk: Instruction for students with limited or interrupted formal education, *Preventing School Failure: Alternative Education for Children and Youth,* 55:1, 35-41, DOI: 10.1080/10459880903291680

Dweck, C. S. (2010). Even Geniuses Work Hard. *Educational Leadership, 68*(1), 16-20.

ESL Department of Santa Rosa Junior College. Institutional Planning Year 6 (Fall *2016*-Spring 2017)https://planning.santarosa.edu/sites/planning.santarosa.edu/files/PRPP_2016_EnglishasaSecondLanguage.pdf

Ewert, D. (2018) Building fluency across the skills. *CATESOL Bay Area Chapter Winter Conference, February 2018.*

Ewert, D. E. (2014). Content-Learning Tasks for Adult ESL Learners: Promoting Literacy for Work or School. *TESOL Journal*, *5*(2), 265-287.

Fadell, C., Trilling, B. & Bialik, M. The role of metacognition in learning and achievement, 2016.

Fillmore, L.W., Snow, C. What teachers need to know about language. https://eric.ed.gov/?id=ED444379

Hardan, A (2013). Language learning strategies: A general overview. *Procedia-Social and Behavioral Sciences, 106*, 1712-1726.

Kappra, R. Teacherless activities, CATESOL, 2017.

Katz, S. (2017) Sonoma County remaining uninsured study. p.4.

Krashen, S. (1982) Principles and practice in second language acquisition. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Krashen, S. (2011). *Free voluntary reading.* Santa Barbara , CA: Libraries Unlimited.

Krashen, S.D. & Terrell, T.D. (1983). *The natural approach: Language acquisition in the classroom*. London: Prentice Hall Europe. Krashen, S. (2017) The Case for Comprehensible Input. language magazine, 16 (10), 18-22.

Krashen, S. (2011). *Free voluntary reading.* Santa Barbara, CA: Libraries Unlimited.

Lantolf, J & Appel,G. editors. (1994) *Vygotskian Approaches to Second Language Research* p. 10.

Larsen-Freeman, D, Anderson, M. (2017) *Techniques and principles in language teaching* (3rd ed.) Oxford: University Press.

Licht, E. (2017) ELL Adult Ed Works: No Bans, No Walls to student potential.

https://www.slideshare.net/EllenLicht/ell-adult-ed-works-brochure

Magy, R. Strategies and skills students need for the workplace and academic success. Los Padres CATESOL, 2011.

Mayer, R., Anderson, R. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology, 84*(4), 444 -452.

McGinty, J., Radin, J., & Kaminski, K. (2013) Brain-friendly teaching supports learning transfer. *New Directions for Adult and Continuing Education*. (137) 49-59.

Moir, J. and Nation, I.S.P. (2002) Learners' use of strategies for effective vocabulary learning. *Prospect* 17, 1: 15-35.

Miller, N. Sonoma Consortium 2017-18 Annual Plan. 8/16/2017 AEBG Web Portal https://aebg.knack.com/portal#submit-your-reports/annual-plans-17-18/edit-annual-plans-17-18/599380d21030652e2f0cb978/

Murphy, K. (2013, March 8). Adult education's fate in limbo in California. *The Mercury News*. Retrieved from https://www.mercurynews.com/2013/03/08/california-adult-schools-then-and-now

Nation, I.S.P. (2004) Targeting literacy goals. *Language Magazine* 3, 7 20-22.

Nation, P. (2012). What does every ESOL teacher need to know? Closing plenary address at the 2012 CLESOL conference in Palmerston North. TESOLANZ Journal, 20, 1-7. http://www.tesolanz.org.nz/Site/Publications/TESOLANZ_Journal/

Nation, I.S.P. (2007) The four strands. *Innovation in Language Learning and Teaching* 1, 1: 1-12.

Nation, I.S.P. (2013). *What should every EFL teacher know?* Seoul: Compass Publishing. ISBN 978-1-59966-266. http://www.compasspub.com/english/book/book_view.asp?h_seq=1720

Nation, I.S.P. (2004) Vocabulary learning and intensive reading. *EA Journal* 21, 2 20-29.

Oakley, E. (2018) http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/ReportsandResources.aspx California Community Colleges Chancellor's Office

Olshatain, E. Celce-Murcia, M. (2008) Discourse analysis and language teaching. In *The handbook of discourse analysis.* Ch. 36, 707-724.

Parrish, B. (2015). Meeting the language needs of today's adult English language learner: Issue brief. Washington, DC: Literacy Information and Communication Systems (LINCS). Retrieved from https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf

Parrish, B., Johnson, K. (2010). Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning. *CAELA Network Brief.*

Popal, S. (2018). Classroom lectures and powerpoint presentations in Sociology of Language. University of San Francisco.

Roediger, H. L. III, Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. P. Mestre & B. H. Ross (Eds.), *The psychology of learning and motivation: Vol. 55. The psychology of learning and motivation: Cognition in education* (pp. 1-36). San Diego, CA, US: Elsevier Academic Press.

Savignon, S. Berns, M., ed.(1983) Communicative language teaching: Where are we going? Urbana Illinois: *Studies in Language Learning*, v4 n2.

Savignon, S. (2017) Communicative competence. In: Liontas, J. (Ed.) *The TESOL Encyclopedia of English Language Teaching*. Online: Wiley & Sons, Inc.

Scarcella, R. (2003). Accelerating academic English: A focus on the English learner. Oakland, CA: Regents of the University of California.

Schwarz, R. (2005, November). Taking a closer look at struggling ESOL learners.

Focus on Basics, 8(A). http://www.ncsall.net/?id=994

Schwarzer, D. (2009). Best Practices for Teaching the "Whole" Adult ESL Learner. *New Directions For Adult And Continuing Education*, (121), 25-33.

Short, D. & Boyson, B. (2004) *Creating access: language and academic programs for secondary newcomers.* Washington, D.C.: Center for Applied Linguistics and Delta Systems Co, Inc.

State of California Commission on Teacher Credentialing (2015). *Serving English language learners*. https://www.ctc.ca.gov/docs/defaultsource/leaflets/cl622.pdf?sfvrsn=c1862043_2

WIDA. (May 2015) *Focus on SLIFE: Students with limited or interrupted formal education.* University of Wisconsin-Madison.

Zemelman, Daniels, and Hyde (2005). Best Practice, Today's Standards for Teaching and Learning in America's Schools. Heinemann.

Zwiers, J. (2014). Building academic language: Meeting common core standards across disciplines (2nd ed.). San Francisco, CA: Jossey-Bass.

Effective Teaching Techniques and Study Strategies for English Language Learners

A Handbook for ESL Community College Instructors

Dorothy M. Steiner
USF MATESOL Project
Copyright © May 2018

Copyright © May 2018 [Dorothy M. Steiner] All rights reserved.

Table of Contents

Topic	Page
Part I: Learning about the Non-Credit Students in Your Class	
Purpose of this Handbook	4
English Language Learners & the Non-Credit Student	5
English Language Learners in my class: Individual Goals	8
Needs Analysis Sample	10
Setting up the ESL Classroom	11
Learning to be a Successful Student: Physical & Mental Tools	12
Part II: Building Academic Rigor & Vocabulary	
Academic Rigor	14
Students with Limited and Informal Education	22
Academic Vocabulary	24
Part III: Methods and Approaches:	
Krashen	30
TPR and CLT	32
Building Fluency	34
Language Learner Strategies	37
Part IV: Ways for Teachers to Build Retention	
Strategies and Techniques	39
Games	44
Activities to Build Communication and Community	47
Part V: Extraordinary Websites/ Resources	67
Conclusion	77

Purpose

This handbook was primarily written for ESL instructors of non-credit ESL courses at community colleges. However, the content is also appropriate for ESL instructors at Adult Schools, Community Based Organizations (CBOs), and transition or lower level credit ESL classes.

As an ESL instructor, do you struggle with any of these areas?

- ❒ Meeting the needs of your multi-level students
- ❒ Students with low literacy levels or interrupted education
- ❒ Inconsistent attendance or tardiness
- ❒ Lack of familiarity with successful student behavior or study skills
- ❒ Need to build fluency
- ❒ Reluctance to speak in English
- ❒ Difficulty retaining English vocabulary or concepts
- ❒ Need for building academic vocabulary and rigor
- ❒ Creating a class that builds a comfortable, communicative environment
- ❒ Access to teaching theories to use in your class
- ❒ Engaging activities and resources

Who are the English language learners in my class?

Understanding the Non-Credit ESL Student

Background
Interrupted formal schooling
Full work schedule
Rural background
Differences in education

Enrollment in English as a Second Language (ESL) classes in the United States, particularly in California, has increased significantly in the last decade (ESL Department, 2016). In 2014, there were 181,926 students who were enrolled in an Adult School or Community College ESL course in California (NCES, 2016). The Santa Rosa Junior College, in its *Program Resource Planning Process of 2016* document, noted that enrollment in non-credit ESL courses increased by 62%, and that the ESL department of SRJC is the "primary provider of immigrant education," in addition to providing basic, foundational skills that students will use as they enter the community college system, and ultimately meet a personal goal that will enrich their lives in some way.

Adult school classes, classes at Community-based organizations (CBOs), and non-credit courses at the community college differ from credit courses in a number of ways. According to the SRJC's 2018 website, non-credit ESL classes are generally aimed towards non-native speakers with lower English language skills (beginning and intermediate levels) who may desire free classes with flexibility. The classes are offered at different times of the day, morning, evening, and weekends, at a variety of locations. The classes range in length from shorter, intensive courses to semester-length classes. The courses may focus on listening and speaking, or reading and writing, or they may focus on particular goals such as GED (General Equivalency Diploma), computer skills, a vocational skill (Culinary Skills at SRJC), or family literacy (which often includes free childcare). English learners may opt for "open enrollment" courses which means that students may begin at any point during the program, or they may be "managed enrollment classes" which allow new students to enroll up to a set date (Garcia 2018).

Adult ESL students can vary greatly in their backgrounds, skills, and goals. To determine the best class placement and due to a federal grant, students in the non-credit program take the CASAS Exam (Comprehensive Adult Student Assessment System). This exam primarily focuses on reading skills so it is likely there will be multiple levels within the classroom. Even when all students are literate and have similar CASAS scores, their ability to write, listen, and speak can vary significantly, as well as their personal goals for acquiring English. In addition to the CASAS exams that students take for placement and progress, it would be helpful for each teacher to conduct a needs analysis to better understand the needs and goals of the individuals in these multi-level ESL classes.

Non-credit teachers are often teaching students from a variety of educational backgrounds and cultures. Many students in non-credit or beginning level community college courses, CBOs, or adult schools, have low literacy levels due to interrupted or limited education in their native countries. In the northern San Francisco Bay Area, many students are from rural areas, such as the states of Michoacán or Zacatecas in Mexico or Central America (Caps, McCabe & Fix, 2012) and did not attend school past 8th grade (Sonoma County Dept of Health, 2017, p.4).The information collected by Division of Adult Education and Literacy (DAEL) of the U.S. Department of Education shows that 64% of the 2014-15 English Learners were Hispanic or Latino, 16% were Asian, and the remaining learners were Africans, Europeans, Pacific Islanders, or Native Americans or Alaskans (2016). The states with the greatest percentage of enrolled English Language learners include California, New York, Illinois, New Jersey, Florida, and Texas. (DAEL, 2016) Often the students who come from these areas have an oral, collective culture and find it challenging to shift to our educational system which values literacy and individualism, in addition to learning academic content and skills (DeCapua, 2014 & 2016). In addition, many students come to the United States with gaps in their education or low literacy and unfamiliarity with student behavior or academic ways of thinking (DeCapua, 2014).

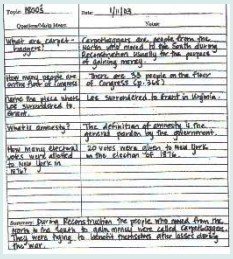
Many adult ESL students are parents, caregivers, and/or work full-time at jobs with long or irregular hours. Their need to earn a living or help support their families often was a contributing factor to interrupted or limited education in their native countries, and once they settle in the U.S. (Schwarz, 2005). These factors can make regular attendance challenging. When theycome to class, they need engaging activities because many are tired from their work day.

