

Building autonomy in an L2 reading course: A report  
on a curriculum development project

Gordon West

SLS 630, Dr. Brown

Final paper

## BUILDING AUTONOMY IN AN L2 READING COURSE: A REPORT ON A CURRICULUM DEVELOPMENT PROJECT

*Gordon West*

### 1.0 INTRODUCTION

This is a report on a curriculum development project done in the English Language Institute (ELI) at the University of Hawaii at Manoa. The course focused on for this project was ELI 72, intermediate academic reading for foreign students. This particular course was chosen for a three reasons. First, materials development for courses in general was an ELI research priority as articulated by the administration. Second, the current course textbook is out of print, and so new materials are needed urgently for this course. Third, I am the current instructor for this course, and will teach this course again in Fall 2013. In this role, I have a vested interest in developing the curriculum to fit my teaching style and also a degree of control over what changes might be implemented in the course.

While the first area of focus for this curriculum development project was materials development, it became apparent during the process of materials development that the student learning objectives (SLOs) and additional course goals should be reexamined to be sure that the materials matched the stated SLOs and goals for the course. Through interviews and meetings with administration and other teachers a review of the SLOs and additional goals as a need for the project was reaffirmed.

In this report, I discuss the framework for developing materials and SLOs plus additional goals for building learner autonomy in the class. Aspects of critical literacy frameworks and extensive reading are examined in how they might promote learner autonomy while also meeting some of the materials development needs of the course. I introduce those materials, and suggesting changes for the future syllabus and class schedule. I also share the process of textbook evaluation and selection.

Curriculum development is always a political process. It is first of all a small “p” political process, as described by Brown (1995, 2012). Developing curriculum is never a solitary activity. It involves many different stakeholders who may be pursuing different personal and big “P” political agendas. In order for curriculum development projects to be successful, they must be both defensible and have buy-in from the various stakeholders (Brown, 1995). This project finds defensibility and buy-in from stakeholders by involving them in the process of design through meetings, sharing the findings, and interviews with stakeholders. As it is still in preliminary stages, defensibility and buy-in will be further sought as the curriculum changes are piloted in fall 2013.

This project takes the stance that curriculum development is also big “P” political following the description of curriculum development as a process which privileges certain knowledge over other knowledge (Apple, 2004). When the knowledge of the dominant culture is privileged, it can lead to the reification and hegemony of the dominant culture while marginalizing other cultures (Apple, 2004). This is especially true in ESL settings. Consider, for example, the marginalized place of ELI students. Although they are enrolled at the University of Hawaii at Manoa, the courses they take at the ELI are officially categorized by the university as “courses below college level” (“University of Hawaii at Manoa Admissions Policies,” 2013). Credit is not granted for ELI courses, with the exception of ELI 100. It can be argued that this university level curriculum decision privileges the dominant language (English) and

culture by taking a deficit view of language resources rather promoting and emphasizing the linguistic abilities of these students (Wiley & Wright, 2004; Cummins, 2003). If the university's curriculum took the approach of valuing linguistic differences, we could imagine a policy whereby students could earn foreign language credit for ELI classes.

Coming from this understanding of curriculum development as a political process on multiple levels, the materials developed, and the recommendations for updating the SLOs and additional goals of ELI 72, both draw on critical understandings of autonomy and literacy.

## 2.0 AUTONOMY, EXTENSIVE READING, AND CRITICAL LITERACY

The ELI mission statement states that the institution aims in part, “at the development of autonomous, self-directed, second language learners” (“Mission Statement,” n.d.). As expressed then in the mission statement, this is a priority for the ELI. Learner autonomy is defined several ways in the literature. Little (2007), defines it broadly as students taking responsibility for their own learning. This is a bit too broad to be useful though, and Littlewood (1996) adds the in the concepts of willingness and ability. That is, students need to be both willing and able to take responsibility for their own learning. Autonomy is seen as desirable from the standpoint that it increases learner motivation (Dickinson, 1995; Dornyi, 2001). Our job then as teachers desiring to develop autonomous learners could be seen as providing the students with the opportunities for responsibility, while also attempting to increase their willingness to take control of their own learning (or at the very least not to hinder it!).

Numerous studies have been done on the relationship between extensive reading and autonomous learning. While the Extensive Reading Foundation database lists over 25 studies in this area, a few are worth looking at a bit more closely in this report. Mason (2006) found that an extensive reading via a free volunteer reading program succeeded in increasing both TOEFL test scores and autonomous learning in a Japanese university. Mason cautions though that these learners were already experienced learners who were highly motivated, so it is difficult to judge exactly how much autonomy was actually increased.

Another study that was interesting was Wu and Wu (2009), which examined extensive reading in relation to learner autonomy in China. While their findings did not conclude that extensive reading increased autonomy, Day (2011) in his review of this work suggests that this is unsurprising given the importance of the role of the teacher in orienting students towards extensive reading. When that does not happen, one cannot expect autonomous learning to increase. Looking at these studies, we can conclude that although extensive reading provides an opportunity for autonomous learning, it does not on its own guarantee autonomous learning. Again, the role of the teacher in orienting students is key to increasing the willingness of students to take charge of their learning, while extensive reading provides opportunity.

Critiques from critical scholars (i.e., Schmenk, 2005) remind us, however, that “autonomous” is not a universal construct whose definition is known and accepted across cultures. Schmenk (2006) further mentions that if we really want to increase autonomous learning, we should work to raise learners' awareness of their own possibilities and limitations within specific contexts. This is where we can see the need for critical literacy and critical pedagogy in developing perhaps not just learner autonomy, but learner agency.

A critical pedagogy approach to teaching seeks to get away from the teacher fronted “banking” method of instruction and towards a model of problem-posing education in which students direct the learning (Freire, 2000). Several components of critical pedagogy that are useful specifically in language education are given by Crookes (2013) and include negotiated syllabi, using critical content, and participatory materials development among others. This project takes these into consideration when developing materials that might enhance learner autonomy and agency.

In the context of an L2 reading class, the concept of critical literacy (Freire & Macedo, 1987) becomes important. The synthesis model of critical literacy (Janks, 2000; 2010) is particularly useful in conceptualizing ways in which curriculum for an L2 reading course might be created to further autonomy and agency. She defines the teacher’s job as helping students gain access to the dominant literate discourse (English, or even more so academic English in the context of ELI students), but at the same time paying attention and privileging the diversity of cultural and linguistic knowledge our students hold in designing curriculum. By empowering our students through recognizing their talents, and raising a critical awareness that the privileged position of English as the dominant language at the university is socially constructed, we can help them find ways on their own to use their language to challenge this construction and position themselves in ways that allow them more power within this discourse.

### 3.0 DESCRIPTION OF THE COURSE AND THE ELI

According to previous syllabi gathered, since at least the fall of 2003 the course description for ELI 72 has remained the same:

This course is intended to increase reading fluency, crucial for coping with difficulties that students often encounter in academic reading. This goal is achieved through various types of activities which focus on increasing reading rate, developing reading comprehension skills, understanding paragraph patterns, and building general and academic vocabulary. (ELI 72 course syllabi, appendix B, D, & H)

While the goals, objectives (or SLOs) have changed, or shifted, the focus on fluency and vocabulary development evident in the course description has remained a constant for the past decade.

In the spring semester of 2013, ELI 72 had eight students. Of the eight, all but two were fully enrolled undergraduates at UH Manoa (see table 1). Findings by Park in spring of 2012 also revealed a heavy presence of fully enrolled undergraduates in ELI 72 with 50% of students, nine out of 18 students, in the course that semester falling into that category (2012, p. 7). In recent years at least ELI 72 has had more undergraduate students than graduate, and more fully enrolled students than exchange students.

Table 1. Bio statistics of ELI 72, spring 2013

Characteristics	N(%)
Academic status	
Undergraduate	6(75.0%)
Undergraduate exchange	1(12.5%)
Graduate	1(12.5%)
Field of study	
Business	2(25.0%)
Travel Industry Management	2(25.0%)
Information Technology	1(12.5%)
Biology	1(12.5%)
Fashion Design	1(12.5%)
Music	1(12.5%)

During spring 2013, there was only one section of the course offered. At the higher level, ELI 82, advanced academic reading, there were three sections with 49 students. ELI 72 usually has lower enrollment in the spring due to fewer students entering the university during this semester, while ELI 82 may see a boost from students who have passed ELI 72 during the fall semester. Based on previous enrollment for fall, ELI 72 may have twenty or more students in fall 2013, with a possibility of having two sections (figures in appendix A).

Enrollment in the ELI has been slowly declining over the past decade. To take one snap shot, in spring of 2002, there were 179 total students enrolled, while in spring of 2012 there were 107 total students enrolled (see appendix A). This is characteristic of the declining numbers at the ELI that has been consistent over time (appendix A).

The lower enrollment has had several effects on the ELI 72 curriculum and this curriculum development project. First, this declining enrollment means that there are fewer positions available for graduate assistants in the ELI, who normally contribute to curriculum updating projects. Having fewer graduate assistants also means fewer people at the university who have experience teaching ELI 72. This became an issue with this project when seeking advice and input from former teachers who had taught ELI 72 using a different textbook and curriculum than is presently used.

The lack of graduate assistant resources due to low enrollment is compounded by the situation with administration. The administrators in charge of the ELI are also in charge of a growing BA program in Second Language Studies. In the past, the ELI has had a graduate faculty director, a full time assistant director, and a full time curriculum coordinator. They currently have a director and assistant director who are split between the ELI and the BA program. This means that they have had less time to devote to curriculum development projects in the ELI, let alone added stress at running two programs at a severe reduction in administrative staff.

#### 4.0 DATA COLLECTION

For this project, information was collected from a number of sources. Formal interviews were conducted with two administrators in the ELI, as well as with three former teachers of ELI 72 (appendix F & G).

Administrators were interviewed first, followed by interviews with the former teachers for ELI 72, one of whom is the current reading lead teacher at the ELI and oversees curriculum projects in that area. Follow up interviews and numerous informal discussions and email exchanges with administration, teachers, experts in relevant fields, and students were also informative. These interviews and conversations, along with my own critical theoretical perspective, shaped the design of this project and informed other data collection and analysis.

The Gantt Diagram in figure 1 presents the full scope of activities undertaken in the gathering and analysis of data for this project. First, literature on other critical reading programs and previous research done on ELI 72 specifically and ELI reading courses in general was reviewed, and later further literature was reviewed related to the writing of materials and evaluation textbooks and sourcebook selection. Textbooks, including reading and vocabulary books for both L1 developmental learners and L2 learners, were collected and evaluated to determine relevant or useful sections for the course. Previous course syllabi for ELI 72, all the way back to 1983, thanks to institutional archiving, were reviewed to understand how the goals and objectives (later SLOs) have changed and might be changed in the future.

Some of the data collection was less successful. I reached out to six other teacher of critical reading courses at the university level who I met (sought out) at the TESOL International Convention. Despite having brief discussions with them at the conference, I was only able to obtain follow up information from one of them. Also, some of the books that were requested for review as desk copies from publishers have not arrived at the time of writing despite having been requested more than two months before.

Buy-in and input to the materials developed and proposed changes to the SLOs and additional goals was sought at both reading curriculum area meetings (in February and April) and one all ELI meeting (in March). A presentation of this project was also made at the 17<sup>th</sup> Annual College of Languages, Linguistics, and Literature Graduate Student Conference. A version of this paper will also be submitted to the proceedings for that conference. Valuable feedback on the project was gained at each meeting and presentation, and some of the proposed changes were approved at the all ELI meeting. Input from other stakeholders also greatly influenced and changed some aspects of the project (i.e., the format of materials developed, the goals for and criteria used in textbook evaluation and selection, etc.).

Figure 1: Gantt Diagram

Activity	January	February	March			April				May				June		
	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3
<b>Data Collection</b>																
Initial meetings																
o Assistant Director	x		x	x	x											
o Lead Reading Teacher	x															
o Dr. Brown	x				x											
o Dr. Day			x													
Follow up interviews																
o Former Director						x										
o Assistant Director									x							
o Lead Reading Teacher										x						
o Director											x					
o Former ELI 72 teacher												x				
o Former ELI 72 teachers (2)													x			
Literature Review	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Collection of syllabi and materials from other critical reading courses										x	x	x				
Collecting previous syllabi for 72										x						
Collecting institutional data											x					
Searching for new books				x	x	x	x	x	x	x	x	x				
Requesting desk copies										x						
Hawaii TESOL Conference					x											
TESOL Convention										x						
<b>Data Analysis</b>																
Organizing field notes										x	x	x				
Review of previous G&Os										x	x	x				
Review of other syllabi and materials										x	x	x	x	x	x	x
Reviewing desk copies													x	x	x	x
Piloting new materials								x		x	x	x	x			
Piloting parts of books						x		x		x	x	x	x			
Reviewing student feedback													x	x	x	x
<b>Writing materials</b>																
<b>Selecting new textbook</b>																
<b>Presentation of project</b>																
Presentation at first reading CAM				x												
Presentation at All ELI meeting						x										
Follow up at second reading CAM												x				
630 Class presentation												x				
LLL Graduate Student Conference												x				
Final paper submitted to Dr. Brown																x
Final project paper submitted to Dr. Day																
Paper submitted to LLL Proceedings														x		
Final syllabus and class schedule presented to Assistant Director																

5.0 FINDINGS

Building learner autonomy as a priority for the ELI became clear in early discussions with the administration. A critical approach to teaching reading and developing reading materials was also welcomed early on in the project. Beyond this, goals for materials development from an administrative perspective included: flexibility (giving teachers choice and autonomy), support (teachers would not have to plan everything from scratch, but would have a textbook or materials to fall back on), easy accessibility for students and teachers, and inclusion of materials that focused on both reading and vocabulary learning strategies.

In discussions with the reading lead teacher, former ELI 72 teachers, and some current ELI 82 teachers, a similar desire for flexibility was brought up. All of the teachers interviewed found numerous problems and shortcomings in the textbook they used (only one used the same textbook currently being used to teach the course). All of the teachers used supplementary materials when they taught the course to help overcome the problems with the textbook, and the development of more, easy to use supplementary materials was cited as a need. Two issues that arose that were different from those raised by administrators were the need for more authentic texts that students can engage with critically, and for longer texts than the current or previous textbooks offered.

Some of the other issues that come up were that teachers felt that ELI 72 and 82 were difficult to distinguish. Fluency was cited as one main area in which 72 could be distinguished. This was reinforced after reviewing the syllabi of both courses, and the SLOs for both courses online. The first line of the course description for ELI 72 states, “This course is intended to increase fluency, crucial for coping with difficulties that students often encounter in academic reading” (appendix B). Though each teacher

approaches their class differently, in the current example class schedule available for new teachers in the online resource room, fluency is currently only addressed through one session on reading speed, and two sessions partially devoted to extensive reading through sustained silent reading (appendix C). Further, there are no SLOs dedicated to fluency, and only one additional goal is dedicated to fluency, reading, “Students will improve their reading rate” (appendix B). Distinguishing features between the two courses and other issues that were brought up in regards to specific issues are further discussed below.

Table 2: Materials development desires for ELI 72

Administrators	Teachers
Flexible	Supplementary
Supportive	Authentic
Accessible	Longer readings
Vocabulary strategies	Fluency activities
Reading strategies	Critical reading activities

In meetings with administrators, they were cautiously open to suggestions on updating the SLOs and additional goals. This caution is understandable since I first proposed to reexamine these after less than a month teaching at the ELI, and after having been told during teacher induction that the SLOs and additional goals were sections of the syllabi that teachers are not allowed to change. While updating these and making sure that they remain valid is a concern for administration, it is not seen as a pressing need however because the administration is currently understaffed. For this reason, my suggestions in this area will be minimal.

### 5.1 Past goals and objectives (SLOs)

Thanks to excellent record keeping through the years by the ELI, I was able to review past syllabi dating back to 1983 (see appendix H). While much of the 1990s were missing, syllabi from almost every year were in files online or in a physical binder. While I did find other documents stating goals and objectives for the class, it was difficult to determine the exact date they were produced. I chose to only review those explicitly stated on syllabi since those would have been shared with the students. According to the previous syllabi, the class has always had three central focuses: strategy training, vocabulary development, and fluency improvement. All of these were also mentioned in interviews as things to focus on in looking for and creating materials.

As previously mentioned, from interviews with previous ELI 72 teachers, a few issues were raised in regards to the SLOs. First, a few mentioned that “strategies” are difficult to assess. This difficulty is also echoed by Grabe (2009). While he offers some informal assessment strategies, he recommends one-on-one interviews as the best way to determine student reading strategy use (Grabe, 2009), which highlights the importance of individual conferences in reading courses. A few other ways to better assess strategies in future classes could be to have learners keep a strategy journal as part of a portfolio, where they write every week about what strategies they used while reading particular texts. This is already a part of the reading log activity, but could be more pronounced. More ideas with how to deal with this problem are built into the materials developed, and were a part of evaluation criteria in developing a sourcebook for the course.

Other common critiques of the SLOs and additional goals were that fluency was not emphasized enough in ELI 72, and that it did not contain enough critical reading skills (in the simplified sense, not the critical literacy framework adopted in this project). It may be worth considering making fluency development an SLO for future courses to further emphasize what has been a historically major aspect of ELI 72. An observable SLO could be: Students will increase their reading speed by 10%. This needs to be further discussed with the reading curriculum area teachers and administration before any changes can be proposed or made.

Teachers who had taught both ELI 72 and 82 felt that the SLOs and goals were too similar. This has been a common refrain in past studies (Brown, 1995; McNeil, 2007; Yamaguchi, 2006). Brown (1995) pointed out that an effort had been made to differentiate 70 level classes and 80 by developing the objectives based on Bloom's taxonomy, with the objectives of ELI 82 being cognitively more difficult than ELI 72, for example. I used Krathwohl's (2002) update of Bloom's taxonomy, with an additional "action" category that should be present, though not necessarily pre-defined by the instructor in a critical reading class. The results in table 3 and 4 show that while the "remember; procedural knowledge" and "understand; conceptual knowledge" SLOs are similar; they are differentiated by the ELI 82 SLOs being more weighted toward the higher cognitive functions.

Table 3. Taxonomy of ELI 72 SLOs, adapted from Krathwohl (2002, p. 216)

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create	Action
Factual Knowledge							
Conceptual Knowledge	Recognize text structures at the paragraph level.  Recognize authors' perspectives, techniques and arguments.	Describe effective strategies for academic reading comprehension in English.					
Procedural Knowledge	State a range of strategies for using reading opportunities to develop academic vocabulary (in English) and...		Apply strategies appropriately in a range of different academic reading tasks.				
Meta-cognitive Knowledge	Specify which they have an active command of in their repertoire.						

Table 4. Taxonomy of ELI 82 SLOs, adapted from Krathwohl (2002, p. 216)

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create	Action
Factual Knowledge							
Conceptual Knowledge		Describe a range of reading strategies for use with advanced academic English			Evaluate print and web-based sources  Evaluate authors' messages techniques, and arguments		
Procedural Knowledge	State a range of reading strategies for use with advanced academic English		Use note-taking strategies with advanced academic English texts				
Meta-cognitive Knowledge			Select reading strategies appropriately in accordance with courses they are enrolled in as well as their own purposes for reading				

Defining SLOs by the strict categorization offered by this taxonomy offers the benefit of clarifying them when teachers have difficulty, especially as seemed to be the case for teachers with ELI 72 and 82. It can, however present a false separation of the skills involved in reading. Learning to read in L2 is not a linear process, nor are the cognitive skills and processes involved separate and independent, as is represented in the taxonomy. For example, readers are simultaneously understanding, applying, and evaluating

information when they read, and they are often doing it to create something. Good readers are doing all of these simultaneously while reading (Grabe, 2009; Mikulecky, 2011). So while it may be useful to have these taxonomies for reference when helping teachers determine what areas they might emphasize differently in each class, they should not be overly relied on.

The current SLOs and additional goals were adopted on the syllabi in 2009. The change in phrasing from goals or objectives (either one or the other was used on past syllabi to identify what were in most cases objectives) to SLOs and additional goals was made due to accreditation requirements. It is also clear from the review that in many cases, this part of the syllabus remains constant for many years (see appendix H), and not particularly open to change if past trends are an indicator.

## 5.2 Other critical reading courses

Reviews of other university level ESL/EFL critical reading course and correspondence with other teachers helped me to find materials and get ideas for materials that could be developed or adapted for the ELI. There were two issues that limited my literature review of other courses. First, most of the literature on critical reading or critical literacy classes seems to be focused on k-12 (i.e., Lau, 2013; Haneda, 2009; Wallace, 1986), L1 contexts (Naiditch, 2010; Knoblauch & Brannon, 1993), or adult education (Freire & Macedo, 1987), rather than L2 courses at the higher education level.

