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Implementing Task-Oriented Content-Based Instruction for First- and Second-Generation Immigrant Students

This article discusses how the ESL program at an ethnically/linguistically diverse community college (between San Diego and the Mexican border) moved from a general, grammar-based ESL curriculum to a content-based instruction (CBI) curriculum. The move was designed to better prepare 1st- and 2nd-generation immigrant students for freshman composition and mainstream content classes. The article describes the author's challenges and successes in implementing this new curriculum in her classrooms, particularly with beginning-level immigrant ESL students. The author provides a close look at 6 portfolios by students with whom that author worked for 3 semesters. The chapter ends with reflections on how this experience can help other instructors whose programs and classes undergo major curricular changes.

Student Population and Institutional Context

Southwestern College is a fully accredited community college about 11 miles from Tijuana, Mexico, and the only institution of higher education to serve south San Diego County, which it has done for the past 50 years. It serves about 19,000 students and it offers lower-division courses for those who want to transfer to 4-year colleges or take vocational courses, occupational programs, basic education classes, language classes, and noncredit classes, to name a few.

Southwestern College also serves a fairly large ESL community composed mostly of Mexican immigrants or Mexican Americans and also immigrant learners from Iraq, South America, Korea, Japan, Russia, and African countries in smaller but growing numbers. Because of our proximity to Mexico, Spanish is vastly spoken in the area, almost to the point that English becomes in actuality a second language. This phenomenon produces two interesting and opposite effects. Some embrace the chance to use English, and learn to speak it quite fluently, but have had little formal education in English. Others immerse themselves in their ethnic communities and have very little exposure to English outside the classroom. When it comes to level of L1 education, there are essentially two populations: those who are well educated in their first lan-

guage and who can quickly transfer academic skills from one language to the other, and those who have not completed their secondary education in their first language, which may translate to greater need for support. Although very different, all these students have one thing in common: They all desire to be successful. In terms of goals, some have vocational/technical and/or academic aspirations, but some want to be able to function in the community where they live. Obviously, these ESL learners have to reach their goals through different paths.

At first, the ESL program at Southwestern College offered only one path, a grammar-based, skill-based 3-semester program, which partially addressed the needs of its ESL community. To cater to all learners, what was originally only one path was divided into two: everyday ESL and academic ESL. The everyday ESL skill-based program focuses on everyday proficiency whereas the academic program aims to develop literacy particular to the educational environment students will be immersed in. The addition of an academic program to our offerings was triggered by the realization that most of our ESL students were academically bound but were not receiving the specific instruction needed to prepare them for academic content classes (see Horowitz, 1986a; Johns, 1981; Leki & Carson, 1994, 1997; Santos, 1988).

The academic program—called LEAP—is an integrated skills program designed for students who have a certain level of everyday linguistic and sociolinguistic competence and who want to enroll in college classes in the future. With content-based instruction (CBI) gaining momentum in TESOL (see Lyster, 2007), at the college level (see Kasper et al., 2000), and in EFL contexts (see Pally, 2000) in spite of some criticism (see Spack 1988), the department decided to adopt an academic CBI four-level program that should prepare college-bound ESL learners to succeed in lower-division English composition classes and mainstream content classes. With the adoption of a CBI curriculum, the unit of organization changed from grammar to academic themes. Students would have to use language to talk about, read, or write about that particular academic theme, do academic tasks, and apply academic skills, thus simulating what happens in mainstream content classes. Backward design was used to determine curricular goals for each level. That means that the goals for the fourth level were decided, followed by the goals for Levels 3, 2, and 1 in this sequence. The instructors worked together as a team to make curricular decisions and to create materials, as we desired to use sustained content but could not find materials with the academic themes we had agreed upon. As it now stands, by the end of the LEAP program, students should be at an advanced level of proficiency according to the ACTFL descriptors, and they should be able to:

1. Analyze and describe reading and listening materials.
2. Identify and employ appropriate generalizations or inferences and draw valid conclusions from information provided.
3. Prepare, produce, edit, and revise academic prose with an advanced level of English proficiency.

