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A Family Literacy Curriculum for Community ESL Courses

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A FAMILY LITERACY CURRICULUM FOR COMMUNITY ESL COURSES

by

George William Clair Bailey

A project report submitted to the faculty of

Brigham Young University

in partial fulfillment of the requirements for the degree of

Master of Arts

Department of Linguistics and English Language

Brigham Young University

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BRIGHAM YOUNG UNIVERSITY

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This project report has been ready be each member of the following graduate committee
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ABSTRACT

A FAMILY LITERACY CURRICULUM FOR COMMUNITY ESL COURSES

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Department of Linguistics and English Language

Master of Arts in TESOL

This project describes the piloting of a family literacy curriculum developed for use in a community ESL course. The purpose of this curriculum was to teach family-literacy-oriented English to students in the community ESL courses that are part of Brigham Young University's TESOL Teacher Training Course (TTTC) held at the University Parkway Center on BYU's campus.

Students in BYU's TESOL Graduate Certificate program are required to complete a one-semester teaching practicum in the TTTC program. This program regularly offers English courses that enroll approximately 100 ESL students from the local community who are non-native speakers of English. These ESL students have an oral proficiency

interview before classes begin and are placed in an appropriate level according to their ability to communicate in English. Graduate students (hereafter referred to as teachers) design their own course and syllabus and teach classes in pairs. Classes last for approximately ten weeks. The TTTC administration allowed the author of this study, a student in the Department of Linguistics and English Language at BYU, to design a family literacy curriculum for the teachers to implement for two weeks of their classes.

This report relates the preparation of the curriculum, the needs analysis of the students, the needs analysis of the teachers implementing the curriculum, the situational analysis of the TTTC program, the design of the curriculum, and its implementation and evaluation. In addition, this report describes the instruments used to evaluate the curriculum. Finally, it draws conclusions about the worth of the curriculum, and it gives suggestions for future work in family literacy curriculum development for speakers of other languages.

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CHAPTER 1

INTRODUCTION

Family literacy is becoming an increasingly popular and important field of study within education. It is now common knowledge that students whose parents read to them when they are young and are involved in their education have higher levels of literacy proficiency and outperform their peers. Consequently, these students are put at an advantage in school, and later at work and in the community. On the other hand, those students whose parents are not as involved in their educations generally do not experience as high a degree of success in their education as students whose parents are involved (McGee & Richgels, 1998).

In the U.S., many of these students whose parents are less involved from immigrant backgrounds. Many of the parents of these students are also the same people to whom ESL teachers are trying to reach out (Wright, 2005). Therefore, both education and ESL specialists have a common interest in this population. However, although family literacy curricula exist around the nation, ordinary ESL teachers usually do not have access to family literacy oriented material and do not normally teach family literacy oriented English. Family literacy oriented English could help many of the students that ESL teachers are trying to serve.

Throughout the U.S., there are many inexpensive community ESL courses for people who come from immigrant backgrounds and would like to improve their English. One such program is the TESOL Teacher Training Course (TTTC) offered through Brigham Young University (BYU) in Provo, Utah. Teachers who instruct these classes do a teaching practicum as a requirement for the TESOL Graduate Certificate offered

through the Linguistics and English Language Department at Brigham Young University (BYU). Teaching this course gives teachers a chance to receive in-service training and classroom experience in community ESL instruction before moving on to professional teaching positions. The program is also very beneficial for students who enroll because they receive quality English language instruction in the evening and at a low cost when they might not otherwise have the opportunity or time to do so.

Like other students in the TESOL program at BYU, I was required to teach in the TTTC program before receiving my TESOL Graduate Certificate from BYU. I was very familiar with the program because I was called on to mentor teachers involved in the TTTC on two occasions. I noticed in interviewing ESL students for appropriate level placement that many of the students had children and were part of the audience that family literacy specialists were trying to help. In my research, I also noticed that little was being done to familiarize ESL instructors with the concept of family literacy. Having an interest in both family literacy and curriculum development, I thought of a curricular approach that would combine the two fields.

Therefore, I developed a family literacy curriculum to be used in the TTTC program to see how well the curriculum would be accepted by teachers and students alike. Recognizing that the purpose of the TTTC was to train teachers how to plan their own lessons and pursue their own teaching goals with their students, I kept the objectives in the curriculum at a general level. The objectives within the curriculum were to get students to be able to perform English language tasks that were family literacy oriented.

In the next chapter, I will present the review of literature and draw the connection between the fields of family literacy and TESOL. Thereafter, I will describe the

development of my curriculum, discuss its implementation in the community ESL course, describe feedback given to me by both teachers and students involved in the research, and personally evaluate my work.

CHAPTER 2

REVIEW OF LITERATURE

The purpose of this project was to develop a family literacy curriculum that could be implemented by a community ESL course attended by both parents and non-parents alike. This review of literature will clarify the definition of family literacy and explain its importance in the field of education. After describing the relationship between family literacy and TESOL, it will give examples of a few family literacy curricula. The review will also discuss examples of community ESL courses in the U.S.

Family Literacy

It is a commonly accepted belief that parents are the most effective influence for transmitting literacy skills to children. Indeed, a recently emerging field of study, family literacy, is devoted to such a belief. Already complex, family literacy issues in the United States have been made even more complicated by the arrival of a large immigrant population.

The term *family literacy* was first coined by Denny Taylor in 1983 in *Family Literacy: Young Children Learning to Read and Write*. In her book, Taylor asserts, “the family serves to support the development of literacy in children” (p. xi). Since the publication of Taylor’s book, many definitions of *family literacy* have emerged. Some definitions are more concise. For example, Pahl and Kelly (2005) say that family literacy is “an attempt to join up home and school through a focus on shared literacy activities with parents and children” (p. 91). Harris and Hodges (1995) explain that family literacy instructs parents “how to foster literacy in their children or other young relatives” (p. 82). In this definition, the authors imply the possibility that parents can have a positive impact

not only on the outcome of their children's educations, but also on the education of other children. Still the main focuses of these definitions are parents, children, and literacy.

On the other hand, some of these definitions have been very broad. For example, Handel (1999) says that family literacy "is rooted in the long history of the family as a venue for the transmission of knowledge, skills, and values from older to younger generations, including, but by no means limited to, those relating to literacy" (p. 11). In this definition, the responsibility of teaching literacy is not just the parents', but also that of any member of the family. Even more importantly, Handel believes that family literacy is not restricted merely to teaching children to read. It can also include other abilities that encourage the education of children.

For the sake of this report, I will focus on this broader definition given by Handel. I believe that such a definition is more appropriate than the narrower definitions because it is more consistent with what I have observed when reviewing family literacy curricula that have already been designed. As will be shown, many family literacy curricula involve teaching parents about more than just how to teach their children to read and be involved in the progress of their children's literacy. Instead, these curricula focus a great deal on teaching parents to deal with other situations that are related to literacy, like for example, how to communicate with children's teachers, how to encourage children to attend school, and how to use the local library. I will also treat family literacy throughout this report as a practice carried out by parents and other relatives.

Family literacy has already established itself as a legitimate field of study. Powell-Smith, Stoner, Shinn, and Good (2000) made the following observation concerning home-based parent tutoring, which is intertwined with family literacy:

One parent involvement strategy with potential to improve student achievement is *home-based* parent tutoring. Although students could be tutored by teachers, peers, or parents, some research suggests that parent tutoring may be superior to both peer tutoring (Topping & Whiteley, 1990) and tutoring by a teacher (Tizard & Schofield, & Hewison, 1982). Parent tutoring may impact a child's achievement directly by providing individualized assistance and greatly increasing a child's opportunities to practice important academic skills. (p. 7)

McGee & Richgels (1998) have similarly stated, "One of the best predictors of children's reading achievement in school is the number of hours they were read to as preschoolers" (p. 48). Naturally, the reading exposure that children receive at a young age from their parents proves to be a valuable asset for them because it helps predict their future educational success and level of literacy.

Family Literacy and TESOL

Although some people might question the relationship between family literacy and TESOL, it does exist. Indeed, many learners of English in the United States are also the same people who enroll in family literacy programs. Nevertheless, even though both fields have a relationship, Wright (2003) points out that very few university programs for TESOL train their students to deal with family literacy issues. She then says, "The two fields are in fact interdependent due to the international nature of many of the students involved in both programs" (p. 2).

The relationship between family literacy and TESOL is further strengthened in the many situations in which immigrant children are involved. These children are especially disadvantaged because they often have not become highly literate in their first

languages, nor have they become proficient enough in their second language to deal with the rules for reading words that they hardly understand. Concerning students learning English from a Spanish speaking background who were involved in a study on strategic reading abilities, Jiménez (1997) says they “often exhibit extremely low levels of Spanish literacy development. Such a situation would obviously impede transfer of information to later English-language literacy learning” (p. 224). As similarly illustrated earlier, students like these would have benefited from literacy instruction from their parents.

To be clear, family literacy is not a field that focuses solely on immigrants or non-native speakers of English. Practitioners of family literacy believe that it is important for all families. However, as stated, family literacy overlaps with TESOL by nature.

Family Literacy Curricula

Family literacy classes can be found all around the country. In general, these classes have a common aim, to foster literacy abilities in the families of those attending the courses. Naturally, these classes have different approaches for achieving this goal. In this section, I will describe a few of the family literacy curricula that can be found throughout the U.S.

The National Center for Family Literacy (NCFL) is the most prominent of organizations seeking to encourage family literacy. Among its goals are informing people about the importance of family literacy, diminishing low rates of literacy, and encouraging the immigrant population to become proficient and literate in English in order to put its children at an advantage within the educational system. In particular, one of the goals of NCFL is to create tools that family literacy practitioners throughout the country can adapt to their communities’ needs. NCFL does not offer classes directly to

parents in search of family literacy skills. Instead, NCFL acts as a resource to people teaching family literacy around the U.S. (The National Center for Family Literacy, 2006).

As a resource, NCFL has developed its own curriculum that is available for free to people who wish to build family literacy programs for immigrants in their communities. This resource is called the *Practitioner Toolkit: Working with Adult English Language Learners*. This toolkit includes a background report about non-native speakers of English in the U.S., tips on how to create lessons and a needs assessment, strategies for parent education given in both English and Spanish, and resources for dealing with adult literacy and family literacy. This toolkit is adaptable according to the needs of the user and is focused on improving the literacy and family literacy habits of non-native English speakers and their families (Lieshoff, Aguilar, McShane, Burt, Peyton, Terrill, & Van Duzer, 2004).

Unlike NCFL, Refugee Transitions, located in Oakland and San Francisco, California, offers services directly to the people it is trying to serve. Its mission is to help immigrants and refugees in the Bay Area to become functional citizens and gain the ability to provide for themselves. Refugee Transitions accomplishes its mission by using a variety of methods including home-based and individualized tutoring, instruction on how to use computers, and programs which cater specifically to certain ethnic groups like the Liberian community or Bosnian refugees (Refugee Transitions, 1999-2006).

In particular, one of the courses that Refugee Transitions has created is a class on family literacy. The curriculum they developed is called *Refugee Transitions: Family Literacy Program Parent Curriculum*. This curriculum walks parents through things like the United States School System, dealing with their children's homework, and meeting

with their children's teachers. This curriculum comes with a large number of worksheets and teaching aids. It is very accessible for people who already have background knowledge of how the U.S. educational system works (Refugee Transitions, n.d.).

In Orem, Utah, the Parent Information Resource Center (PIRC), otherwise known as The Family Center of Utah Valley, has an extensive program designed to provide parents with resources for their children. Like the National Center for Family Literacy, PIRC caters to native speakers and non-native speakers of English alike and has resources for both populations. PIRC offers a number of free courses ranging from teaching about how to maintain health in the family to a Prevention and Relationship Enhancement Program (PREP) dealing with how to communicate healthily within marriage.

One noteworthy PIRC course is the Parents As Teachers (PAT) program. In this course, parents are encouraged to do activities with their children to build the kind of relationship within which parents can become their children's primary teachers. PIRC also tries to teach parents to be confident that they can help increase their children's levels of literacy. Children receive a head start so that they are prepared for the kind of learning and reading they will do in kindergarten. In addition, parents are informed about the many resources they have in the community to help them play an active role in their children's education. (The Family Center of Utah Valley, 2006).

Community ESL Courses

Community ESL courses are those courses that are available to members of the community who are not full-time students. These programs are usually fairly inexpensive. They differ from commercial language schools in that they are not as

intensive and do not assign grades to students. Instead, they strive to cater to immigrant and non-native English speaking populations who work in the community and are not able to devote themselves to full-time English study.

This section will give a few examples of community ESL courses that exist in the U.S. As for the TESOL Teacher Training Course (TTTC) managed by Brigham Young University (BYU) referred to in this project, it will be described in more detail in following chapters.

Of all the places in the United States that one could search to find English courses, New York City is one of the most obvious places to go because of its culturally diverse population. Due to a large demand for English instruction, 20 branches of The New York Public Library offer free classes in the English language. These courses are taught as a part of the library's mission to "function as an integral part of a fabric of information and learning that stretches across the nation and the world" (The New York Public Library, 2007). Many of the teachers for these classes are library volunteers and may not have a lot of experience. However, they are trained by professionals and equipped with a lot of teaching materials. Members of the community who enroll in this program may choose from a list of classes. One class is geared towards improving English literacy and writing skills for adults. Another class is for ESL students at the beginning and intermediate levels of English proficiency. The final option is a conversation class with volunteers about current events.

Another likely location for large populations of English learners is San Diego, California. The San Diego Community College District says in its mission statement, "We believe that people have the capability to change and that education can transform

individuals and enrich their lives” (San Diego Community College District, 2007).

Classes are held at a variety of locations throughout the San Diego area. Like the classes offered by The New York Public Library, tuition for these classes is free. Some of these classes are regular English classes, but some of them cater to specific interests. For example, students may attend vocational ESL courses and acquire the English they need to discuss math, computers, or other work-related matters. Students may also attend a class to help them prepare for the Test of English as a Foreign Language (TOEFL). Some of these classes are even offered a few times in the course of one day.

A final example of a community ESL course is the program run by teachers at the University of Wisconsin-Madison. The purpose of this course is to provide people enrolled in the university’s program in English as a Second Language a chance to teach and be observed by professional trainers. In this program, the teachers teach for free. Their compensation is in the knowledge that they gain by participating in this teaching experience. The teachers’ audience is the family members of students and faculty at the university. Students evaluate themselves as beginning, intermediate, or advanced level English speakers and then attend a class corresponding to their levels (University of Wisconsin-Madison, 2007). Of the examples given, this program resembles most closely the community class offered by BYU.

Conclusion

In the field of family literacy, many family literacy specialists recognize very readily that a large population of the people they are trying to reach out to need instruction in the English language. As seen, family literacy curricula often include materials and resources for dealing with these English language learners.

On the other hand, ESL specialists are more concerned with issues concerning the English language and are not usually trained in teaching family literacy skills. Although family literacy skills are something that many of their students need, programs that these specialists put in place are not normally designed to provide family literacy training. To be clear, changing these ESL programs into family literacy programs would not suit an important goal of ESL specialists, which is to teach the English language. Likewise, family literacy programs cannot change themselves completely into ESL programs because their goals are not to teach English but to teach family literacy. However, family literacy can be introduced as a topic in any existing ESL curriculum without defeating the purpose of the community ESL course.

In order to create a family literacy curriculum for community ESL courses, creators must take into account that family literacy specialists and ESL specialists have different goals. Developers must make sure that both goals are met, that students improve their English language skills and that students become more aware of ways in which they can promote literacy more in their families. In addition, because ESL instructors do not normally deal with family literacy issues, they must be grounded in the basics of those issues before teaching the English necessary to deal with them. Furthermore, because not all of the students enrolled in community ESL classes are parents, means must be provided to make the lessons either applicable or interesting to those students who do not have children so that they feel they have benefited from the lessons.

CHAPTER 3

NEEDS AND SITUATION ANALYSES

The needs analysis section of this report describes the needs of the learners, teachers, and administration involved in BYU's TESOL Teacher Training Course (TTTC). Furthermore, it explains what logistics would have to be done for the curriculum to be implemented effectively. The second part of this chapter, the situation analysis, lists project, institutional, teacher, and learner factors that could lead to the implementation's success or failure.

Needs Analysis

One of the difficulties in performing the needs analysis was that the populations enrolled in the TTTC program changed each semester. It was not definite that the population participating in the community ESL course the semester before my project would be the same as the population that participated in the ESL course the semester I carried out my project. As a matter of fact, I knew for certain that the teachers would be entirely different. Therefore, I had to base part of my needs analysis on other people's research and experience I gained for myself while participating in the community ESL course for three separate semesters previous to my project. My experience had taught me that I could at least count on a similar combination of cultures from the students and a similar level of experience from the teachers.

Learner needs. As stated, the learner population that participated in the community ESL course the semester I carried out my project was only partially the same as in previous semesters. It was not likely that I would be able to predict precisely what their backgrounds would be. However, by looking at general trends prior to my project, I

was able to guess whether or not the learners would benefit from a family literacy curriculum as well as prepare for the linguistic needs I would face when creating forms and surveys.

My first analysis was informal. At the time I made the analysis, I was not sure whether or not I would be doing this project. Before each semester of the ESL course, students participate in an Oral Proficiency Interview (OPI) with interns. The OPI is used to place students in a level appropriate related to their English speaking ability. As an intern, it was my duty to perform many of these OPIs. Because of my curiosity about the possibility of doing this project, I made it a point during the OPIs to ask every student if they had any children in the area. Approximately half of the students said “Yes.” From this experience, I felt that it would be worth researching the possibility of developing a family literacy curriculum to suit the needs of this population with the community ESL course.

In other research, I was able to establish that minority groups did indeed have a need for family literacy skills. Examples cited in my review of literature supported the idea that children of immigrant and non-native English speaking groups were at a disadvantage in school. To further support this notion, I will share a study and an academic observation.