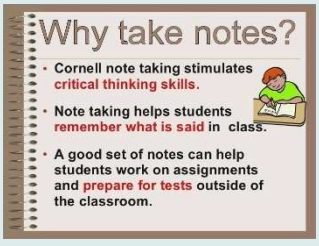
In addition to attendance concerns, ESL students in these community college classes have other issues that can contribute to difficulty learning English. These include low-literacy levels in students' native language, multi-level students in the same ESL class, and students' lack of familiarity with student behavior and effective study skills (WIDA, 2015; Parrish & Johnson, 2010). Concerns that I observed during my graduate program were inconsistent attendance, little or limited practice with English outside of class, lack of regular homework completion, reluctance to speak in English, difficulty retaining previous language concepts or vocabulary, and struggles with literacy. There was a vast range of difficulties with literacy and basic skills. Furthermore, some adult students are unfamiliar with helpful student behaviors such as listening during instructional time or writing brief notes to help them recall information. These are areas that this handbook will address so instructors can use support students who may struggle with language learning due to any of these factors.

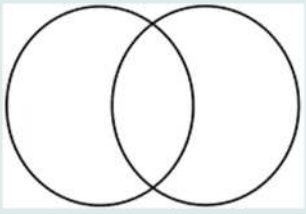
Who are the English language learners in my class?

What are the individual goals of my students?

These students may often come to non-credit classes with very basic goals such as survival communication in our country where English is the dominant language (Chisman, 2008). It is essential for ESL educators to conduct a needs analysis in non-credit classes to be as knowledgeable as possible of student goals. It is important for the instructor to incorporate academic thinking, vocabulary, and rigor into ESL courses in order to increase the potential of students transitioning into credit classes, higher education, or the many occupations in high-demand in the 21st century (Parrish & Johnson, 2010). They need to be taught a wide range of skills which include non-academic and academic tasks. Among the non-academic tasks are time management and the ability to organize and prioritize. In the academic skills area, students need to know how to take notes, paraphrase, write essays, and know academic information in areas such as history, psychology, and data collection (Parrish & Johnson, 2010). The time it will take ESL students to master these academic tasks according to Cummins (2000) depends on the level of formal education they had prior to coming to the United States.







Research from a number of sources shows that the length of time to acquire English can take at least 7 years so it is very important to introduce academic skills into ESL instruction from the start (Parrish & Johnson, 2010). The most important skills to begin with include reading and listening for specific information. After this, students should also be given information in how to record and organize information. *(Please turn to Part IV for further information on these types of*

skills and ways to build retention). This can include instruction in Cornell Notes, a special technique for note-taking that involves key points, note-taking, summarizing, and questioning. Other helpful activities to build organization skills are use of graphic organizers such as charts and Venn Diagrams, Concept Webs, and other techniques for sorting information. ESL students also need practice in critical thinking skills. Most immigrants have already made complicated decisions and executed challenging plans in order to move to the United States but they may not have experience with critical thinking in academic settings. Parrish and Johnson state that the skills that should be encouraged in ESL classrooms are: "identifying assumptions, organizing, categorizing, interpreting, inquiring, analyzing and evaluating, summarizing and synthesizing, and making decisions" (Parrish & Johnson, 2010).

Knowing the personal, academic, and work goals of our ESL students is critical as we guide those with limited or interrupted education into more academic language instruction. As ESL educators, we must always be aware that the differences in their oral vs. literate, collectivist vs. individualistic cultural backgrounds will influence their current learning styles. Although students may have limited academic knowledge, they have expertise in many areas that instructors can build on as they teach students literacy and English language skills.

At registration times and throughout the semester, it is important to remind non-credit students of the many resources that are available to them as *college students*. Since many are new to the college experience, they may not realize all of the services they can use: counseling for career and future education, tutoring services, library, and use of computers.

Who are the English language learners in my class?

What are the individual goals of my students?

1. Why are you studying English? (You can check multiple items)

- o to be able to speak and understand people at **work**
- o to help my **children at schoo**l
- o to help me when I have **health** issues, visit the doctor, need housing help
- o to help me when I go shopping or go to the bank
- o to be able to talk to and understand other English speakers
- o in social situations
- o other _____

2. Are there children in your family attending **school**? No Yes
Which grade(s) in school? Too young for school / K/ 1st-6th grade/ 7th- 8th/ 9th-12th grade

3 . How often do you have a chance to speak English ***outside*** the classroom?

	None	**Some**	**Lots**
o practical settings like stores, doctor's office, bank	☐	☐	☐
o applying for jobs	☐	☐	☐
o at work	☐	☐	☐
o at school	☐	☐	☐
o with friends or acquaintances	☐	☐	☐
o with some family or relatives	☐	☐	☐

o other _____

4. **With what language skills in English do you need the most help?**
(You can check all boxes.) You can also write down where and when you need these skills.

- o listening _____
- o speaking _____
- o reading _____
- o writing _____
- o vocabulary _____
- o grammar _____
- o helping my children in school _____

Study Skills/ other _____

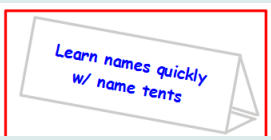
5. **What is your main goal after you learn English?** (Go to college, have a better job…)

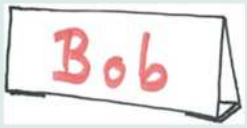
_____

Setting up the ESL Classroom

Creating a comfortable, pleasant environment, having engaging topics and classes, and assisting with goal setting are important for student success in language learning (Harmer, 2001). Classrooms that are supportive and non-threatening are more likely to produce the transfer of learning. Another way to do this is to create a classroom with active, engaged learners who use multiple modalities (auditory, visual, kinesthetic) and have positive social interactions and shared experiences with their classmates (McGinty, Radin, Kaminski, 2013). Students learn best when they feel positive emotions in a supportive learning community. Working in small groups or partners also gives students a chance to form bonds, exchange information, and feel part of a connected community (Florez & Burt, 2001 in National Center for Family Literacy, 2008).

Having students create name tags that reflect their personalities and ensure the teacher calls them by name is very important in non-credit classes where attendance may be inconsistent. This will also help their classmates learn their names and build a sense of community and camaraderie.





Many non-credit ESL courses are taught off-site of the community college at local elementary schools or community centers. It is helpful for the instructor to have materials clearly organized in clear Sterlite containers. This will facilitate quick set-up at the beginning of class and quick packing at the end. Materials to include are scissors, stapler, tagboard for name tags, sharpened pencils, dry erase markers, and erasers. In addition, the instructor should bring any needed textbooks, handouts, and realia.

Learning to Be a Successful Student

Skills and Strategies Students Need:

Physical Tools and Mental Tools

Although adults have accomplished many things, especially many ESL students who may overcome difficult obstacles to leave their homes and immigrate to the United States, it can often be a challenge to return to school later in life and become a student. Many ESL students may have had interrupted or disrupted learning and were unable to complete their formal education. They make lack student skills and will need instruction in these areas to be successful. Others may need assistance with time management, planning, and practice out of class since their lives are busy with work, family, and the demands of daily life (Price, 2018). If students have are not truly literate, some of these skills will be challenging to teach and retention will be more difficult since students are not able to take notes and use writing as a tool for recording information (National Center for Family Literacy and Center for Applied Linguistics, 2008).

Students will need folders and binders in which they collect and organize their class materials. Keeping a calendar and to do list in their notebook, folder, or smart phone, will also be helpful for each student. They will also need to be taught to use tools such as highlighters, flash cards, and apps on their phone which could give them necessary practice between classes. Ones that could be especially for them to learn are Reminders (iPhones) or apps such Duolingo (to practice English) or Remind (to have communication with their instructor). These are programs I have seen used successfully at Canal Alliance and Petaluma Adult School.

In addition, students will need specific guidance in time management, using checklists and calendars, goal-setting, and stress management as they juggle their academic work with their family and work demands (Price, 2018). Weekly checklists toward their personal goals or reflection diaries where they track their learning progress are also helpful tools (Marshall,2002 cited in National Center for Family Literacy and Center for Applied Linguistics, 2008).

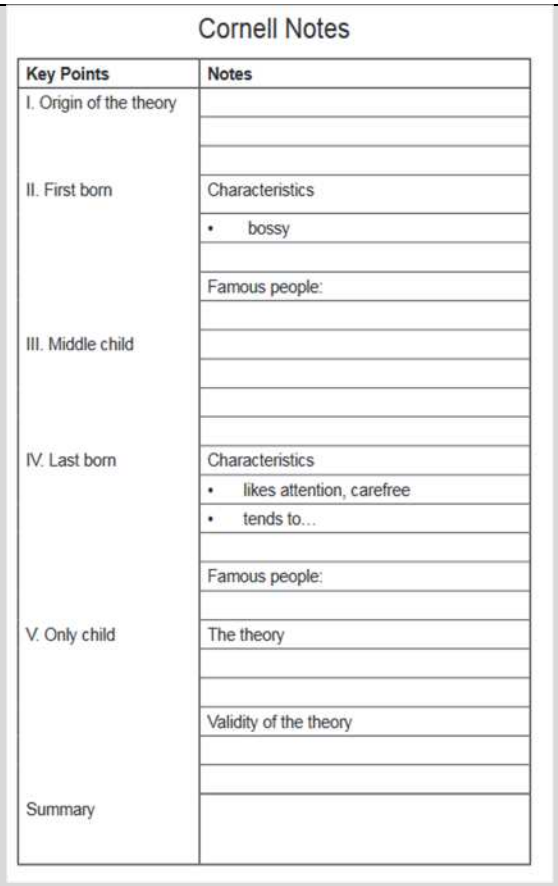
Building Academic Rigor

Our nation is becoming highly technological and better paying jobs require greater academic and technical skills. The Workforce Innovation and Opportunity Act (WIOA, 2013-2014) stated it is necessary to prepare all adults, including our English language learners for the workforce which includes industries and occupations that are in high-demand and offer greater economic benefits. The relationship between low skills in literacy and math are highly correlated with unemployment. **Students need literacy and technological skills** to access better jobs and to reach their personal goals (Parrish & Johnson, 2010) Authors Parrish and Johnson also elaborate that ESL students need time management skills, the ability to listen and read for specific information, prioritize tasks, and have proficient writing skills. They also need to acquire important academic content in areas such as history and psychology. Because the process of learning academic English takes multiple years, it is advantageous to begin the teaching of academic skills at the beginning of ESL instruction by integrating it into the program. The authors Parrish and Johnson cite Brookfield (1987) and Kaspar and Weiss (2005) who argued that ***critical thinking skills*** such as questioning, organizing, evaluating, categorizing, and synthesizing information are essential to successful adult life and productive work life (2010).

One of the first academic skills to teach students is how to record and organize information. Cornell Notes, is a specific approach to note-taking in content areas.

http://coe.jmu.edu/LearningToolbox/cornellnotes.html

http://lsc.cornell.edu/wp-content/uploads/2016/10/Cornell-NoteTaking-System.pdf



Cornell Notes

Key Points	Notes
I. Origin of the theory	
II. First born	Characteristics
	• bossy
	Famous people:
III. Middle child	
IV. Last born	Characteristics
	• likes attention, carefree
	• tends to…
	Famous people:
V. Only child	The theory
	Validity of the theory
Summary	

Parrish & Johnson © 2010

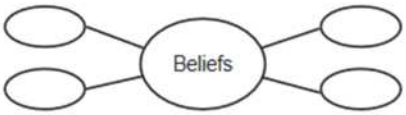
In addition to note-taking, students need to be able to record and show relationships in information in meaningful ways. A highly effective way of showing relationships is through graphic organizers (Douglas, Ayres, Langone, 2011). The **structure** of various **graphic organizers** helps students see the function and relationship, as well as retain, recall, and better comprehend the text and topics. There are many different graphic organizers shown here, including ones demonstrated by Parrish and Johnson (2010), as well as ones from the Thinking Maps® program in the photographs. To use them effectively, teachers should participate in a two-day training to use Thinking Maps®. Trainings of this variety reinforce the power of graphic organizers.

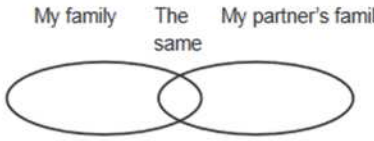
Table 1. **Beginning-Level ESL Activities**

Sample activities (appropriate for NRS low beginning and high beginning—ESL levels 2 & 3)	Higher order skills and strategies introduced	How the lesson addresses one or more principles
Activity 1 In groups of three, students fill in a schedule as they read the story of one family's daily routine. One student in each group reads for information about Rémy and Jonas, another reads for information about Sina, and the third reads for information about Betsy. After reading, the students in each group exchange information to complete the chart for their group: Rémy and Jonas / Sina / Betsy In the morning 6:30 — makes breakfast — wakes up 6:45 — wake up 8:00 — leaves for work In the afternoon 3:00 — play soccer	• Reading for specific information • Ordering information • Organizing information graphically • Taking notes from a reading using a grid	Reading for information to fill in just one column promotes selective reading strategies. Filling in a time table while reading introduces the concept of chronological organization of text. The grid provides an initial step to organizing information and using note-taking strategies.
Activity 2 Students are given a blank chart to complete for their own family or for themselves. This could include home or work routines.	• Ordering information • Organizing information graphically	Completing the chart provides guided and structured practice with organizing information.
Activity 3 Students transfer the information in their chart to a linear string graphic organizer. Get up in the morning. ↓ Eat breakfast with my family. ↓ Take the bus to work.	• Sequencing information • Organizing ideas • Transferring information from one graphic form to another	Putting the information in a new form provides practice with organizing information in a new way. Personalizing the task, with reading as a model, is a precursor to independent use of organizational strategies.