Second, critical reading courses, which often take on aspects of praxis from critical literacy, critical pedagogy, and/or critical language awareness, are by definition of this praxis very specific to the context in which they are developed. Learners are given a lot of control in choosing the content and the courses are often responding to specific, local issues that the learners' have. This, along with mainstream curriculum development practice that curriculum must always be based off of a needs analysis and continually tailored to the student population (i.e., Brown, 1995), limit what can be taken or adapted from other programs. For instance, although Janks writes extensively about her critical reading courses in South Africa (2000; 2010), there is not much beyond the theoretical framework that can be adapted from her courses to the ELI because the issues and context in South Africa is vastly different from the issues faced by ELI students in the context of UHM.

From the Second Language Studies working papers and UHM scholarspace, I was able to identify two instances of critical literacy at institutions in Hawaii (Skarin, 2005; McClanahan, 2005). McClanahan (2005) wrote about using critical literacy as a framework for her ELI 83, advanced writing for graduate students, class. While there was not much I could use from the paper because it was specific to ELI 83, and focused on writing activities to the exclusion of reading activities, it was helpful to know that critical literacy has been done before in the ELI and is not without precedent. Table 5 outlines the eight studies I was able to gain something from in terms of both targets, what could be the focus of critical lessons in terms of topics or themes, and materials that could be developed or adapted for ELI 72.

Table 5. Review of critical reading courses

Study	Location	Context	Targets	Activities
Skarin (2005)	Hawaii	Upper intermediate level community college course	Academic community, roles and participation	Luke & Freebody's (1999) 4 resources model of text investigation

				Critical text comparison
				Ethnography of texts and ideologies in learners' disciplines (critical textual and discourse analysis, class observations, and interviews with students and faculty)
				Word associations
				Critical cultural awareness
Clarence-Fincham (2001)	South Africa	Freshman undergraduate course	University, policies and participation	Examining representation in textbooks
				School policies on admitting English L2 students (reading policies and interviewing administrators)
Wallace (2001)	United Kingdom	Elective class for international exchange students	Community and university, discourses and practices	Critical analysis of language use using Halliday's (1985) systemic functional grammar
				Critical discourse analysis of political messages in texts
				Literacy ethnographies in the community
Wallace (1999)	United Kingdom	Elective class for international exchange students	Community, discourses and practices	Textual and discourse analysis of community or public texts
				Ethnographies of how these community texts are used and reading practices of local people (for ESL students)
Kramer-Dahl (2001)	Singapore	Undergraduate course	University, self-identity and participation	Critical textual analysis of academic texts

				Critical self-ethnography of past academic work and papers
Abednia & Izadinia (2012)	Iran	Freshman undergraduate course	Community, student chosen issues	Reflective journaling Dialogue over texts
				Critical textual analysis (training in how to pose questions to texts)
Naiditch (2010)	California	L1 reading course for undergraduates	Community, identity politics (student chosen)	Inquiry-based/problem-posing pedagogy Student created action projects based on deep readings of student selected issues that tie into work with local activist organizations
Janks (2000)	South Africa	Undergraduate course	Community and university, racial discourses, policies and practices	Critical discourse analysis of texts Synthesis model of critical literacy

Critical reading courses should have an action orientation, as should critical courses in general (Crookes, 2013). My belief is that the action should be student-driven, but knowing what have been targets or focuses of action in other courses is helpful in conceptualizing what kind of action or orientation might be possible for ELI 72 participants. Targets for critical inquiry ranged from the broader community (local to national level), to academic communities at the university, and down to the personal, or self-identity inquiry. Activities or methods of inquiry included variations on student ethnography projects, forms of critical discourse and textual analysis, reflective journaling, and student-conceptualized, community-based projects among others.

These targets, along with the different activities in the classes, were used to develop some of the materials in the critical reading module (see appendix I). Across all courses, however, the materials they used, whether authentic or from textbooks, was not relevant to the context of ELI 72.

### 5.3 Textbook evaluation and sourcebook selection

The major goal of the textbook evaluation for this project is to identify selections of different textbooks that can be used to create a “sourcebook” (Nation & Macalister, 2010, p. 163). It is well understood that a single textbook almost never on its own supports the needs of the learners or goals and SLOs for a course (Nation & Macalister, 2010; Brown, 1995; Richards, 2001). Further, Miller (2011) found that most ESL

reading textbooks do not adequately prepare students for the type of academic discourse they will encounter in most of their non-ESL coursework at university. Nation and Macalister give six reasons why a sourcebook, as a collection of passages from different books to fit the SLOs of a course, rather than a textbook, is the best solution (table 6).

Table 6. Six reasons why sourcebooks are preferable to textbooks

Why to use a sourcebook
<ol style="list-style-type: none"> <li>1. One textbook cannot meet student needs.</li> <li>2. Using a variety of sources allows teachers to more closely tailor the class to the students' needs.</li> <li>3. Students can have more input in both the scope of the class and types of materials used. It allows for better negotiation of the syllabus.</li> <li>4. Teachers have a greater chance for professional development by having more flexibility in their lesson planning and course design.</li> <li>5. It is not easy to find one textbook that is appropriate for the class.</li> <li>6. "State of the art" knowledge of the field is not often reflected in textbooks.</li> </ol> <p style="text-align: right;">(Nation &amp; Macalister, 2010, p. 163)</p> <ul style="list-style-type: none"> <li>• Additional benefits: provides greater flexibility than adapting a textbook, greater support than supplementing a textbook, and greater autonomy for both teachers in their planning and learners if materials are made available via a self-access center</li> </ul>

This does not mean that sourcebooks are a fool-proof way to develop materials. Nation and Macalister (2010) also highlight some problems, mostly in that the course can seem less coherent to students and that they may not be able to see their progress as clearly. I believe that negotiating the syllabus and clearly stating and having students restate the goals and SLOs for the course, along with proper assessment strategies will make these points moot, however.

It may also be possible to use a single textbook, adapt it, and make supplementary materials, as has been done before. An additional benefit of a sourcebook though is that it provides a greater amount of materials targeted at the SLOs, but is still flexible enough for the teacher and students of the course to be able to pick and choose from a pre-sorted and selected collection of materials that best suit their needs and SLOs.

A sourcebook may be provided either by a publisher or by selection of different passages of texts by teachers and/or students from a self-access center. Pearson, for example, offers custom sourcebooks created from its collection of textbooks to institutions like the ELI, and this has been offered in the past. By creating folders of materials available in an online self-access center, it offers both teachers and students greater autonomy and opportunity for collaboration in developing the course.

For this project, a total of 60 books were gathered for review; 46 reading textbooks, and 14 vocabulary textbooks. These books came from professors, friends, the SLS reading room, HELP's resource room, interlibrary loans, publishers as requested desk copies, and the ELI's resource room. Of the original 60, 35 reading textbooks and five vocabulary textbooks were eliminated outright because they were at the wrong level for ELI 72, or because the contents were outdated. A more thorough review of the remaining books is being made (appendix Q). So far, 17 books have been reviewed. All of the vocabulary books have been reviewed. I am pausing the review of the remaining reading textbooks to get feedback on the

process, and to discuss further the goal for creating a sourcebook and process of doing so with administration. The goal is to have the review finished by mid-summer to prepare for the fall semester.

Previous textbook evaluation in the ELI has been done by reading area teachers, organized by the lead teacher. It has focused on finding a single textbook for the course, and teachers have been on their own to adapt and supplement the textbooks with the help of some supplementary materials from past teachers posted in an online resource room. They have in the past been systematic, but not always very thorough (appendix P) since a lack of time, resources, and expertise in materials evaluation restrict the process.

While I am not an expert, I have had the luxury of a bit more time and resources through this project to review other detailed evaluation rubrics for textbooks (Brown, 1995; Nation & Macalister, 2010; Richards, 2001; Miekley, 2005; Hutchinson & Waters, 1987). These are all geared towards selecting a single textbook for the course, rather than a sourcebook. In developing a rubric for sourcebook selection, I stuck closely to the course goals and SLOs (appendix H), as well as the needs and desires of the teachers and administration (table 2), with the understanding that a sourcebook also allows greater input from the students on course design in the end (Nation & Macalister, 2010). I developed two rubrics, one for reading textbooks (appendix Q) and one for vocabulary textbooks (appendix R).

Fiction and nonfiction texts are included in the sourcebook. This is done because a high percentage of ELI 72 students this year (table 1) and last (Park, 2012) have been fully enrolled undergraduates. Undergraduate requirements require them to take between two to six arts, humanities or literature courses, depending on which choice of courses they make from those offered (University of Hawaii at Manoa Undergraduate Requirements, 2013). They will be expected to read and respond academically to works of fiction in these classes, and so fictional texts, along with academic texts should be made available to for teachers and students in future ELI 72 courses to choose from. Other research also supports the use of fictional literature in L2 reading classes in the development of skills (i.e., Paran, 2008; Lazar, 1993).

Another component of sourcebook selection process is selecting reading materials that offer critical perspectives on issues. To the greatest extent possible, in a critical reading class, students should have the freedom to choose their own reading texts. In those occasions when the teacher should provide texts though, texts with a critical focus may be legitimately selected by the instructor (Crookes, 2013). *Cultures in Contrast* (Shulman, 2009) is a textbook produced for University of Michigan ELI students that includes a number of texts dealing critically with issues that are directly relevant to the lives of ELI students, using ELI students as main characters and classrooms or university campuses as settings. Other critical readings might include fictional short stories like *The Necklace*, by Guy de Maupassant, which deal with themes like class issues, may also be used. Many of these are freely available online, and may be gathered into a folder in the ELI online resource room on laulima for future teachers to select from. A future project may be to make more of these stories into graded readers so they better match the linguistic level of the learners.

It should be noted, however, that critically focused texts were not found by and large in ESL reading textbooks. Cruddas and Watson (2001) point out that publishers are often not interested in publishing critical materials, and minority voices are often left out of reading textbooks. Publishers are more interested in publishing mainstream materials that appeal to a wide, yet affluent audience in order to maximize profits. It is important to discuss this with learners, to find critical texts from other sources, and to practice critical reading skills in order to overcome this challenge.

## 6.0 MATERIALS DEVELOPED

Adopting a modular approach to materials development for this course meets the desires of both administration for flexible, yet supportive materials, and those of teachers for easily accessible supplementary materials. I will focus in this section on materials I wrote for three modules: critical reading, fluency, and extensive reading. Although I also evaluated different textbooks and chose parts from textbooks for different sections, I will discuss that only in where it applies to these modules in this report.

By “module” I mean units containing activities, lesson plans, or guidelines that are devoted to a certain strategy or skill. I use the TESOL New Ways in Teaching series (i.e., Day, 2012; Brown, 2012; 2013) as a guideline for developing these modules and the materials as activity or lesson plans to be included in each module. These are designed to give teachers flexibility in choosing how they approach each area, while at the same time offering choices. The materials I developed do not accompany specific texts, but can be paired with sections from textbooks that will be available to teachers, or will give suggestions on what kind of reading materials might be used.

My materials (appendixes I, J, K, & L) do not go into as much detail as those activities included in Brown (2012). For example, the level is not defined because they are all for ELI 72. Preparation time, class time, and resources are also not specifically defined because in my experience using modular activity/lesson plans from Brown (2012), I adapted or used them in ways that at times made these details inapplicable. I anticipate teachers being able to do the same with my materials. I do include a description of the aim of the activity and a suggested procedure.

One of the other main goals of this approach to materials development, rather than strict adherence to a textbook is that this will give teachers more freedom to review modules, recycle materials, and respond to student needs by taking more time on one module (i.e, comprehension) that students are having difficulties with. The current example class schedule for ELI 72 follows the textbook (Yaworski, 2006) closely, and does not have review sessions specifically built in. Table 2 shows the current modules covered by ELI 72 (also seen in the class schedule, appendix C).

Table 7. Current ELI 72 modules

---

Current ELI 72 Modules

- 
1. Academic habits and skills
    - a. Note taking strategies
    - b. Study skills and strategies
  2. Vocabulary development strategies
  3. Reading speed
  4. Extensive reading
  5. Comprehension strategies
    - a. Main idea and supporting details
    - b. Implied main ideas
    - c. Text patterns
  6. Meaning making strategies
    - a. Inference
    - b. Purpose and tone
    - c. Logical reasoning
  7. Reading circle

### 6.1 Critical reading materials

Materials developed for a critical reading module cohere less to a separate, standalone module, than they are meant to supplement other modules. The materials (appendix I) have activities that fit into vocabulary development strategies, fluency, reading circles, and comprehension strategies. Most of the activities in this module might be categorized as “meaning making strategies” given the emphasis on reading as an interactive process with the text and the community.

This module is also closely related to changes that are recommended in the course SLOs and additional goals. Some are guidelines for how to structure a negotiation of the syllabus, or how to shape discussions into more meaningful dialogues. Sections focusing on these are focused both on the social constructed nature of texts, including syllabi, but they are also meant to help build student autonomy in the reading course.

My goal in creating this module broadly and overlapping with other modules is to steer the ELI 72 in a more critical direction. This fits my personal teaching philosophy that teaching and learning are political acts. My job is to help learners gain access to the dominant discourse through developing their English literacy, yet at the same time I should attempt to raise awareness to the power structures and inequalities that exist in constructing and maintaining this dominant discourse. By raising awareness and problematizing the way power is constructed through language, hopefully my students will gain not only the ability to read better in English and join academic discourses at North American universities, but they will also gain agency to further empower themselves as they encounter and confront these inequalities. Teachers without a critical inclination may use these materials as they see fit or may skip this module in the future.

### 6.2 Vocabulary

Not many materials were developed for vocabulary because this is an area that has already been well covered by both textbooks and other materials developers. It is anticipated that the majority of materials used in vocabulary training will come from sourcebook materials. My work in developing new materials is limited, and mostly adapted from existing materials. I also attempt to gather information in a

centralized location for future teachers to provide some useful hints, teaching techniques, and tips, along with a few lesson plans (see appendix J).

Existing materials, already in modular format, which deal with vocabulary learning may be found in Day (2012), Bamford and Day (2004), and Nation (1995). It is recommended that the ELI have these available as reference books for teachers to use. Further detailed activities for vocabulary learning based on strategies and increasing learner autonomy can be found in Zimmerman (2009) and Nation (2008). It is also recommended that these be available to ELI teachers as reference books.

For explicit strategy training, in spring 2013, I supplemented the course textbook with explicit strategy instruction from Rubin and Thompson (1994, pp. 79-82). I recommend using this as a reading for students because it is directed at them as language learners in very simple, clear language. It generated good discussion in my class. Also of use could be some of the self-assessment strategy checklists (pp. 70-78).

### 6.3 Reading Strategies

Even fewer materials were developed for the teaching of reading strategies because following best practice (Grabe, 2009), most textbooks focus on strategy training for academic reading. It is anticipated that the sourcebook will cover this area sufficiently. Additionally, supplementary modular materials already exist in Day (2012), and Driscoll (2004). As with the vocabulary materials, my goal is to provide a few additional activities that I developed, while also gathering information for teachers in a centralized location to use in planning their own courses and selecting materials from the sourcebook for strategy training. Of course, as with other aspects of course development, this should be done in collaboration with the learners when possible.

Grabe (2009) and Hudson (2007) provide excellent, but dense discussions of strategy use and training. The “implications” sections at the end of each chapter provide a more pedagogically accessible list of action points that teachers can take. I draw on them and Mikulecky (2011), among others, to create lists of strategies and an activity for teachers to use to supplement strategy training in the sourcebook (appendix K).

### 6.4 Fluency

As mentioned above, fluency is seen as a key component in ELI 72, but much work can be done with fluency practice and training than is currently done in the course. One of the barriers to this point has been the current textbook. The book, *Getting Ahead: Fundamentals of College Reading* (Yaworski, 2006), is a developmental reading text for L1 readers. The only chapter dealing with fluency, “Reading Speed,” gives introductions on topics dealing with the need for increased reading rate, and discusses strategies for improving reading rates, but the rates for L1 readers recommended by the book may discourage L2 readers. Yaworski lists the average reading rate at “251 – 350 wpm” and rapid reading at “351 – 400 wpm” (2006, p. 475). Other studies (listed in Grabe, 2009; Grabe, 2010) show that while it is possible for L2 readers to make significant gains in reading rate, the reading rate of an L1 reader may not be an appropriate target, at least not as it is articulated in a book intended for L1 readers.

Another gap left by the chapter is that there are no readings longer than 650 words with which students can practice. This gap can be filled with supplemental readings from other books or collections of

readings for international students, at an appropriate level (i.e., Spack, 1998; Kay & Gelshenen, 2013). Extensive reading also acts to further fluency, but will be discussed more in detail later. Another supplemental book to be considered is *Advanced Reading Power* (Jeffries & Mikulecky, 2007), which is listed as a possible textbook for the course already, but has not been used by any ELI 72 teachers in the past as the main course book. It offers a number of practice timed readings at an appropriate level that have been used in the course previously for work on reading rate. Of particular use in future courses would be the reading rate log which accompanies a number of timed readings. This can be used to catalogue progress made by students throughout the semester.

A goal moving forward is to bring this module to the forefront by having a short fluency component in every lesson in addition to sessions devoted to fluency and extensive reading, as currently exist (see appendix E). A number of studies show the importance of fluency development in L2 reading (see Grabe, 2009; Grabe 2010) that further support the expansion of this module. Luckily, a great number of resources already exist for fluency practice in Day (2012) and Bamford and Day (2004). Modular lesson/activity plans from these two resources should be made available to reading teachers, but there are some gaps left by these resources though, most particularly oral reading activities.

In developing oral fluency materials (appendix L), I draw heavily on Rasinski (2003) and some on Stoller, Anderson, Grabe, and Komiyama (2013), adapting descriptions of activities in to the modular style used in *New Ways in Teaching Reading* (Day, 2012) that might make them more accessible to teachers. While Rasinski (2003) offers research in favor of oral fluency practice, his book and activities are geared towards elementary aged students. Some of these may not be appropriate for the context of the ELI, but some teachers may wish to make use of them as fun or different ways to practice fluent reading.

### 6.5 Extensive reading

Like the fluency module, an extensive reading component to ELI 72 already exists, but may be further integrated into the course as a way to offer students greater fluency practice, greater autonomy, and hopefully an opportunity for what will be pleasurable L2 reading which will encourage them to read more in L2.

Currently, teachers in the ELI appreciate very much the generosity of an SLS professor who loans graded readers to the teachers that they can in turn loan to their students. The strength of the way ER is currently approached in ELI 72 is that the teacher has a large amount of freedom in how s/he wishes to administer and assess the program. For that reason, I will discuss a bit what I have done already to more fully integrate this module into the reading class, materials I used from existing sources, and future directions for materials development.

The way ER has been approached this semester has largely followed the 10 principles for ER laid out by Day and Bamford (2002). There were limits on the variety and amount of reading materials that were made available as graded readers which may have restricted how much students were able to read from these sources and how much freedom of choice they had, but all were within the linguistic range of  $i - 1$  recommended by Day and Bamford (1998). There was no direct assessment of ER to ensure as much as possible that it was done for pleasure. A participation grade for sustained silent reading periods (two during the semester) was integrated into the attendance and participation grade. Reading was silent and meant to be fluent, fast reading.

There were some successes, including one student who began purchasing her own graded readers for both herself and her husband after initially resisting reading graded readers. Some of the difficulties faced, though they were not overwhelming, were in orienting the students to ER. I shared Prowse's (2002) preference for "participation" rather than simply guiding students to be a more effective model reader, and discussed books I, my wife, and my friends had read. I also had visitors and observers to the class share and discuss books they were reading.

Several of the materials in Day (2012) and Bamford and Day (2004) were useful in generating excitement about reading, and as with the fluency module, it is recommended that these resources be available for future ELI 72 teachers. To discuss a few of the activities, I used "Draw a picture" by Marc Helgesen to structure a discussion of books students were reading (in Bamford & Day, 2004, p. 103). I also gave students a choice between writing a letter to a character or writing about what gift they would give a character from a book (Bamford & Day, 2004) instead of the normal reading/writing assignment (see appendix B; D). Graded readers were also promoted as an option for something students could record in reading logs, though this was not required and students were free to record whatever they chose in their reading logs, with the expectation of autonomous extensive reading outside of class.

Moving forward, administrators have expressed support in purchasing graded readers for the ELI. Efforts have been made on building a learner library before, but were disrupted by teacher turnover, and previous lists of books to purchase that were made have been lost. Consultations with previous instructors who had worked on this project, as well as with Dr. Day, revealed that when selecting the past list of books to purchase they had focused on upper-intermediate to advanced graded readers (i.e., Oxford Bookworms series level 4-6). See appendix M for a list of places to obtain graded readers and appendix N for a list of possible graded reader titles to purchase. Additionally, I have proposed a project to the writing lead teacher of collecting select narrative essays from the ELI writing classes to be published in-house as an edited volume. Since students in ELI writing classes are writing at an appropriate language level for students in the reading classes, this is a sort of ELI produced graded reader. It is also potentially empowering for students in writing classes to have their work published and shared.