4. Summarize and paraphrase the content of academic lectures, assigned readings, oral presentations, and other authentic language selections.
5. Collect and prepare reliable and valid sources of information to support a thesis.
6. Generalize and relate to reading, photos, and/or oral discussions in a way that reflects critical thinking.
7. Analyze and relate assigned readings to other readings, multimedia presentations, guest speakers, and/or personal accounts.
8. Apply and use the writing process to write unified, well-developed, cohesive, and coherent essays that include a thesis, introductory, body, and concluding paragraphs employing correct grammar structures.
9. Identify content-related vocabulary and use it in his or her writing.
10. Identify and use academic vocabulary from the Academic Word List in class texts and use them in his or her writing.
11. Respond to both in-class and out-of-class writing prompts at an advanced level of English proficiency and effectively support the prompt with valid evidence. (Academic ESL course outline)

With the academic curriculum in place, the program officially started, and I set off to teach my first CBI class, with students at a novice-midlevel (American Council on the Teaching of Foreign Languages, 2012) of linguistic competence. Right from the start, I noticed two important challenges. The material had a clear theme and the language that students had to learn was also obvious, *but many of the tasks that students had to complete did not seem to simulate college tasks as I visualized them*. For example, after reading, students had to answer comprehension questions, and the writing tasks seemed to be at the sentence level with a focus on grammar. Consequently, I had a hard time visualizing assessment beyond language tests. Another issue was that students—though orally proficient in everyday language—struggled with academic language, so communication about academic topics was difficult. Some students also had very limited reading and writing skills. For instance, when trying to do the first reading of the semester, students tried to memorize the words in the text because they failed to understand it. As they failed to understand it, they were unable to talk or write about it. With my goal being that of initiating those learners in the academic community they would be part of and help them gain the skills they needed to be able to cope with the tasks and the texts of their academic communities, I tackled the problem by developing a task-based approach to lesson planning.

Pedagogical Practice:

A Task-Oriented CBI Approach to Lesson Planning

Because the purpose of the LEAP program was to prepare students for academic content classes and lower-division composition classes, I decided to develop a task-centered lesson planning model. In this model, every text, either oral or written, would be approached with an academic task in mind. With

tasks as the core of my lesson plan, I then could determine the skills and language that students would have to learn to do a particular task or tasks. I developed two types of tasks to solve the two types of challenges I faced: academic tasks and scaffolding tasks.

Academic Tasks

The first type of task focused on the material challenge. They determined the final goal of my teaching, as students would actually do those tasks in a mainstream college class and/or in a lower-division composition class. By determining the tasks, I could come up with the skills and language needed for those tasks as well as design clear task-based assessments. These assessments mirrored the academic tasks they practiced beforehand in the classroom and involved all the skills and language taught (see Figure 1).

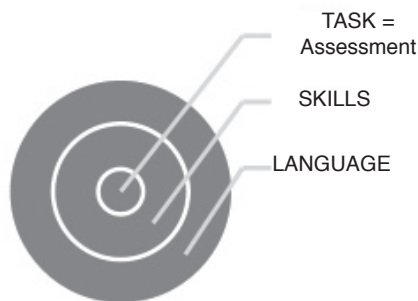


Figure 1. Task based-assessment model.

For example, one of the texts students had to read was about Dr. Howard Gardner's theory of multiple intelligences (MI; Appendix A). The task would be to read for information rather than comprehension. Students had to read the text and restate the most important information in it (academic task). To do that task, students would have to be able to understand the text (skill 1) and identify the most important information (skill 2) so they could accurately report what they had learned about MI and Dr. Gardner (task) from that particular text. To report the information correctly, students would also have to learn reporting language (language) and the content-related vocabulary (language). Tasks, skills, and language then come full circle.

As I analyzed and taught the materials, and talked to my colleagues, I came up with the following academic tasks, skills, and language for Level 1 (see Figure 2).

As can be seen in Figure 2, reading and writing tasks were very important. In terms of reading, students had two types of readings. They had to read sources and be able to report and summarize them, and they had to read prompts, analyze them, and respond to them accurately. Concerning writing tasks, there were two types: in-class and out-of-class tasks. Students then had to be able to read prompts with one or two actions (skills) and answer the prompts accordingly, referring to the text they had read (task). The prompts contained the fol-