In her thesis titled *Beliefs about the Education of Children: A Comparison of Hispanic Immigrant and Anglo-American Parents*, Elodie Petelo (2005) of BYU conducted a survey of parents from these two different ethnic backgrounds. She uncovered some interesting trends. First, both Hispanic immigrants and Anglo-Americans set a high value on education. However, Hispanic immigrants were far more

likely to perceive school life and home life as being completely separate. In other words, they believed that parents are not expected to participate in the educational life of their children. Other answers to the survey revealed that Hispanic immigrant parents spent far less time reading with and teaching their children than their Anglo-American counterparts.

Joyce Epstein, an expert in the field of family literacy, notes that the American educational system functions in such a way that it is almost essential that parents be involved. She notes:

Language barriers between parents and teachers . . . impede the equal participation of *children* in educational programs. If parents cannot understand their children's teachers, classroom programs, and communications from the school, the parents cannot effectively guide their children, monitor their work and progress, raise questions or concerns with teacher, or act as advocates for their children. (2001, pp. 394-5)

In other words, children whose parents do not speak English well enough are already at a huge disadvantage because their parents cannot participate to the extent that is expected of them.

When these two cultural and linguistic factors, perceptions against the need to be involved in the educational system and the inability to be involved anyway due to lack of language skills, are taken into account, it is clear that immigrant and non-native English speaking parents enrolled in the community ESL course could benefit from instruction in family literacy-oriented English. In the situational analysis, I will address ways of dealing

with those students who are not parents or whose children are too old to be involved in the U.S. educational system.

The community ESL course serves learners of all levels of English language proficiency. This being the case, I decided to develop a curriculum that could be used for teaching beginning, intermediate, and advanced level English speakers. For each topic that I created, I identified objectives appropriate to the English language level of the class. Each objective included vocabulary to be learned, grammar to be incorporated, and a task to be performed that had to do with family literacy. For example, one objective was to be able to check out a library book, and another objective was to be able to write a note to the teacher explaining why a child was absent. The beginning level learners had a low level objective to reach, the intermediate level learners had a more difficult objective to reach added to the beginning level objective, and the advanced level learners had an advanced objective to reach along with the beginning and intermediate level objectives. The following chapter describes how the three different level objectives within each topic related to each other.

By the time the community ESL course had started, research I had done gave me confidence that the teachers would encounter students with needs to be taught family literacy oriented English. However, I could not know for sure until the semester had begun whether students wanted to learn about family literacy. Any direct needs analysis on the students would have to be done when the ESL classes started.¹

During the first week of classes, teachers interviewed each of the ESL students one at a time outside of class to do the needs analysis. The teachers would show their

¹ For the calendar of the TTTC program, see Table 5 in Chapter 6.

students a list of topics and ask students to choose the topics they felt they needed the most help with. As part of this practice, I had the teachers ask students individually whether they had any children. If students said “no,” then teachers could assume that their students did not have any family literacy needs. However, if students replied “yes,” then teachers would ask the students more questions about students’ children to see what kind of needs students had in helping with their children’s education. The teachers then used students’ replies to decide in what order they were going to teach the eight topics in the curriculum. These topics and the design of the curriculum will be discussed in the next chapter.

Ultimately, this process of asking students about their children’s educational needs affected only the order of presentation of the topics. It did not affect whether or not the family literacy curriculum would be used. It was necessary as part of the curriculum development process to try every topic in the curriculum. It is important to understand that under normal circumstances, teachers would not need to teach every topic out of the curriculum. Instead, topics in the curriculum would be placed on the list with every other topic that students were asked about in the needs analysis administered by the teachers. Then, if enough students listed topics from the curriculum amongst their needs, teachers would apply the curriculum.

Teacher needs. Teachers enrolled in the TTTC program are there to gain experience as English language instructors. The purpose of the TTTC is to give teachers a setting within which they can practice planning lessons, finding and designing teaching materials, teaching students, and assessing their students’ performance. Above all else, the teachers in the TTTC needed to reach their own personal goal of passing this class to

get their TESOL graduate certificate. For this reason, I knew that I needed to make the curriculum in such a way as not to interfere with this goal. I had participated in the TTTC myself and also understood the great amount of stress that teachers go through who are enrolled in this program. I needed to make sure that my curriculum would not add significantly to that stress.

In the program, teachers are assigned in pairs to teach a class. In this case, there were five pairs of teachers and five levels. Teachers teach their assigned levels for the first five weeks of class. Then, each teacher is reassigned to a new partner and a new class for the remaining five weeks. This switch, midway through the semester, gives teachers the opportunity to get to know other teachers better and also have the experience of teaching different proficiency levels of English speakers within one semester. However, this switch could also be a disruption to the timing of the implementation of the project. Therefore, I knew that I needed to implement the project at a time when it would not conflict with the teachers' need to switch. For this reason, the curriculum was implemented during the first half of classes when it would not interfere with the transition.

Since teachers in the TTTC program are not given any formal instruction about what family literacy is, I knew that the curriculum needed a section to clarify the meaning of family literacy. Therefore, I created an introduction with a brief explanation about family literacy. Also, in each topic of the curriculum, I wrote a background section to explain that topic's relationship to family literacy and inform the teachers about the topic so that they would have a better understanding of it and a context within which they could help students to reach the stated objectives.

Although some of the TTTC teachers would likely be experienced, there was also the possibility that this program would be the first opportunity for some of the other TTTC teachers to teach English. Any curriculum given to them would need to include instructions about how to use it. It would need to be user-friendly to lessen the stress of doing something new. In order to meet that need, I wrote instructions in the beginning of the curriculum about how to use it. I took into account things that teachers might not know at that stage in their teaching experience. For example, I included a section in the beginning that explained what objectives were and how teachers were to reach those objectives. I also created a binder filled with materials and teaching aids aimed at helping teachers reach those objectives, recognizing that finding compatible materials might create an extra time strain on the teachers.

TTTC teachers also needed to be able to create their own lesson plans because one of the purposes of the TTTC program is for teachers to gain experience with planning lessons. The curriculum could not just be a set of lesson plans that they would use without needing to prepare any of their own work. Therefore, I made sure that the curriculum was specific enough so that teachers knew what the desired outcome of their students' English would be, but general enough that the teachers were free to decide how to reach their objectives.

Finally, teachers needed to know what my expectations were of them. They needed to have access to me in case they had questions. To fill that need, I met with the teachers before they started to use the curriculum in order to tell them in what ways I would need their feedback and in what form. I also used that time to explain family literacy and how to use the curriculum. I made sure that teachers knew that they could

contact me by phone or email any time with questions and made myself accessible by being at the classes until shortly after the implementation of the curriculum.

Administrative needs. There were two head administrators over the TTTC, Dr. Mark Tanner of BYU's Linguistics and English Language Department, and Ben McMurry, a member of the English Language Center's executive council. In addition, they had the help of four interns who were graduate students enrolled in BYU's TESOL MA program. Those involved in the administration of the TTTC did not have to use the curriculum and did not need instruction in how to use it. However, because of their concern that the needs of the teachers be met, it was necessary that I work with the administration and ensure that their requests were honored. The most important of these requests was that the teachers fulfill their class requirements. To do this, the teachers needed to create their own syllabus successfully. As stated, I created the curriculum such that teachers could reach objectives in their own manner. Also, I agreed with administrators that the curriculum would take up only two of the ten weeks that the TTTC program would be running. In this way, the TTTC program's main focus would remain English language and not family literacy. An additional benefit of keeping the curriculum general was that other community ESL programs could use the curriculum in their programs without it interfering with their program goals as well.

In addition with complying with the needs of the administration, I also had to make sure that I received approval from the Institutional Review Board (IRB) before implementing a curriculum which would have unknown effects on the students and teachers involved. I submitted all of the consent forms, information sheets, and surveys I would be using to the IRB and received the approval I needed.

Situation Analysis

In his book *Curriculum Development in Language Teaching*, Richards (2001) recommends that curriculum developers take into account different factors that can have an impact on the success of a project. Richards explains that project, institutional, teacher, learner, and adoption factors need to be considered during the process of curriculum development.

The situation analysis section of this chapter will describe project factors involved in creating the curriculum and then institutional factors, mainly those factors involving the facilities that were used. It will then discuss factors affecting the teacher and learner populations who participated in the community ESL classes. Adoption factors of how the curriculum might affect those who use it and what might make the curriculum easy or difficult to apply are addressed in the teacher factors section. For each of these factors, possible benefits and drawbacks will be identified. Information for the teacher factors and learner factors sections of this analysis was gathered through surveys given to students and teachers participating in the TTTC program the semester of the project. These surveys were distributed before the commencement of the TTTC classes and were kept completely anonymous.

Project factors. I alone undertook the development of the family literacy curriculum. I was a graduate degree-seeking student, and by the time I had started this project, I had had about five years of professional foreign language teaching experience. I had even designed a large amount of teaching materials for a Danish language course that I had taught. However, most of my teaching experience was not as intensive as what was

being demanded of me by the TTTC Graduate Certificate and MA program at BYU. Furthermore, I had never carried out a project as large as this one.

For this project, my budget came from what I alone could afford. I had determined that I would only have a meager budget of about \$100 to fund my work. This money, I would mostly use on materials and printing costs. I was very fortunate that I received permission from TTTC faculty to carry out this project using their program. Because this program was being held at my current work location, I would not need to pay large transportation fees.

I did have the help of a committee consisting of three professors in BYU's Linguistics and English Language Department, Dr. Lynn Henrichsen, Dr. Mark Tanner, and Dr. Ray Graham. Their responsibility was to help me evaluate my work along the way. However, they were not responsible for developing the curriculum.

One benefit to working alone was that I did not have to worry about other project members desiring to take the project in a direction not suitable to my tastes. However, this was also a potential drawback because groups often cultivate creativity more easily. In addition, in groups one person might see problems or opportunities that other do not.

I could not find any benefits to having meager funds. Indeed, a large drawback to a smaller fund was that I needed to rely on people assisting me without monetary compensation. I needed help from teachers, students, and translators alike. Fortunately, because of the generosity of these groups, I was able to get the help that I needed to carry out the implementation of the curriculum.

Institutional factors. Many of the institutional factors concerning how the TTTC is managed are either listed above when discussing administrative needs or below in the

teacher factors section. An additional and important institutional factor to mention is the time that I was given to implement the curriculum. Administrators in the TTTC gave me permission to test the curriculum for two weeks out of the ten weeks that the program would be running. On the one hand, this situation was good because it would enable me to test out many different topics. In testing the curriculum, it was essential that every topic be taught so that I could evaluate the efficacy of each.

On the other hand, I had never intended that all of the topics actually be used over such a long period of time outside of testing the curriculum. Instead, my intention was that teachers be able to choose what topics within the curriculum were best for their students. In an ideal situation, teachers might only teach two or three of the eight topics, according to their students' needs. However, because it was necessary to test all of the topics, teachers needed to teach all of them. This could potentially dissatisfy both the teachers and the students if any of them felt that meeting the students' needs was becoming a lower priority than the implementation of my curriculum.

It is also important to note that the curriculum could have included more than eight topics. The number eight was chosen merely because of the restraints I was given in testing the curriculum. Again, it was important that every topic be piloted, and had there been more than eight topics, I would not have been able to include all of the topics in the implementation of the curriculum. Curriculum developers are free to create more topics and do not need to operate under the same limitations that I had.

The TTTC program was being held at BYU's English Language Center (ELC). The ELC was equipped with a large amount of technology. Every pair of teachers was assigned a room suitable for a class of around 16 students. Each room contained a tape

recorder, CD player, overhead projector, projection screen, and chalkboard. Teachers were also given access to computers, projectors, televisions, VCRs, and DVD machines if needed. In addition, the ELC had a secretaries' office where teachers could make copies of class materials.

The favorable location of the ESL classes provided teachers with an environment in which teachers could use many different approaches to teaching. Teachers were not limited to the chalkboard but had access to a lot of technology. In addition, the degree of organization and provision at the ELC had the potential to greatly reduce teachers' stress. However, one possible drawback was that teachers might not know how best to take advantage of the many teaching aides around them.

Teacher factors. Although the main purpose of the curriculum was to help the students, there were potential benefits for the TTTC teachers assisting me in implementing this curriculum. All of the teachers who participated in the TTTC program this semester consented to help me with my research. They did this without obligation to be involved.

Of the ten participating teachers, only three of them were raised in America and native speakers of English. These were the most likely teachers to understand the American educational system. However, the seven other teachers were all very proficient in the English language. A few of them had children of their own who had attended American schools. These teachers were also very familiar with the educational system. On the other hand, some of the other non-native speakers of English would need to learn more about the U.S. educational system before being able to teach out of the curriculum.

At the beginning of the semester, I administered a survey to gain a basic idea of the teachers' understanding of family literacy. I also wanted to know about their teaching experience and what their plans were in the TESOL program.

The first question that I asked the teachers was whether or not they knew what family literacy was. For those who knew what it was, I asked them to express their degree of agreement to a statement identifying family literacy as being very important. This was done on a six-point scale, with one being "strongly disagree" and six being "strongly agree." Six of the ten teachers did not know what family literacy was. Of the four who were familiar with the term, three of the teachers strongly agreed about its importance, and the remaining teacher rated its importance with a five. This helped me to know that these four teachers regarded the importance of family literacy quite highly.

The next questions had to do with the teachers' past experience in teaching. On average, the teachers had approximately 3.3 years of teaching experience. The most experienced teacher had taught for nine years, and the least experienced teacher had only taught for a few months. As a group, the teachers had taught many foreign languages, including Chinese, Biblical Hebrew, Italian, Japanese, Portuguese, and Spanish. All of them had previous teaching experience with the English language, and two of them had taught areas other than language (i.e. history and music).

The next questions I asked had to do with their current educational goals and whether or not they planned to continue teaching in the future. Nine of the students were planning to obtain their TESOL Graduate Certificates. Four of the students hoped to go on to get their MA in TESOL. One of the students who did not pursue an eventual MA in TESOL had already completed an MA in Language Acquisition and Teaching. When

asked whether they planned to teach in the future, nine out of the ten responded in the affirmative. Their desired teaching areas included English language, Chinese, Italian Japanese, Russian, Spanish, and even dance.

One potential benefit to the teachers of using the family literacy curriculum was that they would grow to understand and appreciate family literacy and what it can do for children. These teachers can possibly go on to help other adults acquire the kind of English they will need to interact in their children's educational settings. These teachers can also more strongly forge the link between the fields of family literacy and TESOL.

Another potential benefit to the teachers was that they would not need to spend so much time planning their lessons. The TESOL Graduate program at BYU is a rigorous program that requires a lot of time from the teachers involved. The objectives in the family literacy curriculum can possibly give teachers a more solid direction to follow in creating and originating with their lesson plans.

One possible drawback of using the curriculum was that teachers would actually spend more time planning lessons than usual. Teachers might have a difficult time understanding the curriculum and extend the time needed to plan lessons. The curriculum might add to their stress rather than take from them. As the developer of the curriculum, I needed to make it clear how to use it. I also needed to be there as a support in case questions or concerns arose.

Another possible drawback of using the curriculum was that teachers would resent being asked to follow a curriculum that is not developed by them personally. This drawback could cause a lack of the enthusiasm needed to use the curriculum correctly. If

teachers showed resentment, I would need to ask the teachers what parts of the curriculum they would like to change to make it more interesting or meaningful for them.

Learner factors. In all, 106 adults registered to take classes in the TTTC program. As these students came to take their OPIs for level placement, I waited for them with consent forms to participate in my project. These consent forms were prepared in the following languages: Arabic, Chinese, English (in case they spoke a rare language for which I was not prepared), Japanese, Korean, Portuguese, Russian, and Spanish (see appendix). These forms were translated and then back translated prior to this time to ensure that the translators had captured the forms' intended meanings. These languages were chosen because of their presence in the previous semester. Incidentally, no Russian speakers participated in the TTTC program the semester of my project.

Only three students did not consent to participate, leaving me with 103 consenting students (see Table 1). I had arranged with the administration that if there were students who did not wish to participate that I would arrange an alternative class that they could attend during the duration of the time that teachers were using my curriculum. However, these students never mentioned the alternative class, and none of the students who attended classes during the project opted to attend another class. Therefore, there was no need to hold the alternative class.

*Table 1**Number and Language Background of Students Who Consented*

| Language Background | No. Students |
|---------------------|--------------|
| Arabic | 2 |
| Chinese | 6 |
| English | 1 |
| Japanese | 1 |
| Korean | 13 |
| Portuguese | 11 |
| Russian | 0 |
| Spanish | 69 |
| Total | 103 |

After students signed the consent form, they filled out an information sheet. The purpose of this sheet was to give me a basic idea of how many children these students had at home and at what grade levels those children were in school. One of the students did not fill out the information sheet, leaving me a total of 102 student information sheets.

The information sheets began by asking students whether or not they had children. If they had children, students recorded how many children they had and how many of those children lived with them in Utah. Students also recorded their children's grade levels. Table 2 illustrates students' responses to the student information sheet.

Table 2

Children of Community ESL Course Students

| Language Background | Arab. | Chin. | Eng. | Japan. | Kor. | Portg. | Span. | Total |
|----------------------------------|-------|-------|------|--------|------|--------|-------|-------|
| Students with children | 1 | 4 | 1 | 0 | 8 | 5 | 39 | 58 |
| No. of children | 2 | 4 | 1 | 0 | 16 | 9 | 115 | 147 |
| No. of children living with them | 2 | 3 | 1 | 0 | 16 | 7 | 78 | 107 |
| No. of children in pre-school | 0 | 1 | 0 | 0 | 0 | 2 | 1 | 4 |
| No. of children in K-6 | 1 | 1 | 0 | 0 | 8 | 1 | 13 | 24 |
| No. of children in middle school | 0 | 1 | 0 | 0 | 2 | 3 | 3 | 9 |
| No. of children in high school | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 19 |
| No. of children below school age | 1 | 0 | 1 | 0 | 6 | 1 | 8 | 17 |
| No. of children above school age | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 29 |

As shown in Table 2, 58 out of 102 (56.9%) of students participating in the program were parents. Among them, they had 147 children. This number may be slightly incorrect because among the students were a few couples. If these couples were among the students reporting children, a few of the children may have been counted twice. However, from personal observation, the number of couples was very low – no more than five. The number of children living with the students was 107, approximately one for every student participating on average.