Parrish & Johnson © 2010

Table 2. **Intermediate-Level ESL Activities**

Sample activities (appropriate for NRS low intermediate and high intermediate—ESL levels 4 & 5)	Higher order skills and strategies introduced	How the lesson addresses one or more principles
Activity 1 In a lesson on holidays, the teacher shares a series of *mind maps* (illustrated below) with supporting visuals, including information about how her family celebrates a favorite holiday. *Activities: bake and cook with family, sing songs, take walks, watch movies on TV* *Foods: turkey, mashed potatoes, green beans, beet salad, pecan pie* *Beliefs: time to give thanks, time to reconnect with family*  Students guess what the holiday is.	• Organizing information using a mind map • Making predictions	Mind maps give opportunities to organize information.
Activity 2 Students are given a set of three mind maps, one for each category: activities, foods, and beliefs. Using words or pictures, they complete their own mind maps.	• Organizing personal information using mind maps • Categorizing	Using these mind maps can be a precursor to using mind maps for note-taking purposes. Mind maps give opportunities to categorize information in new ways.

Sample activities (appropriate for NRS low intermediate and high intermediate—ESL levels 4 & 5)	Higher order skills and strategies introduced	How the lesson addresses one or more principles
Activity 3 Pairs join together to create a Venn diagram comparing their holidays. *Talk to a partner in the class and find some ways that you celebrate in your families that are the same and some that are different.*  *Find out from your partner* • *The history and meaning of the holiday* • *The reasons your partner chose to talk about this holiday*	• Comparing and contrasting • Inquiring and questioning • Analyzing and evaluating	The Venn diagram helps learners visually recognize the concept of comparing and contrasting information. Venn diagrams can be used to practice organizing information in a new way. Follow-up questions move students beyond talking about surface aspects of culture (e.g., food, clothing) to thinking critically about their choices.
Activity 4 Before listening to a short interview with someone about Chinese New Year, students share what they know about the beliefs associated with this holiday and make predictions about what the person interviewed will say.	• Making predictions	Making predictions involves using a listening strategy that allows learners to compare existing knowledge to new knowledge.
Activity 5 Students listen to the interview and fill in a mind map. Afterward, students compare class predictions to information from the interview.	• Listening for specific information • Listening to confirm predictions • Taking notes using a mind map	Taking notes using a mind map develops the strategies of selective listening and listening to confirm predictions. Using a mind map is an early form of guided note-taking.
Activity 6 Students listen to the interview again and fill in a cause-effect chart. They write the beliefs or rules in the left column and what happens when the rules are broken in the right column. **Belief** | **When you break that rule** Don't sweep floor → Don't wash hair → Wear red → Give money in red envelopes → Students then discuss these questions: • *How are these similar to or different from beliefs in your culture?* • *What are the origins of the beliefs in your own culture?* • *Why do you believe people feel a need to live by special beliefs and customs?*	• Listening for detail • Recognizing cause and effect • Taking notes • Analyzing and evaluating	Listening for cause and effect promotes a critical understanding of the text. Completing the cause-effect chart promotes listening for specific information. Completing the cause-effect chart provides practice with complex, guided note-taking. Follow-up questioning promotes critical thinking. Discussing origins of beliefs promotes higher order thinking about traditions.

Parrish & Johnson © 2010

Table 3. **Advanced-Level ESL Activities**

Sample activities (appropriate for NRS advanced—ESL level 6 and beyond)	Higher order skills and strategies introduced	Principles addressed in the lesson
Activity 1 Students mingle and create groups according to their birth order: first born, middle child, last born, only child. Once in birth-order groups, they brainstorm the benefits and drawbacks of their birth order and record their ideas on a *T-chart*. **Our Birth Order: _____** **Benefits** | **Drawbacks**	• Organizing and categorizing information • Comparing and contrasting • Analyzing and evaluating	The T-chart helps learners organize information. Comparing their experiences and synthesizing that information promotes critical thinking.
Activity 2 *Jigsaw reading* Each birth-order group is given the section of a reading on birth-order theory for their own birth order and completes one branch of a tree diagram (see Figure 2). Groups mingle and interview others in class to complete the other branches of the tree.	• Reading for specific information • Discerning specific details from main ideas • Organizing information • Categorizing information	Completing a tree diagram helps learners organize information. Completing a tree diagram provides a model for developing independent note-taking skills.
Activity 3 *Vocabulary development* Each student gets one vocabulary word from the readings, for example, *energetic, aggressive, compliant, easy-going, caring, risk-taker.* Students place their word on a continuum that reflects contrasting values, such as • Positive or negative • Promotes success or does not promote success • Is valued in their culture or is not valued in their culture	• Recognizing connotations of words • Questioning cultural connotations • Comparing and contrasting connotations across cultures • Analyzing and evaluating beliefs and values • Identifying assumptions • Questioning beliefs and values • Solving problems and making decisions	Placing items on a continuum promotes multiple critical thinking skills, including interpreting, analyzing, evaluating, and decision-making.

Activity 4 In small groups students do the following: • Prepare a questionnaire to conduct their own birth-order theory study. • Interview 10 people outside of class and bring results back to class. • Compare the results of their interviews among themselves and to the reading. • Determine whether their findings support the theory	• Summarizing information from the entire text • Inquiring beyond the text • Interpreting data • Analyzing and evaluating • Questioning beliefs • Making decisions	Negotiating and prioritizing questions as a group promotes critical thinking skills.
Activity 5 Students listen to a short lecture (online or teacher-created) on birth-order theory. Students fill in partially completed Cornell Notes (Figure 1). Students then write a final summary.	• Listening for main ideas • Listening for details • Discriminating between main ideas and details • Taking notes • Summarizing and synthesizing	Completing Cornell Notes provides practicing in note-taking. The use of Cornell Notes promotes the use of effective listening strategies. Using Cornell Notes provides guided practice in a note-taking strategy that students can use independently. Writing a final summary requires students to think critically about what they have listened to in the lecture.

Parrish & Johnson © 2010

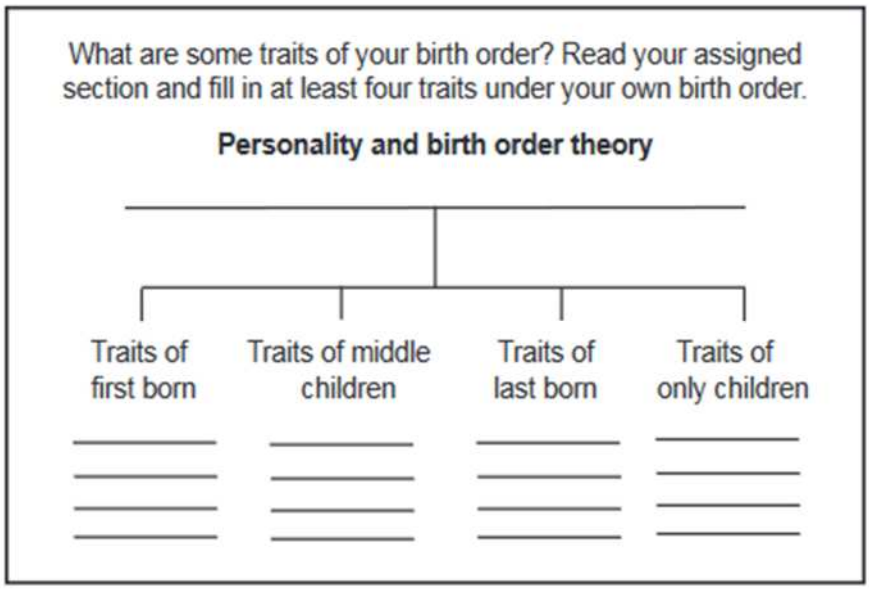
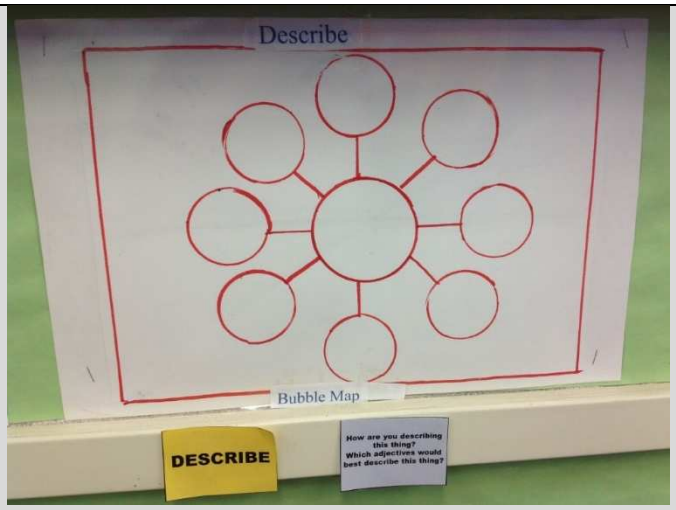
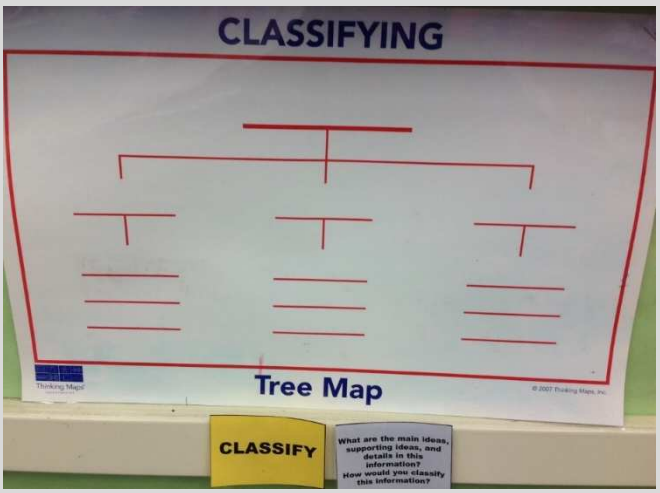


Figure 2. **Tree Diagram.**

Parrish & Johnson © 2010





Thinking Maps © 2015 Posted in a classroom with clarifying questions

Strategies and Skills Students Need for Workplace and Academic Success

Workplace Transferable Skills (SCANS skills)	Study Skills and Study Habits*	Reading and Listening Strategies **	Organizing Information and Note-taking Skills**	Critical Thinking Skills **
• Work in a team • Interact with others • Communicate • Collaborate • Cross-cultural understanding • Lead/plan/delegate • Take initiative • Take responsibility • Teach job duties to others • Listen and understand instructions • Read, comprehend and interpret documents • Interpret information • Understand organizational systems • Fill out work documents • Take notes • Manage/monitor goals and time • Self-evaluate • Problem solving/ Critical thinking	• Organize materials • Take responsibility for learning • Explain and follow rules • Give, clarify, follow oral instructions • Interpret and follow written directions • Use graphic organizers • Work independently • Work in teams • Identify materials/ resources for learning tasks • Use study habits: make flashcards, review notes, etc. • Monitor progress • Create vocabulary list • Identify tips for test preparation • Career Planning/ Goal Setting	• Making predictions • Confirming predictions • Listening/reading for gist • Listening/reading for specific information • Infer intended meaning and attitudes • Infer meaning of unknown words using contextual, linguistic and background knowledge clues	• Sorting tasks • Using graphic organizers such as Venn Diagrams or flow charts • Concept mapping and the use of matrices • Know, Want to Know, Learn (K-W-L) charts • Guided note-taking • Cornell notes	• Identify assumptions • Organizing • Categorizing • Interpreting • Inquiring • Analyzing and evaluating • Summarizing • Synthesizing information • Decision making and Problem solving

* Los Angeles Unified School District, Division of Adult and Career Education *Advanced Low Course Outline,* 2009.
** Johnson, K. and Parrish B. *Hit the Ground Running: Preparing ESL Students for Academic Readiness,* TESOL 2011.

Ronna Magy CATESOL Los Padres 2011
Plenary Session

Used with permission from Ronna Magy.