<i>Tasks</i>	<i>Skills</i>	<i>Language</i>
Read and report the information learned from the source.	<ul style="list-style-type: none"> • Processing reading and understanding it • Making mental pictures as they read • Identifying topic and most important information to be learned • Annotating text • Identifying essential x nonessential vocabulary • Identifying sentence structure • Identifying connections between ideas • Identifying source 	<ul style="list-style-type: none"> • Essential vocabulary (meaning, form—nouns and verbs—and use) • Subject (simple to multiple) • Verb (simple to multiple) • Complement (simple to multiple) • Reporting language (According to ... The author said/stated/claimed ...) • Discoursal elements: (Also, in addition, etc. ...)
Respond to one to two action prompts on the source reading.	<ul style="list-style-type: none"> • Identifying the actions required by the prompt • Responding using information from sources 	<ul style="list-style-type: none"> • Identifying and responding to prompt verbs: name, list, exemplify, define • Writing using the correct sentence structure • Providing only the information required accurately
Write a guided summary of the reading in and/or out of class.	<ul style="list-style-type: none"> • Identifying author • Identifying source • Identifying author's main points • Separating author's main points from explanations and examples • Paraphrasing 	<ul style="list-style-type: none"> • Vocabulary • Sentence structure • Connectors
Listen to a lecture on the subject and take organized notes. Based on the notes, write a summary in and/or out of class.	<ul style="list-style-type: none"> • Listening and identifying topic • Identifying lecture's main points • Taking organized telegraphic notes • Interrupting lecturer politely and asking clarification questions 	<ul style="list-style-type: none"> • Spoken language features • Lecture organizers • Telegraphic writing • Questions with modals of politeness • American college classroom routines (raising arms and asking questions)

Figure 2. Level 1 tasks, skills, and language.

lowing verbs: name, list, give an example, explain, and describe. For example: "Name the theory created by Dr. Gardner," or "Explain Body-Smart," or "Give two examples of what a Word-Smart individual enjoys doing."

Students also had to be able to write a guided summary of their readings or of the lectures they listened to. That required understanding, annotating, and taking notes on the text and/or lecture as a whole. For example: "Complete the summary below about the text on Multiple Intelligences."

The text is about _____ (topic). It states that Dr. Gardner _____
_____ (main point). According to this theory, there are _____, namely, _____,
_____, _____, _____,
_____, _____, _____. It also explains _____ and gives examples of _____.

In sum, with the final task in mind, students would have to learn to read and understand the texts and the prompts (skill 1), paraphrase someone else's idea (skill 2), and report it (skill 3) using the correct vocabulary and grammar (language). If a summary were written as an out-of-class task, students would have to be able to write multiple drafts (task 2) in order to be acquainted with the process a good writer goes through when doing out-of-class writing. With the academic tasks as my teaching goals, I had to develop students' skills and language.

Scaffolding Tasks

With the material challenge resolved, I needed to address the second challenge: Bring students' academic skills and language up to speed so they could handle the academic tasks I had set up for them. That answer came in the form of scaffolding tasks. In my particular approach to lesson planning, scaffolding tasks are a series of tasks students perform to help them gain skills to enable them to successfully complete the final academic task without help by the end of the semester. In this case, since the writing tasks were dependent upon students' understanding their reading, I developed a series of scaffolding tasks that would develop students' ability to read and comprehend so they could write. By the end of the semester, the scaffold was removed as students should have been able to tackle the academic task independently.

The first scaffolding task was about preparing students to read and paraphrase rather than memorize. Students were asked to read and draw meaningful pictures of what they had read. If they could draw it clearly, they had understood and processed the text. Then they would put the text away and orally explain what they had read in their own words by looking at the images only. By doing so, students monitored their comprehension without the need for comprehension questions. The drawing was simple without requiring formal knowledge of drawing. As students became better readers, the drawing scaffolding was removed and students could then go straight from reading to paraphrasing in writing (see Appendix B). If they could not draw, they knew

they had not understood the reading, which meant that they may not have recognized essential vocabulary (language) or dissected the grammar correctly. That led me to develop the second and third scaffolding tasks.

My second scaffolding task involved vocabulary and dictionary skills. Students were taught to identify the essential vocabulary in short paragraphs so they could determine which words were essential to comprehension. Afterward, I taught them to learn the words by themselves by teaching them dictionary skills. As extra motivation, students were frequently tested on the essential vocabulary with a simple fill-in-the-blanks-with-the-correct-word test to check if they could recognize the words' meanings. After students became very good at identifying essential vocabulary and at learning the words by themselves, and as they learned to recognize more words, that scaffolding was removed. They could then go from reading, identifying whether they understood it, identifying if they needed to learn the essential vocabulary to understand meaning, using the dictionary to learn it, and reading it again to understand the text. What would take several sessions at the beginning of the semester took them some minutes to do by the end of the semester.