It must be noted that the family literacy curriculum was geared towards helping students to deal with educational circumstances that they would share with their children who were in high school level classes or lower. Of the 107 children living with their

parents, 29 (27.1%) were above high school age and would probably not benefit much from the family literacy-oriented English their parents would be learning.

However, the other 78 children who were in school or who had not yet entered the school system could potentially benefit from their parents' acquisition of family literacy-oriented English. For example, it was possible that parents would use their newly acquired English skills to gain greater confidence and be more involved in their children's school programs and introduce themselves to their children's teachers. They could also possibly become more involved in their children's learning by taking them to the local library.

In addition, there were also potential benefits to other children with whom students taking the course would associate. All of the students, parents and non-parents alike, were likely to interact with more children than just their own. In these cases, parents could use their English and understanding of the educational system to influence these children positively. The students could likewise have a good influence on other parents they know.

In particular the library topic in the family literacy curriculum could be the most helpful to any of the students, whether or not they had children. Understanding how to access the library could give these students confidence in the American library setting and help them to further their own educational goals.

It is important to note that a potential drawback to the project was that non-parents would grow bored with the subject matter and not feel motivated to attend the class. Therefore, the curriculum would need to be adapted in such a way that the principles of the English language are emphasized over the family literacy objectives so

that all students felt that they were improving their language skills. However, it must be pointed out that no matter what topic teachers choose, there will always be students who feel that the topic is not something that they wish to spend their time on. Some students might get bored when talking about restaurants because they do not go out to eat that often. It is very difficult for teachers to please everybody.

Another potential drawback was that the nature of this curriculum might cause students who were parents to become sensitive to their lack of desire or ability to get involved in their children's education. These parents might resent being asked to carry out tasks that had to do with this topic and then lose interest in the classes. For this reason, students needed to have a right in class not to share information that was too personal.

With the needs and situation analyses completed, I was ready to begin making the curriculum. The next chapter describes the process of designing the instructions for using the curriculum, the materials binder, and the curriculum itself.

CHAPTER 4

DEVELOPING THE CURRICULUM

This chapter lists the aims of the family literacy curriculum. These aims guided me in the development and implementation of the curriculum. This chapter also explains how the curriculum instructions, the materials binder, and the curriculum itself were created.

Aims

The objectives of the family literacy curriculum were based on the need for students to attain skills for communicating in educational settings in America, whether at school or at home. I hoped that use of the syllabus would help students in their reading, writing, listening, and speaking skills as they pertain to family literacy oriented topics. The major goal of this curriculum was to give students confidence needed to deal with the educational issues that they and their children (or children with whom the students associate) face. Specifically, the aims were as follows:

1. Students will improve their ability to communicate in English with educators about the educational issues dealt with in the topics.
2. Students will improve their ability to communicate in English with their children (or other children) about the educational issues dealt with in the topics.
3. Students will develop an understanding of how public schools function in the United States.
4. Students will develop positive attitudes towards the educational system in the United States.

In addition to the aims that I made for the students, I also made one very important aim for the curriculum itself. Normally, family literacy curricula are meant to be used in teaching family literacy courses exclusively for the purpose of promoting family literacy practices in the students. However, the purpose of community ESL courses is to foster the development of English language skills. The curriculum I was developing was not supposed to cover a whole semester and replace the normal coursework. Instead, it was my intention to create a curriculum that could supplement a regular ESL course without interfering with that course's usual aims.

Curriculum Instructions

In the beginning of the curriculum, it was necessary for me to write an introduction. I knew that if I expected teachers to use the curriculum, I would need to make instructions for curriculum use understandable. Failure to do so would lead to discouragement on the part of the teachers. Teachers would already be overwhelmed with the other demands placed on them for this class.

Therefore, the first section of the instructions gave a brief explanation of what family literacy is. Since these teachers would probably not come with a strong knowledge of the topic, I would need to make it clear to set the stage for the purpose of this curriculum. I also needed to make clear the benefits that teaching family literacy oriented English skills could have on students.

The next section of the instructions stated the dates and times that teachers would be using the curriculum in their classes. This way, teachers would know how my curriculum was to fit time-wise into the syllabi they were creating for their classes.²

² For the calendar of the TTTC program, see Table 5 in Chapter 6.

I also included a chart that assigned levels to each of the five classes. When I did OPIs the previous semester and another earlier semester, I took notice of what levels students were being placed in and what level of English they spoke. According to my observations, I decided that the two lowest levels should be considered beginning, the next two levels should be intermediate, and the highest level should be advanced. By looking at the chart, teachers knew what level of objectives they would be helping their students reach.

In the curriculum, each topic gives background information to read before teaching the topic. I needed to make clear in the instructions that the background information was not information for the teachers to teach their students. Instead, the background information provided the teachers with a clear context within which they could plan and teach their lessons. This background information was meant more to inform the teachers than to teach to the students. In this way, teachers who were not familiar with topics like the American educational system could gain at least a basic level of understanding before teaching students how to interact within that context.

After explaining how to use the background information, I described how to know what objectives in each topic teachers should get their students to reach. Each topic included three objectives. The first objective was for the beginning level students, both the first and second objectives were for the intermediate level students, and all of the objectives were for the advanced level students. Each objective also included a grammar objective and vocabulary for students to acquire. Teachers were instructed that if an objective was too easy for their students, then the teachers should help students to reach the more advanced objectives.

In addition to the objectives, I also included advice for assessing students' abilities to reach the objectives. This curriculum did not focus heavily on assessing the students' improvement. Similarly, the community ESL course does not formally evaluate students' progress. However, I felt it was necessary as part of the curriculum to make sure that teachers were encouraged to do activities that would show whether or not students had understood what they were being taught. I also included suggestions for assessment activities in each topic.

Teachers would already be conducting a needs assessment with their students as a part of the TTTC program for the purpose of helping the teachers decide what they wanted to include in their syllabi. In the instructions, I asked teachers to use the needs assessment to get to know who of their students were parents and what things these students might like to learn to help them with their children. This way, teachers could see if there were any other topics that they might want to cover in addition to the topics I had given them. Also, teachers could be more aware of how to approach their specific classes according to how many of the students were parents.

I included notes in the instructions to be sensitive to the fact that not all of their students would be parents. I encouraged teachers to be creative with how they approached teaching from the curriculum. I did not want teachers to be so bound to the curriculum that they would not be able to cater to the needs of all of their students and not just a few. For example, I gave teachers the idea that they could get their students to think of other children with whom they would have contact and could possibly help and teach. Teachers could also emphasize the grammar objectives in order to get the interest of those students who are only there for the English.

In addition to consideration to whether or not students were parents, I also asked teachers to be considerate to any possible differences in cultural perceptions of education. I did not anticipate that these perceptions would lead to contention or discomfort in the classroom. However, I wanted to be safe and let the teachers know that there was a possibility.

Materials Binder

In addition to instructing teachers how to use the curriculum, I also used the instructions to inform teachers about a binder of materials that I had put together that would be available for their use if they so desired.

I assembled this binder by focusing on one curriculum topic at a time. For each topic, I first researched the Internet for more information about that topic than I had provided in the background information section. Teachers could read this information if they felt that the background information was insufficient to help them understand the topic. Teachers could also use this information as reading material for their students.

I also took into consideration materials that could be used as teaching aids for each topic. For example, for the lesson about evaluating a child's progress, I found samples of notes sent home from teachers to parents. For the lesson about visiting the library, I found samples of forms that students could fill out to get a library card.

To help me decide what materials teachers would need to teach a lesson, I also took into account the suggestions I had given teachers for assessing their students. If I suggested that teachers could assess students by having them read report cards, I got samples of report cards. If I suggested that teacher assess students by having them write

notes to teachers about their children, I got samples of notes written by parents to teachers.

Other sources for materials to use in lessons were the Provo School District and the Provo Library. Provo High School was very generous in providing me with forms for applying to the school, report cards with names removed, newsletters to children's homes, and handouts dealing with how to help children succeed in school. The Provo Library gave me library card applications, instructions for how to use the library's online catalogue, and recommended book lists.

In doing this gathering of teaching aids, I made sure that I gathered materials applicable to all ages of children in the school system. This way, teachers could cater to parents of elementary school, middle school, or high school children.

After designing the binder, I created a table of contents for it. This table of contents prevented me from losing track of what was supposed to be in the binder. Keeping track of the contents was necessary since teachers were free to access the binder and take out papers to make copies.

Curriculum Development

In order to develop a family literacy curriculum for a community ESL course, I first needed to familiarize myself with the contents of a normal family literacy curriculum. I started this process by looking for a clear definition of what a family literacy curriculum was. Unfortunately, I could find no criteria in any research for what constituted a family literacy curriculum. Nevertheless, I found seven family literacy curricula, which I used to determine what I would put in my own curriculum. In addition to these seven, I also used a government website that promotes family literacy by

providing a list of activities to parents that they can do with their children to help their children acquire reading skills. These curricula and the website are listed below:

1. Family Literacy Curriculum (n.d., Arlington Education and Employment Program [REEP]).
2. The Family Center of Utah Valley: PIRC Parent Information Resource Center (The Family Center of Utah Valley, 2006).
3. Family Literacy Project (Irvine Unified School District, n.d.).
4. Practitioner Toolkit (Lieshoff, et al., 2004).
5. Oregon ESL Family Literacy Curriculum (Rainwater, Mazer, & Phillips, 2003).
6. Refugee Transitions: Family Literacy Program Curriculum (Refugee Transitions, n.d.).
7. The Fairfax Family Literacy Curriculum (Wong, 2003).
8. Website: Parents, Check It Out! Key Things Parents Can do to Make Sure Their Children Are Prepared for the 21st Century, <http://www.ed.gov/parents/academic/involve/prepared.html> (U.S. Department of Education, 2006).

The curricula I used seemed to be made according to the preferences and needs of the makers. Therefore, I decided to look for trends in these curricula of what is included in a family literacy curriculum.

In these seven curricula, I was looking for the practices that the curriculum developers were encouraging parents to apply in their interaction with their children. I wanted to create objectives for students to reach that would promote the use of these

practices. As I came across these practices, I compiled a list of them. Table 3 lists family literacy practices prescribed to parents by these curricula. Each practice is marked with numbers from 1 to 8, corresponding with the sources listed above in which I found those practices taught.

Table 3

Family Literacy Practices Prescribed by Seven Family Literacy Curricula

| Practice | Source # |
|---|------------------------|
| Reading out loud to/with children | 1, 2, 3, 4, 5, 6, 7, 8 |
| Telling stories to children orally | 2, 4, 5 |
| Teaching children about their ancestors and cultural traditions | 4, 5 |
| Reading poetry to children | 3, 4 |
| Teaching children to read | 1, 2, 3, 4, 8 |
| Using phrases that encourage children's reading progress | 2, 3, 7 |
| Activating children's background knowledge before reading with them | 3, 4, 7 |
| Getting children to predict what will happen in the story | 3, 8 |
| Using visuals to support reading instructions | 2, 3, 4, 7, 8 |
| Teaching children to distinguish shapes | 4 |
| Playing with children using magnetic letters | 4 |
| Pointing out words and signs for children | 3, 4 |
| Playing rhyming games with children | 3, 4, 8 |
| Talking to children about the authors and illustrators of books they read | 3 |
| Comparing and contrasting stories children know | 3 |
| Helping children to use the library and check out books | 1, 3, 4, 7, 8 |
| Playing information gap games with children (i.e. bingo, 20 questions, concentration) | 3 |
| Singing to children to increase children's word recognition | 3, 4, 8 |
| Teaching children to write words based solely on sound | 4 |
| Practicing spelling with children | 7 |
| Modeling reading and writing family recipes | 4 |

| | |
|--|---------------|
| Explaining basic mathematics to children | 8 |
| Helping children to do homework | 1, 6 |
| Encouraging children to talk about what they did during the school day | 4 |
| Understanding the United States School system | 1, 5, 6, 7 |
| Understanding a school's organization | 1, 6, 7 |
| Calling the school office | 1, 6, 7 |
| Reading a report card | 1, 6, 8 |
| Attending parent teacher conferences | 1, 4, 5, 6, 7 |
| Introducing oneself to children's teachers | 1, 7 |
| Responding to a teacher's summoning | 1, 6 |
| Reporting children's illness to the school | 1, 6 |
| Knowing who to contact for help when children are sick | 1, 5, 6, 7 |
| Helping children to find a good college or university | 1, 4 |

After listing recommended practices in the curricula, I started the process of narrowing the practices down to a shorter list that I would be able to cover in a two-week period. I planned to create two weeks worth of topics because of the time constraints within which I worked. I only had two weeks in which to implement the curriculum, and I felt that it was important that whatever I created must have the opportunity to be tested in front of each of the classes that would be taught using the curriculum.

In choosing the practices to be covered, I took a more holistic approach. As I narrowed practices down to a more manageable list, if I noticed that the encouragement of a particular practice was only found in one or two of the curricula, I took it off the list. For example, the *Family Literacy Project* (Irvine Unified School District, n.d.) has teachers recommend to parents that they sing to infants and toddlers to increase word recognition. Although this may have been a good idea to increase potential for literacy in children's later years, it did not meet the norm for the curricula I was looking at. Also,

Refugee Transitions: Family Literacy Program Parent Curriculum (Refugee Transitions, n.d.) has teachers give advice to parents about how to treat illnesses when their children are sick. Being able to treat illness might make it possible for children to attend school more, and therefore make them able to learn more, but this practice seemed too distant from family literacy to include in the curriculum. It was not in any of the other curricula either.

After narrowing down my list of practices, I found that I still had more than eight practices to consider. I felt that what practices being encouraged I had left were consistent with the tone of what I had seen throughout all of the curricula. Not wanting to shorten the list any further, I looked for ways to consolidate practices. For example, I combined the practices of reading with children, telling them about your favorite stories, telling them about the author or illustrator, and doing prediction activities with them all into one topic: reading together. I also combined the practices of telling stories to children orally and telling children about their culture and ancestors: storytelling. Table 4 lists the eight topics included in the curriculum:

*Table 4**Eight Topics Used in the Curriculum*

| Topic # | Topic Title |
|---------|--|
| 1 | The United States School System |
| 2 | School Faculty and Staff |
| 3 | Discussing a Child's (Educational) Progress |
| 4 | Reading Together |
| 5 | Beyond Reading Children's Literature (Other sources of reading and learning that can benefit children's literacy levels) |
| 6 | Preserving Culture through Storytelling |
| 7 | The Library |
| 8 | Missing School |

In ordering the topics, I did not place them in an order that reflected a hierarchy of importance of each topic. Nor did I ever rate the topics in comparison to each other to establish which topics were the most important. Instead, I chose a logical order in which to organize the topics. For example, the first three topics had to do with the organization of schools and parents' interaction with those schools. The next four topics had to do with how parents can promote literacy in their children. The final topic had to do with how parents can deal with their child missing school and homework.

Now that I had chosen the topics, I started creating performance objectives for each topic. I recorded skills that could potentially benefit parents as they learned about each topic. For example, in order to use the library and encourage children to do likewise, students would need to be able to locate the local library, fill out an application for a library card, know how to search for books, be able to check out the book from the librarian, and tell their children about the advantages of the library. Within these actions, I needed to find three performance objectives for three levels of speaking ability: beginning, intermediate, and advanced. In the case of the library, I assigned objectives

chronologically. For example, people first need to find the local library and fill out a library card application before using the library (beginning level objectives). They then need to search for books and check them out (intermediate level objectives). The most difficult thing to do is learn the language necessary to talk about the advantages of using the library (advanced level objective).

I designed three levels of performance objectives so that teachers could adapt the topic to the English proficiency level of their students. I also instructed all teachers to start with beginning level objectives before proceeding to the next level of difficulty so that teachers could make sure that their students were ready for the next level of objectives. For example, an advanced level teacher could use the beginning and intermediate level objectives as a warm-up before proceeding to the more challenging advanced level objectives, all the while assessing how well students are able to carry out the objectives.

With the performance objectives in place, I also decided to add grammar objectives for each topic and each level of English proficiency. I coupled each performance objective with a grammar objective that would make sense. For example, one of the performance objectives in the U.S. school system lesson for the beginning level students was to be able to talk about what grade their children were in. The grammar principle of ordinal numbers seemed like a logical fit for the objective, enabling students to say things like “first grade” and “tenth grade.”

To make sure that the grammar principles were suitable for the different levels of students, I consulted *Focus on Grammar: An Integrated Skills Approach* (Fuchs, et al., 2006), a five-level grammar textbook series. I had used these books frequently in past

teaching experiences and found that the principles the authors had designated for each level of English learner were appropriately assigned.

For each performance objective, in addition to a grammar objective, I included vocabulary for students to learn. I chose the vocabulary by considering all the words students would need to learn in order to fulfill their performance objectives. For example, in the lesson about missing school, the beginning level objective was to be able to explain in a phone call or short note to the teacher the cause of a child's absence. The words I chose for students to learn were *absent*, *miss*, *sick*, *ill*, *call* (on the phone), *dear*, and *sincerely*. This process of assigning vocabulary was done informally because I did not feel that acquisition of vocabulary was a major part of the curriculum. However, I still felt that vocabulary would be helpful for the students and included though not focused on.

The final step of developing the curriculum was to give teachers suggestions for assessment activities they could do with their students to see if they had reached the objectives. There was one suggestion for assessment for every performance objective. I made sure that my suggestions really did assess the reaching of the objective. I felt that a written assessment would not adequately test students' abilities to talk to their children's teachers. The suggestion I gave instead was for the teacher to put students in pairs with one as parent and the other as teacher to see if the students acting as parent could adequately express themselves in that situation. To assess students' abilities to write letters to teachers, the suggestion was as simple as to give students a scenario in which their children are sick and then have them write to their children's teachers about it. With

the assessment suggestions in place, the curriculum was complete and ready for the teachers' use.