Building Academic Skills with Students with Limited or Interrupted Formal Education

ESL instructors of non-credit courses face an additional challenge at times when teaching English to their students. Some of these students may be SLIFE: Students with Limited or Interrupted Formal Education (WIDA, 2015). These are students who may have immigrated from countries where the years of compulsory education are less than the United States' K-12 system. Others may be coming from countries where there has been political conflict, war, natural disaster, geographical, religious, cultural or economic reasons that they could not continue their formal education. In addition, there are cultures that do not put the same emphasis on literacy and education as the United States.

Dr. DeCapua writes in ***Building Bridges to Academic Success Through Culturally Responsive Teaching*** that it is important for ESL teachers to view this as different rather than deficient (2016). Culturally responsive teaching involves understanding that many cultures are built on a strong oral tradition not a literate one, the dynamic of the collective culture as opposed to our literate society, and how informal learning differs from formal education (DeCapua, 2016).Informal learning focuses on the needs for daily living and concrete skills such as weaving, cooking, and farming.

In order to better meet the needs of SLIFEs, DeCapua has created the Mutually Adaptive Learning Paradigm, MALP® program, to **honor the culture** of these students while requiring both the learners and their instructors to "make shifts in their paradigms or their realities." (DeCapua, 2016, p.5)

Mutually Adaptive Learning Paradigm® – MALP® Teacher Planning Checklist
A. Accept Conditions for Learning
A1. I am making this lesson/project immediately relevant to my students. **Explain:**
A2. I am helping students develop and maintain interconnectedness. **Explain:**
B. Combine Processes for Learning
B1. I am incorporating both shared responsibility and individual accountability. **Explain:**
B2. I am scaffolding the written word through oral interaction. **Explain:**
C. Focus on New Activities for Learning
C1. I am focusing on tasks requiring academic ways of thinking. **Explain:**
C2. I am making these tasks accessible with familiar language and content. **Explain:**

MALP® Teacher Planning Checklist used with permission for educational purposes only.
For further training and information, contact Dr. DeCapua http://malpeducation.com/

Building Academic Vocabulary

Academic vocabulary is essential to all students' ability to communicate effectively. It is essential to incorporate vocabulary building lessons and activities into all ESL lessons (Beck, 2002 & Scarcella, 2003).Reflecting on my own experiences as a language learner, and also as a teacher of ELD (English Language Development) with young English language learners, and the adult students in my class, a shared need was vocabulary. For all of these people, it was vital to learn both basic vocabulary but also the high-frequency Tier 2 Words defined by Isabel Beck, in her outstanding book, *Bringing Words to Life.* This book truly impacted my academic life several years ago, and stresses the importance of building the academic language of students (ESL and/or students who are not from a language –rich environment). This is critical in order to help them use and comprehend academic English, so they can successfully read, write, speak, and perform successfully in formal and academic settings. In my foreign language studies and with students in my ESL classes, I have found **vocabulary** to also be **an important factor to success**. Both the ESL teacher of an immigrant I interviewed and my teachers in Mexico, encouraged us to learn at least 5 new words daily (or as frequently as possible). The number 5 is a very important number in terms of recall, as the maximum number of items most people's short term memory can hold and recall is 7 +/-2 items. In addition, short term memory is facilitated by having a non-stressful environment. http://www.human-memory.net/types_short.html

Here are some activities to introduce new important words to students at an **Intermediate level**, and to teach them strategies to learn new vocabulary on their own. These strategies work well with school-age children and adults as well.

These are some recommendations for vocabulary instruction from the US Department of Education's website, *Doing What Works*.

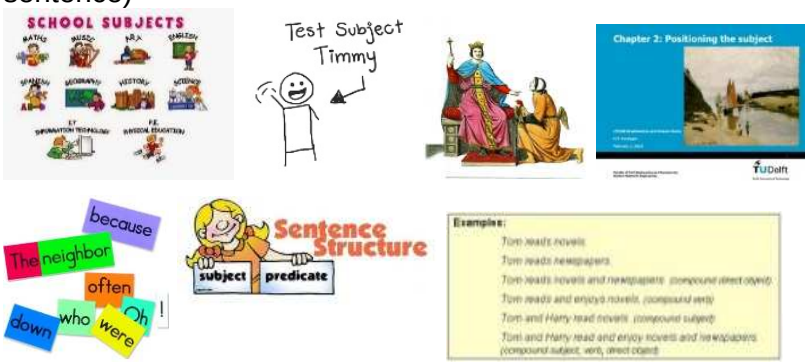
Recommendations

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

• Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
• Choose a small set of academic vocabulary for in-depth instruction.
• Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
• Teach word-learning strategies to help students independently figure out the meaning of words (roots, affixes, cognates)

Sample Vocabulary Lesson:

Activity and Purpose	Procedures
Introduction: Explain the importance of building vocabulary, try to keep stress level low, and model some of the best activities for remembering new vocabulary. In class the teacher's purpose will also be to teach and demonstrate effective ways of using Tier 2 Words, which are words that have high-usage, and multiple meanings, such as: exhibit, respect, investigate, factors, reach, pursue, environment, impact, options, process, document, approach, contract, create, range, secure, select, survey, text, favor, prefer (Many word lists exist, in addition to the one on the right. One of the most well-known lists is Averil Coxhead's (2000) *Academic Word List.)*	Lesson will involve these steps: -Distribute Vocabulary Notebooks -Show word cards -Display Frayer Model for vocabulary- At least one word will be done with this model and glued/drawn into notebook today -Use "How to Learn New Words" Additional words to select for Intermediate classes include: **Early Elementary** – back, bank, bark, bend, block, board, bomb, border, box, bright, brush, cap, capital, change, character, check, checker, clear, count, cover, cycle, degree, direction, draw, drill, even, fall, fire, freeze, force, head, inch, iron, key, kind, letter, lie, line, match, mind, model, motion, mouse, odd, order, past, period, place, point, pole, power, present, property, right, rose, ruler, safe, scale, seal, season, second, shake, ship, side, solid, solution, space, spring, stamp, staple, state, story, stuff, table, tense, track, turn, watch, wave, work **Late Elementary** – act, angle, atmosphere, cast, charge, court, credit, current, draft, due, edge, film, flood, friction, front, fuse, gum, interest, judge, lean, matter, motion, organ, party, plane, plot, produce, product, raise, rate, reason, report, school, screen, sense, settle, shock, spell, source, staff, stand, staple, state, tip, wage, volume **Secondary** – base, chance, channel, coast, content, crop, division, formula, gravity, interest, issue, market, tissue, pitch, process, program, view, value, waste
Lowering the affective filter/ keeping stress down while practicing new vocabulary word. Teacher will also note students' ability to write, understand syllables, etc.	Teacher introduces the 5 new words, using the steps in Chart below. Students practice saying the word, writing it, clapping its syllables.
Model: On first session, T will guide students through the Frayer Model and have students illustrate or select photos to cut out, for 1 of today's words.	Seal (Seal of approval, sea animal, government seal, to seal an envelope, seal the deal, and Signed, Sealed and delivered)
Be sure to present students with multiple images of word's multiple meanings.	Document (the text, file, paper, article deed, act of recording an event

Use the word in a variety of sentences.	
	Text (manuscript, written document, copy, edition version
	Respect (admire, value, hold in high opinion, revere, hold in deference, being polite, kind)
	Subject (topic, lower status, school classes, important part of a sentence) 
	Reach (grasp, influence, extend, touch, stretch, range)
Students engage in activity	Two possible activities: 1. T tells Ss: Introduce your word to others as you walk around the room. *Teach* your word to your classmates: explain your word, use it in a sentence, and if possible, act out your word. 2. Play a game of "Link Up." Find others in the room that have a word that is related to yours. It can be an antonym or a synonym. Explain how you are related and then link arms, or begin to walk together as a group. They could also use yarn/paper clips for linking.

Conclusion: Wrap up lesson/ (Review words and purpose of today's activities) Extend the learning- Encourage student practice, Independent selection of words Reinforce ways to practice that are not stressful Reinforce students' effort and motivation	Have students restate their word(s) and share anything that helped with recall. Teacher should encourage students to put their vocabulary cards in silly places at home to review their word: in their purse, car, by bed, in kitchen, on bathroom mirror to review the word and act it out or say it in a sentence, prior to the next class. Teacher should encourage them to ***listen*** for their word in daily conversations, on radio, and TV. Teacher should encourage ***students to select and record words in their notebooks for future learning***. These are words they may want to know in English, or words they hear being used that seem confusing. Praise students for working diligently on learning important new words in English that have multiple meanings.

LEARN NEW WORDS

Use this procedure when possible

LOOK at the word.

LISTEN to the word.

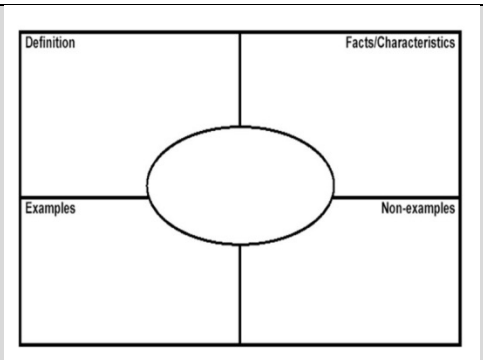
LISTEN to the word in a sentence.

SAY the word.

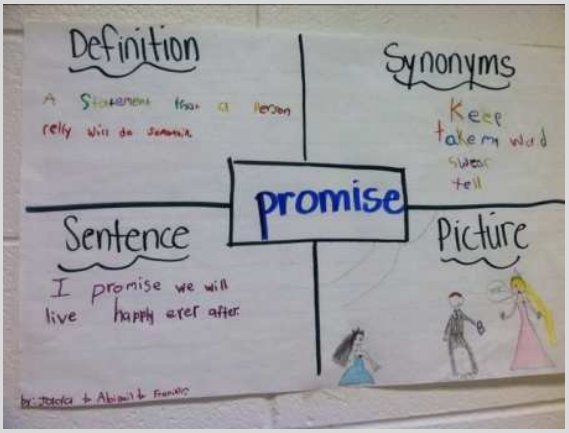
SPELL the word.

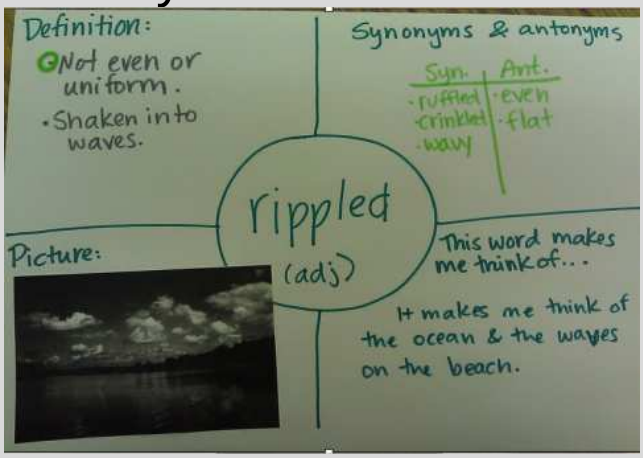
SAY the word again.

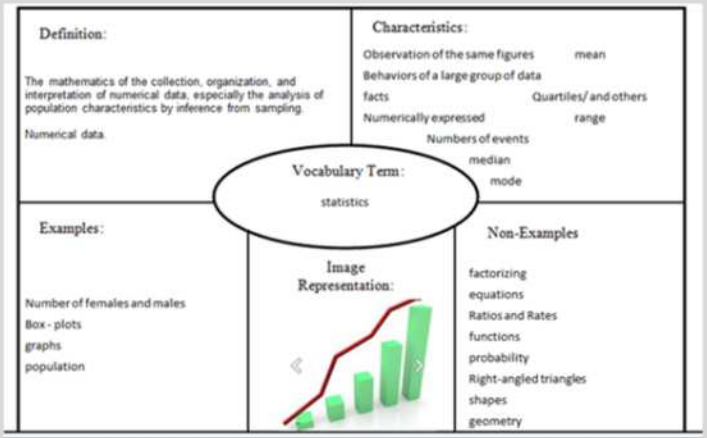
Break the word into syllables. coun/try peo/ple A/mer/i/ca



Variations of the Frayer Model







Illustrate your vocabulary term, based on ideas from Word Nerds:

Resources:

Beck, Isabel. Bringing Words to Life. New York: Guilford Press, 2002

Mastin, Luke. The Human Memory. http://www.human-memory.net/types_short.html

Overturf, Brenda, and Leslie Montgomery and Margot Smith. Word Nerds. Maine: Stenhouse Publishers, 2013.