Another way to aid students' learning of vocabulary was by having students read extensively (see Grabe & Stoller, 2011, on the importance of extensive reading in the learning of vocabulary). They were required to read at home for at least 30 minutes five times a week and to keep a reading journal with a vocabulary log, which was graded every 2 weeks. In their journals, they were expected to enter the date they read, the amount of time spent, and the number of pages read. They wrote a short summary of what they had read and selected a couple of vocabulary words they wanted to actively learn. They would then do a dictionary entry for those words with form, meaning, and an example sentence they would write. The reading journal was collected every 2 weeks for holistic grading. The goal was for them to increase their vocabulary repertoire and to help them become independent learners and readers.

The third scaffolding task focused on students' ability to process syntax. I selected the types of structures they had to learn from the readings they had to do and what they needed to write to complete the writing tasks. For example, before reading the text on multiple intelligences (see Appendix A), students were taught to read sentences with clausal elements found in the text. For example:

Students needed to identify subject, verb, and complement. For example:

Subject + Verb + Complement
Dr. Howard Gardner is a professor from Harvard University.

Then students needed to be able to identify and produce "that" sentences. For example:

Subject + Verb that + Complement (subject + verb + complement)
Dr. Gardner noticed that people learned in many different ways.

Students also needed to be able to identify lists inside complements. For example:

Subject + Verb + Complement (with lists)
You like to use words in reading, writing, and speaking.
You enjoy word games, foreign languages, storytelling, spelling, creative writing, or reading.

Students also identified sentences with multiple verbs and complement. For example:

Subject + (Verb + Complement) + (Verb + Complement) + ...
You keep a journal, create plans for the future,
reflect on the past, or make goals for yourself.

As students became more acquainted with the sentence structure and were able to deal with more complex structures, they were able to read and write at a higher level. When reading, they were able to understand, for example, the sentence: "You enjoy observing and classifying things like plants, animals, or rocks. You love being outdoors and are interested in gardening, taking care of pets, cooking, or getting involved in ecological causes" (see Appendix A). When they wrote, they could write *if* sentences, such as, "If you are a nature-person, you like animal or plants. You also like be outdoors and do things outdoors, such as, gardening and cooking" (from author's records). Since students now could process the sentences in the reading, as they knew their structure and vocabulary, they should be able to draw the pictures, paraphrase the text, report it, and summarize the ideas. In short, I focused on task (reporting and summarizing), skills (paraphrasing), and language (in addition to vocabulary, the sentence structures, from simple to more complex, that they needed to know to be able to understand what they read and to produce writing). Again, tasks, skills, and language came full circle.

Rationale for the Task-Based Approach

The driving force of my approach to teaching academic writing was tasks. By pinpointing the academic tasks needed, I could determine the skills they needed to successfully complete the tasks and the language they needed to manage the skills. In other words, the academic tasks should be determined by the type of texts and tasks they would have to produce later in their academic lives, which in turn should be headed by the demands of the academic community in which they were to function (Horowitz, 1986a; Johns, 1997). Therefore, I analyzed the writing tasks of the highest level of our LEAP program and from there I had to figure out what was the most basic writing skill or skills that would prepare students to efficiently, effectively, and accurately handle the writing task and aid students in producing the type of text required at the highest level. At the highest level, they have to write "three- to four-page essays that are logically organized, contain a claim supported by evidence with a strong

focus on source integration and Works Cited page in MLA format” (Scope and Sequence, 2012).¹ Synthesizing from a variety of sources was a clear skill for almost all the final writing tasks of the LEAP program (see aforementioned goals).

Besides learning what the final program writing tasks were, I searched for more information in the literature on academic tasks and texts. Articles on teaching academic writing were very eye-opening. For example, Huang (2010) stated that in her study, undergraduate faculty chose the ability “to produce work that effectively summarizes and paraphrases the work and words of others” (p. 529) as a top three necessity for undergraduate students. That statement was supported by the number of textbooks and resource books that aimed to help students learn paraphrasing and by my own experience as an international graduate student in American universities. Fundamentally, they had to synthesize from various sources, but they also had to be able to summarize individual sources and, in order to summarize, they had to be able to paraphrase what they read (see Johns, 1988). Consequently, and following the backward design philosophy, that meant that if students cannot effectively paraphrase, they cannot summarize. If they cannot summarize, they cannot synthesize and thus would have difficulty writing from sources. The sequence of skills, namely, paraphrasing, summarizing, and synthesizing was then finalized.