CHAPTER 5

THE CURRICULUM

In this chapter, the curriculum itself is presented. This version of the curriculum is the same one that was used by the teachers during the two weeks it was used in the community ESL course. It is important to note that the curriculum is at a higher level of abstraction than that of a textbook. In other words, a textbook is adapted for the teacher's use, and a teacher may teach directly out of the book. However, the curriculum is meant to be a guide for teachers when they create their own lesson plans.

The first part of the curriculum is the explanation for teachers about the significance of family literacy. After that, teachers are given instructions on how to use the curriculum. These instructions are followed by the eight topics with their respective background information paragraphs, performance and grammar objectives, recommended vocabulary, and assessment suggestions.

The curriculum is followed by an example of a lesson plan created by one of the teachers. As explained, this teacher did not teach directly from the curriculum but developed her own lesson plan based on the objectives she was trying to reach in her class. The lesson plan is followed by samples of texts and materials included in the materials binder. Teachers could use these materials to supplement their lessons, or they could use these materials to obtain more background information on the topic they were teaching.

*The Curriculum*TTTC, Winter 2007
Family Literacy Curriculum*Contact Information*

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Family Literacy

Thank you for your willingness to participate in my MA project. I hope that you will enjoy using this curriculum that I have designed for use in your teaching. If you have any questions about the curriculum, feel free to contact me at any time.

The purpose of this curriculum is to make the teaching of *family literacy* oriented language skills more commonly taught in community ESL classes. Family literacy “is rooted in the long history of the family as a venue for the transmission of knowledge, skills, and values from older to younger generations, including, but by no means limited to, those relating to literacy” (Handel, 1999, p. 11).

Most of your students are either parents or have contact with other children who they can influence positively. By teaching them family literacy oriented English skills, you can potentially positively impact the lives of the children with whom these adults come into contact.

The Curriculum

From February 5 to February 15, you will be using the curriculum to teach your class. This is a total period of eight days, one for each topic. You will continue to teach your normal material from 4:15 to 4:45. At 4:45 you will teach using the curriculum until the end of class. This will give you one hour for every topic. Please encourage all your students to participate during this time. All of them will have something to learn and something to contribute. If you have students who do not wish to participate, then I will provide for them an alternative class.

The curriculum is designed for three levels of learners: beginning, intermediate, and advanced. Please apply the curricular level to your classes as follows:

| | |
|--------------|--------------|
| Classes B, C | Beginning |
| Classes D, F | Intermediate |
| Class G | Advanced |

Each topic in the curriculum has three different objectives: objectives for beginning learners, objectives for intermediate learners, and objectives for advanced learners. The

objectives for each level focus on the same topic, but objectives for the higher-level groups are more difficult.

In each topic in the curriculum, there are several sections. Now I am going to give you a brief description of each section and how to use it in your teaching.

Background

The background gives you a simple explanation of each topic. Please read the background before you plan each lesson. This is meant to help you better understand facts about the American school system if you do not already understand the topic. The background is a tool for you, and you do not need to teach the background to your students. Your goal is to help the students to reach each of their objectives and not to teach them information. The information gives them a cultural framework within which they learn to speak appropriate English.

After each background, I have also included a website to which you can go if you wish to learn more about the topic. Occasionally, the website I have suggested gives you information that is an example from just one school's system. In such examples, some of the information may only be applicable to just that school. However, the website is still useful because many schools work similarly to each other. Other examples will be included in the binder mentioned below.

Objectives

The objective sections list the desired outcomes in your students' performance after the lesson. The objectives are what students will be able to *do* after you have taught them. Objectives are split into three categories according to your students levels: beginning level objectives, intermediate level objectives, and advanced level objectives.

If you teach **beginning level** students (classes A and B), plan your lesson using the beginning level objectives. If you feel that the objectives are too easy and that you can cover more during your lesson time, please use the intermediate level objectives.

If you teach **intermediate level** students (classes C and D), plan your lesson using the intermediate level objectives. Included in your objectives are the beginning level objectives. Because your students are at a higher level of proficiency, you should not spend too much time on the beginning level objectives. You might want to do the beginning level assessment as a warm-up activity to make sure your students already have a mastery over the beginning level objectives before continuing with the intermediate objectives. If you feel that the intermediate level objectives are too easy and that you can cover more during your lesson time, please use the advanced level objectives. If you feel that the objectives are too difficult, you can spend more time helping your students to reach the beginning level objectives.

If you teach **advanced level** students (classes E and F), plan your lesson using the advanced level objectives. Included in your objectives are the beginning and intermediate level objectives. Because your students are at a higher level of proficiency, you should not spend too much time on the beginning and intermediate level objectives. You might want to do the beginning and intermediate level assessments as warm-up activities to make sure your students already have a mastery over the beginning level objectives

before continuing with the advanced objectives. If you feel that the advanced level objectives are too difficult, you can spend more time helping your students to reach the intermediate level objectives.

Along with the objective for each level, there is a list of vocabulary words and grammar principles that you want your students to learn and be able to use. These vocabulary words and grammar principles will help your students to be able to complete each objective. Some grammar principles are used more than once throughout the topics. This should not be a problem because review of each principle will be helpful to your students.

Teaching Materials

As you plan how your lessons, you are free to use materials found in the “Family Literacy Curriculum” binder in Joyce’s office. This binder has materials that will make your lesson more real. For example, Topic #3 is titled “Discussing a child’s progress.” The objective for beginning level students is to be able to read a report card. You can find report cards in the binder, make copies of them, and then give them to your students as aides for teaching the lesson. Other teaching aides include notes from teachers to parents, notes from parents to teachers, and homework assignments that a child has brought home. Also, because some of the topics include reading children’s books with children, you can use the SASC as a source for teaching materials.

In using the binder, remember that the materials represent examples of how things are done all around the country. I tried to select materials that have universal application.

Assessment

Whenever you teach your students a skill, you should assess how well the students have mastered that skill. Each level of each topic contains a method of assessing the students’ mastery of the objectives. These assessments are suggestions. You may use whatever approach to assessing your students you want. You may also use the assessments as a way of teaching your students English skills. You should assess your students at the end of each lesson. In doing so, you do not need to grade the students. Instead, make a qualitative observation of how well the students perform. Please record your observations and how well your students did on the assessment. You will use your notes when giving me your weekly report (see *Weekly Journal* below).

Students do not need to show that they have practiced at home the skills they have learned in class. I will give the students a 5-minute survey in their own languages that will enquire about this.

Needs Assessment

During your first week of teaching, you are going to be doing a needs assessment with your students. This is done so that you can find out what they would like to learn. In addition to the needs assessment, I will give you some simple questions to ask your students concerning their children. Do not pressure them to answer these questions. If your students do answer, take note of what English needs your students have that would

help them with their children. You will use these needs to determine how you are going to apply the curriculum.

Some of your students do not have children or have children that have already finished their schooling. These students can still benefit from learning family literacy oriented English skills. Be creative. Ask them about other children they know and see if there is something your students would like to learn in order to help them.

Once you have assessed their needs, you may put the topics in order of importance so that you place higher priority on the topic that is most relevant to your students. For example, if many of your students have younger children, you will want to put objectives dealing with reading to children towards the beginning of your order. Please tell me the order you teach them in so that I can record it.

Weekly Journal

After each of your two weeks teaching with the curriculum, you will fill out a form about how well the implementation of the curriculum went. I will give you a form at the beginning of each week you teach with the curriculum.

Final Survey

After you have finished teaching the curriculum, I will have you complete a survey and participate in a 15-minute personal interview designed to get your feedback on the curriculum.

Including All Students

Some of your students will not have any children and they may feel that they have nothing to gain by participating in these lessons. Please be creative with these students. For example, encourage them to think of their friends' children or other younger relatives who they can potentially help by learning family literacy oriented English. Help them to see the good they can do by knowing more about the American educational system. Remind them that they are still going to improve their English skills by coming to class. Emphasize that you will still be teaching them useful English vocabulary words and grammatical principles. They will also be a great help to their classmates who have children.

If you find that some of your students already grasp what is being taught, you can use the students as a tool to help other students. Students who understand principles better can give you great assistance and will feel more important in their rolls in the class.

Cultural Considerations

Remember that your students come from many different backgrounds. Not all cultures view education the same. Be sensitive to the opinions and feelings of those you teach.

Topic #1 The United States School System

Background

There are many differences between the school system in the U.S. and systems in other countries. Understanding the basics of the U.S. school system is the first step to being able to help elementary, middle, and high school students.

In the public school system, there are elementary, middle, and high schools. Of these schools, elementary schools are for grades K-6, middle schools are usually for grades 7-8, and high schools are usually for grades 9-12. Grade levels vary from school district to school district. Children generally begin kindergarten at age five.

In addition to government run schools, there are also public charter schools. Charter schools can vary both the levels of grades they teach as well as the number of grades they teach. The difference between the charter school and the government run school is that some of the rules, regulations, and statutes required by any government run agency are lifted in exchange for a different kind of accountability for producing results. These terms are set out in the school's charter, which gives this type of school its name.

Some government run schools are known as "year-round" schools. That means that students attend them the entire year without an extended summer break. In these schools, shorter breaks are spread out throughout the year. In traditional schools, schooling starts around the end of August and ends around the middle of June. There are only a few short breaks during the school year.

In elementary school, students usually have only one teacher who is in charge of teaching them all of their subjects. (Exceptions to this usually include classes like music and physical education.) In middle and high schools, teachers teach by topic, and students have more freedom to choose what topics they will study.

For more information, see the following websites:

<http://www.usastudyguide.com/usaeducationsystem.htm>

<http://www.vidaamericana.com/english/education.html>

Beginning Level Objectives

Students will be able to list different kinds of schools (i.e. elementary school, middle school, high school) and what grade levels attend each school. They will understand the different grade levels (i.e. 1st, 2nd, etc.) and the typical ages of students in those grades. They will be able to talk about their children and what school they attend.

| Vocabulary | Grammar |
|---|---|
| elementary school, n. middle school, n. high school, n. kindergarten, n. first grade, n. twelfth grade, n. attend, v. | Ordinal numbers (<i>first</i> grade, etc.) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You are talking to a friend. Your friend asks you about your child. Tell the friend how old the child is and what school he/she is attending. Tell the friend the child's grade level.</p> <p>Student B: You are talking to your friend about his/her child. Ask questions about the child's school, age, and grade level.</p> | |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will also be able to talk about a standard school year (i.e. when school begins and ends, when vacations occur). They will be able to explain the difference between the year-round schools, charter schools, and traditional schools. They will also be able to compare these systems and express which system they prefer.

| Vocabulary | Grammar |
|--|--|
| year-round, adj. traditional, adj. charter school, n. system, n. break, n. vacation, n. | Adjectives: comparative (<i>better</i> than..., <i>more interesting</i> than..., <i>more difficult</i> than...) |

| Suggested Assessment |
|--|
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You are looking for a school for your child. You are unsure what kind of schools you can choose from. Ask your friend about the different kinds of schools.</p> <p>Student B: Tell your friend about different options for schools. Tell your friend which option you prefer.</p> |

Advanced Level Objectives

In addition to *beginning* and *intermediate* level objectives, students will also be able to describe the difference between teachers in elementary schools and teachers in middle and high schools. (Teachers in elementary schools teach all subjects, and teachers in middle and high schools teach one subject each.) Students will be able to compare the U.S. school system to the system in their native countries.

| Vocabulary | Grammar |
|--|--|
| subject (in school), n. class period, n. | Words for comparison: <i>so, too, not either, neither, but</i> (Elementary school classes in the U.S. have around 30 students per class, <i>but</i> classes in China sometimes have as many as 60 students.) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: Your friend has a child who will soon switch from elementary school to middle school. Tell your friend the difference of how many teachers his/her child will have.</p> <p>Student B: Your child will soon switch from elementary school to middle school. Ask your friend about the difference between these two kinds of schools.</p> | |

Topic #2 School Faculty and Staff

Background

In American schools, there is a greater need for parents to interact with faculty members than in schools in many countries outside the U.S. In order for parents to do so, they need to know how the faculty works and what different faculty members' roles are.

In the U.S. the relationship and relative status of parents and teachers is different than in many other countries. It is normal for parents to call faculty members to discuss concerns. Parents and faculty members address each other as equals, and the teacher is accountable to the parents for the child's growth and overall positive experience.

Each school has several different kinds of faculty members. Principals are in charge of school administrations. A principal is the head administrator of a school and usually only deals with individual children if their problems are serious. Vice-principals help principals carry out their responsibilities. Secretaries keep track of school and student records and have secretarial responsibilities like those in any other organization. In a high school that often deals with more students one secretary might be assigned to work solely on attendance, another with scheduling, and another with making appointments for the counselors and administrative faculty. Students go to counselors when they need help with personal matters. The school nurse helps students with small medical problems but refers all large problems to professional doctors. The teachers usually have the most personal relationship with the children because of the time that they spend with them in the classroom, especially in elementary school, where the bulk of the child's time is spent with one teacher. As children enter middle and high school, they might have a more consistent and closer relationship with their assigned guidance counselor, although this is not always the case.

For more information, see the following websites:

<http://www.bls.gov/oco/ocos007.htm>

<http://www.bls.gov/oco/ocos067.htm>

<http://www.bls.gov/oco/ocos069.htm>

Beginning Level Objectives

Students will understand the relationship between parents and faculty members in American culture. They will be able to list the different kinds of faculty members and know how to ask to speak with them.

| | |
|---|--|
| Vocabulary | Grammar |
| faculty, n. staff, n. administration, n. principal, n. vice principal, n. counselor, n. school nurse, n. secretary, n. teacher, n. office, n. | Modal verb: <i>may</i> (<i>May I speak with...</i>) Simple present tense (<i>The vice principal helps the principal.</i>) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You are a school secretary. A parent calls you on the phone with a problem. Direct the parent to the correct school faculty member.</p> <p>Student B: You are a parent with a concern about your child. Call the school secretary and tell him/her your concern. Choose a concern from the following:</p> <p>Was my child sick at school yesterday? How is my child's attendance? How is my child doing in class? Is my child happy at school? My child went to the principal's office yesterday. What is the problem?</p> <p>After the secretary tells you who you should talk to, ask them if you may talk with that person.</p> | |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will know the rolls of each of the faculty members. They will also be able to contact the school with questions or concerns about their children.

| Vocabulary | Grammar |
|--|--|
| assist, v. problem, n. concern, n. answer the phone, v. sick, adj. tardy, adj. late, adj. absent, adj. | Verbs: simple past tense (My son <i>missed</i> school) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You are the school secretary. A parent calls you with a concern. Listen to the concern and direct the parent to the correct faculty member.</p> <p>Student B: You are a parent with a concern about your child. Call the school secretary and express in detail the concern that you have. Choose a concern from the following:</p> <p>Your child was sick. You would like to know how good your child's attendance is.</p> <p>After you have explained your concern, find out who the best school faculty member is to speak with</p> | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to compare the relationship between parents and faculty and parents with that of their native country.

| Vocabulary | Grammar |
|---|---|
| relationship, n. responsibility, n. interact, v. expect, v. excuse (an absence), v. | Adjectives: comparative adjectives (Our school system is <i>more efficient</i> than...) |

Suggested Assessment

Start a discussion with your students about what they have observed concerning faculty and parent interaction in America. Ask them then how what they have observed compares with what they experienced in their own native countries. Make sure that each person has an opportunity to speak.

Topic #3 Discussing a Child's Progress

Background

Several times a school year, depending on the school or teacher, parents receive a report card or progress report. These things let parents know about the progress of their children. Report cards from different schools vary in their design and layout. However, they all share the same purpose: showing teachers' evaluations of students. Parents must be able to read their children's report cards if they are to adequately help their children.

Once parents know how their children are performing, they are free to contact teachers with concerns. Parents are often invited to attend what is called a parent teacher conference. In a parent teacher conference, parents are welcome to ask teachers specific questions about how their children are doing, whether academically or socially. Teachers use these conferences as an opportunity to discuss things with parents that each of them might be able to do to help the children.

Sometimes, parents may wish only to write a simple note to teachers expressing their concerns. In this case, parents may wish to know some of the basic rules of American writing. For example, things like the date, the parent's name and phone number, a form of address, the parent's signature, and a salutation should all be included in a note. Also, it is advantageous to know a few useful words that are common when talking about concerns.

Once parents know about some of teachers' concerns, they are expected to help their children and be a part of the solution. This expectation is sometimes very different from what is expected in many other cultures around the world in which school is viewed as something outside from family life. Parents with children in an American school benefit greatly from understanding these cultural differences.

For more information, see the following websites:

<http://www.nea.org/parents/ptconf.html>

http://www.associatedcontent.com/article/80771/parent_teacher_conferences_are_important.html

Beginning Level Objectives

Students will be able to read and understand a report card. They will also be able to schedule a parent teacher conference with their children's teachers.

| Vocabulary | Grammar |
|--|--|
| outstanding, adj. excellent, adj. good, adj. satisfactory, adj. needs improvement, v. unsatisfactory, adj. meet, v. grade, n. math, n. science, n. reading, n. writing, n. physical education, n. music, n. | Telling time (I have time tomorrow at 6:15.) |
| Suggested Assessment | |
| First, give your students a simulated report card (see binder). Ask the students how they feel the child is performing and why. If students are concerned about any aspect of the child's performance, ask them what they should do. Have students call their child's teacher and decide on a time when they can meet. | |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able write a note to their children's teachers, listing their concerns or questions.

| Vocabulary | Grammar |
|--|---|
| concern, n. question, n. behavior, n. sincerely, adv. dear, adj. respectfully, adv. sick, adj. tardy, adj. | Word order: wh- questions (<i>Why</i> is my son...?) |
| Suggested Assessment | |
| Give the students a simulated report card with a poor performance by the child (binder). Have the students write to their child's teacher expressing their concerns. | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to give their children constructive feedback on their academic performance.

| Vocabulary | Grammar |
|---|---|
| well, adv. feedback, n. poorly, adv. effectively, adv. efficiently, adv. diligently, adv. | Adverbs (You study very <i>diligently</i> , but...) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You are a high school student who is struggling in school. Your grades are not that good. Express to your parent why school is difficult for you.</p> <p>Student B: You are a parent of a high school student. Your child is not doing well, and you wish to encourage him/her. Listen to your child and give him/her constructive feedback based on his/her academic performance.</p> | |

Topic #4 Reading Together

Background

Studies show that children who are read to at an early age benefit greatly in their literacy skills. These children gain a large advantage over their classmates who were not read to during their early years. For this reason, American schools strongly encourage parents to read to their children often, both before and after children start to learn how to read.