There are several logistics issues that will also need to be sorted out if ELI establishes a learner library. Some issues mentioned by Day and Bamford (1998) and during discussions with a teacher at HELP, which recently established a learner library, added further details to consider, which are listed in table 3.. Guidelines will need to be established for these issues, but materials produced by HELP for their program, while needing adaptation, may be a useful reference (see appendix O). Decisions on these issues would need to be made by administration, likely with recommendations from reading curriculum area teachers since a resource like this would be shared by more than just ELI 72.

Table 8. Considerations in establishing a Language Learner Library

---

1. Cataloguing and organizing the books.
2. Finding a location for the books.
3. Establishing a checkout system.
4. Displaying the books.
5. What information to collect when books are checked out (i.e., number of times checked out – to indicate popularity of a book, condition of the book, etc.).

- 
6. Stamping the books with the program's name.
  7. Establishing a system to ensure that books are returned (i.e., warnings and fines for lost or damaged books).

## 7.0 SUGGESTED SLOs AND ADDITIONAL GOALS

For this report, I will briefly highlight the changes proposed and accepted by ELI to the SLOs and additional goals (seen on the proposed fall 2013 syllabus, appendix D). These changes are intended to improve learner autonomy. Guides to introducing the syllabus as a socially constructed interactive text, and to negotiating the syllabus are included in the critical reading modules (appendix I). More work can still be done to update the SLOs and additional goals.

My first proposal was to include an additional goal that students will understand the social nature of reading as an interactive process. A similar goal appears on ELI writing syllabi. The text of the new additional goal reads:

Students will recognize that reading is not an individual isolated endeavor, but rather is **cooperative** and involves **interaction** among many people and texts. Students will understand that reading often does not involve one right answer, and will be able to participate actively in the construction of meaning from texts and defend their positions.

Second, I proposed leaving blank spaces on the syllabus under the current SLOs and additional goals for the students to fill in their own goals and SLOs for the course. This was intended to give the students greater autonomy and responsibility in shaping the course to fit their needs. Affective goals (i.e., students will enjoy reading) will be suggested for students to write, but will not be put in print by the teacher at this point.

Finally, I proposed that some sections of the syllabus be left open for negotiation between the students and instructor. Some of the suggested sections that could be negotiated include: assignments, grade weighting, deadlines, and class policies on late work and attendance. Negotiating does not mean that students full control these policies, but rather that it is decided through a dialogue in which the teacher retains a legitimate expert role in helping establish these sections of the syllabus.

These proposals were made at reading curriculum area meetings and at the all ELI meeting where they were met with general approval and acceptance by both administration and teachers.

## 8.0 LIMITATIONS AND FUTURE DIRECTIONS

One of my biggest limitations in this project has been not being able to gather information or feedback from students. While I have done this informally in my role as a teacher, it has not been possible to pilot all of the materials I have been developing for this course in a systematic manner.

My focus for the next semester will be on developing a participatory action research framework in which to jointly use and review materials I have developed. The parts of this project which have been proposed

and approved by ELI administration and teachers will be piloted using that framework in fall 2013, pending approval from administration.

The materials developed will be added to the ELI online resource room for use by other teachers and future ELI 72 teachers. My intention and hope is that the materials selected and developed prove useful to future teachers, and provide a framework from which other materials can be developed and evaluated. Further consultations regarding the logistics in building, maintaining, and operating a learner library will be held, though it is anticipated that this project will move forward with the tentative goal of having the library operational by spring semester 2014.

This project has covered only a few aspects of program development, and going forward, it will be necessary to address issues of assessment and evaluation. Having a negotiated syllabus in some ways negates the need for a formal needs analysis (Nation & Macalister, 2010), however it would be useful for a critical reading class to also develop a critical needs analysis with the students. The teaching will be different in every class, but since critical pedagogy (the underlying foundation of the teaching approach in this course) remains such a poorly understood concept by many teachers, it may also be beneficial to have a training seminar for teachers in the future.

I hope that the small adjustments made to the SLOs and additional goals become permanent features of the reading curriculum at ELI, and that further, perhaps more radical changes will be possible in the future. I will continue to develop more critical materials since those are the most difficult to find, and will pursue ways of making those materials more widely available to teachers who may be seeking them.

## 9.0 CONCLUSION

This report has detailed a curriculum development project done for the intermediate academic reading course, ELI 72. A broad framework that views curriculum as a political project in was stated. Aspects of the project were examined, including; materials evaluation and development, and a review of the course SLOs and additional goals. These were explored with the goal of increasing learner autonomy, which is a goal of the ELI. Creating a sourcebook, rather than relying on a textbook, with materials in a self-access center, offering different chances for extensive reading and practicing critical literacy in an L2 reading class were both seen as basis through which autonomy could be increased.

In the process of looking at the needs of the program, a greater emphasis on fluency practice and vocabulary exercises were also mentioned. These areas, critical literacy, extensive reading, vocabulary, and fluency, along with reading strategy training were discussed in terms of materials development and example materials were shared (appendixes I, J, K, & L). The establishment of a learner library was mentioned as a way to develop extensive reading materials. Textbooks were also evaluated to find materials in those areas to build a sourcebook from.

Recommendations for changes to the SLOs and additional goals were made using the framework of critical literacy to better match both the needs of the students and to further learner autonomy and responsibility in decision making in the class.

Work on a project like this, while perhaps spearheaded by an individual, is not an individual project and requires constant consultation and input from all stakeholders. In that spirit, this report is only a snapshot of an ongoing and evolving project.

## REFERENCES

- Abednia, A. & Izadinia, M. (2012). Critical pedagogy in ELT classroom: exploring contributions of critical literacy to learners' critical consciousness. *Language Awareness*, 21(1), pp. 1-15.
- Apple, M. W. (2004). *Ideology and Curriculum*. New York: Routledge.
- Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language*. Cambridge, UK ; New York: Cambridge University Press.
- Brown, J. D. (1995). *The Elements of Language Curriculum: A Systematic Approach to Program Development*. Boston: Heinle & Heinle.
- Brown, J. D. (2012). EIL curriculum development. In L. Alsagoff, S. McKay, G. W. Hu, & W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp. 147—167). London: Routledge.
- Brown, J. D. (2012). *New Ways in Teaching Connected Speech*. Alexandria, VA: TESOL.
- Brown, J. D. (2013). *New Ways in Classroom Assessment, revised*. Alexandria, VA: TESOL.
- Clarence-Fincham, J. (2001). Responding to academic discourse: Developing critical literacy at a South African university. In B. Comber, & A. Simpson (Eds.) *Negotiating critical literacies in classrooms* (pp. 245-258). New York: Routledge.
- Crookes, G. (2013). *Critical ELT in action: foundations, promises, Praxis*. New York, NY: Routledge.
- Cruddas, L. & Watson, P. (2001). Ta(1)king back: Dialogizing authorship. In B. Comber, & A. Simpson (Eds.) *Negotiating critical literacies in classrooms* (pp. 189-208). New York: Routledge.
- Cummins, J. (2003). Challenging the construction of difference as deficit: Where are identity, intellect, imagination and power in the new regime of truth? In P. Trifonas (Ed.), *Pedagogies of difference: Rethinking education for social justice* (pp. 39—59). New York: Routledge Falmer.
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge, U.K. ; New York: Cambridge University Press.
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2). Retrieved from: <http://nflrc.hawaii.edu/rfl/October2002/day/day.html>

- Day, R. R., & Park, J. (2005). Developing reading comprehension questions. *Reading in a Foreign Language*, 17(1), pp. 60-70. Retrieved from <http://nflrc.hawaii.edu/rfl/April2005/day/day.pdf>
- Day, R. R. (2011). Extensive Reading in English Language Teaching. *ELT Journal*, 65(1), 99–101. doi:10.1093/elt/ccq076
- Day, R. R. (2012). *New ways in teaching reading, revised*. Alexandria: TESOL.
- Dickinson, L. (1995). Autonomy and motivation: a literature review. *System*, 23, 165-174.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
- Driscoll, L. (2004). *Reading Extra: A resource book of multi-level skills activities*. Cambridge: Cambridge University Press.
- English Language Institute at the University of Hawaii at Manoa (n.d.) ELI Mission Statement. Retrieved from: <http://www.hawaii.edu/eli/student-resources/student-handbook.html>
- Fischer, R.O. (1994). Using the syllabus as a reading event. *TESOL Journal* 3(4), p. 30.
- Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P., & Macedo, D. (1987). *Literacy: Reading the Word and the World*. Westport, CT: Psychology Press.
- Grabe, W. (2009). *Reading in a second language: moving from theory to practice*. New York: Cambridge University Press.
- Grabe, W. (2010). Fluency in reading – Thirty-five years later. *Reading in a Foreign Language*, 22(1), pp. 71—83. Retrieved from: <http://nflrc.hawaii.edu/rfl/April2010/articles/grabe.pdf>
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London: Falmer.
- Haneda, M. (2009). Becoming literate in a second language: Connecting home, community, and school literacy practices. *Theory into Practice*, 45(4), pp. 337-345.
- Hill, D. (2013). Survey Review: Graded readers. *ELT Journal*, 67(1), pp. 85-125.
- Hudson, T. (2007). *Teaching Second Language Reading*. Oxford: Oxford University Press.

Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*.

Cambridge: Cambridge University Press.

Janks, H. (2000). Domination, access, diversity and design: a synthesis for critical literacy education.

*Educational Review*, 52(2), pp. 175—186.

Janks, H. (2010). *Literacy and power*. New York ; London: Routledge.

Kay, J. & Gelshenen, R. D. (2013). *Discovering fiction: a reader of North American short stories. 1*. New

York, NY ; Cambridge: Cambridge University Press.

Knoblauch, C.H., & Brannon, L. (1993). *Critical teaching and the idea of literacy*. Portsmouth, NH:

Boynton/Cook Publishers.

Kramer-Dahl, A. (2001). Importing critical literacy pedagogy: Does it have to fail? *Language and*

*Education*, 15(1), pp. 14-32.

Krathwohl, D. R. (2002). A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), pp.

212-218.

Lau, S. M. (2013). A study of critical literacy work with beginning English language learners: An

integrated approach. *Critical Inquiry in Language Studies*, 10(1), pp. 1-30.

Lazar, G. (1993). *Literature and language teaching a guide for teachers and trainers*. Cambridge, UK:

Cambridge University Press.

Little, D. (2007). Language Learner Autonomy: Some Fundamental Considerations Revisited. *Innovation*

*in Language Learning and Teaching*, 1(1), 14–29. doi:10.2167/illt040.0

Littlewood, W. (1996). "Autonomy": An anatomy and a framework. *System*, 24(4), 427–435.

doi:10.1016/S0346-251X(96)00039-5

Luke, A., & Freebody, P. (1999). Further notes on the four resources model. *Reading Online*. Retrieved

from <http://www.readingonline.org/research/lukefreebody.html>

Mason, B. (2006). Free voluntary reading and autonomy in second language acquisition: Improving

TOEFL scores from reading alone. *The International Journal of Foreign Language Teaching*, 2(1),

2-5. Retrieved from <http://www.tprstories.com/ijflt/IJFLTWinter06.pdf>

McClanahan, K. (2005). *Drawing on theories of critical academic literacies in the ELI 83 classroom*.

University of Hawaii at Manoa Department of Second Language Studies, English Language

Institute Scholarspace. Retrieved from <http://scholarspace.manoa.hawaii.edu/handle/10125/20211>

McNeil, M. (2007). *How the ELI assists GAs in their professional development*. University of Hawaii at

Manoa Department of Second Language Studies, English Language Institute Scholarspace.

Retrieved from <http://scholarspace.manoa.hawaii.edu/handle/10125/20212>

Miekley, J. (2005). ESL textbook evaluation checklist. *The Reading Matrix*, 5(2). Retrieved

from [http://www.readingmatrix.com/reading\\_projects/miekley/project.pdf](http://www.readingmatrix.com/reading_projects/miekley/project.pdf)

Mikulecky, B. S. (2011). *A Short Course in Teaching Reading: Practical Techniques for Building*

*Reading Power*. New York: Prentice Hall.

Mikulecky, B. S., Jeffries, L. (2007). *Advanced reading power: extensive reading, vocabulary building,*

*comprehension skills, reading faster*. White Plains, NY: Longman.

Miller, D. (2011). ESL reading textbooks vs. university textbooks: Are we giving our students the input

they may need? *Journal of English for Academic Purposes*, 10(1), pp. 32-46.

Naiditch, F. (2010). Critical Pedagogy and the Teaching of Reading for Social Action. *Critical Questions*

*in Education*, 1(2). Retrieved from <http://education.missouristate.edu/assets/ele/Naiditchfinal.pdf>

Nation, I.S.P. (1990). *Teaching and learning vocabulary*. Boston: Heinle and Heinle.

Nation, I. S. P. (1995) *New Ways in Teaching Vocabulary*. Alexandria, VA: TESOL.

Nation, I. S. P. (2008). *Teaching Vocabulary: Strategies and Techniques*. Boston: Heinle/Cengage.

Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.

Paran, A. (2008). The role of literature in instructed foreign language learning and teaching: An evidence-based survey. *Language Teaching*, 41 (4), pp. 465-496.

Park, J. (2012). *Needs Analysis of ELI 72 at UHM*. Unpublished term paper for SLS 630. Shared by author.

Prowse, P. (2002) Top ten principles for teaching extensive reading: A response. *Reading in a Foreign*

*Language*, 14(2). Retrieved from: <http://nflrc.hawaii.edu/rfl/October2002/discussion/prowse.html>

- Rasinski, T. V. (2003). *The fluent reader: oral reading strategies for building word recognition, fluency, and comprehension*. New York, N.Y.: Scholastic Professional Books.
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Ruben, J., & Thompson, I. (1994). *How to be a more successful language learner*. Boston: Heinle & Heinle.
- Schmenk, B. (2005). Globalizing Learner Autonomy. *TESOL Quarterly*, 39(1), 107–118.  
doi:10.2307/3588454
- Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. New York: Palgrave Macmillan.
- Shulman, M. (2009). *Cultures in contrast: student life at U.S. colleges and universities*. Ann Arbor: University of Michigan Press.
- Skarin, R. (2005). Generation 1.5 in Hawai'i: Gaining critical tools for reading the world. *Second Language Studies*, 23(2), pp. 138-173
- Spack, R. (1998). *The international story: an anthology with guidelines for reading and writing about fiction*. Cambridge [Eng.]; New York, NY: Cambridge University Press.
- Stoller, F. L., Anderson, N. J., Grabe, W., & Komiyama, R. (2013). Instructional enhancements to improve students' reading abilities. *English Teaching Forum*, 51(1), pp. 2—11.
- University of Hawaii at Manoa. (2013). University of Hawaii at Manoa Admissions Policies. Retrieved from: <http://manoa.hawaii.edu/admissions/undergrad/policies.html>
- University of Hawaii at Manoa. (2013). UH Manoa Core Undergraduate Requirements. Retrieved from <http://www.catalog.hawaii.edu/corerequirements/core-req.htm>
- Wallace, C. (1986). *Learning to read in a multicultural society: The social context of second language literacy*. New York: Pergamon Press.
- Wallace, C. (1999). Critical language awareness: Key principles for a course in critical reading. *Language Awareness*, 8(2), pp. 98-110.

- Wallace, C. (2001). Critical literacy in the second language classroom: Power and control. In B. Comber, & A. Simpson (Eds.) *Negotiating critical literacies in classrooms* (pp. 209-228). New York: Routledge.
- Wiley, T. G., & Wright, W. E. (2004). Against the Undertow: Language-Minority Education Policy and Politics in the "Age of Accountability." *Educational Policy*, 18(1), 142–168.  
doi:10.1177/0895904803260030
- Wu, F. & Wu, Z. (2009). Developing learner autonomy through extensive reading in the context of Chinese EFL colleges. In A. Cirocki (Ed.), *Extensive reading in English language teaching* (pp. 561-576). Munich, Germany: Lincom.
- Yamaguchi, T. (2006). Teachers' belief on teaching and learning L2 reading. Univerisity of Hawaii at Manoa Department of Second Language Studies, English Language Institute Scholarspace.  
Retrieved from <http://scholarspace.manoa.hawaii.edu/handle/10125/20205>
- Yaworski, J. (2006). *Getting ahead: fundamentals of college reading*. New York: Pearson/Longman.
- Zimmerman, C. B. (2009). *Word Knowledge: A vocabulary teacher's handbook*. Oxford: Oxford University Press.

APPENDIX A: ELI ENROLLMENT STATISTICS

**ELI Registration Statistics**

Spring Semester 2002 (collected 3/22/02)

Totals:

NEW	OLD	GR	UG	OTHER	INT'L GR	NON-INT'L GR	INT'L UG	NON-INT'L UG	INT'L OTHER	NON-INT'L OTHER	TOTAL INT'L	TOTAL NON-INT'L
87	125	45	##	28	41	4	103	36	25	3	169	43

Total Students = 212

**ELI Registration Statistics**

Spring Semester 2012 (collected 5/10/12)

Totals:

NE W	OL D	GR	UG	OTHE R	INT' L GR	NON - INT' L GR	INT' L UG	NON - INT' L UG	INT'L OTHE R	NON- INT'L OTHE R	TOTA L INT'L	TOTA L NON- INT'L
39	68	47	59	1	44	3	43	16	0	1	87	20

TOTAL STUDENTS = 107

**ELI Registration Statistics**

Fall Semester 2011 (collected 1/10/12)

Totals (including ELI 72 enrollment):

NEW	OLD	GR	UG	OTHER	INT'L GR	NON-INT'L GR	INT'L UG	NON-INT'L UG	INT'L OTHER	NON-INT'L OTHER	TOTAL INT'L	TOTAL NON-INT'L	70	80	72
##	32	83	##	1	81	2	60	40	1	0	142	42	41	54	22

## APPENDIX B: CURRENT (SPRING 2013) ELI 72 SYLLABUS

**ELI 72 (1) : Reading for Foreign Students**  
**Spring 2013**

Monday & Wednesday  
10:30 – 11:45 am  
Keller 301

**Instructor:** Gordon West  
**Email:** [gordonbw@hawaii.edu](mailto:gordonbw@hawaii.edu)

**Office:** Moore 471  
**Office Hours:** by appointment  
**Office Phone:**

**COURSE DESCRIPTION:**

This course is intended to increase reading fluency, crucial for coping with difficulties that students often encounter in academic reading. This goal is achieved through various types of activities which focus on increasing reading rate, developing reading comprehension skills, understanding paragraph patterns, and building general and academic vocabulary.

**STUDENT LEARNING OUTCOMES:**

By the end of the course students will be able to:

- describe effective strategies for academic reading comprehension in English.
- apply strategies appropriately in a range of different academic reading tasks.
- recognize text structures at the paragraph level.
- recognize authors' perspectives, techniques, and arguments.
- state a range of strategies for using reading opportunities to develop academic vocabulary (in English) and specify which they have an active command of in their repertoire.

**ADDITIONAL GOALS FOR THE COURSE:**

- Students will learn how they can continue to develop their academic reading skills even after completing this course.
- Students will improve their reading rate.
- Students will continue to develop general English vocabulary.

**REQUIRED COURSE MATERIALS:**

- JoAnn Yaworski. 2006. *Getting Ahead*. New York: Pearson Education, Inc.
- A binder to keep all articles, handouts, writing, and homework in
- An English dictionary (recommended)
- An e-mail account (that you check regularly)
- An access to Laulima (<http://laulima.hawaii.edu/portal>) to submit assignments and get feedback from the instructor

**COURSE REQUIREMENTS:**

- **Textbook Assignments:** In-class and out-of-class textbook assignments are designed to provide you with the explanation and practice of fundamental academic reading strategies that you can apply to your own academic reading. Textbook activities will be assigned as preview and review assignments, so don't forget to bring them to class!
- **Extensive Reading:** Students will bring reading material of their choice to be used during extensive reading periods during class. This activity will count towards your participation grade. Additional requirements for these materials to be discussed in class.
- **Reading Circle (RC):** The class will be arranged into small groups for this activity. Each time a different group member (the leader) will be responsible for providing a short reading (2-3 pages) for other group members (and me). **The instructor's approval is needed one week in advance.** Additionally, the leaders for the week will prepare a vocabulary list of more than 5 words or phrases, 5 comprehension questions and 5 discussion questions related to the reading and lead the discussion in class. There will be six to ten reading circle activities (depending on the number of students) throughout this semester. A more detailed handout will be provided.  
*Be sure to save all of your reading circle articles for the final project and vocabulary test.*
- **Reading and Writing Assignments:** Among the reading assignments, you will be assigned **three** writing tasks with a special focus on vocabulary learning. You will write **one-page essays (double spaced)** about a given topic and write a revision to improve vocabulary usage.
- **Reading Logs:** This is a short written log recording the observations you have made about your reading experiences. Using the reading you will read through this semester, you will briefly summarize the reading. More importantly, you will reflect and comment on your reading processes, strategies used, difficulties encountered, and any other relevant observations. You will create **three** sets of reading logs.
- **Vocabulary Logs:** This is a written log for you to keep a record of difficult vocabulary that you encounter in your academic reading assignments or in the *Academic Word List* (*Academic Word List* will be provided). You will create **four** sets of vocabulary lists throughout this semester, each list consisting of **at least ten new vocabulary items** taken from your content courses. A specific template and detailed explanations for this assignment will be provided later.
- **Vocabulary Tests:** There will be **two** vocabulary tests. The first test will focus on vocabulary learning. The other test will be individualized, which will include the items created by the teacher and the student from your own vocabulary log and the reading circle vocabulary lists. The level of the vocabulary will be checked by the teacher prior to the test administration.