Tam, Elain. "Academic Vocabulary- Frayer Model." https://www.youtube.com/watch?v=OSgPvSyR5OY
A You Tube video that illustrates ways the Frayer Model can be used in academic settings.

U.S. Dept of Education's Doing What Works Website. Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, April 2014. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf#page=20

Young, Doris. "Word Wizards" http://thirdgradethinkers8.blogspot.com/ Blog

Methods and Approaches in ESL

ESL instructors have completed MATESOL or TESOL certificate programs and learned a great deal of theory of Second Language Acquisition. However, when faced with the many needs of the multi-level ESL classroom, it may be challenging to recall the many theories, methods, and approaches we were taught in our educational programs. This section briefly reviews some important theories and provides resources for further research for ESL instructors who have many time demands.

It is important to begin a review with **Stephen Krashen**, a leader in ESL who authored the theory of **Second Language Acquisition** (SLA) which has 5 hypotheses (Krashen & Terrell, 1983). In the Input Hypothesis, Krashen and Terrell hypothesize that an individual's listening and reading abilities are paramount and that the productive skills of speaking and writing will follow. When a person has been given a sufficient amount of **"comprehensible input,"** the person will acquire enough competence to speak and write (Krashen & Terrell, 1983). These authors also argue that the input that parents and teachers give should be "roughly tuned" or simplified enough to be roughly understood, instead of being at exactly the right level or "finely tuned." This also has the benefit of reaching more students in the group who may be at various levels of language acquisition. With rough tuning, the students are more likely to hear language re-used and reviewed. This will ensure that they hear and can understand the language better and find the lessons more interesting than if a teacher were simply focused on one particular area of grammar at precisely the correct level. (Krashen & Terrell, 1983). Here are the hypotheses of Krashen's Second Language Acquisition Theory:

1. The Acquisition-Learning Hypothesis- there is a difference between conscious ("learned" from formal instruction) and subconscious or acquired language (the way in which a child acquires his first language)
2. The Natural Order Hypothesis- certain structures of language are acquired earlier than others
3. The Monitor Hypothesis- A language learner's ability to monitor is limited; he may be able to monitor one's language if he has enough time, is focused on form, and has knowledge of the grammatical rule.
4. The Input Hypothesis (discussed above) This hypothesis is also referred to as **i + 1**. Language learners must have comprehensible input and focus on meaning.
5. The Affective Filter Hypothesis- it is important to lower the affective filter so anxiety does not interfere with language acquisition

Dr. Krashen continues to be very active in the TESOL field and continuously adds to or revises his hypothesis of second language acquisition and comprehensible input. He continues to advocate a focus on meaning, not grammar, in second language instruction. He writes prolifically about free voluntary reading, including reading for pleasure, as another means of providing comprehensible input to students (Krashen, 2011). In a current article, Krashen (2017) discusses content-based instruction and how it is superior to "conscious learning of grammar." (2017, p. 17)

Methods and Approaches in ESL

TPR and CLT

A valuable resource that ESL instructors may want to purchase for their professional library is ***Techniques & Principles in Language Teaching*** by Diane Larsen-Freeman and Marti Anderson (2017). This book describes and includes specific examples of the ways teachers use over ten different methods or approaches in their ESL classrooms. There is excellent information in the book including a review of James Asher's (1982) **Total Physical Response (TPR)** which is an engaging way to get ESL student moving and engaged after they have been working all day, while building comprehensible input in a way that doesn't require productive language.

Larsen-Freeman and Anderson (2017) also do an excellent job of reviewing **Communicative Learning Teaching (CLT)** which began with Dell Hymes' (1967) term of *communicative competence* and expanded greatly over the years with the work of Canale and Swain (1980), Savignon (1983, 2017), Allen and Widdowson (1972), Celce-Murcia, Dörnyei; and Thurrell, (1993), and Celce-Murcia (2008). The main features of this approach are that the language learners use authentic materials and focus on meaningful, unrehearsed communication. This approach places an emphasis on fluency over accuracy. To have communicative competence, students must be able to use:

1. **Linguistic competence** which includes the syntax, morphology, lexicon, phonology, and orthology or spelling, of the language.
2. **Actional competence** includes pragmatics and "speech acts," including ones that may be used in task-based instruction or content-based instruction. Some of the

important language functions in the actional competence area include interpersonal exchanges such as greetings and compliments, exchange of information, opinions, feelings, persuasion, discussing problems and future events, such as promises, goals, or predictions.

3. **Sociocultural competence** refers to the awareness of the many verbal and non-verbal ways we communicate in a culturally appropriate manner for the society in which we are conversing.
4. **Strategic competence** is the part of the model refers to ways we can avoid or repair problems or difficulties with language communication. Examples of this type of competence include stalling for time ("Um…"), compensatory strategies (code-switching, use of all-purpose words like "thing"), appeals for help ("How do you say?"), and comprehension checks.
5. **Formulaic competence** was added by Celce-Murcia (2008). This important competence includes everyday language statements about routines, collocations, and idioms. Examples of this include, "I'm looking for___," "See you later," "How do you do" and "I'm fine, how about you?"

The CLT model gives **valuable structure** for an ESL teacher who strives to have a **communicative, comprehensible approach to language instruction**. The focus of class instruction needs to be on **negotiating meaning and discourse analysis**, not focusing simply on grammar or at the sentence level (Celce-Murcia, 2008).

Methods and Approaches in ESL

Building Fluency

Dr. Doreen Ewert is the Director of Academic English for Multilingual Students and Associate Professor in the Department of Rhetoric and Language at the University of San Francisco. I was fortunate to attend her presentation on fluency at a regional CATESOL presentation, observe in her USF class, and speak with her in person (2018). In addition to her interest in fluency, extensive reading, and academic rigor, she has also written articles on the value of content-based instruction (2014). Although she works with college students who have completed formal high school education and have studied for years, many of her techniques are applicable to all students trying to use language for communicative purposes.

Ewert (2018) believes that it is imperative for instructors to focus on meaning and build fluency in all areas of English, and that reading and writing should be involved from the beginning. She recommends instructors pick the topic or content based on the students' goals and their motivation.

To build fluency, ***Ewert encourages teachers to focus on meaning, use familiar content at the beginning, use time constraints, and use repetition.***

25% of the class period should be spent on activities that build fluency.

Mistakes are natural. Grammar will be addressed as needed by the students' work in class. Focus on meaning and content as much as possible.

Ewert typically **begins class with many fluency-building activities**. This encourages students to be punctual because they do not want to miss these helpful activities.

Sample activities:

1. **Writing activity**- begin with journal writing (may be done with paper and pencil, or on computer) about a familiar topic. This might be about music, vacation, movies, shopping, or what you have learned about writing a first draft. Students keep track of how many words they are able to write during a 7-minute period and try to increase this number over time.

2. **Speaking Fluency**-This often begins with an activity Ewert calls 4-3-2 or "Train Tracks"- Students form 2 lines which face each other and one side speaks while the other side listens. The 4-3-2 refers to the amount of minutes that students spend speaking to each other although she mainly bases the end of each time period on the amount of interaction she is hearing from the students. When students get quiet or time is up, she calls, "Time!" and Line A moves over one person to the right so each person is matched up with a new partner. During this activity, they will discuss the same topic three times and by the end be much more articulate and concise with their topic.

   Other **speaking fluency activities** can include choral reading, Jazz Chants (Graham), echo speaking (Audacity Website), oral paired reading, or spontaneous speeches on a topic of interest such as a favorite app.

   Ewert also reminds students to practice basic speaking information such as introducing themselves in such a way that their American classmates will be able to "hear" and learn their Asian names.

3. **Reading Fluency**- Ewert encourages students to focus on recognizing words and their meanings, not translation. She gives speed reading activities and encourages students to track their progress.

   Ewert, along with Nation (2007), Nation & Yamamoto (2012), Krashen, and Blackwell & Hallman (2018) advocate large amounts of **Extensive Reading**. Students should read as much as possible for meaning, and for pleasure. The reading level should be easy or comfortable for students. Students should abandon the reading if it is too hard or uninteresting.

4. **Listening fluency**- This practice should begin in class and with things that are fairly easy for the student. Students should fill out a simple 1-2 sentence summary about their listening, the time spent listening, and the level of difficulty it presented.

   One site that Ewert uses is English Listening Lesson Library (ELLO) http://www.ello.org/ This excellent site provides a video with many non-native English speakers, a written transcript of the dialog, and a short quiz.

☆ Fluency is necessary for language users to be able to use the language with comfort, confidence, and clear communication.

Fluency matters!

Methods and Approaches in ESL

Language Learner Strategies

Another researcher who has contributed greatly to the area of language learner strategies is **Dr. Andrew Cohen** who has many helpful resources listed on the **CARLA** (Center for Advanced Research on Language Acquisition) website and his personal website. Cohen discusses metacognitive and cognitive strategies, as well as **compensatory strategies** which repair problems in communication and **strategic competence** which involve planning and implementing the language (Cohen, 1996). He also reminds us that each student's learning style influences the choice of learning strategies that may be employed. In the Appendix of his *Second Language Learning and Use Strategies: Clarifying the Issues*, Cohen shares the **list of speaking strategies** compiled by Alcaya, Lybeck, and Mougel which include lowering your anxiety before speaking by taking deep breaths, feeling prepared, visualizing oneself being successful, and focusing on the task you are trying to accomplish. In addition, strategies include monitoring your performance by asking for time, clarification, encouraging yourself and staying focused on the conversation. After a speech event, learners can reflect, evaluate, and plan for future conversations and performances. One possible way to do this is to identify any area of difficulty and use resources to plan for how to do this more successfully in the future.

In addition, Dr. Cohen thinks it is essential for ESL instructors to include instruction in the area of Pragmatics and other essential Speech Acts that vary from culture to culture.

Search the Pragmatics and Speech Acts Bibliography

General Topics	Speech Act / Area of Focus
Interlanguage Pragmatics ☐ Empirical Studies ☐ Non-Empirical Studies	☐ Advice / Refusal of Advice ☐ Apologies ☐ Blame ☐ Complaints ☐ Compliments / Responses ☐ Condolences ☐ Congratulations ☐ Conversational Implicature ☐ Curses ☐ Directives ☐ Disagreement ☐ Formulaic Sequences ☐ Greetings (Openings & Closings) ☐ Humor ☐ Invitations and Response ☐ Irony ☐ Nonverbal Responses ☐ Persuasion ☐ Politeness ☐ Pragmatic Failure ☐ Promises ☐ Refusals ☐ Reprimands and Response ☐ Requests ☐ Suggestions ☐ Thanks / Gratitude
Research Methods ☐ Discourse Completion Tasks ☐ General ☐ Natural Data ☐ Notebook Data ☐ Oral Data ☐ Recall Methodology ☐ Role-Plays ☐ Self-Assessment	
Study Abroad ☐ Study Abroad Pragmatic Acquisition	
Teaching & Learning of Speech Acts ☐ Assessment of Pragmatics ☐ Empirical Studies ☐ Non-Empirical Studies ☐ Teacher & Materials Development ☐ Subjectivity in Pragmatics ☐ Identity in Pragmatic Performance	
Written Speech Acts ☐ Rejections ☐ Requests ☐ Suggestions ☐ Other	

This chart was created by Andrew Cohen and is shown for public use on the CARLA Website
http://carla.umn.edu/speechacts/bibliography/index.php
Permission granted by Andrew Cohen to include in handbook.

Teach phrases that aid basic communication.

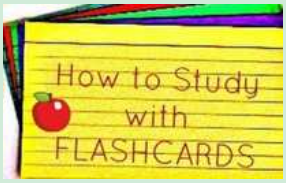
Ways for Teachers to Build Retention

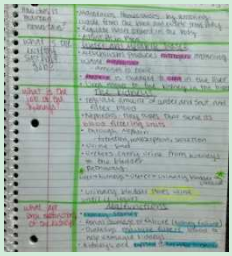
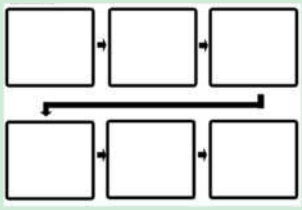
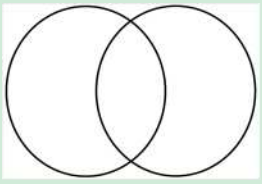
and Improve Language Learning

Learning a language takes time and practice. At times it can seem frustrating for the language learner. As an ESL instructor, we want to convey the idea that practice and use of the language is essential to progress but we also want to keep our students motivated and prevent them from becoming discouraged. Here are a variety of ways to have ESL students practice content and language learning.

Keep a Notebook- Students can keep track of many things in their journals or notebooks. They can focus on vocabulary or any aspect of language learning.