Although people who are only beginning to learn English cannot do much with their language skills, they can at least learn to read basic books for their children. In this way, they do their children a great deal of service. It should be noted though, that parents help their children considerably reading to them in *any* language. Children's literacy skills in English and their parent's native language will both benefit.

There are simple things that parents can do to help their children improve literacy skills. For example, parents can point out the author and illustrator of the book and talk about what those people do. This act can increase children's curiosity. Also, parents can talk about their own favorite books with children and be an example of an enthusiastic reader.

In particular, prediction activities are effective when preparing a child to read a book. Parents can look at the illustration on the front cover and ask children what they think the book is about. This awakens children's background knowledge so that they are prepared with vocabulary words that they will probably see and read in the book. Parents can also ask children in the middle of a story what is going to happen next.

After reading a book, parents and children can talk about what they read to increase the enthusiasm for reading books.

For more information, see the following websites:

<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=307148>

http://www.pueblo.gsa.gov/cic_text/family/child-read/together.htm

<http://literacy.kent.edu/Midwest/FamilyLit/>

Beginning Level Objectives

Students will be able to read a short children's book out loud with intelligible pronunciation.

| Vocabulary | Grammar |
|---|----------------------|
| out loud, adv. aloud, adv. clearly, adv. together, adv. pronunciation, n. | No grammar objective |

| |
|--|
| Suggested Assessment |
| Give each student the same book (class sets can be found in the SASC) and assign students to partnerships. Have students read to each other. As they read, listen for clear pronunciation. |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able to identify the author and illustrator of the book they are reading. They will also be able to talk about their own favorite book. (This book doesn't need to be a children's book.)

| | |
|--|--|
| Vocabulary | Grammar |
| author, n. illustrator, n. illustration, n. picture, n. | Wh- words: <i>who</i> (<i>Who</i> wrote the book?), <i>which</i> (<i>Which</i> name is the author's?) |
| Suggested Assessment | |
| Tell students that they are in a book group. Together, they must decide on a book that they would like to read together. In order to do so, they must exchange summaries of the books and the authors' names (illustrators' names only if applicable). You can also assign the students to decide on a children's book that they would recommend to a friend who is looking for such a book. They can look through a pile of books to decide on the most interesting looking book. | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to prepare their children for the book they are about to read together with prediction activities. After reading the book, they will be able to discuss the book with their children.

| | |
|---|---|
| Vocabulary | Grammar |
| think (expressing opinion), v. predict, v. prediction, n. (book) cover, n. | Future tense: <i>will, be going to</i> (What do you think <i>is going to</i> happen?) |

| |
|----------------------|
| Suggested Assessment |
|----------------------|

| |
|---|
| Give the students books with interesting looking covers and ask them for examples of fun prediction questions that they can ask children. After reading a short story together, ask students to get in groups and write down prediction questions that students can ask in the middle of the story. |
|---|

Topic #5 Beyond Reading Children's Literature

Background

As parents help their children to read, it is very good for parents to look for multiple opportunities to exercise reading skills. Even beginning English language learners can participate in this activity.

For example, beginners can point out street signs or other signs found in the city and ask their children what the signs mean. These parents can also ask their children to spell simple words or spell the words they see and reward them when they are correct.

Other opportunities to read that parents can point out to their children include magazines, newspapers, menus, signs in a museum, or pamphlets. When children recognize the opportunities all around them, they will more likely take the time to practice their reading skills.

Giving more detail about how a certain item can be read can help children. For example, parents can take newspapers and show children all the parts of a newspaper and their functions. Parents can encourage children by sharing with them their favorite part in the newspaper to read and why.

For more information, see the following websites:

<http://www.rif.org/parents/tips/tip.aspx?View=13>

<http://www.libraryinstruction.com/child.html>

Beginning Level Objectives

Students will be able to ask their children what different street or shop signs say. They will also be able to ask their children to spell different words and check if their children are correct.

| Vocabulary | Grammar |
|---|---|
| sign, v. spell, v. correct, adj. incorrect, adj. | Wh- words: <i>how</i> (<i>How</i> do you spell...? <i>How</i> do you say...?) |
| Suggested Assessment | |
| Divide the students in teams and hold a spelling bee. Let the students lead the bee so that they are asking each other how to spell words. You can choose which words to use by looking over words you have taught your students during the course of this semester. You may also have students write words they know on the board (They can use words that they have seen on signs) and have them ask other students how to say those words correctly. | |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able to discuss and point out the many different opportunities to read (magazines, newspapers, menus, advertisements, etc.).

| Vocabulary | Grammar |
|---|--|
| newspaper, n. menu, n. magazine, n. advertisement, n. opportunity, n. practice, n. | Count nouns: <i>many/a lot of</i> (There are <i>a lot of</i> opportunities to read. A newspaper has <i>many</i> articles.) |
| Suggested Assessment | |
| Put students in pairs. Ask each pair to write down as many materials for reading as they can think of. Ask them to write down the type of material, its function, and where to find it. Then have them report to the class what they were able to think of. | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to describe the purposes of different sections in a newspaper. They will also be able to talk about what part of the newspaper they like to read most.

| Vocabulary | Grammar |
|--|----------------------|
| (newspaper) cover, n. front page, n. headline, n. article, n. section, n. world, n. nation, n. politics, n. business, n. sports, n. entertainment, n. weather, n. letters to the editor Associated Press (AP) | No grammar objective |

Suggested Assessment

Assign two students the following role play and listen for each student's ability to complete the objectives:

Student A: You have recently decided that you would like to make a habit of reading the newspaper. However, you are not very familiar with newspapers. Ask your friend to tell you how you should approach reading the newspaper.

Student B: Your friend has just decided to start making a daily habit of reading the newspaper. However, he/she is not familiar with newspapers. Guide your friend through a newspaper and show him/her the many sections of the newspaper. Also, tell your friend what part of the newspaper you like to read most and why.

Topic #6 Preserving Culture through Storytelling

Background

Some immigrant parents in the U.S. feel that their culture is threatened if they encourage their children to learn English and read English books. For this reason, it is very important that parents receive encouragement to share their culture with their children. By doing this, parents will not feel as threatened that their children will forget important cultural (and maybe family) traditions.

Something parents can do to preserve their culture in their family is to share some basic family history stories with their children. They can help make their children proud of their cultural background and enable children to talk about where they or their ancestors are from. Parents can also talk about traditions that are important to their culture. This will make it more likely that children will want to carry on with those traditions.

Many cultures have a wealth of cultural stories to share. Often, these stories are difficult to pass on from one generation to the next because of language issues. Storytelling is an important skill to learn for parents. Storytelling also encourages an increase in literacy skills.

For more information, see the following websites:

http://www.findarticles.com/p/articles/mi_m1264/is_10_32/ai_94044131

<http://www.storynet-advocacy.org/news/times-uk-3-3-2005.shtml>

<http://www.storynet-advocacy.org/news/chadron-record-3-9-2005.shtml>

Beginning Level Objectives

Students will be able to tell their children about their family history and convey a sense of pride in their culture.

| Vocabulary | Grammar |
|--|---|
| ancestor, n. grandparent, n. great-grandparent, n. descendent, n. culture, n. speak, v. | Verbs: simple past (Your grandparents <i>came</i> here from Poland. They spoke Polish.) |

| |
|--|
| Suggested Assessment |
| Assign two students the following role play and listen for each student's ability to complete the objectives: |
| Student A: You have a friend from another culture, and you would like to learn more about your friend's cultural background. Ask your friend about his/her ancestors. What were their names? Where did they come live? When did they live? |
| Student B: Your friend would like to know more about your ancestors. Tell your friend about what their names were, where they came from, and when they lived. |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able to talk about their cultures' most important traditions.

| | |
|---|--|
| Vocabulary | Grammar |
| tradition, n. holiday, n. celebrate, v. | Verbs: simple present - expressing repeated occurrence or habit (We <i>celebrate</i> our nations independence day on...) |
| Suggested Assessment | |
| Have each student choose one tradition from his/her culture. Let each student take turns talking about the tradition. | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to tell their children stories from their culture (either true or legendary) in the English language.

| | |
|---|--|
| Vocabulary | Grammar |
| folktale, n. legend, n. | Verbs: past progressive - to indicate a continuous action that is happening in a story |
| Suggested Assessment | |
| Put students in pairs. Have students tell stories to each other from their cultures. Listen for the students' abilities to communicate their stories. | |

Topic #7 The Library

Background

Children have a great advantage in school when they know how to access the public library. However, this skill requires some guidance. Parents can have a great impact on their children by helping them have exposure to the local public library.

The first step in enjoying the benefits of the library is obtaining a library card. Parents can help their children do this and also get a library card for themselves. The process of obtaining a card is different for every library but the same basic procedures usually exist (i.e. presenting a form of identification, getting an adult signature if you are a child).

The parents can also explain how the library works so that the children know that they are supposed to return the books they have checked out by a specified date. Basic instruction on how to check out a book is needed. It is easier to find interesting books when parents and children understand how to search by author, subject, or title.

The library is a great place to research. Parents can help their children do schoolwork by teaching their children what do in the library. For example, parents can show their children how to use an index. They can also encourage their children to ask the librarian when they have questions.

For more information, see the following websites:

<http://www.whitehouse.gov/firstlady/initiatives/teachingchildren.html>

http://www.brooklynpubliclibrary.org/borrowing_materials.jsp

Beginning Level Objectives

Students will be able to locate the local library. They will also be able to get a library card for them and their children.

| Vocabulary | Grammar |
|---|---|
| address, n. library, n. library card, n. sign, v. identification, n. librarian, n. | Please (Can you <i>please</i> give me the address for the library?) |

| Suggested Assessment |
|---|
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You would like to get a library card for yourself and your child. Ask the librarian what to do to obtain a card.</p> <p>Student B: You are a librarian. You must help the parent get a card for himself/herself and her child.</p> |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able explain the rules of a library and search for books by author, subject, or title and check books out from the library.

| Vocabulary | Grammar |
|--|---|
| search, v. author, n. subject, n. title, n. check out, v. return, v. call number, n. | Modal verbs: <i>can</i> (You <i>can</i> find a book you want by using the author, subject, or title.) |
| Suggested Assessment | |
| <p>Assign two students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You would like to find a book you are looking for. Ask the librarian how to find the book. You would also like to understand the rules for checking out a book. Ask the librarian what the rules are.</p> <p>Student B: You are a librarian. Explain how to find a book at the library using the author, subject, or title. Also, explain the rules for checking books out.</p> | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to tell their children about the advantages of using the library as a place for research and show them how to use an index.

| | |
|--|--|
| Vocabulary | Grammar |
| index, n. research, n./v. | Modal verb: <i>should</i> (You <i>should</i> use the library to research.) |
| Suggested Assessment | |
| Put students in pairs. Have students explain to each other the advantages of using the library to do research. Also, give students books with indexes. Assign students a word that is in the index of the book you have given them. Then let them research the word to see what they can learn. After that, have students report to their partners what they have learned. | |

Topic #8 Missing School

Background

When children miss school, it is essential that channels of communication be open between parents and the school. When those channels are open and the parents are involved in the attendance of the students, then students will have a greater chance to improve their academic performance.

Parents usually need to contact the school secretary when their children are absent. Calling people on the phone is often a difficult task for non-native English speakers. Parents may also write a note to explain the absence. Notes should include the date, the parent's name and phone number, a form of address, a salutation, the reason for the absence, and the signature of the parent.

Parents should also make sure that their children make up the homework that they missed during their absence. Parents can either ask their children to find out what homework they missed, or they can call the children's teachers to find out. Because some children often have more than one teacher, it is important for parents to be familiar with their children's school schedules. They can do this by asking the school secretary.

Attendance is very important in U.S. schools. Parents need to make wise choices about when to keep their children home. Parents can greatly benefit from being able to exchange ideas with each other about this topic or if their children have problems attending classes.

For more information, see the following websites:

http://www.keepkidshealthy.com/schoolage/school_avoidance.html

<http://ojrms.ojrds.com/guidance/index.asp?page=1033>

Beginning Level Objectives

Students will be able to explain in a phone call or letter the cause of their children's absence.

| Vocabulary | Grammar |
|--|--|
| absent, adj. miss (school), v. sick, adj. ill, adj. call (on the phone), v. dear, adj. sincerely, adv. | Wh- words: <i>why</i> (<i>Why</i> did your daughter miss school?) <i>Because</i> (She was absent <i>because</i> she was sick.) |
| Suggested Assessment | |
| Have students write letters to their children's teachers to explain why their children were absent. | |

Intermediate Level Objectives

In addition to *beginning* level objectives, students will be able to they will be able to use their children's class schedule to determine what classes their children missed. They will then be able to request the homework that their children missed while not at school.

| Vocabulary | Grammar |
|--|--|
| request, n./v. class schedule, n. history, n. English, n. math, n. science, n. music, n. | Count and non-count words: <i>much/many</i> (How <i>many</i> assignments...? How <i>much</i> homework...?) |
| Suggested Assessment | |
| <p>Assign three students the following role play and listen for each student's ability to complete the objectives:</p> <p>Student A: You would like to find out from the school secretary what classes your child missed in school. After you have contacted the secretary and found the information you needed, contact one of the teachers and ask the teacher what homework your child has missed.</p> <p>Student B: You are a school secretary. A parent will call you to find out his/her child's class schedule. Tell the parent the name of each class, the teacher of each class, and the telephone number of each teacher.</p> <p>Student C: You are a teacher. A parent calls you to find out what his/her child missed in school. Tell the parent what homework that child needs to do in order to catch up in the class you teach.</p> | |

Advanced Level Objectives

In addition to *intermediate* level objectives, students will be able to express how they feel about their children missing school. They will be able to discuss when it is okay for their children to miss school.

| | |
|---|---|
| Vocabulary | Grammar |
| advice, n. suggest, v. suggestion, n. | Present real conditional (<i>If</i> your child is really sick, <i>then</i> staying home is okay.) future real conditional (<i>If</i> you punish your son too severely, then he <i>will</i> probably not do his homework) |
| Suggested Assessment | |
| Hold a class discussion. Ask the class when it is okay for children to miss school. Also, ask the class how to encourage children to attend school as often as possible. Ask each member of the class to contribute to the discussion and encourage students to use the present real conditional. | |

Lesson Plan Examples

Figures 1 and 2 are examples of lesson plans created by two of the teachers. The names of the teachers have been omitted for the purpose of confidentiality. The first plan in Figure 1 was made by a teacher who taught class C. The students in this class were beginning level students. The goal of this lesson was to teach students to write letters to their children's school after their children had missed a day at school. This lesson is for the eighth topic about missing school. This lesson plan is followed by a worksheet the teacher used together with the lesson plan.

The second lesson plan in Figure 2 was made by a teacher in class F. The students in class F were intermediate level English learners. The goal of this lesson was to teach students the different roles of school faculty members. This lesson is for the second topic about school faculty and staff.

By showing how teachers' lesson plans varied, these two lesson plans illustrate the general nature and flexibility of the curriculum. Teachers starting from the same curriculum could develop lesson plans that were uniquely suited to their teaching styles and their students' interests and needs.

Beginning C Class Winter 2007 Lesson Plan#2**Instructor:****Date:** February 8, 4:25pm-5:00pm**Classroom:** Room 205

Class Description: The class is a high beginning class consists of 15-24 students. Most of the students have Spanish as their L1 and there are 7 students from Asia. Most of the students have children. This week, for reading and writing instructions, we have talked about schools in America. We have also practiced reading strategies (predicting, scanning, and summarizing). In this part of the lesson today, we will discuss how to write a letter to teachers if their children (or they) are going to miss school. We will also review reading strategies.

Topic: Missing School.

Terminal Objective: Students will be able to explain in a letter the cause of their children's (or their) absence.

Enabling Objectives:

1. Students will be able to use the following reading strategies: predicting, scanning, and summarizing.
2. Students will be able to point out elements in a letter.
3. Students will be able to write a short letter explaining their children's (or their) absence.

Materials:

1. Reading passage.
2. Worksheet.
3. Example of a letter to the teacher. (Transparency.)

Lesson Procedure:

| Time allotted | Activity | Materials |
|----------------------|--|--------------------|
| 3 minutes | <p>1. Pre-reading: Ask students what they should do when they receive the article. Then remind them that they need to look at the title and picture prompt first then predict what the article will be about. Ask them to predict what the article is about.</p> | |
| 5 minutes | <p>2. Reading:</p> <p>a) Ask students to quickly read the article (1 minute) without looking up in the dictionary. Then, ask the following questions:</p> <ul style="list-style-type: none"> i. Why can't Dericia go to school today? ii. What symptoms does she have? iii. What does Mrs. Zaghawa ask the teacher for help? <p>b) Ask if there are any words that they don't know. Explain those words.</p> | 1. Reading passage |
| 10 minutes | <p>3. Discussions:</p> <p>a) Ask them to read it again and discuss the questions after the reading.</p> <p>b) Ask them to point out what elements there are in a letter.</p> <p>c) Use the transparency to point out elements in a letter: Date, short greeting, address the receiver, main body of the letter (reason for missing school), signature, address and phone number.</p> | 2. Transparency |
| 10 minutes | <p>4. Writing: Ask students to write a letter to the teacher explaining their children's (or their) absence. It's ok that they copy from the reading.</p> | 3. Worksheet |
| 2 minutes | <p>5. Assessment: Ask a couple of students to read what they have written.</p> | |

Dericia is Sick Today



March 20, 2006

Dear Miss Helen,

I am sorry to tell you that Dericia is sick today. She has a fever. She is also coughing. The doctor suggested that she stay at home for a couple of days. I am sorry that she will miss school today.