- **Reflection Paper (Final Project):** You will write **one** thoughtful report (**2~3 pages, double spaced**) on your reading strategies, vocabulary learning strategies, self-assessment of the strategies, and other relevant observations. You will reflect on your personal learning styles and strategies and how you develop your strengths while making up for your weaknesses. More details and specific guidelines will be provided later.

### GRADING:

This is a Credit/No Credit course. In order to get credit, you must receive an overall grade of at least **75%** of the points given for the assignments listed above.

Class participation (+Extensive Reading)	20 points
Textbook Assignments	10 points
Reading Circle activities (2)	10 points
Reading-Writing activities (3)	15 points
Reading Logs (3)	15 points
Vocabulary Logs (4)	15 points
Vocabulary Tests (2)	10 points
Reflection Paper (Final Project) (1)	5points
-----	
-----	
Total	100 points

### LATE WORK:

Please turn in your assignments on time. . **Late papers will be accepted up to the following two class periods, after which time they may not be submitted for credit.** Late papers will receive reduced points: a **10% reduction for each class period missed.** Repeated late submissions of work may result in failure of the course.

Some assignment may be submitted by Laulima. Other assignments will be due at the beginning of class.

Missing assignments will be taken seriously (you will lose points for each missing assignment). If you know in advance that you will be absent, let the instructor know.

### ATTENDANCE:

In any language course, regular attendance and participation is vital to improvement and success. If you do not attend this class regularly, and on time, you will fail the course. Specifically, the ELI requires a minimum of 75% performance for all credit/no credit courses. However, to get 75% in performance, you really should attend regularly. Failure to do so will like result in a grade of NO CREDIT.

Class begins promptly at **10:30 a.m.** We have a lot to do in a 75-minute class, and it slows everyone down every time we have to stop to help someone who couldn't make it on time. Please respect your classmates, and come on time. If you do arrive late, please try to figure out what is happening without interrupting me or your classmates, or wait until I am free and then check with me about what the class is doing.

You will also lose points for each absence (**minus 2 points**). If you arrive more than **10 minutes late, you will be marked "late."** **Three late arrivals** equal to **one absence** (minus 2 points). *If you are late or absent, it is **your** responsibility to contact the teacher or other students to find out what you missed and to complete it by the due date.*

### **MUTUAL RESPECT AND CONSIDERATION IN THE CLASSROOM**

As your instructor, I have the responsibility to ensure that our classroom is a space where every student can feel intellectually safe and where every student feels as though he or she is in a hostility-free environment. That said, please show respect and consideration to others during class discussions and activities. If you disagree with me or if you disagree with another student during a class discussion or activity, please use civic discourse in addressing your concerns.

If you would like to use your laptops and/or tablets during class, you may do so but only for the purpose of reading ebooks or pdf files or other online **class-related texts**. Please do not test me on this matter, for if I see that you are using Twitter or Facebook or some other similar social network-based site during class, you will automatically lose one point from your final grade for each time I see you on such a site. All decisions regarding this matter are final and are not subject to negotiations.

### **PLAGIARISM:**

The ELI recognizes that rules regarding academic honesty and intellectual property are different across cultures. We also recognize that UH students are expected to abide by a particular definition of academic honesty, one that is common to universities in the US. Students who do not follow these rules, for whatever reason, may be charged with cheating or plagiarism. At UH, common punishments for such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

University of Hawai`i at Manoa Student Conduct Code (2008)

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/system\\_scc.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/system_scc.php)

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. Please note that all ELI writing courses include work concerning this. If you have questions about this, ask your instructor and/or visit the ELI website:

<http://www.hawaii.edu/eli/students/plagiarism.html>

### **VISITORS TO THE CLASSROOM:**

Throughout the semester, there will probably be several visitors who come to observe the instructor and the class. There are several reasons for this. One reason is that the observer may be conducting research in order to try to improve the ELI. Another reason may be that a graduate student in the Department of Second Language Studies is conducting research on teaching language. Finally, as part of their professional development, ELI teachers observe each other so as to improve our teaching. The instructor will try to announce the visitor in advance and explain the purpose of the visit. These visits will be kept to a minimum, and the visitors will be advised to not disrupt the class. If you have any questions about this, feel free to ask your instructor. Thanks for your help in helping us to improve the quality of the ELI.

### **RESEARCH IN THE ELI:**

The ELI is continually reviewing a variety of aspects of the program (including policies, curriculum, and the ELI Placement Test) in order ensure that our program evolves in ways that help meet ELI students' needs. As a result, don't be surprised if some of your ELI classes have ongoing research projects.

Additionally, because UH-Manoa is a research university, there is a great deal of research going on every semester across campus. Students and faculty from the Department of Second Language Studies (SLS) may ask ELI students or classes to participate in research projects. Some of these projects may be directly related to what you do in ELI classes, but others may be unrelated. Keep in mind that, with individual projects, you have the choice of whether to participate or not.

### **Important Dates in Spring 2013:**

January 7- First day of class

January 14 – Last day to drop classes or switch sections without a “W”

January 16 - Last day for full refunds

January 21- Holiday: Martin Luther King Jr. Day

January 28 - Last day for 50 percent tuition refund

February 18 – Holiday: President’s Day

March 25 – 29 – Spring Break

May 1 - Last day of instruction

May 15 - Grades available online

## APPENDIX C: CURRENT (SPRING 2013) ELI 72 CLASS CALANDER

**ELI 72(1) Spring 2013 Calendar**

(subject to change during semester)

Wk		Tuesday	Thursday
1	Jan	7 Course/Student introductions Syllabus	9 Diagnostic test (voca) Self-introduction (fill out background form)
2	Jan	14 Course Calendar Ch. 2: Habits and Skills Background information (personal reading history)  HW:	16 Diagnostic test (reading) Introduction to <u>Vocabulary Log</u> assignment Vocabulary Log Template & Academic Word List) is to be uploaded (Laulima)  HW:
3	Jan	21 <b>Martin Luther King Jr. Day</b>  <b>No Class</b>	23 Ch. 3: Vocabulary Development and Practice Introduction to <u>Reading Log</u> assignment  HW:
4	Jan	28 Introduction to <u>Reading Circle</u> activity (Demonstration)  HW:	30 Ch. 3: Vocabulary Development and Practice (Cont') A Reading in Memoir (p.106)?  HW:

<b>5</b>	Feb	4	6
		<p><u>Reading-Writing Exercise #1</u> (RW assignment)</p> <p>(In class)</p> <p>Vocabulary review</p> <p>HW:</p>	<p>Ch. 12: Reading Speed</p> <p><b>Vocabulary Log #1 Due</b></p> <p><b>Reading Log #1 Due</b></p> <p>HW:</p>
<b>6</b>	Feb	11	13
		<p>Vocabulary Test #1 (based on vocabulary learning, Ch.3)</p> <p>Extensive Reading</p> <p>HW:</p>	<p>Reading Circle #1</p> <p>Vocabulary log #2 (in class w/ reading materials &amp; dictionary)</p> <p>HW:</p>
<b>7</b>	Feb	18	20
		<p><b>President's Day</b></p> <p><b>No Class</b></p>	<p>Ch. 4: Locating Main Idea &amp; Supporting Details</p> <p><b>RW Essay # 1 Due</b></p> <p>HW:</p>
<b>8</b>	Feb	25	27
		<p>Ch. 4: Locating Main Idea &amp; Supporting Details (Cont')</p> <p>Reading Circle #2</p> <p>HW:</p>	<p>Ch. 5: Implied Main Ideas</p> <p><u>Reading-Writing Exercise #2</u> (RW assignment)</p> <p>HW:</p>

<b>9</b>	Mar	4	6
		Ch. 5: Implied Main Ideas (Cont') Mid-term Course Evaluation  HW:	Reading Circle #3 Vocabulary log #2 (in class w/ reading materials & dictionary) <b>RW Essay #2 Due</b>  HW:
<b>10</b>	Mar	11	13
		Ch. 6: Text Patterns <b>Vocabulary Log #2 Due</b>  HW	Ch. 10: Strategies for Staying Ahead <b>Reading Log #2 Due</b>  HW:
	Mar	18	20
		Ch. 10: Strategies for Staying Ahead (Cont'): discussion Reading Circle #4  HW:	Vocabulary Test #2 Extensive Reading  HW:
<b>11</b>	Mar	25	27
		<b>SPRING VACATION</b>	<b>SPRING VACATION</b>
<b>12</b>	Apr	1	3
		Reading Circle #5 Vocabulary log #3 (in class w/ reading materials & dictionary)  HW:	Ch. 7: Inference <u>Reading-Writing Exercise #3</u> (RW assignment) (In class)  HW:
<b>13</b>	Apr	8	10

		Reading Circle #6 Extensive Reading <b>Vocabulary Log #3 Due</b>  HW:	Ch. 7: Inference (Cont')  <b>RW Essay # 3 Due</b>  HW:
<b>14</b>	Apr	15	17
		Reading Circle #7 Vocabulary log #4 (in class w/ reading materials & dictionary)  HW:	Ch. 8: Purpose & Tone  HW:
<b>15</b>	Apr	22	24
		Ch. 8: Purpose & Tone (cont') Extensive reading Or Reading log exercise <b>Reading Log #3 Due</b>  HW:	Ch. 9: Logical Reasoning Pre-reflection of reading/voca learning strategies (in class discussion for Reflection Paper)  HW:
<b>16</b>	Apr/ May	29	1
		Reading Circle #8 <b>Vocabulary Log #4 Due</b>  HW:	Course Review/Evaluation  <b>Reflection Paper Due</b>
	May	6	8
		<b>EXAM WEEK</b>	<b>EXAM WEEK</b>

## APPENDIX D: PROPOSED FALL 2013 ELI 72 SYLLABUS

**ELI 72 (1) : Reading for Foreign Students**  
**Fall 2013**

Monday & Wednesday  
 12:00 – 1:15  
 Location

**Instructor:** Gordon West  
**Email:** [gordonbw@hawaii.edu](mailto:gordonbw@hawaii.edu)

**Office:**  
**Office Hours:** by appointment  
**Office Phone:**

**COURSE DESCRIPTION:**

This course is intended to increase reading fluency, crucial for coping with difficulties that students often encounter in academic reading. This goal is achieved through various types of activities which focus on increasing reading rate, developing reading comprehension skills, understanding paragraph patterns, and building general and academic vocabulary.

**STUDENT LEARNING OUTCOMES:**

By the end of the course students will be able to:

- describe effective strategies for academic reading comprehension in English.
- apply strategies appropriately in a range of different academic reading tasks.
- recognize text structures at the paragraph level.
- recognize authors' perspectives, techniques, and arguments.
- state a range of strategies for using reading opportunities to develop academic vocabulary (in English) and specify which they have an active command of in their repertoire.
- 
- 

**ADDITIONAL GOALS FOR THE COURSE:**

- Students will learn how they can continue to develop their academic reading skills even after completing this course.
- Students will improve their reading rate.
- Students will continue to develop general English vocabulary.
- Students will recognize that reading is not an individual isolated endeavor, but rather is **cooperative** and involves **interaction** among many people and texts. Students will understand that reading often does not involve one right answer, and will be able to participate actively in the construction of meaning from texts and defend their positions.
- 
- 
-

**REQUIRED COURSE MATERIALS:**

- Textbook - TBD
- A binder to keep all articles, handouts, writing, and homework in.
- An English dictionary (recommended)
- An e-mail account (that you check regularly)
- An access to Laulima (<http://laulima.hawaii.edu/portal>) to submit assignments and get feedback from the instructor

**COURSE REQUIREMENTS:**

- **Extensive Reading:** Students will bring reading material of their choice to be used during extensive reading periods during class. This activity will count towards your participation grade. Additional requirements for these materials to be discussed in class.
- **Reading Circle (RC):** The class will be arranged into small groups for this activity. Each time a different group member (the leader) will be responsible for providing a short reading (2-3 pages) for other group members (and me). **The instructor's approval is needed one week in advance.** Additionally, the leaders for the week will prepare a vocabulary list of more than 5 words or phrases, 5 comprehension questions and 5 discussion questions related to the reading and lead the discussion in class. There will be six to ten reading circle activities (depending on the number of students) throughout this semester. A more detailed handout will be provided.  
*Be sure to save all of your reading circle articles for the final project and vocabulary test.*

**Possible Assignments:**

- **Reading and Writing Assignments:** These are writing tasks with a special focus on vocabulary learning. You will write **one-page essays (double spaced)** about a given topic and write a revision to improve vocabulary usage. Alternatives could be a letter to character in a book, an essay about what gift you would give a character from a book, or any other creative writing you could do incorporating vocabulary from a book you've read. Another possibility would be to write a response to an article or book you've read, using vocabulary from the original article, with the intention of publishing your response.
- **Reading Logs:** This is a short written log recording the observations you have made about your reading experiences. Using the reading you will read through this semester, you will briefly summarize the reading. More importantly, you will reflect and comment on your reading processes, strategies used, difficulties encountered, and any other relevant observations.

- **Vocabulary Logs:** This is a written log for you to keep a record of difficult vocabulary that you encounter in your academic reading assignments or in the *Academic Word List* (*Academic Word List* will be provided). A specific template and detailed explanations for this assignment will be provided later.
- **Vocabulary Tests:** The first test would focus on vocabulary learning. The other test would be individualized, which will include the items created by the teacher and the student from your own vocabulary log and the reading circle vocabulary lists. The level of the vocabulary will be checked by the teacher prior to the test administration.
- **Reflection Paper:** A thoughtful report (**2~3 pages, double spaced**) on your reading strategies, vocabulary learning strategies, self-assessment of the strategies, and other relevant observations. You will reflect on your personal learning styles and strategies and how you develop your strengths while making up for your weaknesses.
- **Record an audiobook:** For this project, you would contact a school or organization dealing with populations that might have a need or use for audiobooks. You would then select one or more books (depending on length) and record yourself reading them with expression and sending them to the organization or school in need.
- **Literacy ethnography:** For this project, you will need to investigate readings and ideologies in your major, or in the Honolulu community. You will need to first write a proposal that tells about the text analysis of the types of readings you encounter, interviews you will conduct, and observations you will make.

**GRADING:**

This is a Credit/No Credit course. In order to get credit, you must receive an overall grade of at least **75%** of the points given for the assignments listed above.

Class participation (+Extensive Reading)	___ points
Textbook Assignments	___ points
Reading Circle activities (2)	___ points
Reading-Writing activities	___ points
Reading Logs	___ points
Vocabulary Logs	___ points
Vocabulary Tests	___ points
Reflection Paper	___ points
Other: _____	___ points
-----	
-----	
Total	100 points

**LATE WORK:**

Please turn in your assignments on time. **Late papers will be accepted after -**

\_\_\_\_\_. Late papers will receive reduced points: a \_\_\_\_\_% **reduction for each class period missed**. Repeated late submissions of work may result in failure of the course.

Some assignment may be submitted by Laulima. Other assignments will be due at the beginning of class.

Missing assignments will be taken seriously (you will lose points for each missing assignment). If you know in advance that you will be absent, let the instructor know.

**ATTENDANCE:**

In any language course, regular attendance and participation is vital to improvement and success. If you do not attend this class regularly, and on time, you will fail the course. Specifically, the ELI requires a minimum of 75% performance for all credit/no credit courses. However, to get 75% in performance, you really should attend regularly. Failure to do so will like result in a grade of NO CREDIT.

Class begins promptly at **12:00 p.m.** We have a lot to do in a 75-minute class, and it slows everyone down every time we have to stop to help someone who couldn't make it on time. Please respect your classmates, and come on time. If you do arrive late, please try to figure out what is happening without interrupting me or your classmates, or wait until I am free and then check with me about what the class is doing.

You will also lose points for each absence (**minus \_\_\_ points**). If you arrive more than **10 minutes late, you will be marked "late."** \_\_\_\_\_ **late arrivals equal to one absence** (minus \_\_\_ points).

*If you are late or absent, it is **your** responsibility to contact the teacher or other students to find out what you missed and to complete it by the due date.*

**MUTUAL RESPECT AND CONSIDERATION IN THE CLASSROOM**

As your instructor, I have the responsibility to ensure that our classroom is a space where every student can feel intellectually safe and where every student feels as though he or she is in a hostility-free environment. Please show respect and consideration to others during class discussions and activities. If you disagree with me or another student during a class discussion or activity, please remain calm and polite in addressing your concerns.

If you would like to use your laptops and/or tablets during class, you may do so but only for the purpose of reading ebooks or pdf files or other online **class-related texts**. Use of devices for other purposes will result in a loss of participation grade.

**PLAGIARISM:**

The ELI recognizes that rules regarding academic honesty and intellectual property are different across cultures. We also recognize that UH students are expected to abide by a particular definition of academic honesty, one that is common to universities in the US. Students who do not follow these rules, for whatever reason, may be charged with cheating or plagiarism. At UH, common punishments for such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

University of Hawai`i at Manoa Student Conduct Code (2008)

[http://studentaffairs.manoa.hawaii.edu/policies/conduct\\_code/system\\_scc.php](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/system_scc.php)

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. Please note that all ELI writing courses include work concerning this. If you have questions about this, ask your instructor and/or visit the ELI website:

<http://www.hawaii.edu/eli/students/plagiarism.html>

**VISITORS TO THE CLASSROOM:**

Throughout the semester, there will probably be several visitors who come to observe the instructor and the class. There are several reasons for this. One reason is that the observer may be conducting research in order to try to improve the ELI. Another reason may be that a graduate student in the Department of Second Language Studies is conducting research on teaching language. Finally, as part of their professional development, ELI teachers observe each other so as to improve our teaching. The instructor will try to announce the visitor in advance and explain the purpose of the visit. These visits will be kept to a minimum, and the visitors will be advised to not disrupt the class. If you have any questions about this, feel free to ask your instructor. Thanks for your help in helping us to improve the quality of the ELI.

**RESEARCH IN THE ELI:**

The ELI is continually reviewing a variety of aspects of the program (including policies, curriculum, and the ELI Placement Test) in order ensure that our program evolves in ways that help meet ELI students' needs. As a result, don't be surprised if some of your ELI classes have ongoing research projects.

Additionally, because UH-Manoa is a research university, there is a great deal of research going on every semester across campus. Students and faculty from the Department of Second Language Studies (SLS) may ask ELI students or classes to participate in research projects. Some of these projects may be directly related to what you do in ELI classes, but others may be unrelated. Keep in mind that, with individual projects, you have the choice of whether to participate or not.