When it came to the scaffolding tasks, it was clear that the fact that students needed to write from sources gave a heavy weight to their ability to read because the writing of academic papers cannot take place if students cannot understand the sources of information (see Grabe, 2003, for the connection between reading and writing in English for Academic Purposes). In addition, I noticed the materials at Level 1 that I used did not contain specific reading instruction; rather it assessed students’ reading comprehension through questions. In academic classes, however, students are asked to define concepts, list elements, summarize, analyze, interpret ideas, and so on. Besides, some comprehension questions can be answered without students’ fully understanding the information. Instead, students can develop coping skills to identify the answers to the questions without deeply processing meaning. So I dedicated a lot of time to developing their reading ability and did a great deal of research about the teaching of reading. As I learned about strategy reading (see Grabe, 2004) and comprehension strategies (see Neufeld, 2005), I decided to develop my own scaffolding tasks. My conclusion was that I should create a series of scaffolding task-based routines that supported students’ learning to read and comprehend. An important result of comprehension is a clear mental picture; thus was born the idea of asking students to draw pictures as they read. In this way, the students and I could monitor their comprehension and identify where comprehension had failed and why. Then students could learn what they needed to go back to reading and comprehending. Developing students’ independence was a major target so they could finally successfully complete their academic writing tasks.

Vocabulary entailed a large part of my teaching because studies show that a reader needs to know between 95% and 98% of the vocabulary in academic

texts to be able to understand it (Grabe & Stoller, 2011; Hinkel, 2006; Nation, 2005, 2006). In the past, guessing meaning from context was emphasized. Now vocabulary knowledge is a priority because of findings that ineffective readers are the ones who guess a lot of words from context. Good readers, on the other hand, know a lot of words (see Eskey, 2005; Grabe, 2009). Extensive reading was also crucial, as Horst (as cited in Grabe & Stoller, 2011) states: "Extensive reading provides ongoing opportunities for learners to meet many words they would otherwise be unlikely to encounter, with the syllabus bounded only to the amount of reading they can manage to accomplish." In short, without recognizing words, one cannot possibly understand a text, which leads to an inability to write.

Grammar was also emphasized because of its vital importance to reading comprehension (Grabe & Stoller, 2011). Readers have to be able to put the words together and process syntax (syntax parsing) to be able to understand meaning (propositional meaning), thus greatly helping L2 learners decode reading and also write accurately. My choice of how to address the teaching of grammar was influenced by two main elements. First, it was influenced by my belief that the traditional linear simple-compound-complex sentences approach artificially simplifies writing and makes grammar rather than ideas the focal point. I wanted students to be able to report what they understood the author to have said rather than worry about using simple, compound, or complex sentences. So I provided them the structures they needed to produce sentences accurately as they talked and wrote about the text. Second, in CBI curricula, the texts/content should lead the instructor's choice of what structures to teach. Therefore, the orthodox sentence-teaching approach gave way to the teaching of the basic clause with elements added to it (see Wolfe-Quintero, Inagaki, & Kim, 1998, on a traditional view on syntactic complexity in writing, and Biber, Gray, & Poonpon, 2011, on a challenging view), which is the form I saw in the readings they had to do (see Appendix A) and which was what they needed to produce when writing.

The decision to use a balance between process (i.e., prewriting, writing, and postwriting) and product (the piece of writing per se) was made as content instructors are not concerned about the writing process but focus solely on the product as a way to assess students' learning of the material (see Carkin, 2005; Hedgcock, 2005; Horowitz, 1986a, 1986b; Jordan, 1997; Matsuda, 2003). On the other hand, the writing process is important for language teachers because it addresses psycholinguistic, cognitive, and affective aspects of learning to write that may help students acquire the skills they need to produce a good piece of writing. It might also help students develop metacognitive skills needed to learn about their own writing. At the same time students had to write multiple drafts for out-of-class tasks, they also needed to do in-class timed writing tasks. Besides learning process writing, they also learned to focus on the product of writing by managing its accuracy, not only in terms of structure but also in terms of addressing the prompt. There focus was on preparing students to write intelligible and grammatical sentences that reported authors' ideas from sources read.

As students started to understand and deeply process what they read, they could finally write about it. The task of having to write from sources determined all the skills and language that students needed to learn. It determined my approach to reading and my approach to writing. Reading to write came full circle!