Flash Cards, Graphic Organizers, or Cornell Notes- Introduce your students to each of these important tools. In one of my classes, that had many SLIFE students, they seemed surprised to learn that even teachers use tools like flash cards to practice! Students can pick the tool that works best for themselves.



Graphic organizers are very helpful to students, including language learners, because the structure of the graphics reinforces the type of critical thinking that is beginning recorded. Students can see from the diagrams

that they are using cause-effect, sequencing, compare and contrast, or other important structures.

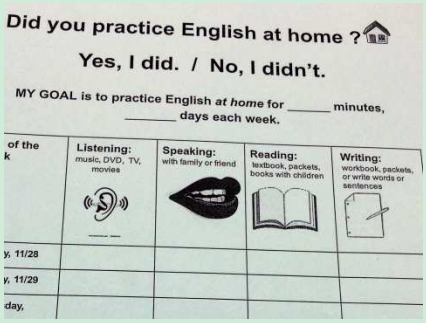
Spaced practice and review- Although we know "cramming" may help us in the short term, spaced practice is more effective for truly mastering information (Benjamin & Tullis, 2010). It's important for students to use effective methods to study like questioning, coming up with the answer, and checking to verify, instead of simply re-reading their notes. Folding the paper of Cornell Notes to ask questions, and checking for feedback on the back, is one good strategy.

Frequent informal quizzes or "testing" helps students retrieve and retain information– Butler (2010) demonstrated in his study that students remember more when they take practice tests than if they simply study. This important research reminds us that it's great to have students take a variety of quizzes in class where they are required to retrieve information, and receive feedback on how they perform. Some instructors like to use sentence stems where students must write out the response, but multiple choice tests work as well. They can be traditional paper-pencil tests, using colored cards, whiteboards, fingers, or gestures to show responses, or they can use technology, such as Kahoot, Quizlet, Socrative, or Quizziz.

Gestures- Just as in Asher's TPR, pairing a physical gesture with a vocabulary term or concept can be helpful for students to recall later. An example is showing the gesture for muscles, on the word strength.

Remind App- This is an app that ESL instructors use at Petaluma Adult School. Remind is used by instructors at public schools and other community programs. It is a great way for instructors to "text" their students, send reminders, encouraging words, and to communicate with each other without using each other's real cell phone numbers, therefore protecting each other's privacy.

Where did I practice English? Use a class chart where students can record the situations and times where English was practiced during the week. As Ewert stresses, building fluency in these areas takes practice and students need regular encouragement to speak, listen (radio, TV shows, podcasts, music, movies, telephone, at work, shopping), read, and write outside of class.


Did you practice English at home ?

Yes, I did. / No, I didn't.

MY GOAL is to practice English *at home* for _____ minutes, _____ days each week.

of the k	Listening: music, DVD, TV, movies	Speaking: with family or friend	Reading: textbook, packets, books with children	Writing: workbook, packets, or write words or sentences
y, 11/28				
y, 11/29				
day,				

Chart created by Laine Gen. Used with permission.

YouTube – You Tube is a fantastic resource! There is so much available for ESL teachers to use in class with students, if there is access to technology, and for teaching ideas. There are also many resources to share with students that they could watch, take notes, and discuss at a future class. Here is one possibility from Rachel's English https://www.youtube.com/watch?v=PrAe07KluZY

TED Talks- TED Talks are similar to YouTube as a resource that can be used by the ESL instructor in class or outside of class. In class, the teacher could use the video to present content, as a listening activity where it is paused and the students summarize what has been presented or predict what will be next. The teacher can mute the TED Talk or any other video and split the class in half. Some students sit with their back to the screen while their partners describe the video.

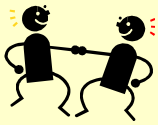
Use of Cohen's Language Learner Strategies-Provide students with a list of the many learning strategies that Cohen, O'Malley, and others have shared. Encourage students to discuss the ones they use frequently and ones they might try in the future. Discuss the role of **metacognition**, thinking about one's thinking. This is also a language learning strategy.

Use your smartphone- In addition to the apps listed above, students can also try some of the free language apps available such as Duolingo. Word

Reference is another great resource on the smartphone where students can pre-plan conversations and look up necessary vocabulary or phrases.

Partner Activities to encourage communicative analysis & discourse- Of course one of the most valuable activities ESL instructors can include is the opportunity to interact in every class in meaningful ways so that students build fluency and practice communicative discourse in authentic ways. For the lower level students, a valuable resource as they build their basic communicative fluency is City College of San Francisco instructor, Rick Kappra's *Teacherless Activities*. Zue Acker, also a CCSF instructor, has engaging activities she calls "Warmers" that are shown in the Activities section (page 50).

Games



Games, like **communicative activities**, provide students with a chance to review material and practice important language skills in an enjoyable manner. Some digital games were mentioned in the previous section such as **Kahoot, Socrative, and Quizziz**. These are games where the teacher creates questions or locates them from an online question bank. There are multiple choice questions that students can enter on their device (computer or smartphone) after they enter a “code” that allows them to play the game.

Here are some other “low tech” games that students enjoy playing to practice concepts.

Bingo or **Tic-Tac-Toe** can be used to practice any vocabulary, grammar point, or some type of listening discrimination. When playing Bingo, students can be given cards to fill in their own grids to practice their writing and spelling, or they can be given pre-filled grids, or a combination.

Backs to the Board, shared by Claudia Pesce of busyteacher.org, is a game where review material is written on the board. Students from 2 teams have their backs to the board. The teacher or fellow student gives the term and the first student to turn around, find it on the board, and erase it, earns a point for their team.

There are also fun, manufactured games for purchase such as **Look in the Lake Pronunciation Cards** by Marsha Chan, sold by Sunburst Media. I was introduced to these cards at a CATESOL workshop where we practiced with minimal pairs, questioning, polite language and other important speech acts.

Here is an example of a Bingo grid where the student writes part of the entries.

This game focuses on listening and hearing the difference between the present tense and the present continuous.

BINGO

Can you hear the difference? 👂

		We're using a computer.	They're studying with a flashlight.
	I walk to work.	She's shouting because she's angry.	He's sleeping on the floor.
They're reading with a flashlight.		She sweeps the classroom floor.	
She's sweeping the classroom floor.	She shouts when she's angry.	He sleeps on the floor.	

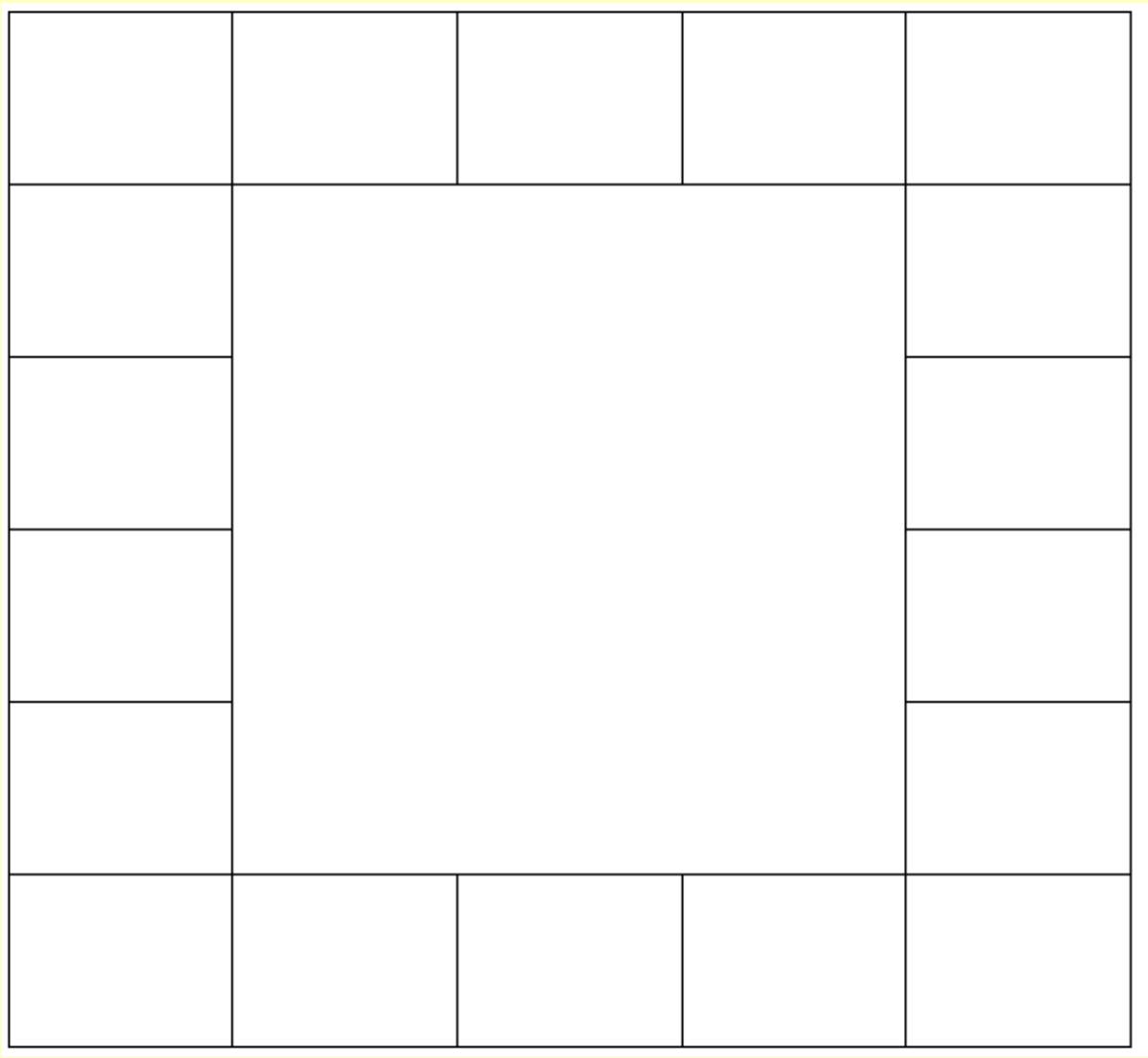
✎ <u>WRITE</u> these in the other blanks.

She's going to class.
They drive to work.
We use a computer.

She goes to class.
They're driving to work.
I'm walking to work.

Create Gameboards with Review Material

Use clipart or words, and spinners or dice



Suggestion by Rick Kappra from *Teacherless Activities*.
Used with permission.

Activities to Use in Your ESL Classroom

Here are a variety of activities and templates that you can use in your classroom that encourage communicative tasks and community building.

On the first night of class, you want everyone to feel comfortable but immediately start to work on communicative activities where they will interact with each other and start to feel a sense of community.

A great way to begin is this activity shared by Rick Kappra from *Teacherless Activities.* Rick Kappra is an ESL Making sure the students know the alphabet so they can ask questions when spelling to others or writing is a good way to begin. After a quick review by the teacher, the teacher and aide or a volunteer can model, “What letter is this?”

The teacher distributes a card to each student. If there are more than 26 students, some duplicates could be “trickier” letters like i, e, b, v, l, r, or capital letters.

Partner 1 says, “What letter is this?” Partner B answers, “That letter is ___.” Then Partner B asks, “What letter is this?” Partner A answers, “That letter is ___.” They exchange cards and continue circulating around the room.

When it appears they have had many interactions with others, the teacher gives an attention signal and the students form a line in alphabetical order, sharing their letter.

Another good variation of the previous activity is to practice months of the year and ordinal numbers with this interactive mingle. Students get individual cards and ask each other, “What’s the date?” and when both people have had a chance to tell the date, they exchange cards. At the end, the students line up in calendar order and say their dates.

This should be followed with dictations about birthdays or other important dates so students get more practice saying dates and ordinal numbers correctly.

What’s the Date?

October 31, 2018	June 29, 2018	May 30, 2018
January 25, 2018	February 26, 2018	March 27, 2018
April 19, 2018	June 21, 2018	July 22, 2018
August 14, 2018	May 15, 2018	July 16, 2018
September 18, 2018	October 20, 2018	November 13, 2018
December 11, 2018	January 10, 2018	February 9, 2018
March 1, 2018	April 2, 2018	June 3, 2018

☆ Get to know your Classmates! ☺

Find someone who can sign each box.
A person can ONLY sign 2 boxes..
You can write **your** name in 1 box.