APPENDIX E: ROUGH DRAFT OF PROPOSED FALL 2013 ELI 72 CLASS CALANDER

**ELI 72(1) Proposed Fall 13 Calendar**

(subject to change during semester)

Wk		Monday	Wednesday
1	Aug	Course/Student introductions  Syllabus	Diagnostic test (vocabulary/reading rate)  Background information (personal reading history)
2		Course Calendar  Syllabus negotiation  Fluency  Habits and Skills	Diagnostic test (reading/reading strategies)  Introduction to <u>Vocabulary Log</u> assignment  Vocabulary Log Template & Academic Word List) is to be uploaded (Laulima)
3		Fluency  Vocabulary Development and Practice	Fluency  Introduction to <u>Reading Circle</u> activity (Demonstration)
4		Fluency  Vocabulary Development and Practice	Fluency  Reading Speed

<b>5</b>		<p>Fluency</p> <p>Locating Main Idea &amp; Supporting Details</p>	<p>Fluency</p> <p>Locating Main Idea &amp; Supporting Details</p> <p>Reading Circle #2</p>
<b>6</b>		<p>Fluency</p> <p>Vocabulary Test #1 (based on vocabulary learning, Ch.3)</p> <p>Extensive Reading</p>	<p>Fluency</p> <p>Reading Circle #1</p> <p>Vocabulary log #2 (in class w/ reading materials &amp; dictionary)</p>
<b>7</b>		<p>Fluency</p> <p>Implied Main Ideas</p>	<p>Fluency</p> <p>Vocabulary review</p>
<b>8</b>		<p>Fluency</p> <p>Reading Circle #3</p> <p>Text Patterns</p>	<p>Fluency</p> <p>Text Patterns</p>
<b>9</b>		<p>Fluency</p> <p>Implied Main Ideas</p>	<p>Fluency</p> <p>Note taking strategies</p>

		Mid-term Course Evaluation	
<b>10</b>		Fluency Note taking and reading to study strategies Reading Circle #4	Fluency Extensive Reading
<b>11</b>		Fluency Reading Circle #5	Fluency Inference
<b>12</b>		Fluency Reading Circle #6 Extensive Reading	Fluency Inference
<b>13</b>		Fluency Reading Circle #7 Reading strategies review	Fluency Purpose & Tone
<b>14</b>		Fluency Purpose & Tone Extensive reading Or Reading log exercise	Fluency Logical Reasoning Pre-reflection of reading/voca learning strategies (in class discussion for Reflection Paper)

<b>15</b>		Fluency Review module – student’s choice	Fluency Review module – student’s choice
<b>16</b>		Fluency Reading Circle #8	Course Review/Evaluation <b>Final project due</b>
		<b>EXAM WEEK</b>	<b>EXAM WEEK</b>

## APPENDIX F: ELI ADMINISTRATION INTERVIEW SCHEDULE A &amp; B

ELI Admin interview schedule – 4/5/2013 A

1. Where did the current SLOs and additional goals for 72 come from?
2. What was the process of developing them?
3. How are they updated? How often?
4. Has the process changed in the past few years?
5. How much has enrollment changed?
6. How has the growth of the BA program affected the ELI?
7. When was the current textbook(s) selected for 72?
8. What was the process of selecting textbooks?
9. Who have been the 72 teachers in the past few years?
10. What is the process of selecting new materials for ELI?
11. Has the process changed over time?

ELI Admin interview schedule – 4/9/2013 B

1. What was the process for establishing the current ELI 72 SLOs?
2. How are they updated? How often?
3. Has the process changed in the past few years?
4. If it has changed, what has driven the changes? (enrollment, BA program?)
5. What is the process for selecting textbooks/materials for the ELI?
6. How often are they updated? How?
7. Has the process changed over time?
8. What, if any, has driven the changes?

## APPENDIX G: ELI 72 FORMER TEACHER INTERVIEW SCHEDULES A, B, &amp; C

## Interview with former ELI 72 teachers

4/9/13 – A

1. What materials (book) did you use when you taught ELI 72?
2. Was there a choice of books?
3. If so, why did you choose that book?
4. What problems did you find with the book?
5. If you had to teach the class again, would you use the same materials? Why or why not?
6. Did you use any supplementary materials? If so, can you remember what they were?

4/10/13 - B

1. What materials (book) did you use when you taught ELI 72?
2. Was there a choice of books?
3. If so, why did you choose that book?
4. What problems did you find with the book?
5. If you had to teach the class again, would you use the same materials? Why or why not?
6. Did you use any supplementary materials? If so, can you remember what they were?
7. Going forward with ELI 72 (or reading classes in general), what do you want for the materials for the class?
8. What would be your ideal materials?
9. What do you think of the SLOs for the course?
10. Can they be improved, if so, how?
11. Is 72 distinct from 82? How so? Or can you offer suggestions on making it more distinct?

4/25/13 - C

1. What materials (book) did you use when you taught ELI 72?
2. Was there a choice of books?
3. If so, why did you choose that book?
4. What problems did you find with the book?
5. If you had to teach the class again, would you use the same materials? Why or why not?
6. Did you use any supplementary materials? If so, can you remember what they were?
7. Going forward with ELI 72 (or reading classes in general), what do you want for the materials for the class?
8. What would be your ideal materials?
9. What do you think of the SLOs for the course?
10. Can they be improved, if so, how?
11. Is 72 distinct from 82? How so? Or can you offer suggestions on making it more distinct?

APPENDIX H: ELI 72 PREVIOUS COURSE GOALS AND OBJECTIVES (SLOs AND ADDITIONAL GOALS)

**Course description fall 2003 – present**

This course is intended to increase reading fluency, crucial for coping with difficulties that students often encounter in academic reading. This goal is achieved through various types of activities which focus on increasing reading rate, developing reading comprehension skills, understanding paragraph patterns, and building general and academic vocabulary.

**SLOs and additional goals as stated on syllabi**

**Fall 1983 – Spring 1989 (with minor exceptions)**

Course Objectives:

1. To develop an awareness and use of reading strategies necessary for good comprehension of university-level reading materials.
2. To increase vocabulary and to develop methods for continued increase of vocabulary.
3. To develop awareness of the linguistic and rhetorical structure in written English.
4. To increase reading speed and fluency.
5. To promote wider interests in different types of reading materials.
6. To provide individual feedback on progress and improvement of reading skills.
7. To provide extensive practice in reading.

**Spring 1990**

Course Goals:

1. To develop an awareness of reading strategies necessary for comprehension of university-level reading materials.
2. To develop strategies for increasing vocabulary.
3. To develop awareness of linguistic and rhetorical structures in written English.
4. To increase reading speed and fluency.
5. To promote wider interest in different types of reading materials.
6. To provide extensive practice in reading.
7. To improve study skills.

**Fall 1995 (missing years 1991 – 1994)**

Course Objectives:

1. Improve your reading comprehension.
2. Improve your reading speed.
3. Improve your awareness of purpose for reading.
4. Improve your knowledge of vocabulary.
5. Improve your knowledge of culture.
6. Use different reading strategies.

7. Have discussions about readings.
8. Learn basic library and email skills.

**Fall 2003 (missing years 1996 – 2002)**

No stated goals or objectives on the syllabus

**Fall 2004 – Spring 2008, and Spring 2009**

Course Goals:

1. Students develop reading comprehension skills.
2. Students learn to make inferences.
3. Students learn to understand paragraph patterns.
4. Students improve reading rate.
5. Students develop general and academic vocabulary.
6. Students learn how they can continue improving their reading skills even after completing this course.

**Fall 2009 – present (minus Spring 2009)**

Student Learning Outcomes:

By the end of the course students will be able to:

- Describe effective strategies for academic reading comprehension in English.
- Apply strategies appropriately in a range of different academic reading tasks.
- Recognize text structures at the paragraph level.
- Recognize authors' perspectives, techniques, and arguments.
- State a range of strategies for using reading opportunities to develop academic vocabulary (in English) and specify which they have an active command of in their repertoire.

Additional Goals for the Course:

- Students will learn how they can continue to develop their academic reading skills even after completing this course.
- Students will improve their reading rate.
- Students will continue to develop general English vocabulary.

## APPENDIX I: CRITICAL READING MODULE MATERIALS

**The syllabus as a socially constructed text**

The purpose of this activity is for students to understand the syllabus as a socially constructed text that they can interact with rather than a given, static document. This activity is best done following the “Using the syllabus as a reading event” activity (Fischer, 1994) because students will have an idea of what to expect from a syllabus.

Procedure:

1. When making the course syllabus, leave at least two blank bullet points under each section for the student learning outcomes (SLOs) and additional goals for the course.
2. Introduce the SLOs and goals for the course. For the SLOs, discuss how their achievement will be measured or observed. For the additional goals, discuss how they will be approached and hopefully reached during the course (and/or beyond).
3. Have students brainstorm alone what goals they have for the course. SLOs will be dealt with later. Have them compare and share with a partner or in small groups.
4. List some of the goals on the board.
5. Have students choose one or two goals they have for themselves in the course and write them on the syllabus.
6. Record the student goals.
7. A few weeks into the course, revisit this, check in on progress being made by the students. At this point, have them try to translate their goals into SLOs they have for themselves, and think about how they will be able to measure or observe those SLOs.
8. Follow the same procedure as before for developing SLOs. Alone, pairs or small groups, write them on the board.
9. At the end of the semester, check in again and see if students have achieved the goals and SLOs for the course. This could be incorporated into a reflection paper or journal writing activity.

**Negotiating the syllabus**

Negotiating the syllabus is a way to build greater learner investment in the class, and ensure that the learning taking place is directly relevant to the lives of the learners. In the case of ELI classes, not all parts of the syllabus may be negotiated since teachers are working within certain institutional constraints. This is a set of guidelines to help interested teachers figure out which parts of the syllabus may be negotiated and their position in these negotiations.

Guidelines:

1. Decide before class what parts of the syllabus you are willing to negotiate, and which make sense to negotiate. If students have an active voice in setting classroom policies, they may adhere to them better. If students have a say in selecting assignments that fit their needs and styles, they may be more invested in the class.
2. Introduce the syllabus to the students. Make sure they have a clear idea of what the SLOs and goals of the course are (both their own and those of the ELI).

3. Once students are clear on the purpose and goals of class, let them know that you want to get their input in shaping the class in a way that best suits their needs. You may want to clarify your position and role at this point. As the teacher, who has experience with this course (or similar courses), you have a legitimate expert role in the facilitating and decision making process, but they also have legitimate voices as co-participants in the class.
4. Introduce the section(s) open for negotiation (i.e., assignment selection, grade weighting, class policies on attendance and late work, etc.).
5. Be sure to have some structure for the students to work with for example:
  - a. A list of possible assignments
  - b. A list of the assignments with room to write in what percentage of the grade it will be (i.e., reading log \_\_\_\_\_%)
  - c. Sentence frames for policies (i.e., Regular class attendance is a class requirement. If you miss more than \_\_\_\_\_ classes, it will result in a \_\_\_\_\_% grade reduction.)
6. Have the students work through their thoughts in small groups and have each small group write their recommendations on the board.
7. As a full class, discuss the suggestions, grouping similar suggestions, and debate the suggestions.
8. You may choose to hold a vote on the final syllabus, or you may want to come to a consensus as a class. It may also be that in situations of disagreement, you as the teacher may need to make the final decision.

Caveat:

There are many ways to go about the process of negotiation. Beginning critical pedagogues are advised by some theorists and practitioners to begin slowly and gradually (Crookes, 2013). In other words, start small.

### **Engaging a writer**

This activity seeks to help students understand how texts are socially produced by engaging them in a dialogue with a writer. Many times students take published texts as being the truth because they have been put on paper and can be reluctant to question them. By meeting with an author of an article they've read, it will hopefully impress upon them in a meaningful way that texts are produced by people.

Procedure:

1. Find an article about a local news event, or an editorial in a local publication. Search the Ka Leo, Civil Beat, or other local publications. Use the article for a reading activity (i.e., an introductory reading circle activity).
2. Contact the author of the article or editorial and try to schedule a visit to your class with them. This might work best if you contact authors before you actually make the final selection of the article, because there are many potential scheduling conflicts. A Ka Leo writer might be most available. Skype sessions with authors are another option.
3. Before the meeting with the author, have the students prepare questions, or write a reaction to the article with the understanding that they will be able to ask them directly to the author. They can focus on word choice, sources of evidence, the author's intentions in writing the article, tone, etc. The author can also speak about the process of writing the article, and the process of having the

article edited for publication (when often authors are not in control of what the title of their work will be).

4. After the meeting, have a debriefing with the students. This can be done as a reflection paper, or as a discussion. They can also follow up with a reading activity about the writing process as described by a different author (i.e., one of the essays from the text book, Guidelines – Spack, 2007).

### **Reading to produce**

This activity is meant to make the reading/writing assignments that are used in ELI 72 more meaningful to the students. The way this activity is currently structured is to give the students practice in recognizing genre/topic specific vocabulary, pull it out, and use it in their own writing. This is valuable practice for the students, and a necessary academic skill, but it can become practice for the sake of practice unless it has some meaning. This activity seeks to empower the students as not only text consumers, but producers engaged in the process and dialogue of reading.

#### Procedure:

1. Select a one page article on a topic that uses specific vocabulary (i.e., tourism, geography or other fields of social science, etc.). Pull out some of the key vocabulary (5 words), bold the words, and define them in a word list. Also prepare some general comprehension & discussion questions on the article.
2. Go through the article in class. Have the students read it, answer the questions, discuss the article, and go through the vocabulary.
3. Have the students pull out five more vocabulary words on their own that they believe are specific to the topic. Focus also on finding sentence frames, collocations, and phrases, not just single words.
4. Go through the vocabulary words or other features that they pulled out. Elicit them to the board. Make sure the meaning and use is clear.
5. Introduce the follow up activity of writing their own one page paper using the ten vocabulary words or other elements. Instead of writing a one page paper that will be sent only to you, give them a writing assignment that goes to a larger audience. This will vary depending on your topic. If it is tourism for example, they could write a one page piece on a tourist location here in Hawaii or in their home country and submit it to a travel publication. They could also write a critique of tourism, or a set of guidelines for being a good tourist in a certain context, again to be sent to a travel publication. They could also write it as an editorial to be submitted to a paper. If the topic is something that generates disagreement, have them write the follow up assignment as a letter to the author.

### **How terms are used**

This activity is a mini critical discourse analysis project for reading students. Often, students have difficulty distinguishing the political orientation of different publications in Hawaii and the US, and even in L2 generally. This activity gives them practice looking at vocabulary in the publications that may give

them clues as to the political leanings of the publication, as well as a deeper understanding of how different terminology is produced and used.

Procedure:

1. Find a large national news story that is in major papers across the US. One good example of a news story that could be useful for this exercise would be about immigration. Try to find the story as written about in 3-4 different newspapers (national or regional). For immigration, try to find papers that use different terms for describing immigrants as “illegal aliens” vs. “undocumented immigrants”
2. In class, elicit to the white board a visual scale (continuum) of political affiliation. Elicit examples of different political groups/leaders to the scale. You may want to focus on US politics, but make the point that each country probably wouldn’t line up exactly the same way. A conservative political stance in the US is very different from a conservative political stance in Korea, for example. This is not a perfect representation, but a rough approximation. Try to present it without bias toward one political leaning or the other. Explain that newspapers and even individual writers often have a place on this continuum.
3. Number the articles, but keep the publication and author information intact. Try to get them to fit on one double sided page so as not to overwhelm the students with too much information. The key is to focus on the specific vocabulary used to describe the issue (i.e., illegal alien v. undocumented immigrant).
4. Have the students pull out the topic of the articles, and then have them look for the main idea of each article. Try to draw out difference if there are any. Discuss the content.
5. Have the students read the articles again. This time, have them look for differences in terms. Have them write the different terms used to refer to the same item on the board. Ask them to discuss the different terms. What are the feelings that they associate with each? Is there one that they prefer over the other? Why? Where would they put the terms on the political continuum?
6. Discuss where the terms actually fit on the political continuum, and what that can tell them about the political leanings of the publication. Some are difficult to place because they are roughly in the middle, but most should have a left or right leaning.
7. After doing this activity, add a new category to the vocabulary log activity. The students should try to find one – two politically charged terms per log and be able to explain where they found them, what they mean, who uses them, and why.

### **Reading “hidden texts”**

This activity is designed to get students to read texts that contain rules that they are subject to, and which may have significant influence over their academic lives, but which are not usually read. The point of this is to raise awareness in students of the different ways in which texts have a socially constructed power, and to examine how that power is used. At the same time, students will practice a number of decoding skills while trying to read these often obscure texts.

Procedure:

1. Select a “hidden text” to examine. Some possibilities at the university level include: instructions on how to file a grievance, the student conduct code, plagiarism policies, professor & student responsibilities and rights, confidentiality policies, mission statements of departments, the ELI, international student services, or student services.
2. Each text offers its own possibilities for different directions. When looking at how to file a grievance, for example, the focus could be on student and professor rights and responsibilities. When looking at plagiarism policies, students could see the difference in policies between the ELI’s policy and the UH plagiarism policy.
3. The majority of these texts will be difficult reading for students. After reading, check for comprehension through class discussion, or by using a comprehension worksheet to guide the students’ reading.
4. After reading and doing a check for comprehension, discuss different strategies that the students used while they were reading the text. The difficulty level should force them to use a number of different strategies (i.e., skipping unknown words, using a dictionary, skimming for known words/phrases, etc.). Have small groups come up with a list that they then write on the board. The strategies can be discussed then in a full class setting.
5. Have the class (in full class, small groups, or pairs) discuss why these texts are so obscure and difficult to read when they are so important.
6. Discuss and brainstorm strategies for dealing with situations that may require students to engage with a “hidden text” (i.e., caught plagiarizing, needing to file a grievance, choosing a major by looking at departmental mission statements, etc.)

### **Scanning for political bias**

This activity is meant to be a follow up on the “how terms are used” activity. Scanning is a fluency building activity, and this activity can have the additional effect of building students’ political fluency. It cannot be done unless students have developed an understanding of the political biases of certain publications and the political loaded nature of certain terms (i.e., undocumented vs. illegal immigrant).

#### Procedure:

1. Select a number of texts on the same theme or news item. Try to use a global issue with different sources from different newspapers around the world.
2. Draw a line on the board with a “C” on the right end of the line and a “P” on the left end. Explain that these stand for “conservative” and “progressive.”
3. Discuss if this dichotomy or continuum is universal in their experience or not (probably not since this is rooted in a very American understanding of politics). If they disagree, suggest new models or adding dimensions to the model. What ideologies do they see as being most prevalent in their societies? Which issues define them?
4. After you have co-constructed a model to work with, pass out the headlines of the articles.
5. Have the students work alone or in pairs to place the article where they think it fits on the model based on what they can guess from the wording about its political leanings.
6. Discuss and have the students defend their decisions.

7. Pass out the full articles one by one. Give the students one minute to scan to find further evidence that can support their placement or help them make adjustments. After one minute, make them turn over the paper and make the changes.
8. Repeat step seven for each article headline.
9. Discuss the changes they've made or not and why. Discuss what they were looking for when they were scanning.
10. Give the students time to fully read the articles and decide if they were correct or not. If groups disagree in the end on the perceived political leanings of an article, have them debate and show evidence from the article that supports their stance.
11. As the teacher, you may give some guidance on clear-cut articles (i.e., Fox News will be conservative usually, while Huffington Post will most likely take a progressive position), but stress that it is not always clear.

## APPENDIX J: VOCABULARY LEARNING STRATEGIES MODULE MATERIALS

**Explicit strategy training throughout the semester**

Strategies not only need to be taught, but need to be recycled and reexamined regularly. Nation (2008) offer this sample sequence for the semester. This model plan for the teaching of vocabulary strategies may also be adapted for reading strategy training.

Procedure:

Week 1 – The teacher demonstrates the strategy to learners working on a reading text. Repeat throughout the week. Write the steps on the board.

Week 2 – Teacher encourages the learners to work cooperatively with you to go through the steps of the strategy while guessing some of the unknown words in context.

Week 3 – Teacher and learners continue working on guessing with the goal being to learn the steps in the strategy, focusing on step one (guessing the part of speech).

Week 4-6 – Teacher and learners work on part 2 of the strategy (using clues in the same clause as the unknown word).

Week 7-9 – Teacher and learners work on part 3 of the strategy (using conjunction relationships). Begin pair work without direct guidance and have learners report back on steps used.

Week 10-12 – Most of the guessing done in pairs with report back, begin focus on ways of checking the guess.

Week 13-14 – Students guess individually and report back to classmates. Students comment on their difficulties and successes in using the strategy.

(Nation, 2008, pp. 77-78)

**Advice on vocabulary teaching from research**

This is a bullet point break down of advice for teaching vocabulary from major researchers in the fields of reading and vocabulary. This list was created from findings in Schmitt (2010), Nation (1990), and Grabe (2009).

Schmitt (2010):

- Attrition means that vocabulary knowledge is always in a state of flux – learning and forgetting – but more productive ability is lost in general than receptive ability. This is important for a reading class because learners might be read words and understand them but not remember how to use them.
- It is more effective to do reading with vocabulary tasks for learning vocabulary.
- It is more effective to look up words while reading to learn vocabulary.
- It is more effective to negotiate the meaning of words with students, not give the meaning.
- High frequency of exposure is very important.

- It is important to train for lexical inferencing.
- Use some explicit teaching with high exposure through ER.
- Use glosses.

Nation (1990):

- Need to set goals – what words do they need to know, how many? How many in this semester?
- Goals need to be individualized to fit the needs/goals of the learner and learning style through strategy training and independent study. You can use words in the materials book as a guide, moving up to a different level graded reader, or setting a realistic goal based on the course for number of words.
- Goals must be set in collaboration with the learners if not solely by the learners themselves.