Results of the CBI approach

I have tracked the reading and writing ability of six different ESL students as they started with me in Level 1 and have continued with me through Levels 2 and 3. I have also tracked the development of two students who were not with me at Level 1, but who joined the group at Level 2 and continued to Level 3. Because they were required to compile a portfolio, I have been able to analyze their Level 3 portfolios and determine whether in 3 semesters students gained the skills, language, and ability to do the tasks they needed to cope with and succeed in the last level of the ESL program. In other words, I wanted to know if teaching them the academic tasks and using the scaffolding tasks at Level 1 helped prepare them for ending Level 3 ready to deal with the rigors of their last ESL academic class. I have also analyzed what worked in the approach I used and what needs to be modified and asked my students to take an English and reading test to see where they were placed.

Let me start by analyzing the final task at a holistic level. At the end of Level 3, all students were able to write an out-of-class assignment, a multiple-paragraph academic paper based on at least three sources provided by me (see Appendix C). They could add one more source if they needed information that the sources I provided did not contain, but they had to make sure that the source was reliable, which was a skill we worked on during the semester. Since the level theme was diet and nutrition, students were engaged in researching different types of diets.

As I read their sample Level 3 portfolio tasks, it was clear to me that they were all able to read the in-class and out-of-class prompts, understand the tasks, and do the tasks as required by the prompt. They were also able to read the sources of information and take organized notes focused on the information requested by the prompt. That meant that students were able to read a text, highlight it, annotate it, and take notes. They could read, paraphrase, summarize, report, and synthesize. They were also able to identify text organization as they read and read with a specific purpose in mind (to answer the prompt).

Concerning writing, students were able to write under time constraints when answering in-class prompts, and they also were able to write multiple drafts and ask pertinent and relevant questions that helped them develop a coherent paper based on the notes taken. The paper contained an introduction, body, and conclusion as required by the prompt. Each paragraph contained organized ideas and a high level of content-related vocabulary. The paragraphs were mostly coherent with mostly relevant information. They were also able to differentiate information provided by the source from their own opinion and to state the sources used for the writing of the paper without following a specific referencing style (e.g., MLA or APA), as they will learn that skill at Level 4.

I also looked at their microlinguistic skills. For the most part, all students were able to write sentences with a subject, verb, and complement with subject being rarely omitted. They also were able to use a variety of sentences as well as coordinating and subordinating conjunctions, although those were limited. Sometimes students still used capitalization incorrectly, which seems to be a pattern among the Spanish speakers in class. They tended to use capitalization whenever they thought the word was important rather than when the nouns were proper. They were able to explain concepts and give examples, and to use correct punctuation and sentence structure when doing so, although many sentences contained mostly the conjunction “and” as a connector. It seemed that although they learned to read and process complex thought connectors, some of them were not able to transfer those skills into their writing, whereas others did.

I also asked students to take an English and reading placement test. Of these six students who were with me from Level 1, one did not take the tests. Of the five students who took the placement tests, all of them were placed at the level before the last of the English lower-division composition classes, which is a goal to be obtained after Level 4 academic ESL. They accomplished it a semester ahead. In terms of reading, four were placed at the last level of English reading, and one was placed within ESL reading.

The students who did not start at Level 1 with me were placed at the lowest level of ESL reading. They also stated that they were not doing their extensive reading, whereas the others were dedicating at least 30 minutes a day to extensive reading and really enjoyed it. Of these two students, one was also placed at the level before the last of the English lower-division composition classes, whereas the other was not placed within English but needed to continue with ESL classes.

All in all, students were all very successful the following semester. It seems that the scaffolding tasks used at Level 1 provided the students who started at Level 1 an advantage over those who missed that foundational instruction. They also seemed to have developed a reading culture, whereas the ones who started later had a harder time getting into the habit of reading and getting pleasure from it. However, all of them seemed to have developed the ability to write out-of-class papers just as well. All of them seemed to have learned enough to be able to do the tasks at Level 3 without the scaffolding anymore, and most of them skipped the last ESL level because of scheduling conflicts and went straight to English composition or English reading. They knew the cognitive processes entailed in reading and understanding, were able to monitor their understanding, and had the tools necessary to repair understanding. I also noticed that they were able to do all that quickly, although the students who did not start with me at Level 1 needed more time to understand the texts from the sources required.