She does not want to miss her homework. Can you give her a call and tell her what her homework is?

Thank you very much.

Sincerely,

Dafina Zaghawa

(123)987-6543

576 Brook Ave.,

Apple Grove, MN 56789

1. Do you think that being sick is a good reason to miss school?
2. What are some of the reasons kids (or you) don't want to go to school?
3. What are some of the excuses kids (or you) make up to skip school?

Worksheet

Name:

Writing exercise:

Write a letter to the teacher and explain why your children (or you) will miss school.

Don't forget:

1. The date.
2. The receiver's name.
3. Explanation. (Reasons for missing school.)
4. Anything else.
5. Your signature.
6. Your address and phone number.

Figure 1

Lesson Plan for Class C Lesson.

Lesson #2: Faculty, Staff, and Pronunciation

Class Level: Intermediate High

Date: February 6, 2007

Students: There are 27 intermediate students, ranging from age 17 to 50s. In the previous lessons we've reviewed the regular and irregular simple past tense – because the students needed and requested it.

Goal – This class's goal is to enable students to become independent in their study of English. Secondly, we want to give them opportunities to practice English in ordinary daily tasks. Lastly we want to practice their reading, writing, listening, and speaking skills.

Objective –

Enabling: Today's objectives are that students will be recognize content words and associate that with spoken stress. It is also to have students produce stress appropriately when reading aloud. It is also to have students read about the difference between faculty and staff. The teacher will have students demonstrate mastery of these roles through oral assessment.

Terminal: Students can use stress appropriately when reading and demonstrate mastery of about the roles of faculty and staff through oral assessment.

5 min. **Question of the day** – Welcome the class. Take roll. Ask for cultural or pronunciation doubts encountered recently.

2 min. **Review 1.** -- check homework – did they read at home 10 min using strategies taught yesterday?

5 min Review 2 -- Have students explain to a partner the characteristics of 5 types of schools taught yesterday and the different levels of education.

10 min. Review 3. – Go over the cards today from yesterday. Check mastery in a circle through oral explanation.

10 min. **Presentation** – present pronunciation lesson. First the teacher will explain the difference in parts of speech.

Application activities

5 min. Students will identify these in a written exercise.

5 min. Teacher will explain that the content words carry stress. Teacher and class will repeat these sentences working on cadence.

5 min. Teacher will also lead a discussion on who are faculty and staff

5+ min. Students will predict stressed words in a written article on faculty/staff

10 min. Oral listening and checking (assessment)

Movie: Charlie Brown

5 min. Schema building activity – explain cultural phenomena of school bus, brown bag lunch, lockers, show and tell, etc.

6 min. Watching DVD. Ask students to listen to the stress the characters use.

8 min. Discussion with intonation in groups.

5 min. Assessment: what did you learn today? Oral discussion.

10 min. Journal writing – encourage students to write in the past tense.

2 min. **Homework** – free reading at home.

Back up – 10 min. Role play of hiring staff members and their responsibilities.

Figure 2

Lesson Plan for Class F Lesson.

Materials Binder Examples

Figures 3, 4, and 5 are example of resources I placed in the materials binder. Each of these examples provided extra material for teachers so that they could gain more background information about whatever topic they were teaching. They could also use these materials for handouts for ESL students to read.

Figure 3, a web article from USA Study Guide (2002-2006), provides more information about the first topic about the U.S. educational system. Figure 4, a web article from the National Education Association (2002-2006), gives teachers more resources discussing how to make parent-teacher conferences more useful. This theme is good for the third topic about discussing a child's progress. Finally, Figure 5, a web article from Parents as Teachers National Center (2005), recommends things that parents

can do with their children to encourage children to read more. This information can help teachers to teach the fourth topic about reading together.

The screenshot shows the USA Study Guide website. The header includes the site logo and navigation links. A sidebar on the left lists various educational levels and topics. The main content area features logos for several universities and colleges, followed by a section titled 'American Education System' with introductory text and links to more detailed information.

USA Study Guide
The international student guide to education and study in the USA

Home | Search | Contents | About Us | Message Board | Contact Us | Promote Your School

Search US Schools | Why the USA | **School System** | Financing
Admissions | Immigration | Life in the USA | For Parents

Overview
High school
Access to college
Unit system
Accreditation
Liberal arts
Associate degree
Bachelor's degree
Master's and PhD

American Education System: Understanding the American education system

University of Phoenix, DeVry University, Colorado Technical University, American Intercontinental University, International Academy of Design & Technology

American Education System

[Clinical Psych Colleges](#)
Complete Directory Of U.S. Clinical U.S. Clinical Psychology Programs.
AllPsychologySchools.com

[Education Master's Degree](#)
Earn a Master's or Doctorate in Education online & be a teacher!
www.usonlinedegrees.com

Ads by Google

Do you find the American education system to be confusing and different from the education system in your own country? Do you want to attend a university in the USA? A USA high school? A USA graduate school? The American education system offers international students the most diverse set of education options in the world. In fact, an international student who elects to take advantage of the American education system can pursue anything from nuclear science to film and dance. American education possibilities are almost endless!

The American education system requires that students complete 12 years of primary and secondary education prior to attending university or college. This may be accomplished either at public (or government-operated) schools, or at private schools. These 12 years of schooling (or their equivalent) may also be completed outside the USA, thus giving foreign students the opportunity to pursue the benefits of the American education system and obtain a quality American education. Perhaps one of the most impressive facts is the large number of presidents, prime ministers and leaders from other countries who have experienced the American education system and graduated from a university or school in the USA. In many fields and industries, the American education system offers the most cutting-edge, sought-after programs at the world's best schools. That is why graduating from an accredited American school and being exposed to the rigors of the American education system is an investment in your future.

Whether you want to study at a top USA university, a top USA college, or at a USA ESL, vocational or high school, a thorough understanding of how the American education system works is essential. Without a clear grasp of the American education system, an international student will find it difficult to make the right academic choices. The information provided in the [Overview of the American education system](#) section will help you develop that understanding. You can also search our [list of top universities, colleges, community colleges, graduate schools, and boys and girls boarding schools in the American education system](#). It is no surprise that the American education system and the American school system hosts more international students than any other country in the world!

You can learn more about specific areas of the American education system and the American school system (high school, access to college, the USA unit system, school accreditation, liberal arts education, associate degrees, bachelors degrees, masters and PhD degrees) by clicking on the links on the left of this page. The American education system offers students the widest study options in the world!

What some people are saying about the American education system:

"The American education system offers international students the widest choice of study options. Just think of all of the products, services, and processes invented in the USA! This innovation is the result of the American education system which allows a student to study so many different fields. I am so glad I chose to study in the USA and obtain an American education."
-Diann Manjulika-
Former international student

[Find The Right School](#)
Using this comprehensive guide to accredited schools and more.
www.FindTheRightSchool.com

[College Grants](#)
Scholarships, Grants, Financial Aid. Get instant access to free aid
www.MyFreeDegree.com

<http://www.usastudyguide.com/usaeducationsystem.htm>

Figure 3

Web Article from USA Study Guide.

The screenshot shows the NEA website's 'Parents & Community' section. The header includes the NEA logo and the tagline 'GREAT PUBLIC SCHOOLS FOR EVERY CHILD PARENTS & COMMUNITY'. A search bar is located at the top left. A navigation menu on the left lists various categories, with 'Help for Parents' selected. The main content area features a title 'How To Make Parent-Teacher Conferences Work for Your Child' and an introductory paragraph. Below this, there are three promotional banners: 'NEA Student Program', 'Closing the Achievement Gaps', and 'Join NEA'. The main text is organized into sections: 'Here Are Some Things To Keep in Mind' with a bulleted list of tips, and 'Getting Ready' with paragraphs of advice and a final bulleted list of things to note before the conference.

nea NATIONAL EDUCATION ASSOCIATION

GREAT PUBLIC SCHOOLS FOR EVERY CHILD
PARENTS & COMMUNITY

Search This Site

[Help For Parents](#) | [NEA Resources](#) | [NEA/PTA Parent Guides](#) | [Other Resources](#)

Home

Members & Educators

Parents & Community

> **Help for Parents** <-

> Minority Community Outreach

Issues in Education >

Legislative Action Center

Press Center

Special Events >

NEA STUDENT PROGRAM
JOIN TODAY!

Closing the Achievement Gaps

Join nea

How To Make Parent-Teacher Conferences Work for Your Child

You've been asked to attend a regularly scheduled "report card" conference with your child's teacher. Or you've gotten a special note from your child's teacher asking to see you. In either case, you might be a little nervous.

Well, relax. Teachers don't want to put parents on the spot. They just like to meet with parents from time to time to discuss how to help students do their best in school.

All children learn in different ways. They have their own individual personalities, and their own listening and work habits. To help their students learn new knowledge and skills, teachers must know as much as they can about each child's likes and dislikes. No one knows more about these things than you, the parents. And no one has more influence over your children than you.

That's why teachers need your help to do a first-class job. Working together, you and the teacher can help your child have a successful school year.

Here Are Some Things To Keep in Mind

- Start the conference right: be there on time, and plan not to run over the amount of time that has been set aside, usually about 40 minutes.
- If you are a working parent who can't arrange to meet during regular hours, make this clear to the teacher and try to set up a time to meet that is good for both of you.
- The best conferences are those in which both teachers and parents stay calm and try hard to work together for one purpose and one purpose only: to help your child do well. Arguing, or blaming each other for problems your child is having, helps no one.

Getting Ready

Each teacher will probably come prepared with samples of your children's work and with ideas to help them do even better in school. You should get ready for each conference, too.

Talk to your children before the conference. Find out what they think are their best subjects, and what subjects they like the least. Find out why. Also, ask your children if there is anything they would like you to talk about with their teachers. Make sure your children don't worry about the meeting. Help them understand that you and their teacher(s) are meeting together in order to help them.

Before you go to the school, write notes to yourself about:

- things about your child's life at home, personality, problems, habits, and hobbies you feel it's important for the teacher to know

<http://www.nea.org/parents/ptconf.html>

Figure 4

Web Article from the National Education Association.

The screenshot shows the homepage of the Parents as Teachers National Center. The header features the organization's logo and name, along with a login link for portal users. Below the header are two main navigation buttons: 'PARENTS' and 'PROFESSIONALS', both with 'ENTER' buttons. A secondary navigation bar includes links for 'ABOUT US', 'eSTORE', 'CELEBRATION GIFTS', and 'PUBLIC POLICY', along with a search bar. The main content area displays a breadcrumb trail: 'Home > For Parents > Parenting Tips > Reading together to build early literacy'. Below this, there are links for 'PRINTABLE VERSION' and 'EMAIL TO A FRIEND'. The article title is 'Reading together to build early literacy'. The text discusses the importance of reading to children from birth, highlighting early stages, toddler years, and preschool. A sidebar on the left lists various parenting tips, including 'Look who's listening to you!', 'Helping your child learn self-regulation through play', and 'Reading together to build early literacy'.

<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=307148>

Figure 5

Web Article from Parents as Teachers National Center.

After the family literacy curriculum was completed, it was ready to be implemented by the community ESL class teachers. In this next chapter, I will describe observations of the classes in which the curriculum was used.

CHAPTER 6

IMPLEMENTING THE CURRICULUM

This chapter will describe how the curriculum was used in the community ESL course. First, I will give a brief explanation of the TTTC and community ESL class schedule. Then I will give my own observations of how the curriculum was implemented by teachers. I will also include the observations of a few interns and coordinating teachers who observed classes as part of the TTTC program. Finally, I will include a few stories that teachers shared with me in follow-up interviews about what happened in classes.

TTTC and ESL Course Schedule

Table 5 outlines the semester of the TTTC program and community ESL course. The evaluation of the curriculum mentioned on the calendar is discussed in the next chapter.

Table 5

Calendar of Curriculum Implementation

| Date | TTTC and ESL course events | Curriculum piloting events |
|---------------|---|--|
| January 9 | Teachers begin receiving training | |
| January 10-18 | TTTC Interns do OPIs with ESL students to determine level placement | ESL Students take first student survey about how many children they have and sign consent forms to participate in teaching of family literacy curriculum |

| | | |
|---------------------|---|---|
| January 16 | | Teachers receive family literacy curriculum and are instructed in how to use it. Teachers also take first teacher survey and sign consent forms to participate in curriculum implementation |
| January 22 | Teachers start teaching community ESL courses | |
| January 22-25 | Teachers do needs analysis with ESL students and interview students to make sure they have been placed in the appropriate level | |
| February 5-15 | | Teachers implement family literacy curriculum in their classes. Teachers record their impressions of the curriculum in their weekly reports |
| February 19-22 | | Teachers administer final student survey to ESL students to find out what students felt about the curriculum |
| February 19-April 6 | | Teachers take final teacher survey about what they feel about the curriculum. They also participate in an interview asking about the curriculum |
| February 26 | Teachers are reassigned to teach another class within the same community ESL program | |
| April 6 | TTTC and community ESL classes end | |

Community ESL classes last for a period of three months. During the Winter 2007 semester, classes started January 22, 2007 and ended April 6, running a total of ten weeks. (One week is not counted due to a weeklong vacation from the course due to an international TESOL conference that is attended by many teachers.) Classes are taught at

BYU's English Language Center and are only held four days a week: Monday through Thursday. They begin each day at 4:15 p.m. and end at 5:45 p.m.

The teachers use the first week of class as an opportunity to familiarize themselves with their students and their students' level of English proficiency. If teachers feel that their students are either too advanced or not advanced enough for their level, the teachers may move them the following week to another level accordingly.

I was given permission to implement the curriculum during the third and fourth weeks of class (February 5-15). The reasoning behind this decision to implement the curriculum earlier rather than later was that teachers' schedules tended to become more stressful as the semester progressed, and it would be inadvisable to increase the teachers' amount of stress. Also, some of the objectives in some of the topics, such as introducing yourself to your child's teacher, were very basic. The beginning of classes would be a more ideal time for such objectives. It was also decided that teachers would not start teaching from the curriculum during those days until the final hour. This way, teachers still had the first half hour with which to greet students, check on homework assigned, and carry out their own personal goals with their classes.

As previously stated, there were five different levels of classes. Each of these new levels was assigned a letter, B, C, D, F, or G -- B being the beginners and G being the most advanced students. There were also three different levels of objectives to reach, beginning, intermediate, and advanced. I assigned classes B and C the beginning level objectives. Classes D and F were assigned the intermediate level objectives. Class G was the only class assigned the advanced level objectives.

I distributed the family literacy curriculum to teachers on January 16, 2007. I made myself available to them in case they had difficulties using the curriculum. Most of the teachers did end up taking time to walk through the curriculum with me.

In one case, one pair of teachers became particularly anxious about the curriculum. As the time drew nearer to when the curriculum would be implemented, the teachers realized that they had fallen behind on their class syllabus. They expressed that they wished to put off the curriculum until a later point. They also felt that even the beginning level objectives were too difficult for their students. Feeling that this would interfere with the timing of the curriculum and knowing that teachers would switch classes midway through the semester, I worked with the teachers to find a way for them to reach their own goals and mine. In the end, it turned out that they misunderstood the purpose of the curriculum. They felt that they needed to teach the content of the background information for each topic. However, I was only asking them to reach the objectives. Also, I reminded them that they had the first half hour of class to continue with their own objectives. This understanding alleviated their concerns a little and helped them to go on with implementing the curriculum, but this particular pair still continued to feel imposed upon. In the end, things that they said in my interview with them showed that they were still trying to teach content rather than trying to reach English language objectives.

Other pairs also came to me with questions about the curriculum, and I was able to explain how to apply the curriculum correctly in a way as to answer their concerns. As will be shown in the evaluation chapter of this report, these pairs who understood how to apply the curriculum tended to enjoy using it more. However, their coming to me meant

that either something about the instructions might have been unclear or they might not have read the instructions as thoroughly as they needed to.

Class Observations

During the time that teachers were using the curriculum, I observed community ESL classes every day. I divided my observations into twenty-minute slots each, thereby making myself able to observe three classes a day. I switched from class to class in the same order so as to make sure that I paid equal attention to each of the five classes. I also made sure that I was observing each class at different parts of the hour.

The teachers were free to choose the order in which they taught the eight topics. With each pair teaching the topics in a different order, my observations jumped from one topic to another quite randomly. In this section, I have ordered my observations according to the topics I happened to walk in on. In this way, different teachers' approaches to the same topic can be compared. This approach to reporting observations will also make it easier to keep track of what part of the curriculum I am reporting on.

Topic one observations. The first topic concerned the United States educational system. The objective for the beginning level was that students would be able to list different kinds of schools (i.e. elementary school, middle school, high school) and what grade levels attend each school. They would understand different grade levels (i.e. 1st, 2nd, etc.) and the typical ages of students in those grades. They would be able to talk about their children and what school they attend. The additional objective for the intermediate level was that students would be able to talk about a standard school year (i.e. when school begins and ends, when vacations occur). They would be able to explain the difference between the year-round schools, charter schools, and traditional schools.

They would also be able to compare these systems and express which system they prefer. The additional objective for the advanced level was that students would be able to describe the difference between teachers in elementary schools and teachers in middle and high schools. (Teachers in elementary schools teach all subjects, and teachers in middle and high schools teach one subject each.) Students would also be able to compare the U.S. school system to the system in their native countries.

In class B, students were learning ordinal numbers, enabling them to talk about the grade system (i.e. first grade, second grade, etc.). The teachers had written a chart on the board to show what age groups generally attend what grades in school. The teachers asked the students who had children, and then asked those who did not have children to imagine that they did have some. The students practiced a dialogue in which they explained what school their children attended. The teachers did pronunciation exercises by having the students repeat ordinal numbers after them. The teachers also handed out a sheet about making phone calls. This handout was part of previous objectives they had not finished. The handout explained how to ask for people over the phone. The teachers adapted the handout to the lesson about education and had students ask for people like a teacher or a principal. Students seemed neither negative nor excited about the lesson but merely did as they were asked.