Grabe (2009, pp. 283-284)

- Prioritize your instruction to teach key activities systematically over time.
- Show words in multiple contexts and teach words in different ways, not just using one strategy.
- Teach words through reading. Don't use words outside of the context of the reading.
- Read aloud to students and draw their attention to words.
- Help students develop procedures for selecting words that are important to learn.
- Teach a limited set of key words. Don't teach too many words.
- Focus on word relationships (parts of speech variations, word families, synonyms, antonyms, graded relations).
- Provide both contextual and definitional information when you teach a word.
- Help students learn word-part information.
- Use visual supports and mapping techniques.
- Use dictionary definitions, but work with students to rewrite them to make them more accessible.
- Develop activities that recycle a lot of words at once (i.e., sorting words into lists, semantic mapping, matching activities, word recognition fluency, repeated reading practice).
- Have students collect, keep, use and share words they find.
- Give students choices in word learning.
- Provide a supportive environment for learners to boost motivation for word learning.

### **Lists of strategies**

These lists of strategies are intended to help teachers decide which strategies may be most useful to their students. This decision making process should inform the selection of textbook passages and materials to use in class. This process should include existing knowledge of strategies that the learners have and be done in collaboration with learners. Ultimately, they need to create their own lists of strategies that are effective to them and know in which contexts they are likely to use different strategies.

ELI 72, spring 2013 – collaboratively created list by the students and instructor

## Vocabulary

- Skipping unknown words
- Using a thesaurus
- Using a dictionary
- Looking at word parts (prefix, suffix, root)
- Translating
- Using context clues
- Using a glossary

Nation (1990)

- Qs to ask first (p. 130)
  - Is it worth learning (high frequency?)?
  - Does it have useful word parts? If so, maybe not because it can be guessed from word parts.
  - Does the word provide a good opportunity to practice guessing from context? Few unknown words, not difficult to guess (i.e., adjectives can be difficult to guess)?
- Guessing from context.
- Using word parts.
- Spending time on words – teacher or student focus on features, deeper ways of knowing a word including finding some of the following:
  - Spoken form (i.e., pronunciation)
  - Written form (i.e., spelling)
  - Grammar (chapter 9 for exercises)
  - Collocation (chapter 7 for exercises)
  - Frequency and appropriateness – is it used commonly? In which situations or contexts?
  - Concept – get students to guess the concept through giving multiple examples
  - Association – grid, cluster, cline (chapter 7)
- Ignoring unknown words.
- Glossing.
- Using a dictionary.
  - Focus on choice of the type of dictionary – what is the focus of the dictionary, the location of the dictionary, collocations?, does it tell relationships to other word? Bilingual dictionaries tend not to. Examples of the word in use? Synonyms and antonyms? Inflections and other word family?
  - Steps to using a dictionary (Nation, 2008, p. 136 from Scholfield, 1982):
    - Locate the word
    - Remove inflections (-er, -ing, -s) if inflected
    - Search for the word

- Look at nearby entries if the word is not found, or for parts of the word if it might be an irregular form
  - If there are several definitions, eliminate them by informed guessing
  - Understand the definition and integrate it into the context
  - If none of the definitions seem to fit, attempt to infer one or look for further clues from context
- Review
    - Practice activities for word review (list on p. 138)
  - Using mnemonic devices
  - Using word parts (activities p. 168-170)

\*\* For more lists, see Grabe (2009), Rubin and Thompson (1994), and Zimmerman (2009).

### **Guessing from context**

While guessing the meaning of words from context may not always be the best strategy to use, it is an important skill to develop, and Nation (2008) offers some detailed steps to training learners how to effectively guess the meaning of unknown words from context.

#### Procedure:

1. Have learners look together at a word in a text you have read or are going to read. The word should be unknown to all students in the class.
2. Have students work alone, without dictionaries to figure out the meaning of the word.
3. Have students share their meaning with a partner.
4. Check the meaning of the word.
5. Have the partners come up with a list of clues that helped them guess the meaning of the word.
6. In a larger group, have learners combine the list and rank the clues and strategies they used from most to least important in helping them discover the meaning of the word.
7. Share the lists on the white board and discuss similarities and differences.
8. Compare the list to Nation's list:
  - a. Clues in the sentence or clause with an unknown word
  - b. Clues in sentences immediately surrounding the unknown word
  - c. Information that has been built up from the text so far
  - d. Knowledge of the nature of the type of text the word is in
  - e. Background information about the content information from outside of the text
  - f. The reader's commonsense knowledge of the world
  - g. The morphological form of the unknown word

(2008, pp. 74-75)

9. Discuss the lists and have each student come up with their own list.
10. Find another unknown word as a group and go through the list to guess the meaning.
11. Check the meaning.
12. Discuss was it a different process, or the same?

13. Come back to the strategy of guessing the word through context repeatedly throughout the semester.

### More ways of guessing the meaning through context

There are multiple ways to effectively guess the meaning of unknown words through context, and likely learners at the ELI already have their own experience and methods, but sharing more strategies may help them find new strategies that may be more effective than the ones they use or at least help them to be aware of the strategies they are employing.

#### Procedure:

1. Have students find two unknown words in a text you are reading.
2. Share with them Nation's checklist and steps for guessing the meaning.

#### Guessing the meaning from context

1. Guess the meaning of the word and share the guesses – follow the checklist:
  1. This word makes sense in the story. \_\_\_\_\_
  2. Everybody knows that these things go together. \_\_\_\_\_
  3. I already know this story. \_\_\_\_\_
  4. The sentence with the word tells us the answer. \_\_\_\_\_
  5. Part of the word looks like a word I already know. \_\_\_\_\_
2. Why did you guess that?

#### Focus on grammar approach:

1. What part of speech is the word?
2. Look at the clause containing the word. What does what? Using a word from the text put it in the simplest context possible using the information from the text.
3. Look at the relationship between the clause and the rest of the text – paying attention to specific conjunctions or transitions, p. 76:
  - i. Because – signals cause and effect
  - ii. And – signals a list of similar items
  - iii. Or – signals alternatives
  - iv. Then – signals sequence
  - v. But – signals contrast
  - vi. In other words – signals restatement
  - vii. For example – signals exemplification
  - viii. Instead – signals exclusion
  - ix. In short – signals summary or conclusion
  - x. Can be divided into – signaling amplification
4. Guess the meaning and share.
5. Check the guess by looking at a part of speech of the guess, by substituting the

guessed word, by breaking the word into parts, and relating their meaning to the guessed meaning, by looking up the word in a dictionary.

6. Discuss the limitations of guessing from context.

(adapted from Nation, 2008, pp. 76-77)

3. Direct them to go through Nation's steps to guessing the word. Use one method for each word.
4. Share the words and the meanings they guessed with a partner.
5. Check the meaning.
6. Discuss the effectiveness of the strategies and checklists for them as learners. List pros and cons on the board, along with the most effective strategies.

\*\*For more detailed strategy lists see Nation (2008, pp. 97-124).

\*\*\*For more activities see Zimmerman (2009, pp. 113-134).

## APPENDIX K: READING STRATEGY TRAINING MATERIALS MODULE

**Advice on teaching reading strategies**

This is a bullet point breakdown of teaching tips that come from pedagogical implications of research as synthesized by Grabe (2009) and Hudson (2007).

Hudson (2007, pp. 136-137)

- Instruction of strategies needs to be explicit.
- Application of different strategies to different tasks should be covered.
- The reading needs to be difficult enough for strategies to be necessary.
- Strategies need to be taught over an extensive period of time.

Grabe (2009)

- Explicit strategy training needs to be intense and persistent.
- Comprehension monitoring as a process should be a major goal.
- Strategies should be modeled.
- Strategies should be negotiated, allowing students to have input.
- Use discussion based on text comprehension and comprehension monitoring as a regular classroom activity.
- Incorporate strategy instruction into lessons, not as standalone lessons.
- Combine multiple strategies in flexible combinations when teaching strategies.
- Have automatized strategy use as a goal for fluent reading.
- Connect strategy use and fluency.
- Discourse and text structure awareness needs to be explicitly taught.
- Teaching students how to construct questions about a text can facilitate the use of different strategies.

**Lists of strategies**

These lists of strategies are intended to help teachers decide which strategies may be most useful to their students. This decision making process should inform the selection of textbook passages and materials to use in class. This process should include existing knowledge of strategies that the learners have and be done in collaboration with learners. Ultimately, they need to create their own lists of strategies that are effective to them and know in which contexts they are likely to use different strategies.

ELI 72, spring 2013 – collaboratively created list by the students and instructor

**Reading**

- |                                                                                                                                                                                  |                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Guessing/predicting</li> <li>• Checking what you are reading with what you know</li> <li>• Previewing</li> <li>• Questioning</li> </ul> | <ul style="list-style-type: none"> <li>• Reading and reflecting</li> <li>• Reciting</li> <li>• Reviewing</li> <li>• Finding main idea</li> <li>• Finding supporting details</li> <li>• Distinguishing major and minor details</li> </ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- Reading for inference
- Distinguishing different text patterns

#### Note taking

- Highlighting
- Marking
- Annotating
- Taking notes
- Outlining
- Summarizing
- Paraphrasing

#### Self-assessment

- Counting words you don't know on a page (5 finger rule)
- Timed readings to find your words per minute
- Keeping a vocabulary list
- Discussing readings with others to check your understanding

#### Hudson (2007, table 5.1, p. 108)

- Pre-reading
  - Establishing a good reading environment
  - Determining purpose for reading
  - Using prior knowledge
  - Asking questions based on the title
  - Semantic mapping
  - Skimming
  - Previewing headlines, sub titles, etc.
  - Looking at instructions
  - Identifying the genre and text structure
  - Accessing background knowledge of the text
  - Predicting
- While-reading
  - Check comprehension
  - Identifying the main idea
  - Inferencing
  - Recognizing text patterns

- Locating discourse markers
- Checking vocabulary knowledge
- Predicting main ideas
- Glossing
- Comparing content with previous knowledge
- Evaluating the value of the content
- Rereading or skipping

- Post-reading
  - Appreciating the text and author
  - Re-examining pre-reading expectations
  - Reviewing notes
  - Reflecting on the meaning
  - Integrating information from the text
  - Reviewing the information
  - Elaborating and evaluating
  - Deciding what extra information was needed or left out
  - Using the new information
  - Relating the text to own experiences
  - Critiquing the text

#### Grabe (2009, table 10.3, p. 209) – Strategies for comprehension

- Summarizing
- Forming questions
- Answering questions and elaborative interrogation
- Activating prior knowledge
- Monitoring comprehension
- Using text-structure awareness
- Using visual graphics and graphic organizers
- Inferencing

\*\*Further lists of strategies and strategy training or application activities can be found in Grabe (2009, pp. 218, 219, 224, 231, 236, 241, 260)

### Teaching strategies through riddles

This activity can be useful to introduce the discussion of reading strategies and what good readers do when they encounter difficult or confusing texts to decode them. It uses a riddle and list of strategies from Mikulecky (2011).

#### Procedure:

1. Have the students read the following passage and give it a title or state what the topic of the paragraph is.

A newspaper is better than a magazine. A seashore is a better place than the street. At first it is better to run than to walk. You may have to try several times. It takes some skill, but it's easy to learn. Even young children can enjoy it. Once successful, complications are minimal. Birds seldom get too close. Rain, however, soaks in very fast. Too many people doing the same thing can also cause problems. One needs lots of room. If there are no complications, it can be very peaceful. A rock will serve as an anchor. If things break loose, however, you will not get a second chance. (Bransford & Johnson, 1972, quoted from Mikulecky, 2011, p. 4)

An alternative is:

At first you believe it is absolutely impossible to do, no matter how hard you concentrate. In fact, it always does take some time to get right. Then, just when you get used to doing it competently, you hear of the alternative method. While the final choice is, of course, up to you, if you are mature and reasonable, you'll realize that there is one way which is superior. People sometimes need to do it in strange positions, so flexibility is definitely an asset. Taken seriously, this task should not result in injuries. One usually tries to avoid situations where one has to do it too often. (Zupnik, 1988, quoted in Mikulecky, 2011, p. 11)

2. Once the students have read and made their guesses, have them share the guesses with a partner and explain why they guessed what they did.
3. Share the guesses and reasoning with the full class.
4. Go through the riddle line by line, having them guess what the topic is after each sentence. What changes and why?
5. By the time you get to the end, you should arrive at the correct answer ("flying a kite" for the first one, "tying your shoelaces" or "changing the oil in your car" or "tying a bowtie" or "learning a new dance" for the second one).
6. Give them Mikulecky's list of strategies that fluent readers use:

#### Strategies of fluent readers

To figure out what the text was describing, you probably did the following things:

1. Decoding the text

2. Predicting what the meaning of the text might be and what would come next
3. Testing this prediction by further sampling of the text
4. Confirming your prediction or rejecting it and seeking another hypothesis about what the text means

You were probably doing these things, or using these strategies without even thinking about some of them:

1. Reading like you expected the text to make sense
2. Noticing distinctive features of the letters, words, and meanings (or words you didn't know the meanings of)
3. Reading to get the overall meaning, not the meaning of individual words and phrases
4. Guessing and predicting the meaning
5. Using your own world knowledge to help you figure out the meaning of the text
6. Using repeated words, phrases, or themes in the text to help you understand
7. Keeping a good reading speed to help you understand the overall meaning
8. Going back and forth between the text and what you know to check your understanding
9. Discussing the paragraph with someone
10. Rereading parts of the paragraph to try to understand

(adapted from Mikulecky, 2011, pp. 4-5)

7. Go through the list and discuss each point, making sure that the learners understand the meaning of the vocabulary and have full comprehension.
8. Use the list to discuss what they were doing while they were reading and what happened when they got the wrong answer. Some example questions might be:
  - a. Did they test their predictions, or skip vital information?
  - b. Did they make use of repeated words or grammar?
  - c. Did those things help or confuse them?
9. Working in pairs or small groups, have them come up with lists of the most useful or important strategies, including strategies that are not listed. Share them with the group on the board.
10. Have each group present the list and discuss differences, similarities, and reasoning for the lists.

#### Caveats and options:

One of the reading selections may be used on the first day, and the second may be used on the last day of class, along with a task to check use of strategies. It could either be a free recall of the strategies they used, a reflective free writing, or a checklist of strategies.

#### **Developing comprehension and discussion questions**

An important skill to deepen and display understanding of a text is to develop good comprehension and discussion questions from a text. This is a skill that is not often taught, but expected, especially during reading circles in ELI classes. If done systematically, it requires students to be conscious of and apply various reading strategies. This activity draws on Day and Park (2005) to help guide students through the question making process.

#### Procedure:

1. Have students read a text (preferably all students will read the same text for this activity), and come up with three questions about the text.
2. Students share their questions with a partner and have the partner try to answer the questions.
3. Acknowledge partners who answer all of the questions correctly.
4. Ask students to list how they develop questions – do they use the content to look for something? Do they look for facts? Do they look for opinions? What kind of questions do they use? Do they use true/false, short answer, or some other kind of questions?
5. After students have created their list, ask them to share and discuss.
6. Share the question grid from Day and Park (2005, p. 62)

Forms of Questions	Types of Comprehension					
	Literal	Reorganization	Inference	Prediction	Evaluation	Personal response
Yes/No						
Alternative						
True/False						
Who/What/ When/Where/ Why/How						
Multiple choice						

7. Have the students place their own questions inside the grid. Expand the grid if their question content or style doesn't fit in the grid.
8. Share and discuss the grids in small groups. Does everyone agree with the placement of the questions within the grid? What do the different categories mean?
9. Share in full group the meanings of the grid and the types of questions that are possible. Elicit examples to the board where possible.
10. Have the students categorize which questions are better as comprehension questions, and which are better as discussion questions.

Caveat and options:

Have the students apply these question making skills when creating their own reading circle activities and practice them by having them come up with one or two questions during in-class reading activities or on homework readings.

## APPENDIX L: ORAL FLUENCY MODULE MATERIALS

**Read aloud**

This activity is adapted from recommendations in Rasinski (2003).

Through this activity, students will better understand dramatic oral reading, or reading with expression, through a model dramatic reading of a graded reader or short story. The teacher will model dramatic reading of a text and students will respond. An intended side benefit of this activity is to introduce students to extensive reading books or short stories they may want to read.

Procedure:

1. The teacher selects a favorite short story or graded reader, and reads it dramatically to the class (in part if a graded reader). The short story may be from a selection of readings in the online resource room. The teacher can create a relaxing environment for this activity by dimming lights and rearranging the chairs.
2. After the reading, the teacher should allow students to respond. Rasinski (2003, p. 55) offers a number of ways that students could respond.
  - a. Oral (discussion; think, pair, share)
  - b. Written (free writing to a prompt, poetry writing, etc.)
  - c. Visual (drawing a picture in response to the reading – the meaning of which would be shared in pairs)
  - d. Physical (Pantomime re-enactment, interpretive dance, etc.)The type of response would depend on the reading and the preference of the teacher.
3. This activity could be used to model dramatic oral reading and followed by the buddy reading activity for further practice.

Caveat:

If possible, students may have a copy of the text to read along with silently while the teacher reads. They may also read aloud, simultaneously or echoing the teacher.

**Buddy Reading**

This activity is adapted from recommendations in Rasinski (2003).

In this activity, students will practice oral reading fluency through reading aloud a selection from a book or short story to a partner. An intended side benefit of this activity is to introduce students to extensive reading books or short stories they may want to read.

Procedure:

1. The teacher should have a selection of graded readers and/or short stories prepared for students to choose from. If they have tablets, some materials could be made available before class.
2. Students choose a text and are paired with a partner.

3. One partner reads aloud from her/his text dramatically for up to five minutes while the partner listens. After the reading time has finished, they switch and the other partner reads aloud her/his text dramatically.
4. The pairs should be given some time to discuss the readings or respond.
5. The teacher can follow up the activity with a moderated class discussion of the readings. Students can be encouraged to discuss books that were read to them (especially interesting ones), how they felt being read to, difficulties, and how they overcame those difficulties.

Caveats:

1. Students may take turns reading the same graded reader to each other. For example, one student may read chapters 1 and 2, while the partner might read chapters 3 and 4.
2. The teacher might want to give time for students to discuss the books or stories between readings, rather than after both students have read.

### **Recorded Reading**

This activity is adapted from recommendations in Rasinski (2003).

This activity is intended to increase reading fluency by offering audio support to readers while they read along.

Procedure:

1. The teacher selects a text that has an accompanying audio recording. Some graded readers might offer this. National Public Radio (<http://npr.org>) offers a number of radio stories with accompanying transcripts. For other resources, see the online resource room on laulima.
2. All of the students in class should be given a script to read along with. They may read along silently, or orally (echo reading), depending on preference of students and teacher. The size of the class might affect this decision also, since a large class reading as a chorus might drown out the sound of the audio reading.
3. The audio track is played while students read along with the script.

### **Repeated silent reading for different purposes**

This activity is adapted from recommendations in Stoller, Anderson, Grabe, and Komiyama (2013).

This activity builds readers' fluency through repeated readings of a text.

Procedure:

1. The teacher selects a text that has already been read in the class for a comprehension or reading strategies activity.
2. Ask the students to read the text again for a different purpose. The purpose should be that was not previously proposed to the students when they were reading the text so that they are obliged to go back and read carefully. Some potential purposes include:
  - a. To prepare a summary
  - b. To fill in a graphic organizer

- c. To create their own comprehension questions
  - d. To correct information given in a new text
  - e. To correct information given in a mini-lecture by the teacher
  - f. To respond to the text online (i.e., if it is a newspaper article, they could comment on the online comment section)
3. After they complete the task, find a new reason for them to reread the text and repeat.

Caveat:

You could do this over the course of several class periods, trying to find new ways to have the students reread the text.

### **Timed oral rereading**

This activity is adapted from recommendations in Stoller, Anderson, Grabe, and Komiyama (2013).

This activity is to help students improve their oral reading fluency while working in pairs.

Procedure:

1. Ask students to read a text aloud in pairs.
2. Student A reads the text first for a set period of time (i.e., 30 seconds – 2 minutes). The student should focus on reading quickly and accurately (pausing and intonation). While student A is reading aloud, student B follows along and assists in needed.
3. After time finishes, student A marks where s/he finished reading.
4. The students switch roles, and student B reads aloud the exact same text, starting again at the beginning, while student A follows along and assists.
5. After the time finishes, student B marks the spot where s/he finished reading.
6. The procedure is repeated with both students reading the same text again, from the beginning, and marking where they finish reading after the time finishes.
7. The number of words gained on the second reading should be recorded.

Caveat:

It may be interesting to have a discussion, or a free write on the differences between the students silent and oral wpm reading rate after this activity. They could think about how different the numbers are, how both oral and silent fluency help build upon each other, or which kind of activities they are more comfortable with and why.

### **Radio reading**

This activity is adapted from recommendations in Rasinski (2003).

This activity is intended to help students develop both silent and oral reading fluency through repeated readings in preparation for a performance.