Concluding Thoughts

Learning to teach is an endless process. Even though I am a teacher with 25 years of experience, I found that I had to “re-create” myself as a teacher. For

more than 2 decades, I had taught everyday ESL with either grammatically or functionally oriented curricula. To teach academic ESL through CBI curricula, I had to rethink my classroom culture, the way I thought about ESL, what I taught, and how I taught it. In a nutshell, I had to leave my comfort zone and re-create myself as a teacher and re-create my own teaching. And re-create I did. Although at first I was a bit doubtful of the program and of CBI per se, or perhaps that was simply a manifestation of fear of the unknown, I can say that I am glad the program has changed and that I embarked on this enormous, and sometimes painful, transformation. Leaving my comfort zone was undesirable at that point, but the professional growth attained was certainly worth it. I became more knowledgeable and have also learned a lot from my colleagues, as we have all been working together on the development of materials. We have become more experienced and knowledgeable in EAP and CBI. In other words, learning about academic reading and writing, developing task-oriented CBI lesson plans, challenging myself to come up with ways to help beginning-level academically oriented ESL learners to write from sources, and working with my colleagues has transformed me. The most important lesson of all, I would dare say, is that good teaching should always be informed by research but also be immersed in common sense and in an ability to reflect about what works, what does not work, and on what needs to change. Eskey (2005) has so intelligently stated that “The answer is neither research-based practices nor particular approaches, methods and materials. The answer is good teaching” (p. 573). The feeling that I am now better equipped to prepare my students for academic life is extremely rewarding, even more so when I hear from them. When they see me around campus, they make sure to tell me that they are taking sociology, or biology, or psychology, or English classes and that they are managing their learning successfully. That is my utmost reward.

Author

Eliana Santana-Williamson is professor of ESL at Southwestern College. Her research focuses on corpus studies of spoken, everyday English, action research, NNS teacher concerns, and teacher learning. She has worked in the Brazilian Amazon and in the US. She has given numerous research presentations, workshops, and lectures on several topics related to ESL. Her work has appeared in The Teacher Researcher in the Americas, Action Research, ERIC, The CATESOL Journal, TESOL Journal, IATEFL, THAITesol, BRAZTesol, and DISAL. She is the author of the book On Speaking Terms: Real Language for Real Life 1 and the coauthor of the second level in the same series.

Note

¹The “Scope and Sequence” is a document that was created by our ESL faculty. It is not an official document per se, but it guides us on what we need to make sure students can do by the end of each semester. It is a guide designed by the department and used by the department. It is always evolving.

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Appendix A

Reading Text on Multiple Intelligences

The Theory of Multiple Intelligences

Dr. Howard Gardner is a professor from Harvard University. He has a different idea about what it means to be smart. He decided there are many ways to be smart. He studied how children and adults learn. He noticed that people learned in many different ways. He also noticed that people use different parts of the brain for different smarts. He came up with an idea, or theory, to explain the many abilities he saw. He called his idea the *Theory of Multiple Intelligences*. Sometimes people call his theory **MI**.

MI theory says there are 8 different kinds of intelligence. There are **8** ways to be smart!

- **Word Smart (questions 1-4)**

You like to use words in reading, writing, and speaking. You enjoy word games, foreign languages, storytelling, spelling, creative writing, or reading.

- **Music Smart (questions 5-8)**

You like music, rhythm, melody, and patterns in sounds. You like many different kinds of music. You enjoy activities, like singing, playing instruments, listening to music, or attending concerts.

- **Logic Smart (questions 9-12)**

You enjoy figuring things out. You understand numbers and math concepts. You have fun with science. You like riddles, brainteasers, and computers.

- **Picture Smart (questions 13-16)**

You love to look at the world and see all the interesting things in it. You picture things or images in your head. You like art, design, photography, architecture, or invention.

- **Body Smart (questions 17-20)**

You are graceful and comfortable in your body. You use your body to learn new skills or to express yourself in different ways. You are an athlete or dancer. Maybe you like to work with your hands to build or repair things.

- **People Smart (questions 21-24)**

You are interested in other people. You like to interact with other people. You enjoy social situations. You belong to clubs or organizations.

- **Self-Smart (questions 25-28)**

You understand your own feelings. You know what you do well. You also know what you do not do well. You keep a journal, create plans for the future, reflect on the past, or make goals for yourself.

- **Nature Smart (questions 29-32)**

You enjoy observing and classifying things like plants, animals, or rocks. You love being outdoors and are interested in gardening, taking care of pets, cooking, or getting involved in ecological causes.