Likes pizza Do you like pizza?	Is on a soccer team Are you on a soccer team?	Works in construction Do you work in construction?	Likes the color blue Do you like blue?	Has brown eyes Do you have brown eyes?
Walks to class Do you walk to class?	Likes the snow Do you like the snow?	Likes chocolate Do you like chocolate?	Has played on a basketball or baseball team Do you play baseball or basketball?	Comes to class in a car Do you come to class in a car?
Likes the color red Do you like red?	Likes to run Do you like to run?	Works at a school Do you work at a school?	Feels nervous on the first day of class Do you feel nervous?	Cries at sad movies Do you cry at sad movies?
Feels thirsty Do you feel thirsty?	Feels hot or cold Do you feel hot or cold in this room?	Works at a restaurant Do you work at a restaurant?	Likes turkey sandwiches Do you like turkey sandwiches?	Has at least one pet Do you have a pet?
Likes the city Do you like to go to the city?	Has a sister Do you have a sister?	Can speak another language Can you speak another language?	Has a brother Do you have a brother?	Likes to go to the beach Do you like to go to the beach?
Feels tired Do you feel tired?	Feels happy Are you happy?	Feels hungry Do you feel hungry?	Likes video games Do you like video games?	Has a bicycle Do you have a bicycle?

My Name is _____

Zue Acker's "Warmers"

Activity	Purpose	Procedure
Find a photo on your phone to share with your partner	Builds fluency, engagement, and encourages use of present continuous	Here's --- at Gilroy Gardens. She's laughing on this ride…
Draw a pizza with your favorite toppings and write only the answers to these 5 questions.	Encourages student engagement, fluency, and practice with food vocabulary.	Questions: *What toppings are on your pizza?* *Where do you usually eat pizza?* *Who do you usually eat pizza with?* *What do like to drink with pizza?* *How do you eat it?*
Hot Seat Review	Engaging way to review vocabulary	Students are in small groups or teams. Teacher writes a word on the board. The team members describe word to the student who is in the "hot seat" with his/her back to the board. This can also be done with the students holding white boards and writing the clues and guesses.
What's your preference?	Building oral fluency, engagement	Teacher puts a choice on board and students talk to partner about their preference and why. *Beach or mountains?* *Coffee or tea?* *Movie theater or at home?* *Take out or home cooking?* *Extra $: Save or spend?*
Cloud of Answers	Practice yes/no questions	On paper, draw cloud and write 5 1-word (or short phrase) answers to questions. Partner has to guess the question. Ex: "5" *Your son is 5 years old?* *Your shoe size is 5?* *Do you have 5 children?*
3 Things in Common	Getting acquainted, building community, asking questions	In groups of 3 or more, find 3 things all of you have in common.

Shared with permission from Zue Acker, CCSF ESL instructor.

Presented at CCSF ESL Colloquium, March 3, 2018

Sample Mingle Activity to get to know classmates and their jobs

What's your job?

What can you do?

Name of Student	**Occupation** What do you do? What's your job?	**Job skill** What can you do?	**Great! Can you ___ also?** **Yes, I can.** **No, I can't.**
Miguel	I am a plumber.	I can fix sinks and pipes.	Can you fix cars too? No, I can't.

Who is your partner?

What's your last name?	Where are you from?	What language do you speak?	How old are you?	When is your birthday?
What's your address?	Roll the die. Answer the question.			What's your telephone number?
What's your zip code?	Names: _____ _____ _____ _____			What year is it?
What day is today?				What is today's date?
What is your area code?				What time is it?
What's your first name?	What's your middle name?	What's your nationality?	What day is tomorrow?	What is next year?

Gameboard by Rick Kappra from *Teacherless Activities*.
Used with permission.

Dictation

Listen and write

Please repeat that.
How do you spell that?

Partner A Say the words to your partner Write the words. ✎	Partner B Listen to your partner. 👂
1. First name	1.
2. Last name	2.
3. happy	3.
4. scared	4.
5. hungry	5.
Listen to your partner. 👂 Write the words. ✎	Say the words to your partner
	1. My first name
	2. Last name
	3. nervous
	4. tired
	5. thirsty

Students enjoy reading, saying, and matching these responses with a partner.

Matching game (based on Side by Side Multilevel T. Ed. Activity 60

Why are you shouting?		I shout when I'm angry.
Why are you biting your nails?		I bite my nails when I'm nervous.
Why is she smiling?		She smiles when she's happy.
Why is he shivering?		He shivers when he's cold.
Why is he going to the doctor?		He goes to the doctor when he's sick.
Why are they drinking?		They're drinking because they're thirsty.

Why are they yawning?		They're yawning because they are tired.

Why is he perspiring?		He's perspiring because he's hot.
Why are you taking the bus?		I'm taking the bus because my car is broken.
Why are you crying?		I'm crying because I'm sad.
Why is he covering his eyes?		He is covering his eyes because he is scared.
Why are they going to the restaurant?		They're going to the restaurant because they are hungry.
Why is she blushing?		She's blushing because she's embarrassed.

Pages 56-60 are parts of a listening, reading, and writing lesson.

Ellen and Mike Want New Jobs

Ellen and Mike are cousins. They both want new jobs.

Ellen is a very good cook. Everyone likes the food she makes.

She wants to get a job near her apartment.

She sees a Help Wanted sign in the window.

She knows the boss will ask, “Tell me about your job skills.”

Ellen can prepare meals. She can use cooking equipment.

She is quick and very clean. She meets the boss and tells him her skills. She gets the job!

Mike wants a new job. He is tired of working in San Francisco.

He is a construction worker. He can use tools. He can operate equipment. He is a good worker. He is always on time. Mike finds a new job in San Rafael. He is very happy.

Students listen to the teacher read the story.

When the teacher reads the story again, students work in partners to put the cut-up sentences in the correct sequence.

✂Cut these up.

Listen to the teacher read the story.

She knows the boss will ask, “Tell me about your job skills.” i
Ellen is a very good cook. Everyone likes the food she makes. m
She meets the boss and tells him her skills. She gets the job! x
Ellen and Mike are cousins. They both want new jobs. a
He is tired of working in San Francisco. r
She wants to get a job near her apartment. She sees a Help Wanted sign in the window. b
Mike wants a new job. He is a construction worker. t
She is quick and very clean. e
He can use tools. He can operate equipment. o
Ellen can prepare meals. She can use cooking equipment. d
He is a good worker. He is always on time. u
Mike finds a new job in San Rafael. He is very happy. s

Note to teacher: The strips will spell ambidextrous if they are in the correct sequence.

Ellen and Mike Find New Jobs

Cloze Activity

Ellen and Mike _____cousins. They both _____ new jobs. Ellen _____ a very good cook. Everyone likes the _____ she makes. She _____ to get a job near her apartment. She _____ a Help Wanted sign in the window. She knows the boss will ask, “Tell me about your job_____ .”

Ellen _____ prepare meals. She can _____ cooking equipment. She ____ quick and very clean. She meets the boss and _____ him her _____.

She gets the job!

Mike _____ a new job. He is tired of working in San Francisco. He _____ a construction _____. He can _____ tools. He _____ operate equipment. He ____ a good worker. He _____ always on time.

Mike finds a new job in San Rafael. He _____ very _____.

Comprehension Questions

1. What is Ellen's job?

2. What can Ellen do?

3. Where did Ellen see the HELP WANTED sign?

4. What is Mike's job?

5. Can Mike use tools?

6. What other things can Mike do?

7. Where does Mike work now?

8.How does Ellen feel about her new job?

9. How does Mike feel about his job in San Rafael?

10. What are your job skills?

Scrambled Sentences

Beginning and early intermediate level students really enjoy reading and manipulating these as they work with a partner to create meaningful sentences.

✂ ✂ ✂These sentences need to be cut apart at the lines. ✂ ✂ ✂

Using different colors for the sentences makes management of the materials easier for the teacher.

I’m	wearing	a	red	shirt.
I’m	looking	for	some	bananas.
I’m	looking	for	green	apples.
I’m	typing	a	letter.	
He’s	eating	a	bowl	of cereal.
I’m	talking	on	the	phone.
He’s	calling	the	doctor.	

4 Corners Dictation

The 4 Corners Dictation is a dictation activity that involves many skills and gives students the chance to move across the room.

Each person has a partner and everyone is assigned a letter. There are 4 posters hanging in 4 corners of the room, labeled A, B, C, or D.

For example: Carla (A) and Miguel (B) are partners. Carla walks to Poster A, reads sentence #1 and dictates it to Miguel who writes it down on his paper. He may ask for repeats or need help with some of the spelling. Sometimes students need to return to their poster to re-read the sentences in order to remember it accurately.
Because everyone is engaged and there is a great deal of movement as each individual focuses on his/her task during this activity, students are not embarrassed if they need to return to the poster to re-read information.

The 4 Corners activity really challenges students because it uses reading, speaking, listening, and writing. It gives good feedback to the teacher about which of those areas is more difficult for each individual student. Some observations I've made during lessons such as these are: many students really struggled knowing how to say and write **he's** versus **his**. Also, there can be confusion between the words **talking** and **taking**. Sentences with these words really can mystify students.

It's helpful to give these in scrambled sentences on the same day so it is easy to point them out and help students who have difficulty distinguish between these similar words.

A

1. Is she wearing gloves?

2. Yes, she’s wearing gloves to protect her hands.

3. Are they working on the roof?

4. No, they aren’t.
They’re talking on the phone.

5. I’m eating pizza and watching TV.

6.He is studying for his class.

B

1. Is he wearing goggles?

2. Yes, he’s wearing goggles to protect his eyes.

3. Are they eating pizza?

4. No, they aren’t. They are eating hamburgers.

5. I’m going to work.

6.She is cleaning the floor.

C

1. Is he wearing a hard hat?

2. Yes, he’s wearing a hard hat to protect his head.

3. Are they eating hamburgers?

4. No, they aren’t. They are eating pizza.

5. He isn’t going to class tonight.

6. I’m driving to work with my brother.

D

1. Is he wearing a mask?

2. Yes, he’s wearing a mask to protect his face.

3. Are they eating tacos?

4. No, they aren’t. They are eating pizza.

5. I’m going to class.

6. He is cooking dinner.

Dictation: Name _____

I am Letter ___. My partner is___.

1. _____
_____

2. _____
_____

3. _____
_____

4._____
_____

5._____
_____

6._____
_____

Extraordinary Websites to Explore

Andrew D. Cohen https://sites.google.com/a/umn.edu/andrewdcohen/home

I became aware of Dr. Cohen's wealth of research and resources in the area of language learner strategies, pragmatics, and other important ESL topics in my TESOL progams at UC Berkeley and USF. Cohen taught abroad and at the University of Minnesota, in addition to writing many research articles and publications, many of which he freely shares on his website. He now lives in Oakland, CA and replied promptly and graciously to my request to use some of his material in this handbook.

CAL - Center for Applied Linguistics http://www.cal.org/

This website provides articles, information on trainings, a monthly newsletter, and other resources for language teachers.

CAELA - Center for Adult English Language Acquisition Network

http://www.cal.org/caelanetwork/index.html This website contains many informative articles and archived resources from the CAL website. It was funded by the U.S. Office of Vocational and Adult Education through 2010.

CARLA - Center for Advanced Language Acquisition

http://carla.umn.edu/index.html

The University of Minnesota's website has many wonderful resources, including the chart by Dr. Andrew Cohen, on speech acts and pragmatics shown in this handbook.

⇨ **CATESOL** - California Teachers of English to Speakers of Other Languages

http://www.catesol.org/

http://www.catesol.org/single-post/2018/01/27/CATESOL-Made-me-who-I-am-today

This is the website for the professional organization, and as author Susan Gaer describes in the article above, the group provides wonderful opportunities for professional growth, collegial support, and other resources. Being a CATESOL member brings discounts to amazing conferences, a monthly journal, and countless other benefits.

⇨ **¡Colorín Colorado!** http://www.colorincolorado.org/

This site has ***many*** resources for teachers, parents, and students of English and reading. There are also many bilingual resources in Spanish and English.

http://www.colorincolorado.org/webcast/academic-language-and-english-language-learners.

This webcast with Dr. Robin Scarcella**,** Professor at the University of California at Irvine, is of the resources that can be found on the website. She is the Director of the Program in Academic English and ESL and has published numerous articles and textbooks on ESL teaching and Second Language acquisition, including *Accelerating Academic English*. The link below from this website is another example of a resource aimed at SIFE students with specific literacy needs.

http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes

⇨ **Cult of Pedagogy** https://www.cultofpedagogy.com/jigsaw-teaching-strategy/

This site is edited by Jennifer Gonzalez and its focus is on teaching. The site includes many resources about teaching strategies, classroom environment, technology, and other relevant educational topics. It also includes text, videos, and podcast resources in all of these areas.