Procedure:

1. The students select a radio news story for which a transcript exists. NPR (<http://npr.org>) has a number of such stories available. They could also choose an article, short story, or graded reader passage, for which no audio file is available, depending on preference.
2. The students practice reading this at home as homework.
3. The teacher should model reading with expression and be sure that students are able to understand the contents of the text they have chosen.
4. After they have had time to practice, the students give a reading performance of their piece in class, reading it as a radio announcer in front of the class.
5. There can be a follow up discussion activity for the class about the contents of the reading. The presenter could also have comprehension questions prepared.

Caveat:

This could be structured so that one student per day gives a radio performance rather than having all of the students perform on the same day. That would give more time for discussion and follow up activities, and also build a corpus of known texts found by students that have been discussed and can then be used for further fluency activities.

**Reader's theater**

This activity is adapted from recommendations in Rasinski's "Reader's Theater: A Quick Guide" (2003, p. 109).

This activity is intended to develop students' silent and oral reading fluency through repeated readings in preparation for a performance.

Procedure:

1. A week before the performance, select a script. Consider how many parts there are per script. Maybe there will be several groups in the class with different scripts. Many scripts are widely available online for reader's theater. A collection of websites is also available in the online resource room. A script could be:
  - a. Student selected
  - b. Teacher selected
  - c. Adapted from a text that had been previously read in class (by the students or the teacher)
  - d. Written from scratch (by the students or the teacher)
2. A week before the performance, introduce the class to reader's theater. A quick search of youtube will reveal many performances that could be used as an example.
3. After the students have their scripts, students select their parts in groups. Alternatively, they could volunteer or audition for parts.
4. After class, students should practice reading their scripts at home.
5. The next class period, students can rehearse together in groups with the teacher monitoring and offering advice.
6. The students perform their scripts for the whole class as an audience. Students can choose if they want to bring props or not. The performance should be given with the scripts in hand, standing or sitting in front of the audience.

Caveat:

There are many different variations and ways to do this activity.

**Poetry readings**

This activity is adapted from recommendations in Rasinski (2003).

This activity is intended to develop students' silent and oral reading fluency through repeated reading in preparation for a performance.

Procedure:

1. The teacher models a poetry reading using a favorite poem. The reading should be done dramatically, and with expression.
2. Students select (or write) a poem or collection of poems that they would like to read aloud during a poetry reading.
3. Students rehearse at home.
4. During the next class period, a stage could be set by adjusting the lighting, and students take turns reading (not memorized) their poems in dramatic fashion to the class.

Caveat:

A way to do this to promote the multilingual talents and knowledge of the students would be to allow them to read the poem in both their L1 and in English. Many such bilingual collections of poetry exist and are readily found online or in the library. Often the translations are not exact with poetry, so the student could then give a short presentation on the differences, why those differences exist (i.e., a word does not exist in one language as a direct translation), and how the student might have translated it differently.

**Book buddies**

This activity is adapted from recommendations in Rasinski (2003).

This activity is intended to give students a chance to develop their oral fluency while at the same time interacting as English language readers with a larger community. This activity is a bit more intensive in terms of time commitment than other fluency activities, but the rewards are potentially much larger as well.

Procedure:

1. Make contact with a community organization that may need may have people in need of readers. Organizations in Honolulu to consider might be: retirement homes, preschools, elementary schools (i.e., the university lab school <http://www.universitylaboratoryschool.org/>), Hawaii Literacy (<http://www.hawaiiliteracy.org/>), Students helping in the naturalization of elders (SHINE, <http://web41.its.hawaii.edu/www.hawaii.edu/servicelearning/agency-directory/176-shine.html>), etc.

2. The point is to find a place where ELI students would be welcomed to come and read books aloud to people (i.e., children, seniors, disabled people, or immigrants with lower proficiency, etc.) who may have difficulty reading on their own in English.
3. Set up a schedule with the ELI class and the other program, or have students make their own arrangements with teachers or coordinators who have previously agreed to have your students come and read to their populations.
4. Many of the programs, especially pre or elementary schools will have books, but students might be encouraged to bring graded readers or other reading materials that they select when they go to other locations. Connections in those locations may be helpful in giving advice on materials.
5. Have the students keep a journal of their experiences. Another possible follow up would be to have students give an oral report back to the class detailing their experiences, or submitting a written report, or a combination of all of those.

### **Learner created audiobooks/podcasts**

This activity is adapted from recommendations in Rasinski (2003).

This activity is intended to build students' silent and oral reading fluency through repeated readings of a text in preparation for a performance of the text. The students will record their favorite short story or text with the intention of sharing the recordings with populations who may have difficulty reading in English on their own (i.e., children, seniors, disabled people, or immigrants with lower proficiency, etc.).

#### Procedure:

1. Have the students select a text to read and record. Alternatively, if you are planning to provide these audio files to an elementary school ELL program for example, they could be asked to provide texts they would like to have audio recordings of.
2. Stress the importance of accuracy in recording the audio of the book or text, and the importance of reading with expression so that it is a fun or exciting text to listen along with.
3. After rehearsing the reading, have students record themselves reading the texts.
4. Check for accuracy and expression, and have students re-do if necessary before turning the audio files over to the school or organization you have made contact with.
5. Ideally, it would be nice for students to find out how their audio files were received and how they are being used as a follow up through a visit to class by a representative of the organization, a letter or email, skype, or an audio recorded message.

#### Caveat:

Students should have the option to opt-out of sending their audio file to the school or organization. It should be stressed though that this is a chance for the students to be role models, and that others will benefit from this service.

## APPENDIX M: SOURCES OF GRADED READERS FOR THE ELI

**Sources of Graded Readers for ELI****Level**

Previous efforts to find and purchase graded readers for ELI 72 and 82 have focused on mid-intermediate to low-advanced levels following Day and Bamford's (1998) recommendation of  $i - 1$  for pleasure reading. Hill (2013) in an extensive review of graded readers and series highlights the Oxford Bookworms series as the most consistently leveled. Previous book searches in the ELI have focused on levels 4-6 of this series, and we can use this as a benchmark.

**Sources of free books**

1. Extensive Reading Foundation
  - a. [http://erfoundation.org/wordpress/?page\\_id=11](http://erfoundation.org/wordpress/?page_id=11)
  - b. If ELI signs up as an institution to review books that are nominated for a Language Learner Literature Award, we can receive two free copies of the book in exchange for comments from faculty and students to help decide the awards.
2. Dr. Paul Nation
  - a. <http://www.victoria.ac.nz/lals/about/staff/paul-nation>
  - b. There are 14 fiction and non-fiction, mostly adaptations, available on his website to download and print. All are at an appropriate level for ELI classes. We could print them and cheaply bind them. (Aurora has a procedure she has used for her own Japanese graded readers)

**Sources of used books**

1. HELP
  - a. There are six books that HELP has doubles of that we can purchase for \$4.00 each.
2. Ebay
  - a. Others putting together language learner libraries on a budget have found sets of used graded readers for sale on ebay, however availability, price, and condition of the books is inconsistent.
3. Amazon.com – used books
  - a. Many of the graded readers from the publishers below may be purchased used on amazon.com, however they are not for sale in bulk, so each book would have to individually ordered and shipped. Wait times for shipping can be long for used books, and quality, while generally good, may not be guaranteed.

**Publishers of graded readers**

This list was created based on recommendations from Dr. Day, the graded reader purchaser for HELP, and Hill's (2013) review of graded reader series.

1. Oxford Bookworms
  - <http://www.oup-bookworms.com/oxford-bookworms.cfm>

- Cost per book: \$7.50 – 9.00
  - Levels to focus on: 4-6 (some 3 OK)
  - Call or email representative to order or via a third party
  - Comments: Have used this series in the past borrowed from Dr. Day and the titles used were very popular. Excellent series based on past experience, recommendations, and reviews.
2. Cambridge Readers
- [http://www.cambridge.org/gb/elt/catalogue/subject/item382366/?site\\_locale=en\\_GB](http://www.cambridge.org/gb/elt/catalogue/subject/item382366/?site_locale=en_GB)
  - Cost per book: \$6.50 – 8.00
  - Levels to focus on: 4-6 (some 3 OK)
  - Contact publisher for a discount or via a third party
  - Comments: Have used this series a bit in the past borrowed from Dr. Day and some of the titles were very popular. They are all originals, not adaptations, but get very positive reviews.
3. Macmillan Readers
- <http://www.macmillanreaders.com/catalogue/online-catalogue>
  - Cost per book: \$5.50 – 8.00
  - Levels to focus on: Intermediate and Upper Intermediate
  - Contact publisher for a discount or via a third party
  - Comments: The adaptations from classic books and levels that would be appropriate for the ELI are very positively reviewed. These might also be a bit cheaper.
4. Penguin Readers
- <http://www.penguinreaders.com/pr/teachers/index.html>
  - Cost per book: \$9.00 – 10.00
  - Levels to focus on: 5-6 (some 4 OK)
  - Contact publisher for discount, order online, or via a third party
  - Comments: Decent reviews, but a bit expensive. Very attractive cover designs.
5. Easy Readers
- <http://www.easyreaders.dk/butik.aspx?c=Catalog&category=4623>
  - Cost per book: \$14.00 – 20.00
  - Levels to focus on: C & D
  - Contact publisher (Denmark) or online
  - Comments: Expensive, hard to get since mostly marketed to Europe, but very highly rated with some very interesting titles that aren't anywhere else (i.e., Slaughterhouse 5)
6. Helbling
- [http://www.helblinglanguages.com/index.php?option=com\\_content&task=view&id=183&Itemid=145](http://www.helblinglanguages.com/index.php?option=com_content&task=view&id=183&Itemid=145)
  - Cost per book: \$20.00 +

- Levels to focus on: 5-6
- Contact publisher, order online, or via a third party
- Comments: Expensive, small selection. Books come with audio version as well, which is nice, but maybe not nice enough to overcome the price.

## APPENDIX N: GRADED READERS TITLES TO PURCHASE

Goals: To purchase one copy of each book. Failing that, the main goal should be to purchase as wide a range of books at different levels and in different interest areas as possible. Emphasis should be given as much as possible to books that have non-Western orientations (since the majority of books are Western stories, especially classical British literature).

A good break down might be to order ½ Level 4 (to meet the i – 1 of extensive reading), ¼ Level 5, and ¼ Level 6. Books from the Oxford Series are more varied by topic, and so if it is cheaper to order all books from one publisher, it might be best to go with the Oxford Series first.

**Oxford Bookworms Series**

<b>Level 4</b>	Treasure Island	The Bride Price
<u>Fiction</u>	Gulliver's Travels	The Age of Innocence
The Prince of Peace: Stories from Africa	Dr. Jekyll and Mr. Hyde	Brat Farrar
Land of My Childhood: Stories from South Asia	<u>Nonfiction</u>	Far From the Madding Crowd
Doors to a Wider Place: Stories from Australia	The History of the English Language	Great Expectations
We Didn't Mean to Go to Sea	Nelson Mandela	Sense and Sensibility
A Time for Waiting: Stories from Around the World	Gandhi	Deadlock
The Moon Spinners	Great Crimes	The Accidental Tourist
<u>Adaptations</u>	Desert, Mountain, Sea	I, Robot: Short Stories
Lord Jim	<b>Level 5</b>	Ghost Stories
The Unquiet Grave: Short Stories	<u>Fiction (adaptations)</u>	Do Androids Dream of Electric Sheep
The Scarlet Letter	The Great Gatsby	Wurthing Heights
The Songs of Distant Earth and Other Stories	Treading on Dreams: Stories from Ireland	<b>Level 6</b>
A Dubious Legacy	The Riddle of the Sands	Gazing at Stars: Stories from Asia
Black Beauty	Heat and Dust	A Passage to India
A Tale of Two Cities	King's Ransom	Decline and Fall
	This Rough Magic	Pride and Prejudice
	The Dead of Jericho	The Enemy

Meteor and Other Stories	Jane Eyre	Cry Freedom
Dublin People: Short Stories	Night without End	The Woman in White
The Joy Luck Club	Oliver Twist	The Fly and Other Horror Stories
Vanity Fair	American Crime Stories	

### Cambridge Readers (all original fiction)

#### Level 4

A Matter of Chance

Berlin Express

But was it Murder?

High Life, Low Life

In the House

Love in the Lakes

Nothing but Truth

Staying Together

The Amsterdam Connection

The University Murders

When Summer Comes

Man Hunt

#### Level 5

A Tangled Web

Better Late than Never

All I Want

Death in the Dojo

Dolphin Music

Dragon's Eggs

East 43<sup>rd</sup> Street

Emergency Murder

Forget to Remember

In the Shadow of the Mountain

Jungle Love

The Sugar Glider

#### Level 6

A Dangerous Sky

A Love for Life

Deadly Harvest

Frozen Pizza and other Slices of Life

He knows too much

Murder Maker

Nelson's Dream

The Best of Times?

Solo Saxophone

The Way Home

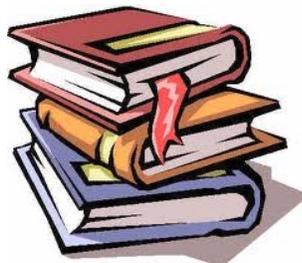
This Time It's Personal

### **Manual: Book Reservation Sheet**

If a student would like to borrow a book, but is being borrowed by another student, he/she may make a reservation to borrow after the book is returned.

1. Have the student fill out the upper half of the “Book Reservation” sheet.
  - Date
  - Name
  - Title of the book
  - Author
  - Publisher
  - Level of the book
  
2. Let the student know that they will be informed when the book has been returned.
  
3. When the reserved book has been returned, the staff fills out the lower half of the form.
  - Date to be informed
  - Student’s name
  - Write the date the book was reserved on
  - Title of the book
  
4. Cut the reservation sheet and to give to the student's first class in the morning.

## HELP Library: Book Reservation



Date: <b>February 14<sup>th</sup>, 2013</b>
Name: <b>Student Name</b>

I would like to make a reservation for the following book:

Title of the book	<b>HELP</b>	Level
Author	<b>Jay Tanaka</b>	<b>starter</b>
Publisher	<b>Hawaii English Language Program Publishers</b>	

CUT



Notice: Thank you for waiting!

Date: <b>February 21<sup>st</sup>, 2013</b>
---------------------------------------------

Dear

The book you reserved on **February 14<sup>th</sup>** has been returned to the library. Please come to the HELP Library to pick up the book as soon as possible.

Title of the book	<b>HELP</b>
-------------------	-------------

## Rules for borrowing books

### HELP Reader's library



1. The Library will be open during the Main Office's hours. The books can only be borrowed and/or returned during this time.
2. You may borrow one book at a time.
3. You may borrow the book for 1 week. Please return the book before the due date. There are penalties for late books.
4. Please come to the Library if you would like to extend the date for borrowing your book. If there is no one on the waiting list for the book, we might give you a special permission.
5. The books are for everyone. Please do not write in the books or fold the pages.
6. Keep the books away from food and drinks. Keep it clean!
7. Do not photocopy the books.

### Penalties

8. You will receive a warning if you do not return your book by the due date. Three warnings will total to the same penalty as replacing a book = you must pay \$10.
9. There will be a strict penalty for a damaged book. It will be \$10 for replacement, so handle the book with care. A book is damaged if you...
  - leave the book in the rain, spill a drink or food on the book, rip the cover or any pages
10. You must replace the book if you lose the book.
  - Replacing a book means paying for the book + shipping fee. It will usually cost around \$10.



## FAQ about the Library



**Q. I have a book I want to read, but it is not in the library. Can you get it for me?**

A. You can make a request for books you would like to read. You can request for specific genres, authors, or titles. Please fill out the “Request Form” and put it in the Request box.

We cannot guarantee that the requested book will be ordered. However, it will be taken into consideration when we buy more books.

**Q. I don’t have a Library Card. How can I get one?**

A. Your Reading Class teacher will make you one. Please talk to your Reading Class teacher.

**Q. I lost my Library Card/My Library Card is full, so I need a new one. How do I get a new one?**

A. Your Reading Class teacher will help you make one. Please talk to your Reading Class teacher.

**Q. I have a book I want to read in the Library, but someone else is reading it...**

A. You will have to wait until the person finishes reading. However, you can reserve a book you would like to read. Please let the teacher/staff at the Library know which book you would like to reserve.

**Q. I want to borrow two books!!**

A. You can only borrow one book at a time. Read the book that you have now, and come back to the library to borrow more when you are finished.

**Q. I lost my book somewhere at HELP. I might find it later...**

A. If you lose a book, you must pay for the replacement fee. Even if you find the book later on, we cannot refund the replacement fee. Don’t lose the books!

**Q. I finished reading all the books/I don’t have any books I’m interested in.**

A. You can make a request for a book you would like to try reading. Fill out the form at the Library, and put it in the request box.

*If you have more questions or would like some advice, feel free to talk to the teachers and staff.*

*We’re always here to help ☺*

## APPENDIX P: PREVIOUS TEXTBOOK EVALUATIONS FOR ELI 72

**ELI 72 Textbook evaluation**

\*no date – probably 2012 based on teachers involved

\*\*names of teachers have been hidden

**1.0 Individual teacher opinions**

Teacher A

**Real Reading 4**

++ systematic focus on vocabulary skills & strategies

+attractive layouts

+use of whole texts

-not enough attention to reading strategies (but teacher could supplement)

-repetitive structure

**Advanced Reading Power**

+reading faster section (but we use this in 82)

+attention to vocab

-highly structured & de-contextualized reading activities in “comprehension skills” sections → not interesting or meaningful for teachers or students (but at least these exercises are mostly on the text level)

**Getting Ahead**

+ content fits SLOs (reading strategies, comprehension, vocab, etc.)

+ visual literacy boxes

-mainly highly structured & de-contextualized exercises → not interesting or meaningful for teachers or students

-so many exercises that teacher would only be able to use a fraction; students might wonder why they had to buy the book

-for native speakers

**Essential Reading Skills**

+ content fits SLOs (reading strategies, comprehension, vocab, etc.)

-mainly highly structured & de-contextualized exercises, many at the paragraph (rather than text) level → not interesting or meaningful for teachers or students

-so many exercises that teacher would only be able to use a fraction; students might wonder why they had to buy the book

-for native speakers

Teacher B

**1. Getting Ahead:** Good activities and organization. But reading texts are too short for students. No diverse topics for readings.

**2. Real Reading 4:** Same patterns of activities for all chapters. No varieties in activity. But good for foreign students as it has topics representing different parts of the world.

**3. Essential Reading skills:** Good for vocabulary. But exercises are too many and they are not contextual as well.

**4. Advanced Reading Power:** Good organization, includes extensive reading. But passages are too short for reading.

Teacher C

**1) Real reading 4:**

a. good/ interesting reading topics: my previous students liked the contents & liked to discuss related to the topics.

b. introduces/ covers key reading strategies that are useful for students at intermediate level.

c. reading texts are relatively long.

d. the same format throughout the chapters.

**2) Reading Power:**

a. reading topics are relatively subject-specific in some chapters.

b. kind of boring

c. might be a good idea to use this book as supplemental.

d. I personally liked unit 6.

**3) Getting ahead:**

a. might be a bit difficult for ESL students?

b. but, I used many examples (e.g., comprehension questions) from this book last semester.

Teacher D

**1. Getting Ahead**

+ Different lengths of passages (from paragraph to longer passages), which may allow teachers to choose what we need

- + Fits to SLOs (emphasis on reading strategies)
- Too much emphasis on discrete strategies (which make it hard to combine everything and practice), a lot of very simple activities
- Decontextualized short passages

## **2. Real Reading**

- + Interesting selections of readings (more contextualized reading)
- + A lot of emphasis on vocabulary building and pre-determined discussion questions
- Little emphasis on strategies (might not fit to SLOs of 72 level)
- Not much variations in terms of length of readings in each chapter (hard to choose depending on time)

## **3. Reading Power**

- + Variations of activities (synthesis, comparisons, etc.), and lengths of passage
- Decontextualized passages and activities (A lot of drilling or practicing of certain topic at a paragraph level)
- +/- Reading Faster section (but the contents are somewhat out-dated, but it's all at the similar length of words – easy to use for Reading Faster)

## **4. Essential Reading Strategies**

- + Emphasis on reading strategies (fits to SLOs at 72)
- Too much activities (more like drilling or practicing activities)

## **2.0 Reading lead teacher synthesis report**

### Evaluation of Textbooks for ELI 72

Putting It Together: Basic College Reading in Context  
Bedford St. Martin's / DiYanni, Robert

Cost: \$68 (amazon.com)

Evaluation: **Not recommended.**

Rationale:

- Written for L1 (Reading passages may be too difficult for 72 level in terms of idioms, sentence structure, vocabulary choice, etc.)
- Many strategies overlap with ELI 82 (Students will ask why they are repeating similar strategies/skills)
- Unappealing layout & text (no pictures, graphics, etc.)

Reading Power 3<sup>rd</sup> Ed.

