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ESOL 10/30- ESOL Level 1 & 2, Pre/Beginning Literacy- Suzanne Tennent- Part B- Winter 2024

*** Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

The objective of these exercises was communicating information accurately, not necessarily in perfect English.

1. ESOL-10 / Speaking

After viewing Burlington English (Level 2) Getting a Job (3.) Watch and Speak “A Job Interview” (5.), students wrote their own interview questions and answers. They practiced then performed them in front of their peers without notes.

1. ESOL-30 / Speaking

After viewing Burlington English (Level 5) Money Matters (4.) Listen and Speak “Types of Banks” (1.), students paired up and wrote dialogues about different banking options. They performed their dialogues (by looking minimally at their scripts), and I then asked questions orally based on these conversations to the performers’ peers.

2. ESOL-10 / Listening

Before viewing Burlington English (Level 2) Getting a Job (3.) Watch and Speak “A Job Interview” (5.), students anticipated what the interview questions might be based on an image. I jotted down a few helpful notes on the board. The students then viewed and watched the video raising their hands when some of the questions the group had come up with were asked in the video. I then asked those same video questions orally to the students. They wrote out their answers and then stated them aloud once I had asked all of the questions.

2. ESOL-30 / Listening

Students prepared for the listening activity in Burlington English (Level 5) Money Matters (4.) Listen and Speak “Types of Banks” (1.) by discussing three general questions about banking in the United States and previewing vocabulary. They then listened to the audio at 1.25 speed followed by normal speed. Finally, they made a list of pros and cons of each banking system with the aid of a word bank and discussed these points orally.

3. ESOL-10 Reading

Before reading the Burlington English (Level 2) Getting a Job (3.) Read: “Night Jobs,” students listened to the text and review vocabulary. They then engaged in the corresponding In-Class and Student Lessons for the lesson in which the text is analyzed. Finally, students were asked to give short answers to both written and oral questions based on the reading.

3. ESOL-30 Reading

In Burlington English Money Matters (Level 5) Read (4.) “Building a Credit History,” students began by listening to the script and reviewing new vocabulary. They completed the corresponding In-Class and Student Lessons and answered written and oral multiple-choice and short-answer questions based on the reading.

*** Outcome #1**

Speak independently so others can understand using words, phrases, statements, questions, and high frequency commands that are highly relevant at home, work, and school.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** Outcome #2**

Listen actively to understand highly relevant words and phrases in simple questions, statements, and high frequency commands.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** Outcome #3**

Read independently with understanding highly-relevant symbols, numbers, and words in personal and environmental print.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

The activities incorporated scaffolding of the different language skills as well as practice (repetition) which helped with retention and production of language. For example, when approaching a reading activity, as in Outcome 3 above, the students first listened to the text before reading it. Then they reviewed the new vocabulary in oral and written fashion, and finally read the section with some idea of what to expect. These learning steps contributed to students' success with this activity.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

The student evaluations consistently showed that they perceived satisfying the outcomes and improving their over the course of the term. Their perceptions match my observations of their achievements.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes.

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

The area of greatest difficulty for this demographic is pronunciation. To improve communication among students, I would model more of the sentences they wrote and spoke during preparation. They would practice while I listened before performing them alone. I would also encourage them to use the pronunciation activities outside of class on a more consistent basis, as well. Even a few minutes at a time would have a positive impact on their oral language. To ensure the students understand the questions, I would also use the simplified student course evaluations directed at this population instead of the general one.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

We have all of the resources we need. The classroom space is excellent with its Smartboard, large and individual white boards, laptops, and round tables. Access to the Burlington English app, a knowledgeable and responsive company representative, and re

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

n/a

9. Describe how you explain information about course outcomes and their relevance to your students.

At the beginning and in the middle of each term, I explain the relevance of using a combination of speaking and written expression and listening and reading comprehension for effective language learning and retention. These outcomes are also reiterated as each new lesson is introduced in Burlington English. We also look back at past lessons for perspective on how far their skill development has come.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

(No response)