When I visited class C, they were having a discussion about different cultures and the various kinds of school programs (i.e. year-round, charter) that they use. The teachers had handed out a short story about an immigrant family from Zimbabwe and the family's experience with the American educational system. On the back of the handout was a glossary of vocabulary used in the story. The class read words from this handout for

pronunciation practice. This handout demonstrated the teachers' willingness to add more effort to lesson planning than was minimally required. The mixture of the short reading and the conversation happening while I was observing also demonstrated that the teachers were using a four-skills approach to teaching the class. As the teachers taught, they showed that they had a solid understanding of the school system. It was interesting to note that neither was an American. The students were also very active, attentive, and involved.

To help their students complete the objectives for the first topic objectives, the teachers of level D drew a chart on the board that explained the difference between the different kinds of schools. When I came in, the students were discussing the different types in groups. Each group had a handout that represented one of the kinds of schools. The class discussed the advantages and disadvantages of each type of school. During this discussion, the teachers encouraged the students to use complete sentences so that they could assess their students' use of comparative adjectives. The students were engaged, but not as engaged as they were in class C. Towards the end of class, it looked as though the teachers had completed their objectives and were just trying to use up time with any activity they could think of.

Topic two observations. The second topic concerned school faculty and staff. The objective for the beginning level was that students would understand the relationship between parents and faculty members in American culture. They would be able to list the different kinds of faculty members (i.e. principals, secretaries, teachers) and know how to ask to speak with them. The additional objective for the intermediate level was that students would know the roles of each of the faculty members. They would also be able

to contact the school with questions or concerns about their children. The additional objective for the advanced level was that students would be able to compare the relationship between parents and faculty in the U.S. with such relationships in their native country.

In class B, teachers talked about the use of *be*. Then the teachers gave the students a handout that was a newsletter from a school to parents. For pronunciation practice, the teachers asked me to read sentences aloud and have students repeat after me. The teachers then asked students to ask about words that they didn't know. The students seemed to understand most of the newsletter. The teachers also used the newsletter to teach the difference between *Mr.*, *Mrs.*, and *Ms.* The teachers clarified how to use these titles to address teachers and not to use the words *teacher* or *professor* just by themselves. As teachers told jokes, the class laughed and enjoyed themselves. They looked very interested in the topic.

The class F teachers started their lesson by having students read the background information for the second topic. Students were asked to underline any nouns that they saw. The teachers then used the sentences in the background information to teach students which syllables to stress in speech. The teachers pointed out that stress usually falls on the verbs and nouns. After this activity, the teachers taught the content of the background information in a lecture style. The students did as asked and displayed neither approval or disapproval of what the teachers were teaching.

Class G received the lesson on the second topic with much more enthusiasm. The teachers had prepared a PowerPoint® presentation about school rules and punishment for disobedience to the rules. The students read each of the rules out loud, and then the

teachers engaged the students in a question-answer session. The questions had to do with whether the punishments were just. Students were very lively as they interacted with the teachers.

Topic three observations. The third topic concerned discussion of a child's personal progress between parents and teachers. The objective for the beginning level was that students would be able to read and understand a report card. They would also be able to schedule a parent teacher conference with their children's teachers. The additional objective for the intermediate level was that students would be able write a note to their children's teachers, listing their concerns or questions. The additional objective for the advanced level was that students would be able to give their children constructive feedback on their academic performance.

The teachers of class B started their class with an overhead which listed sicknesses commonly had by children. After rehearsing vocabulary, the class discussed the grading system in the U.S. The teachers gave the students a handout that described how to read a report card. The students compared the system with systems in their native countries. One student, a parent, shared the experience of her son coming home with an E. She did not seem at all embarrassed to share the experience. One of the teachers, in an effort to encourage this parent, shared the experience of her own struggle to get good grades due to her own non-native English speaking background. With persistence, she was finally able to perform well even at a university level. The parent seemed encouraged by this story.

The teachers in class C gave their students a parent-teacher dialogue. The students then went up in front of the class in pairs to perform this dialogue. The students were

involved as teachers corrected them on their pronunciation. The teachers also used this dialogue to teach students about modal verbs.

In class D, teachers handed out a dialogue of a parent-teacher conference in which the letters *b* and *v* were frequently used. Teachers had students go through the dialogue, find all of the words with *b* or *v* in them, and underline them. Then the teachers practiced pronunciation and distinguishing between the two letters with the students. The students gathered in circles to practice together while the teachers made their way through the classroom assisting those in need. After pronunciation practice, the teachers started to teach them how to construct yes-no questions correctly. I proceeded to the next class before seeing how this exercise was taught.

The class F students were very animated as they learned how to participate in a parent-teacher conference. First, the teachers and students talked about the difference between parent-teacher relationships in the U.S. and parent-teacher relationships in the students' native countries. Then half of the students were asked to play the role of parent while the other half played the role of teacher. Those who played parents were concerned about the performance of their children, and those who played teachers were concerned about the children's home life. At the end of class, teachers asked students to practice syllable stress for homework. I was not observing during the time that students learned about stress.

Topic four observations. The fourth topic concerned how to get parents and children to read together. The objective for the beginning level was that students would be able to read a short children's book out loud with intelligible pronunciation. The additional objective for the intermediate level was that students would be able to identify

the author and illustrator of the book they are reading. They would also be able to talk about their own favorite book. (This book doesn't need to be a children's book.) The additional objective for the advanced level was that students would be able to prepare their children for the book they are about to read together with prediction activities. After reading the book, they would be able to discuss the book with their children.

The teachers of class C took a simple approach to the objectives of the fourth topic. They brought a large pile of children's books to the class, set the books in the middle of the room, and then told students to select a book to read. As the teachers walked around helping the students read, there was a low buzz from the readers. Because I needed to leave the classroom, I was not able to find out what direction the teachers took this activity. The students, however, seemed interested.

The teachers in class G taught their students a lesson based on a handout for *The Three Little Pigs*. The students first made some predictions based on some pictures of the story. The teachers built students' background knowledge by teaching them vocabulary used in the story. Then the students read the story while filling in blanks with words that were given on the vocabulary sheet. After that, the teachers read the story out loud while the students shouted out what words they had completed the sentences with. The students were involved throughout the time I was observing. Before I left, the students started on a worksheet that explained the rules for using a comma. The students would teach each other these rules.

Topic five observations. The fifth topic concerned how to get parents to look for other opportunities outside of books for their children to read. The objective for the beginning level was that students would be able to ask their children what different street

or shop signs say. They would also be able to ask their children to spell different words and check if their children were correct. The additional objective for the intermediate level was that students would be able to discuss and point out the many different opportunities to read (magazines, newspapers, menus, advertisements, etc.). The additional objective for the advanced level was that students would be able to describe the purposes of different sections in a newspaper. They would also be able to talk about what part of the newspaper they liked to read most.

In class F, teachers used the overhead projector to do a picture show of different signs that people might see while driving around. A few of the signs were humorous and got students to laugh. The teachers also taught the students about emphasizing the noun and the verb when uttering sentences. I was not sure if this lesson was being given as a part of this topic or as something separate. Overall, this topic seemed less interesting to students than other topics taught.

Students in class G read through newspapers that they were given. Together with their teachers, they talked about the different parts of the newspaper and the purpose of those parts. Then the students did a role play in which one student was somebody who didn't read the news often and the other student was a more experienced reader who wanted to teach the first how to take advantage of the newspaper best. The students were very talkative throughout this activity. The teachers gave the students homework. The homework was to choose a reading activity from a list of family activities and write a paragraph about why they felt that was the best activity.

Topic six observations. The sixth topic concerned preserving culture through storytelling and genealogy. The objective for the beginning level was that students would

be able to tell their children about their family history and convey a sense of pride in their culture. The additional objective for the intermediate level was that students would be able to talk about their cultures' most important traditions. The additional objective for the advanced level was that students would be able to tell their children stories from their culture (either true or legendary) in the English language.

On the day that most of the teachers seemed to be teaching the sixth topic, we celebrated Valentine's Day. The teachers were creative though, and managed to fit the topic into the lesson.

In class C, students told holiday stories in keeping with the day being a holiday. They were very interested in each other's stories. After a Valentine's Day game, the class F teachers put their students in groups in which they shared cultural stories with each other. Like class C, these students enjoyed storytelling.

Class D did a story chain. Students would tell the story and take the story wherever they desired. When they wished to end their contribution, they said, "switch," and gave the story to another student. One teacher recorded the story on a computer, and this was projected onto a screen. The students then broke into groups and wrote a one-paragraph completion to the story.

Class B's approach was a little different. They focused on family relationships. The teachers gave the students a handout designed to help students to describe their own families. The teachers used this topic as an opportunity to teach possessive pronouns and using them to talk about relationships (my sister, his wife, etc.).

Topic seven observations. The seventh topic was about going to the library. The objective for the beginning level was that students would be able to locate the local

library. They would also be able to get a library card for them and their children. The additional objective for the intermediate level was that students would be able explain the rules of a library and search for books by author, subject, or title and check books out from the library. The additional objective for the advanced level was that students would be able to tell their children about the advantages of using the library as a place for research and show them how to use an index.

In class B, the teachers distributed a handout about the library. The teachers asked the students to repeat after them as they read from the handout. The purpose of one side of the handout was to get students to describe a picture of a scene at the library. The other side had useful phrases for obtaining a library card. The teachers chose to teach more about this topic on a later date, and I also observed that lesson. In this lesson, students filled out forms to get a library card and asked teachers questions when the students did not understand which information to provide. One student enthusiastically said that she was going to go to the library herself the next day to get a card.

The teachers of class D gave all of the students a handout about teaching children to use the public library. Students read the handout and circled all of the unknown words. The teachers then taught the students to use context to make guesses about the definitions of words. The students appeared to be engaged in the activity, but not really excited.

Topic eight observations. The eighth topic concerned what to do when a student misses school. The objective for the beginning level was that students would be able to explain in a phone call or letter the cause of their children's absence. The additional intermediate objective was that students would be able to use their children's class schedule to determine what classes their children missed. They would then be able to

request the homework that their children missed while not at school. The additional objective for the advanced level was that students would be able to express how they felt about their children missing school. They would be able to discuss when it was okay for their children to miss school.

I did not have many opportunities to observe teachers doing the eighth topic. This was in part due to the fact that teachers could pick when to teach each topic, and there was the chance that I would see less of one topic than of others. The teachers did however teach it. For example, in class G, the teachers had the students watch a clip from the movie *Anne of Green Gables*. In this scene, Anne dyed her hair because she did not like her natural hair. However, the dye accidentally turned her hair green. As a result, Anne missed school for some time after the incident. The teachers used this scene to demonstrate reasons why children miss school. The teachers did a PowerPoint® presentation about missing school, and the students were very involved. The presentation highlighted the need to write well when composing a letter to give to your child's teacher.

During the time that the curriculum was being taught, teachers also carried out class evaluations. This practice is customary in the TTTC program. Almost midway into the semester, teachers switch classes for the last half hour of class and interview students to find out what the students feel about how things are going in class so far. I had the opportunity to observe three classes during this time. What was most interesting to me was that none of these classes said anything about the family literacy classes, good or bad. One of the program supervisors also sat in on these evaluations and mentioned the same thing to me. Because of this silence on the topic, it seemed that these lessons were not sticking out as being particularly different from lessons taught before these two

weeks. Some comments made by teachers during the evaluation of the curriculum changed my understanding of this, but it is still worth observing that students did not voice any dissatisfaction with the classes during these class evaluations.

Other Supervisors' Observations

As part of the TTTC program, teachers are observed by interns and cooperating teachers, both of whom serve as a type of supervisor and mentor for the teachers. These supervisors happened by chance to be doing some of their observations on the same weeks as the implementation of the curriculum. I took advantage of the opportunity and sent these observers a simple and informal questionnaire. Of the ten I contacted, five of them responded to the following short survey:

1. How much did the students enjoy the lessons you observed?
2. Do you feel that the students were learning? Were the lessons effective and useful?
3. Did the teaching seem natural to you, or did it feel hindered by the objectives that the teachers had?
4. Is there anything else that you wish to tell me?

Unfortunately, I did not ask teachers to indicate the levels or teachers they observed. Therefore, it was not possible in all cases to isolate their observations to a specific class or teacher. However, in just a few cases, it was clear who the interns or cooperating teachers were talking about. It should be pointed out that the observers were not completely aware of what my project was about and had never seen the curriculum.

For the first question, two of the teachers said that the lessons they were observing seemed a little dry. One of them even replied that the students in level D did

not find much point in the report card reading exercise that they were doing. On the other hand, the other teachers said the students appeared to enjoy the lesson just fine or were having a very good time.

On the second question about the usefulness of the lesson, teachers generally felt that something was lacking. For example, one teacher commented that the teachers in levels B and C did not provide a useful context for the material they were teaching. The cooperating teacher who observed level D acknowledged that one reason the students might not have been having fun was that the teacher struggled with giving clear instructions. She would start an activity and then not complete it. One observer said the vocabulary was too difficult, and the observer of level G said that the vocabulary was too easy. One teacher did feel that the students were learning useful English. This same class appeared to enjoy what they were learning.

As to whether or not the teaching seemed natural, the teachers unanimously felt that the teaching was unnatural. Concerning the objectives, a couple of observers said that the objectives were either too difficult for the students or that the teachers failed to make the objectives applicable to the students. However, some observers felt that the teachers were able to make their teaching material work in helping them achieve their objectives.

When asked to express anything else they wished to say, two observers pointed out the importance of making sure that the objectives included everyone. They did feel that it could be done. Some of the observers would like to have seen the same classes taught by more experienced teachers to see how they would have used the curriculum.

Everybody was at least a little positive in their feedback, but only one observer came away with an overall positive impression.

Teachers' Reports about Class Time

In post-implementation surveys and interviews, some teachers shared with me a few of the activities that they did together with their students. These reports gave me further insight into what was going on during the two weeks of the curriculum's implementation.

In class D, the teachers read a story to their students. After the teachers reached a certain point in the story, they placed the students in groups in which the students were supposed to come up with their own ending to the story. This activity sounds like it belongs to the fourth topic in which students are supposed to read children's literature. This class was an intermediate class, but the teachers apparently chose to try to reach the advanced objective, part of which is to teach students how to carry out a prediction activity with children.

The class F teachers had their students tell biographical stories to each other while doing the sixth topic. This topic has to do with storytelling and how it can motivate children to want to read. In it, genealogical storytelling is also encouraged because it helps children to be interested in the stories of their own culture. Like the teachers from class D just mentioned, these intermediate level teachers also tried to get their students to reach the advanced objective. The objective is to tell stories from one's culture or about one's family. One of the teachers reported to me that she focused on past tense, something from which all of the students could benefit. The class G teachers used the

same approach teaching their class this topic and reported that their students loved telling stories and talking about genealogical and cultural matters.

Three of the classes, levels B, F, and G, made an extra effort to make the seventh topic about the library a very memorable time for their students. Without any suggestion from me, they each set aside one day and took their classes to the library on that day. The reports that I received from teachers were among the most favorable reports I received about the curriculum. Students met the activity with great enthusiasm. Many of them knew about the library but did not know how to use the library appropriately or take advantage of all that the library had to offer. At least two of these classes were given an organized tour of the library by staff members. The teachers of class B had their students fill out library card applications and get their own library cards. One teacher reported that her class had a higher attendance on this day than usual. Another teacher said after the activity that she believed that everybody should go the library and become accustomed with it.

In addition to telling me stories about what they did in class, teachers also gave me feedback on the curriculum. This feedback and feedback given to me by students in the community ESL course will be presented in the next chapter.

CHAPTER 7

TEACHERS' AND STUDENTS' EVALUATION OF THE CURRICULUM

During the time that the family literacy curriculum was being implemented, I asked the teachers to evaluate the curriculum as they used it in their classes. This evaluation was done in a weekly report system discussed below. Following the curriculum's implementation, I administered surveys to both the teachers and the students to gather feedback regarding their feelings about the curriculum. Students filled out these surveys during class time, but teachers completed these surveys on their own time. This chapter will discuss the data that I received from teachers and students in the community ESL classes. First, I will present the feedback given to me by the teachers as they used the curriculum. Then, I will present the feedback that I received from teachers after the implementation. Finally, I will discuss the findings I made from the surveys administered to the students. I will reserve most of my reactions to and feelings about the feedback until chapter eight.

Weekly Report of Curriculum Use

Following each week of the two-week curriculum, I asked teachers to complete a weekly report. In this report, I asked teachers to answer the following three questions:

1. What family literacy topics were you able to incorporate in your teaching this week?
2. How easy or difficult were the topics to incorporate? (Teachers were asked to assign a number from 1 to 6 to each topic, with 1 meaning "extremely easy" and 6 meaning "extremely difficult.")

3. How appropriate were the topics for the level you teach? (Teachers were asked to assign a number from 1 to 6 to each topic, with 1 meaning “very appropriate” and 6 meaning “very inappropriate.”)

Despite my best efforts to get teachers to reply to the survey, only six of the ten teachers did. This response rate may have been due to teachers’ busyness or a lack of desire to give negative feedback. All of the teachers from classes F and G replied, and only one teacher each from classes B and C replied. Class D teachers did not respond. After receiving the reports, I assigned each report a form number.

Weekly report question one: Types of topics taught. In answer to the first question about which topics the teachers taught, all of the teachers, with the exception of one, reported having used all of the topics throughout the course of the two weeks. The level B teacher reported only using teaching topics #1, #4, and #7. I am not sure if this is accurate because I am certain of having observed class B doing activities pertaining to topics #2 and #3 as well.

Replies to the first question enabled me to reconstruct in which order each classes teachers taught the topics. However, because teachers from class D did not turn in their reports, and because the teacher in class B who turned this report in gave me incomplete information, I was not able to entirely reconstruct the order. However, in the case of class D, I was able to piece together from personal observations at least part of the order in which they taught the lessons. Table 6 shows this order.