⇨ **ELLO - English Listening Lesson Library** http://www.ello.org/

This excellent site, which is used by USF professor, Doreen Ewert, provides a video with many non-native English speakers, a written transcript of the dialog, and a short quiz so students can practice their English listening skills.

LINCS - Literacy Information and Communication System https://lincs.ed.gov/

The National Literacy Act and the National Institute for Literacy (NIFL) led to the creation of this site in 1994-1995, in order to increase electronic access to teachers across the nation in the areas of literacy and adult education. Since 2010, LINCS has been supported by the United States' Department of Education, Office of Career, Technical, and Adult Education (OCTAE). The LINCS website provides many research-based resources for instructors of adult learners and those interested in increasing literacy.

MALP - Mutually Adaptive Learning Paradigm http://malpeducation.com/

This site contains information and links to articles written by Andrea Capua and Helaine Marshall and other researchers on ways to present culturally relevant material and instruction to English language learners who may have limited or interrupted formal education or whose cultures had different instructional methods and values. They do this through the Mutually Adaptive Learning Paradigm® (MALP®) and the MALP Teacher Planning Checklist®.

National Center for Families Learning

http://familieslearning.org/about-us/statistics.html

This site provides statistics about literacy and many resources to increase literacy for all, including specific information on family literacy, families in poverty, and English language learners. Many resources are available in Spanish and English.

New American Horizons Foundation http://www.newamericanhorizons.org/

This website includes videos of ESL teachers and other helpful resources for teachers new to the field. We viewed several of these videos during my TESOL Certificate program and they provided helpful models of ESL instruction.

⇨ **OTAN** - Outreach & Technical Assistance Network - http://www.otan.us

I learned about OTAN at a regional CATESOL conference. OTAN provides many digital resources to educators and according to its website, OTAN has the largest database of adult education materials in the world. To use the site, instructors must register, free of charge. Visit the Teaching Tools and Resources tab to access a huge range of instructional materials.

⇨ **Rick Kappra -Teacherless Activities for Low-Level Classes**

https://altaenglishpublishers.com/teacherless-activities-for-low-level-classes-by-rick-kappra/

Rick Kappra presented his Teacherless Activities at the Santa Clara CATESOL 2018 conference and has a very helpful website full of active, communicative mingles, dictations, and other valuable resources for teachers of lower level ESL classes.

⇨ **The Teacher Toolkit** http://www.theteachertoolkit.com/

This site which is supported by Texas' Region 13 Education Service Center provides videos, templates, and many resources for teachers of all ages on different teaching strategies.

⇨ **WIDA** – Originally WIDA's acronym stood for World Class Instructional Design and Assessment but the group has outgrown this definition. https://www.wida.us/

WIDA's mission is to promote academic language development for young people who are from culturally and linguistically diverse backgrounds. The WIDA website provides many resources for teaching English language learners.

Resources

Acker, Z. *Warmers: zero prep.* City College of San Francisco Colloquium, 2018.

Agarwal, P., Roediger, H., McDaniel, M., & McDermott, M. (2018) *How to use retrieval practice to improve learning*. St. Louis: Washington University. retrievalpractice.org

Allen, J.P. B, Widdowson, H.G. (1974) *Teaching the communicative use of English*. International Review of Applied Linguistics in Language Teaching. XII, 1-21.

Alatatis, J, ed. (1991) *The Input Hypotheses: An Update* by Krashen, S*.* Georgetown University Round Table on Languages and Linguistics (GURT) Heineman, p. 409-423.

Beck, I. (2002) Bringing Words to Life. New York: Guilford Press.

Bigelow, M., Schwarz, R. (2010) National Institute for Literacy, *Adult English Language Learners with Limited Literacy*, Washington, DC 20006.

Blackwell, A. & Hallman, D. Building student confidence through extensive reading. City College of San Francisco Spring Colloquium, 2108.

Brown, H. D. (2007). Principles of language learning and teaching. (5th ed.) New York: Pearson Longman.

Butler, A. C. (2010). Repeated testing produces superior transfer of learning relative to repeated studying. *Journal Of Experimental Psychology: Learning, Memory, And Cognition*, *36*(5), 1118-1133.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*, 1-47.

Caps, R., McCabe, K, & Fix, M. (2012) Diverse streams: Black African migration to the United States. Washington, D.C.: Migration Policy Institute.

Celce-Murcia, M.; Dörnyei, Z.; and Thurrell,S. (1993) "A Pedagogical Framework for Communicative Competence: Content Specifications and Guidelines for Communicative

Language Teaching," Deseret Language and Linguistic Society Symposium: Vol. 19 Iss. 1 , Article 3.

Chisman, F. (2008) *Findings in ESL: A quick reference to findings of CAAL research in ESL programs at community colleges*. New York: Council for Advancement of Adult Literacy.

Cohen, A. *Second language learning and use strategies: clarifying the issues.* University of Minnesota, 1996.

Cohen, A. (2011). Second language learner strategies. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning,* (2), Part V, 681-698. Abingdon, England: Routledge.
https://sites.google.com/a/umn.edu/andrewdcohen/publications/language-learner-styles-strategies
https://sites.google.com/a/umn.edu/andrewdcohen/presentations

Cook, S.W., Friedman, H., Duggan, K., Cui, J., & Popescu, V. (2017). Hand gesture and mathematics learning: lessons from an avatar. *Conitive Science. 41*(2) 518-535.

Cook, S.W., Mitchell, Z., Goldin-Meadow, S. (2008). Gesturing makes learning last. *Cognition. 106*(2), 1047-1058.

DeCapua, A & Marshall, H. (2010) Reaching ELLs at risk: Instruction for students with limited or interrupted formal education, *Preventing School Failure: Alternative Education for Children and Youth,* 55:1, 35-41, DOI: 10.1080/10459880903291680

Division of Adult Education and Literacy (2016). English literacy/English language education in the adult basic grant program: Administered by the division of adult education and literacy. (DEAL).

Dweck, C. S. (2010). Even Geniuses Work Hard. *Educational Leadership*, *68*(1), 16-20.

ESL Department of Santa Rosa Junior College. Institutional Planning Year 6 (Fall *2016*-Spring 2017) https://planning.santarosa.edu/sites/planning.santarosa.edu/files/PRPP_2016_EnglishasaSecondLanguage.pdf

Ewert, D. (2018) Building fluency across the skills. *CATESOL Bay Area Chapter Winter*

Conference, February 2018.

Ewert, D. E. (2014). Content-Learning Tasks for Adult ESL Learners: Promoting Literacy for Work or School. *TESOL Journal*, *5*(2), 265-287.

Fadell, C., Trilling, B. & Bialik, M. The role of metacognition in learning and achievement, 2016.

Fillmore, L.W., Snow, C. What teachers need to know about language. https://eric.ed.gov/?id=ED444379

Hardan, A (2013). Language learning strategies: A general overview*. Procedia-Social and Behavioral Sciences, 106,* 1712-1726.

Kappra, R. Teacherless activities, CATESOL, 2017.

Katz, S. (2017) Sonoma County remaining uninsured study. p.4.

Krashen, S. (1982) Principles and practice in second language acquisition. http://www.sdkrashen.com/content/books/principles_and_practice.pdf

Krashen, S. (2011). *Free voluntary reading.* Santa Barbara , CA: Libraries Unlimited.

Krashen, S.D. & Terrell, T.D. (1983). *The natural approach: Language acquisition in the classroom*. London: Prentice Hall Europe. Krashen, S. (2017) The Case for Comprehensible Input. language magazine, 16 (10), 18-22.

Krashen, S. (2011). *Free voluntary reading.* Santa Barbara, CA: Libraries Unlimited.

Lantolf, J & Appel,G. editors. (1994) *Vygotskian Approaches to Second Language Research* p. 10.

Larsen-Freeman, D, Anderson, M. (2017) *Techniques and principles in language teaching* (3rd ed.) Oxford: University Press.

Licht, E. (2017) ELL Adult Ed Works: No Bans, No Walls to student potential. https://www.slideshare.net/EllenLicht/ell-adult-ed-works-brochure

Magy, R. Strategies and skills students need for the workplace and academic success. Los Padres CATESOL, 2011.

Mayer, R., Anderson, R. (1992). The instructive animation: Helping students build connections between words and pictures in multimedia learning. *Journal of Educational Psychology,*

84(4), 444 -452.

McGinty, J., Radin, J., & Kaminski, K. (2013) Brain-friendly teaching supports learning transfer. *New Directions for Adult and Continuing Education*. (137) 49-59.

Moir, J. and Nation, I.S.P. (2002) Learners' use of strategies for effective vocabulary learning. *Prospect* 17, 1: 15-35.

Nation, I.S.P. (2004) Targeting literacy goals. *Language Magazine* 3, 7 20-22.

Nation, I.S.P. (2007) The four strands. *Innovation in Language Learning and Teaching* 1, 1: 1-12.

Nation, I.S.P. (2013). *What should every EFL teacher know?* Seoul: Compass Publishing. ISBN 978-1-59966-266. http://www.compasspub.com/english/book/book_view.asp?h_seq=1720

Nation, I.S.P. (2004) Vocabulary learning and intensive reading. *EA Journal* 21, 2 20-29.

National Center for Family Literacy. (2008) *Practioner toolkit: Working with adult English language learners.*

Olshatain, E. Celce-Murcia, M. (2008) Discourse analysis and language teaching. In *The handbook of discourse analysis.* Ch. 36, 707-724.

Overturf, B., Montgomery, L., & Smith, M. (2013). Word Nerds. Maine: Stenhouse Publishers.

Parrish, B. (2015). Meeting the language needs of today's adult English language learner: Issue brief. Washington, DC: Literacy Information and Communication Systems (LINCS). Retrieved from https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf

Parrish, B., Johnson, K. (2010). Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning. *CAELA Network Brief.*

Popal, S. (2018). Classroom lectures and powerpoint presentations in Sociology of Language. University of San Francisco.

Roediger, H. L. III, Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their

applications to educational practice. In J. P. Mestre & B. H. Ross (Eds.), *The psychology of learning and motivation: Vol. 55. The psychology of learning and motivation: Cognition in education* (pp. 1-36). San Diego, CA, US: Elsevier Academic Press.

Savignon, S. Berns, M., ed.(1983) Communicative language teaching: Where are we going? Urbana Illinois: *Studies in Language Learning*, v4 n2.

Savignon, S. (2017) Communicative competence. In: Liontas, J. (Ed.) *The TESOL Encyclopedia of English Language Teaching*. Online: Wiley & Sons, Inc.

Scarcella, R. (2003). Accelerating academic English: A focus on the English learner. Oakland, CA: Regents of the University of California.

Schwarz, R. (2005, November). Taking a closer look at struggling ESOL learners. Focus on Basics, 8(A). http://www.ncsall.net/?id=994

Schwarzer, D. (2009). Best Practices for Teaching the "Whole" Adult ESL Learner. *New Directions For Adult And Continuing Education*, (121), 25-33.

Short, D. & Boyson, B. (2004) *Creating access: language and academic programs for secondary newcomers.* Washington, D.C.: Center for Applied Linguistics and Delta Systems Co, Inc.

State of California Commission on Teacher Credentialing (2015). *Serving English language learners*. https://www.ctc.ca.gov/docs/defaultsource/leaflets/cl622.pdf?sfvrsn=c1862043_2

Tam, E. (2015) “Academic Vocabulary- Frayer Model.” https://www.youtube.com/watch?v=OSgPvSyR5OY

TESOL International Association. (2018). *6 principles in action.* http://www.tesol.org/the-6-principles/about

U.S. Dept of Education’s Doing What Works Website. (2014) Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf#page=20

WIDA. (May 2015) *Focus on SLIFE: Students with limited or interrupted formal education.* University of Wisconsin-Madison.

Young, D. “Word Wizards” http://thirdgradethinkers8.blogspot.com/ Blog

Zemelman, Daniels, and Hyde (2005). Best Practice, Today's Standards for Teaching and Learning in America's Schools. Heinemann.

Zwiers, J. (2014). Building academic language: Meeting common core standards across disciplines (2nd ed.). San Francisco, CA: Jossey-Bass.

Conclusion

ESL instructors of non-credit classes at community colleges, Adult Schools, and CBOs face an important and challenging job as they seek to meet the diverse needs of their students. Often, these instructors are pressed for time as they may move from site to site to teach their different classes.

It is my hope that this handbook offers many valuable resources that these instructors can access quickly and easily as they strive to build community, teach with engaging and authentic activities, and share valuable academic skills and strategies as they help their students reach their personal goals.

Thank you

to my parents who taught me both languages!

Thank you to all of the language learners in my classroom and the ESL instructors who shared their classrooms and expertise with me during my teaching career and MATESOL journey.