Cost: \$32→\$27 or less

Longman / Mikulecky & Jeffries

Evaluation: **Slightly recommended**

Rationale:

- Written for L2
- Focus on 4 areas of reading: Reading for pleasure, Comprehension skills, Thinking skills, Reading faster
- Focus on fluency is clearly visible, and I like the additional Comp Skills focus
- Some Comp Skills chapters don't seem helpful
- Some texts are too simplistic. Level could be higher.
- Vocab section too low.
- Rdg Faster section too low.

Real Reading 4

Cost: \$44→\$30

Pearson Longman / Savage, Wiese (Paul Nation – Series Consultant)

Evaluation: **Highly Recommended**

Rationale:

- Written for L2
- Focus on vocabulary (GSL, AWL, BNL), including idioms
- Vocabulary learning strategies sections (see scope & sequence chart), collocations and using online concordancers
- Focus on reading strategies and recycled throughout text
- Fluency practice component
- CD-ROM (listening to vocabulary and texts is important to note word prosody & supra-segmental features)
- APA/MLA style focus as reading skill shows reading-writing connection
- Plus easy to navigate, doesn't look overwhelming, texts seem at students' linguistic levels and are interesting and have academic elements

Academic Encounters: Human Behavior

Cost: \$ ? (\$16 only one copy)

Cambridge / Seal, Bernard

Evaluation: **Not recommended.**

Rationale:

- Written for L2
- “Human Behavior” texts not varied in topic/content (psychology-based)
- Level of text may be too high
- Structure of textbook could use improvement
- Variety of strategies is good, but seems to appear unsystematically (see Table of Contents)

Steps to Academic Reading 4: 3<sup>rd</sup> Ed.  
Heinle / Zukowski-Faust, Johnston, Templin

Cost: \$38→\$12

Evaluation: **Slightly recommended.**

Rationale:

- Written for L2
- Structure of Preliminary Unit walks students through topic of reading (I like how it approaches it this way, with actual strategies and vocabulary in context while introducing reading as a process. Other texts don't do this.)
- Timed Reading component
- Focus on basic reading strategies
- Quality of texts—so-so. Not very interesting but more appropriate level than Rdg Power
- Layout of textbook could use improvement
- No focus on word parts for vocabulary

For ELI 72, I feel the focus should be on developing reading fluency. From experience, I also think it is necessary to address students' attitudes toward reading in their L1 and also their L2. In order for students to become independent, autonomous readers, they need to develop the ability to read on their own. This starts with their attitude toward reading. We as ELI 72 instructors should address this issue and focus on what would be most helpful to students for their continuing education.

Things to keep in mind when selecting appropriate textbook/reading materials:

1. Materials should be interesting to the reader.
2. Intensive materials should be at their linguistic level where possible.
3. Vocabulary focus is important, and should be essential component in textbook.

Vocabulary:

- Focus on word parts (exponential vocabulary growth)
- Focus on context clues
- General Service List and AWL

Fluency:

- Time repeated reading
- Reading Faster
- Extensive Reading
- Reading for overall meaning
- Ignoring unknown words

Basic Intensive Reading Strategy Training

- Finding main ideas (implied main ideas too)
- Finding topic sentences
- Finding supporting details
- Patterns of organization: compare/contrast, chronological, cause/effect, etc.

Other Reading Skills:

- Annotating
- Evaluating sources

APPENDIX Q: READING AND VOCABULARY TEXTBOOK EVALUATION (AND TEMPLATES)  
FOR ELI 72 SOURCEBOOK

Templates:

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	
Author(s)	
Publisher	
Year	
Teacher's book or extra resources?	
Appropriate level for ELI 72?	
How certain am I about the level? (1, not sure – 5, very sure)	
For L1 (developmental) or L2 readers?	
Type of texts (fiction, nonfiction, academic, etc.)	
Text length (short <300 words, medium 300-600 words, longer >600 words)	
Topics	
Critical content?	
Strategy descriptions?	
Which strategies?	
Strategy practice?	
Assessment of strategies? If so, what?	
What kinds of activities?	
What can be used from the book?	
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	
Additional comments	

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	
Author(s)	
Publisher	
Year	
Teacher's book or extra resources?	
Appropriate level for ELI 72?	
How certain am I about the level? (1, not sure – 5, very sure)	
For L1 (developmental) or L2 readers?	
Vocabulary learning strategy descriptions?	
Which strategies?	
Strategy practice?	
Assessment of strategies? If so, what?	
What kinds of activities?	
Critical content?	
What can be used from the book?	
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	
Additional comments	

Reading textbooks:

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Getting Ahead: Fundamentals of college reading
Author(s)	Yaworski, J.
Publisher	Pearson Longman
Year	2006
Teacher's book or extra resources?	Yes and extra vocabulary development resource book
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	5
For L1 (developmental) or L2 readers?	L1
Type of texts (fiction, nonfiction, academic, etc.)	Nonfiction, academic textbook excerpts
Text length (short <300 words, medium 300-600 words, longer >600 words)	Medium
Topics	Hard sciences, humanities, and social sciences
Critical content?	No
Strategy descriptions?	Yes
Which strategies?	PQ4R, vocabulary development, main idea and supporting detail identifying, implied main idea identifying, recognizing text patterns, reading for

	inference, identifying purpose and tone, reasoning logically, note-taking, preparing for exams, increasing reading speed
Strategy practice?	Yes
What kinds of activities?	Many and varied. Mostly practice with medium length faux textbook excerpts.
What can be used from the book?	Most of it can be used, but the speed reading and vocabulary sections are not as useful.
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	The strategy descriptions can be used as homework reading and to generate class discussions. The practice activities can be used in moderation in-class or as homework.
Additional comments	Out of print. Has been used extensively in previous ELI 72 classes. Missing appropriate vocabulary work, and some other sections not as appropriate for L2.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Reading for Speed and Fluency 4
Author(s)	Nation, I.S.P, & Malarcher, C.
Publisher	Compass Publishing
Year	2007
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Maybe a bit low
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Nonfiction
Text length (short <300 words, medium 300-600 words, longer >600 words)	Medium – all about 300
Topics	Art, money, communication, medicine, nature, people, space, transportation
Critical content?	No
Strategy descriptions?	No
Which strategies?	Fluency development
Strategy practice?	Fluency practice
Assessment of strategies? If so, what?	Yes
What kinds of activities?	Timed readings and comprehension questions
What can be used from the book?	Timed readings
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	I think the timed readings could be used during the first part of the semester since they are easier, but still might be appropriate for 72 level fluency work
Additional comments	There are speed reading charts that should be used at the very back of the book.  Borrowed the book from a friend, not held by the ELI.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Discovering Fiction: A reader of North American Short Stories, book 1, 2 <sup>nd</sup> edition
Author(s)	Kay, J. & Gelshenen, R.
Publisher	Cambridge University Press
Year	2013
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes, but book 2 or 3 would be a better fit
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Fiction
Text length (short <300 words, medium 300-600 words, longer >600 words)	Longer
Topics	Different short stories from American authors, including some immigrant authors
Critical content?	Some could be used in critical dialogues
Strategy descriptions?	Very brief
Which strategies?	Making inferences, predicting, vocabulary strategies
Strategy practice?	Yes, but controlled practice
Assessment of strategies? If so, what?	No
What kinds of activities?	Story mapping, fill in the blank, multiple choice, discussion questions, pre-reading vocab
What can be used from the book?	The stories could be used to practice other strategies, especially reading for inference and strategies for reading fiction like understanding symbolism, irony, etc. Maybe some of the sections that discuss genre characteristics of fiction.
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	It can be used as supplemental reading material in class, and could even be made available for students to choose from for things like reading circles if they are in a humanities program.
Additional comments	It would be best to use a higher level book, and a desk copy should be ordered.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Timed Readings Plus, book 9
Author(s)	Spargo, E.
Publisher	Jamestown Publishers
Year	1998
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Nonfiction
Text length (short <300 words, medium 300-600 words, longer >600 words)	Short, around 250

words, longer >600 words)	
Topics	Various – historical, food, human interest, etc.
Critical content?	No
Strategy descriptions?	No
Which strategies?	Reading speed/fluency
Strategy practice?	Yes
Assessment of strategies? If so, what?	Yes, timed reading charts
What kinds of activities?	Timed readings and comprehension questions
What can be used from the book?	The speed readings, the charts are not good – poor formatting.
How can it be used (teacher’s reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	There are better collections of timed readings than this one. This could be used in a self-access center for additional practice for those students interested.
Additional comments	Readers will probably be glad the readings are short given the topics.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Hot Topics 3
Author(s)	Pavlik, C.
Publisher	Heinle/Cengage
Year	2008
Teacher’s book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	4.5 (it was reviewed by a previous teacher – a sticky note was left on it)
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Nonfiction – news articles
Text length (short <300 words, medium 300-600 words, longer >600 words)	Short to medium – 200 – 400 words
Topics	Cruelty of strangers, gambling, polygamy, prostitution, immigration, cults, sex ed, globalization, gender, education
Critical content?	Some could be used for critical dialogue
Strategy descriptions?	Not much – only on grammar strategies
Which strategies?	Identifying grammar points, predicting, identifying author’s purpose, main ideas, evaluating details, identifying bias, evaluating arguments, summarizing, vocabulary strategies
Strategy practice?	Yes, controlled practice
Assessment of strategies? If so, what?	No
What kinds of activities?	Matching, multiple choice, short answer, filling in grids and charts, discussion questions
What can be used from the book?	Some of the readings might be interesting to use – or to use to find more like them that are current for reading circles. Some of the same vocabulary might be relevant then. Some of the skills practice – those that are already objectives, like identifying purpose and tone, and bias, might be useful.

How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	This book could be used for the readings or for some of the strategy practices in class, as homework, or in a self-access center.
Additional comments	Too bad the readings aren't longer and had better strategy descriptions. Also, the formatting isn't great – hard to read small font.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Real Reading 4
Author(s)	Savage, A. & Wiese, D.
Publisher	Pearson Longman
Year	2011
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	5
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Fiction and nonfiction, and two academic articles with references
Text length (short <300 words, medium 300-600 words, longer >600 words)	Medium
Topics	Science, business, sustainability, big cats, human interest, food, etc.
Critical content?	Some could be used for critical dialogue
Strategy descriptions?	Yes – good, clear strategies for reading and vocabulary
Which strategies?	Text structure, word cards, previewing, predicting, implied main ideas, figurative language, scanning, visualizing, choosing which words to study, paraphrasing, rhetorical structure, word parts, recognizing references, APA, fluency
Strategy practice?	Yes
Assessment of strategies? If so, what?	Just activities
What kinds of activities?	Short answer, fill in the blank, fill in charts, multiple choice, discussion questions
What can be used from the book?	The strategy descriptions are very clear and the accompanying readings as practice are good, the questions are not that interesting or useful though, but the readings are interesting
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	It can be used in class to introduce the strategies initially (for some). The readings could be used for this also, or as supplementary readings.
Additional comments	Good combination of reading strategy and vocabulary strategy, but boring follow up activities.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Advanced Reading Power
Author(s)	Mikulecky, B. & Jeffries, L.

Publisher	Pearson Longman
Year	2007
Teacher's book or extra resources?	Yes, teacher's book with tests
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	5
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Fiction and nonfiction
Text length (short <300 words, medium 300-600 words, longer >600 words)	Mostly short, some longer (extensive reading section and fluency practice section)
Topics	Varied (hard to determine because it is organized by strategy with short readings – topics almost seem irrelevant)
Critical content?	No
Strategy descriptions?	Yes, excellent descriptions
Which strategies?	Extensive reading: choosing books, discussing fiction and nonfiction, responding to books; vocabulary: learning from reading, word parts, context, collocations; comprehension: previewing, inferences, patterns of organization, skimming, reading longer passages, study reading, summarizing, critical reading
Strategy practice?	Yes
Assessment of strategies? If so, what?	Yes – in the test book
What kinds of activities?	Varied, based on strategy
What can be used from the book?	Strategy descriptions, timed readings, reading beliefs questionnaire, some practice activities, extensive reading orientation and strategies
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	This can be used as a major supplemental resource for introducing strategies, review practice, and some of the longer readings are good for class or homework practice. The timed readings are excellent and have been used in the past. The extensive reading orientation is useful to introduce that, and the reading beliefs questionnaire could be used first day and last day to compare and see if they have changed.
Additional comments	Some great stuff, some terrible formatting, and reading passages are hit or miss.

<b>Reading textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Cultures in Contrast: Student Life at US Colleges and Universities, 2 <sup>nd</sup> edition
Author(s)	Shulman, M.
Publisher	University of Michigan Press
Year	2009
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5,	4

very sure)	
For L1 (developmental) or L2 readers?	L2
Type of texts (fiction, nonfiction, academic, etc.)	Fictional accounts and case studies, and some nonfiction
Text length (short <300 words, medium 300-600 words, longer >600 words)	Longer
Topics	All focused on ELI students as protagonists (Michigan ELI), miscommunication, cheating, roommates, time management, conflict, gender issues, religious discrimination, plagiarism, sexual harassment, racism, binge drinking, culture shock
Critical content?	Yes
Strategy descriptions?	No
Which strategies?	None
Strategy practice?	No
Assessment of strategies? If so, what?	No
What kinds of activities?	Discussion and comprehension questions (to be spoken, not written), vocabulary practice, writing responses to readings, listing, debates, role plays, presentations,
What can be used from the book?	The readings, some of the activities
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	The readings can be used in class to practice other reading strategies. Some of the activities can be used to structure discussions and dialogues about readings.
Additional comments	Piloted some of the readings from this book and they were the readings that the class most enjoyed because they are about topics that are generally very relevant and interesting to ELI students. The long readings are great for practice in fluency, or any number of strategies, rather than the shorter readings given in other texts.

Vocabulary textbooks:

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	4000 Essential English Words, book 5 & 6
Author(s)	Nation, I. S. P.
Publisher	Compass Publishing
Year	2009
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Vocabulary learning strategy descriptions?	No
Which strategies?	None
Strategy practice?	Yes – word relationships, words in context
Assessment of strategies? If so, what?	Not really

What kinds of activities?	Reading comprehension of passages with words, finding similar or dissimilar words, error identification, use in sentence
Critical content?	no
What can be used from the book?	The lists, maybe some of the readings
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	I think these books, which cover the 3800 – 4000 most frequent words are good as self-access resources for students, since that is the range of mid-level vocabulary they seem to miss on the vocabulary diagnostic, being good up to 3000 and on academic words, but not as well on 4000-6000 level.
Additional comments	How can we make these available, and can they be useful in vocabulary activities like the vocabulary log?  Both books borrowed from a friend, not held by the ELI.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Focus on vocabulary: Mastering the academic word list
Author(s)	Schmitt, D. & Schmitt, N.
Publisher	Pearson Longman
Year	2005
Teacher's book or extra resources?	Tests and answer keys
Appropriate level for ELI 72?	Yes, maybe a bit difficult
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Vocabulary learning strategy descriptions?	Yes
Which strategies?	Word cards, dictionary use, guessing from context, word knowledge (frequency, register, etc.), word parts, word relationships, thesaurus use
Strategy practice?	Yes, repeated practice activities for each strategy with variation in all of the activities
Assessment of strategies? If so, what?	Just activities
What kinds of activities?	Readings with words in context, matching meanings, finding synonyms and antonyms, collocation work, identifying word families, controlled use activities
Critical content?	No
What can be used from the book?	The strategy descriptions and practices, and some of the readings
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	Some of the readings could be used in class for other activities since they are longer, and could be used for multiple purposes, but the strategy descriptions, especially word card can be shared in class, and the practices can be used to review the

	strategies throughout the semester
Additional comments	Repetitive activities for the main part of the book, but the strategy practices are varied and the readings are good to use for reading strategy practice as well.  Book borrowed from HELP, not held by the ELI.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Essential Academic Vocabulary: Mastering the complete academic word list
Author(s)	Huntley, H.
Publisher	Houghton Mifflin
Year	2006
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	5
For L1 (developmental) or L2 readers?	L2
Vocabulary learning strategy descriptions?	No
Which strategies?	Word parts, dictionary use
Strategy practice?	Yes
Assessment of strategies? If so, what?	Just activities
What kinds of activities?	Many – multiple choice, matching mostly though
Critical content?	No
What can be used from the book?	Some of the word part exercises, dictionary use sections, and collocation activities
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	Some limited use may come from a few of the activities for practice/review of strategies in class or as homework, BUT to avoid taking the words out of context, the activities would have to be adapted or find ones using words you've already covered in class.
Additional comments	Not a very visually exciting book, and may not be of much use.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Academic Word Power books 4
Author(s)	Jones, B.
Publisher	Houghton Mifflin
Year	2004
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L2
Vocabulary learning strategy descriptions?	No
Which strategies?	Word family focus

Strategy practice?	Not really
Assessment of strategies? If so, what?	No
What kinds of activities?	Filling in charts – word form, associations
Critical content?	No
What can be used from the book?	The chart templates
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	The chart templates can be used to practice forming word associations and develop word family knowledge. They could be introduced and promoted for self-practice.
Additional comments	Cheap looking books might be best to adapt the templates, but they are interesting and can also be used for games in class or other activities. Easily adaptable.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Active vocabulary: general and academic words, 5 <sup>th</sup> edition
Author(s)	Olsen, A. E.
Publisher	Pearson
Year	2013
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	3.75
For L1 (developmental) or L2 readers?	L1
Vocabulary learning strategy descriptions?	No
Which strategies?	Word parts
Strategy practice?	Yes, identifying word parts, predicting meaning
Assessment of strategies? If so, what?	No
What kinds of activities?	Prediction, matching, comprehension, writing
Critical content?	No
What can be used from the book?	The word part lists could be useful and some of the exercises that go with them. The prediction exercises are also interesting and could be used to practice predicting, but there isn't much context for some of them. Chapter one on syllabus vocabulary can be great to help create an early lesson.
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	The parts highlighted above could be used supplementary in class or as homework.
Additional comments	Nice looking book.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Developing Vocabulary for College Thinking
Author(s)	Nist, S. L. & Simpson, M. L.
Publisher	Allyn and Bacon
Year	2001
Teacher's book or extra resources?	No

Appropriate level for ELI 72?	Too hard
How certain am I about the level? (1, not sure – 5, very sure)	4
For L1 (developmental) or L2 readers?	L1
Vocabulary learning strategy descriptions?	Yes
Which strategies?	Context clues, dictionary use, word cards, mnemonics, imagery, grouping, mapping, and charting, reciting and reviewing
Strategy practice?	Not really
Assessment of strategies? If so, what?	No
What kinds of activities?	Multiple choice, short answer
Critical content?	No
What can be used from the book?	Some of the strategy descriptions in chapter 2 might be useful, especially grouping, mapping and charting, but the descriptions are very dense.
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	Some of the strategy descriptions could be used to review, but being available as a self-access resource might be best.
Additional comments	Not the best resource, but maybe could be used in a pinch.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>	
Title	Academic vocabulary: academic words, 5 <sup>th</sup> edition
Author(s)	Olsen, A. E.
Publisher	Pearson
Year	2013
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes, but maybe a bit hard
How certain am I about the level? (1, not sure – 5, very sure)	3.5
For L1 (developmental) or L2 readers?	L1
Vocabulary learning strategy descriptions?	No
Which strategies?	Word parts, predicting, collocations
Strategy practice?	Not really
Assessment of strategies? If so, what?	No
What kinds of activities?	Predicting, multiple choice, fill in the blank, writing
Critical content?	No
What can be used from the book?	Some of the predicting practices, collocation practices – if they match with words that are being covered in class already. The word parts sections are the most useful.
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	The word parts sections could be used supplementary in class, as homework, or in a self-access center.
Additional comments	Very nice looking book.

<b>Vocabulary textbook evaluation form for ELI 72 Sourcebook</b>
------------------------------------------------------------------

Title	Basic College Vocabulary Strategies, 3 <sup>rd</sup> edition
Author(s)	Pabis, D. C. & Hamer, A. B.
Publisher	Pearson
Year	2014 (preview book from publisher)
Teacher's book or extra resources?	No
Appropriate level for ELI 72?	Yes
How certain am I about the level? (1, not sure – 5, very sure)	3
For L1 (developmental) or L2 readers?	L1
Vocabulary learning strategy descriptions?	Yes
Which strategies?	Memory practice and techniques, context clues, say the words aloud, etymology, word relationships
Strategy practice?	Yes
Assessment of strategies? If so, what?	No
What kinds of activities?	Multiple choice, fill in the blank, crossword puzzles
Critical content?	No
What can be used from the book?	Not much
How can it be used (teacher's reference, in-class, self-access for students, text collection for in-class activities or reading circle, etc.)	Do not recommend.
Additional comments	The strategies in this book are more appropriate for L1 vocabulary, and are not recommended by research (Schmitt, 2010; Nation, 2008) for L2 learners. Also, it has a terrible layout.