Appendix B Reading—Drawing—Paraphrasing

Reading

- **Word Smart (questions 1-4)**

You like to use words in reading, writing, and speaking. You enjoy word games, foreign languages, storytelling, spelling, creative writing, or reading.

Drawing

The Little Red Hood	Portuguese Chinese
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Paraphrasing Example

If you are Word Smart, you like to use words when you read, write and talk. You like foreign languages, word games, like word puzzles, to tell stories, things like that.

Appendix C Unit Project 2: Paper

Draft Due: M. Nov. 14

Background & Purpose:

In this unit, we have focused on some of the nutrition-related topics that affect our food choices. The topics we have discussed and investigated so far include food labels, ingredients and nutrients, calories, labeling language (facts vs. claims), whole foods versus processed foods, and types of diets.

Having this diverse exposure to the topic of “Food and Nutrition,” there are some topics and/or issues that I would like you to learn more deeply about in order to become an educated consumer to make healthier choices for you and for your family.

Purpose:

To research a topic using reliable sources, explain to the audience your findings, and arrive at your own conclusion of why we should and how we can use that information to make better food choices.

Task:

There are so many diets out there. Many people are confused about what each diet requires people do, their benefits, their differences, and what doctors say about them. Choose from the list below two diets to write about. Write the name of the diets you chose in the space below.

Write a 4- to 5-paragraph essay where you explain each one of them (what their characteristics are—what they require people do) and the benefits mentioned by the creators of the diet. In addition, mention what doctors have been saying are the benefits and the dangers of following that diet. In your conclusion, write down your thoughts on those two diets or on dieting in general

based on the information you found. Make sure to use the IBC model (introduction—body—conclusion). Use at least one direct/indirect quotation from each document you are including in the reference list and have a reference list at the end. Your paper has to follow the MLA format.

You can use the diet's official site in order to describe it. Then you need to use Webmd.com to search for what doctors think are the benefits and risks of those diets.

The Atkins Diet <http://www.atkins.com/Homepage.aspx>

The South Beach Diet <http://www.southbeachdiet.com/sbd/publicsite/index.aspx>

The Weight Watchers Diet <http://www.weightwatchers.com/index.aspx>

The Mediterranean diet <http://www.mayoclinic.com/health/mediterranean-diet/CL00011>

The Jenny Craig Diet <http://www.jennycraig.com>

The Best Life Diet <http://www.thebestlife.com>

The UltraSystem Diet http://www.nutrisystem.com/jsps_hmr/home/index.jsp?_requestid=2254816

The Biggest Loser Diet <http://www.biggestloser.com>

The Vegetarian Diet <http://www.mayoclinic.com/health/vegetarian-diet/HQ01596>

Doctor's view of those diets <http://www.webmd.com>

You can add up to two more sources to your paper.

Requirements & Directions: Working on “Websites’ List”

Make sure to do all that is asked in the prompt. Also, include information from sources and make your own conclusion. The information has to be relevant. The paper is to be written to an audience that does not know those labels or diet, so make sure to explain concepts clearly and logically. Use a variety of sentences and make sure to always elaborate your thoughts and give examples. In addition, paraphrase well and when you directly quote someone, make sure to use quotation rules.

Sample Essay Outline

Paragraph 1—INTRODUCTION: Research Question (Topic)

Introduce your essay topic and its background information

Connect to your research question and explain why (reason & purpose) you chose this topic—significance of this topic—for your research

Paragraph 2, 3 (and maybe 4)—BODY: Findings & Analysis

Report your findings (information) that answer your research question

Cite any relevant information from the sources you chose; be mindful of how you select your information for its reliability and remember to follow the citation rules: paraphrasing, summarizing, and citing author's information

Give some analysis on your findings; that is, explain and elaborate on what you think (infer) what your findings mean and/or can mean.
Remember: Each paragraph should be about one main idea.

Paragraph 4 (or 5)—CONCLUSION

Draw a conclusion(s) on the most interesting and significant point of your findings based on your analysis you gave in the body.

Be logical and accurate in drawing your conclusion: Do not give any wild guesses but use your findings as evidence. You can provide assumptions, explain the logic of your thoughts, share your personal experiences, and/or any other relevant information that helps you state your conclusion.

For example, what is your point of view on the issue, if there is any? What would you want to learn more about now as a way to understand this topic?

(Adapted from ESL 49A—LEAPS 2011 FOOD *Yamamoto Unit 2: Nutrition* 94)