*Table 6**Order in Which Lessons Were Taught in Each Class*

| Class | Order of lessons |
|-------|------------------------|
| B | 1, 4, 7 |
| C | 1, 2, 3, 8, 7, 4, 5, 6 |
| D | 1, 3, 7 |
| F | 1, 2, 3, 4, 5, 6, 7, 8 |
| G | 1, 2, 3, 4, 5, 6, 7, 8 |

As far as can be seen, it appears that teachers followed rather closely the order that I put the lessons in. I allowed teachers to teach the topics in whatever order they saw fit.

However, on the whole, they chose not to deviate too much from this order.

Weekly report question two: Difficulty level of the topics. For the second question, teachers were asked to rate each topic from 1 to 6, with 1 meaning “extremely easy” and 6 meaning “extremely difficult. After looking at the teachers’ combined feedback, I organized the ratings by topic in order to see how easy teachers felt each of the topics was to use. The average ratings are given in Table 7.

*Table 7**Average Rating of Level of Difficulty for Each Topic*

| Topic # | Average Rating | Standard Deviation |
|---------|----------------|--------------------|
| 1 | 2.3 | 1.5 |
| 2 | 2.6 | 1.5 |
| 3 | 2.8 | 0.8 |
| 4 | 2.5 | 1.5 |
| 5 | 2.2 | 1.6 |
| 6 | 1.0 | 0.0 |
| 7 | 2.0 | 1.7 |
| 8 | 2.3 | 0.5 |

Of all of the topics taught, topic #6 appeared to stand out for the teachers as being particularly easy to teach. This topic had to do with storytelling. Comments revealed that teachers enjoyed teaching this topic and students enjoyed participating in it. Topic #3, about discussing a child's progress in school, was the only one that neared being difficult to teach. Comments showed that the biggest hindrance to the ease of teaching this topic was figuring out how to involve students without children. Of all the teachers, the class B teacher consistently rated all the topics as being difficult to teach. The objectives for the topics may have been too demanding for the beginning level students or the level B teacher might have been a tough rater.

In the comments section for this question, the feedback was generally positive. Teachers talked about how easy it was to plan fun activities for their students. The library was identified as the topic that was most fun for teachers to teach.

On the other hand, some topics were a little bit more difficult to prepare. Almost every time teachers commented on a topic being difficult to teach, they also pointed out that the difficulty was in how to teach the topic to students who did not have any children. Topics #2, #3, and #8 were specified as being a little more difficult in this manner. Each of these topics happened to put students through scenarios in which students talked about their children with a school faculty member.

Weekly report question three: Appropriateness of the topics. For the third question, teachers were asked to rate each topic from 1 to 6, with 1 meaning "very appropriate" and 6 meaning "very inappropriate." After looking at teachers' feedback, I organized the ratings by topic in order to see how easy teachers felt each of the topics was to use. The average ratings is given in Table 8.

*Table 8**Average Rating of Level of Appropriateness for Each Topic*

| Topic # | Average Rating | Standard Deviation |
|---------|----------------|--------------------|
| 1 | 2.5 | 1.8 |
| 2 | 2.6 | 0.9 |
| 3 | 2.5 | 1.0 |
| 4 | 2.7 | 1.2 |
| 5 | 2.6 | 1.7 |
| 6 | 1.6 | 0.9 |
| 7 | 1.8 | 0.8 |
| 8 | 2.3 | 0.5 |

The two topics that teachers felt were the most appropriate were topic #6 about preserving culture through storytelling and topic #7 about using the library. This is probably because these two topics were very easy to apply not just to parents but to any of the students. Storytelling and visiting the library are activities that are not isolated to parent-child interaction.

The topic that seemed the least appropriate to the teachers as a whole was topic #4 in which students were taught to read to children. This rating is important to note because it is at the core of the family literacy curriculum. However, the average rating was only a 2.7 on a scale of 1 to 6, which is not a very high rating. Topics #1, #2, #3, and #5 also received a similar score. In later evaluations of the curriculum, which will be given hereafter, teachers did not express much dissatisfaction with topic #4. Instead, they focused their dissatisfaction on topic #5 about reading beyond literature. This greater degree of dissatisfaction with topic #5 in later evaluations might have been due to more freedom for the teachers to express themselves in words. Nevertheless, it was not clear from the data why topics #4 and topic #5 were rated similarly in the weekly reports.

Final Teacher Surveys

After teachers were finished using the curriculum to teach their classes, they were given a survey with 16 statements. Fifteen of the statements were to be rated on a scale of 1 to 6, with 1 meaning “strongly disagree” and 6 meaning “strongly agree.” The second to last number on the survey was answered with “yes” or “no.” The following are the statements in the survey given to teachers:

1. The family literacy curriculum was user-friendly.
2. The curriculum did not interfere with my class objectives.
3. The curriculum was effectively designed for use in ESL teaching.
4. Students who had children responded positively to topics recommended by the curriculum.
5. Students who had no children did not feel time was wasted by learning topics recommended by the curriculum.
6. After applying the curriculum, I have a greater understanding of family literacy.
7. Before using the curriculum, I maintained a strong belief that the teaching of family literacy to adult ESL speakers was important.
8. After using the curriculum, I have increased belief that the teaching of family literacy to adult ESL speakers is important.
9. Before using the curriculum, I had strong desire to use principles of family literacy in my teaching in the future.
10. After using the curriculum, I have a stronger desire to use principles of family literacy in my teaching in the future.

11. I would have liked more assistance learning how to apply the curriculum to my class.
12. I enjoyed using the curriculum.
13. Spending one hour a day on each of the topics was an appropriate amount of time.
14. I had not difficulty creating lessons based on the curriculum that was provided.
15. I used the materials in the materials binder. (Yes or no.)
16. If yes (to #15), I found the materials adequate for preparing lessons on the different topics in the curriculum.

I assigned a number to each survey. However, this number is not related to the number assigned to the weekly reports mentioned earlier in this chapter. Eight of the 10 teachers responded to the survey. After recording the teachers' responses, I made a chart of the average response to each statement.

Table 9

Average Response to Final Teacher Survey

| Statement # | Average Response | Standard Deviation |
|-------------|------------------|--------------------|
| 1 | 4.0 | 1.5 |
| 2 | 4.3 | 2.0 |
| 3 | 4.0 | 1.6 |
| 4 | 4.4 | 1.8 |
| 5 | 3.0 | 1.6 |
| 6 | 4.9 | 1.4 |
| 7 | 2.8 | 1.8 |
| 8 | 4.4 | 1.8 |
| 9 | 2.4 | 1.4 |
| 10 | 4.4 | 1.6 |
| 11 | 4.3 | 1.9 |
| 12 | 4.0 | 2.0 |
| 13 | 3.4 | 1.8 |
| 14 | 3.0 | 1.8 |
| 15 | N/A | N/A |
| 16 | 4.0 | 1.7 |

The responses to the first three statements were more positive than negative. Overall, teachers felt that the curriculum was easy to use in this English instruction setting (statement #1) and that it did not interfere with their class objectives (statement #2). The teachers rated the effectiveness of the curriculum for ESL teaching (statement #3) towards the middle. However, although teachers generally agreed that students who had children enjoyed the curriculum (statement #4), teachers did feel that those students without children were not very receptive to the lessons (statement #5).

The teachers experienced an overall change in understanding of what family literacy is (statement #6). In addition, on average they disagreed with the statement that

they valued teaching family literacy oriented English to adult ESL students before using the curriculum (statement #7). However, when evaluating their current feelings, they generally agreed that teaching family literacy oriented English to adult ESL students was important (statement #8). They also underwent a positive change in desire to use consider family literacy in their future teaching (statements #9 and #10). Figure 6 graphs the change that each of the teachers' attitudes towards family literacy went through in the course of using the curriculum.

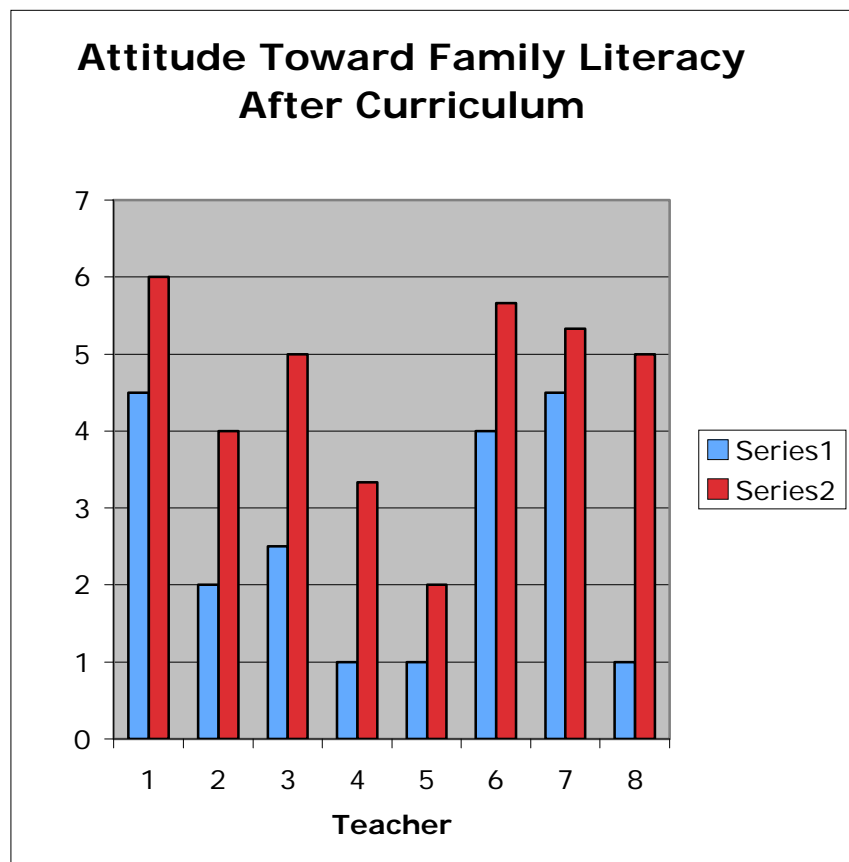


Figure 6

Change in Attitude towards Teaching Family Literacy to Adult ESL Students.

The first step to making the graph was to average teachers' individual responses to statements #7 and #9. For example, if teachers replied with number ratings 1 and 2 respectively, then the graph would position their response at 1.5. These statements had to do with teachers' feelings about the importance of family literacy and teachers' intentions to promote family literacy in the future respectively prior to using the curriculum. This average is given in series 1. Then I averaged the teachers' individual responses to statements #6, #8, and #10, which ask about teachers' feelings towards family literacy after using the curriculum. Specifically, these statements have to do with teacher's increased understanding of family literacy, their attitudes towards the importance of

family literacy, and their intentions to promote it in future teaching respectively. This average is given in series 2. The two averages are compared side by side for each teacher. The graph shows an increase in the positive attitudes of every teacher who responded to the survey.

Although more teachers enjoyed using the curriculum than did not (statement #12), they did express some of its shortcomings. On average, teachers would have liked more help in learning how to use the curriculum in their classes (statement #11). This could be interpreted either as a shortcoming in the instructions of the curriculum, or it could mean that they would have liked more help from me personally. In general, they also felt that using the curriculum was a bit difficult (statement #14). Their overall measure of the appropriateness of the time allotted for the curriculum was in the middle of the spectrum (statement #13). On this point, teachers did not feel strongly one way or the other overall.

Six of the eight teachers reported using the materials binder in planning and teaching lessons (statement #15). Of those who used it, teachers mostly found it to be adequate in helping them to plan lessons (statement #16).

I also analyzed the teachers' feedback person by person to see if individuals leaned strongly to one side or the other. I first reversed the value of the response to statement #11 because this statement was negative and all of the other statements were positive. I then calculated the average response of each teacher to the first fourteen questions. Because statement #15 was a statement and statement #16 was optional depending on the response to #15, I excluded them from the average. Table 10 illustrates teachers' average responses.

*Table 10**Individual Teachers' Average Response to the First Fourteen Statements*

| Teacher # | Average Response | Standard Deviation |
|-----------|------------------|--------------------|
| 1 | 5.4 | 1.7 |
| 2 | 2.3 | 1.5 |
| 3 | 4.6 | 1.4 |
| 4 | 2.2 | 1.4 |
| 5 | 1.9 | 1.6 |
| 6 | 4.9 | 1.6 |
| 7 | 4.2 | 1.6 |
| 8 | 4.2 | 2.1 |

The differences in the average indicate that some teachers were much harsher in their responses than others were. In particular, teacher #1 was very positive and teacher #5 was very negative. In addition to responding to statements, teachers were each given the option to elaborate on their feelings in writing. I will first focus on the written responses of teachers who were generally more positive. Then, I will focus on those teachers who were more negative in their responses.

Of the teachers whose responses were more positive, one of the features of the curriculum that they enjoyed was the flexibility. They felt that they could teach the curriculum along with other things that they were teaching. The curriculum did not interfere with other objectives because they made it a point to find a way to make the two objectives fit together. This was difficult for some of the teachers, but they were able to do it.

These teachers reported that their students who had children usually reacted well to the lessons. One teacher even commented on the survey that a couple of the teacher's

students had started reading to their children and were planning to take their children to the library.

On the other hand, these teachers acknowledged that adapting the curriculum to the needs of their students without children was difficult. The teachers managed to do so by coming up with alternative objectives and emphasizing grammar more.

All of these teachers said that they at least somewhat if not completely agreed that they would like to promote family literacy in their future teaching. However, they usually pointed out that they would do so only in contexts within which their students were parents.

Of the teachers who responded more negatively, the biggest issue was that the curriculum did not seem to fit the needs of their students. In their classes, even if their students had children, the children were usually too old or the students already understood how the U.S. school system works. These factors played into almost all of these teachers' responses to the curriculum. Most of their comments were about how inapplicable the curriculum was to their classes. One of them felt that survival English was more important than family literacy oriented English. This teacher also said that two students with no children would not participate in a lesson because they did not see its purpose.

It is most important to note that these teachers felt most strongly that they had not received as much help as they would have liked in using the curriculum. I will address this problem shortly when talking about interviews I conducted with the teachers.

Concerning the materials binder, all of the teachers felt that the materials were not always suitable for their level. Even an advanced level teacher who felt positively about

the curriculum said that although the materials were good for her students, she noticed that they might be too difficult to use for lower levels.

Teacher Interviews

I also received feedback from teachers by conducting interviews with them after they had finished teaching the curriculum. I did these interviews one on one and recorded them so that I could be sure to have a full account of what teachers said. Nine of the ten teachers responded to the invitation to participate in the interview. Although I attempted several times to interview the tenth teacher, she never came to the interview. The interview consisted of the following nine questions:

1. How did you like using the family literacy curriculum?
2. Did you feel free to use your own teaching style while using the curriculum?
3. Did using the curriculum save you time while planning for classes?
4. What were the most effective components of the curriculum?
5. What were the least effective components of the curriculum?
6. What are some changes you would make to the curriculum?
7. Is there anything else you wish to say concerning the curriculum?
8. Do you believe that family literacy is important to the English language learning of adults?
9. Do you plan to teach family literacy principles in your future English language classes?

Just as with the survey, teachers seemed to be positive overall or negative overall in their responses. The number of teachers who were more positive was six, and the

remaining three were more negative. First, I will discuss the feedback from the more positive responses.

Of these teachers who were more positive, all of them answered that they liked the curriculum. For some of them, it was because the importance of the social issue appealed to them. For others, the curriculum saved them a lot of time when planning classes. The curriculum gave them a direction to go in. Only one of the teachers expressed that it didn't save her time in lesson planning. However, she was not angry about it and also acknowledged that she's a detailed planner and could have spent less time on it if she had wished.

Overall, these teachers felt that using the curriculum did not interfere with or dictate their style of teaching. One teacher did say that it took her a week to get used to, and another teacher said that she felt she was teaching outside her normal style. However, she attributed this more to team teaching than to the curriculum.

Teachers felt generally that the most effective part of the curriculum was that the objectives were explained to them clearly. The objectives were stated in the curriculum. The teachers knew what they were supposed to focus on, and they felt that they were able to do so. Because they had clear objectives and a flexible framework within which to plan their lessons, they were able to make decisions about how they were going to help their students reach those objectives. Although they did not express frustration about creating their own objectives for their classes in the interviews, I had learned from many of them outside of evaluating the curriculum, as well as from my own experience, that one of the greatest difficulties within this community ESL program is deciding what one should teach one's students. With a clear set of objectives, teachers did not need to deal with that

obstacle. However, similar to responses in the survey, many of the teachers mentioned that the contents of the materials binder were too advanced for their levels of students.

The teachers also gave advice about things that they would change with the curriculum. For example, a few of the teachers felt that the lesson about school faculty and staff was too short and could have been covered in or combined with one of the other lessons. Another teacher said that the curriculum should recommend a visit to the library for the lesson about the library. Incidentally, she and her team teacher did take their students to the library, and the class enjoyed the visit. Another couple of teachers expressed that the objectives for reading outside of literature were too broad. One of these teachers said she would have gotten rid of the topic altogether. However, the two advanced level teachers who had the objectives to teach their students using the newspaper found more value in the topic. The teachers who did not like this lesson were trying to reach intermediate level objectives.

All of these teachers felt that family literacy is important to consider when teaching English to adults. However, they mostly felt that it should be taught only when there was a strong enough need for family literacy to be taught. Most of these teachers said they would like to use it in future teaching, but half of them had not really considered the possibility until I asked them whether or not they would consider it.

Among the teachers with positive feelings for the curriculum were the two advanced level teachers. One of these teachers was fascinated with the social issues included in the field of family literacy. She said that she was sometimes able to get these advanced students' attention more by engaging them in conversations about family literacy. Although the point of the curriculum was to teach English and not to present

social issues to the classes, this teacher found a way in at least some of her issues in which such goals were compatible.

A significant note about these six teachers is that they represented three teaching pairs, the pairs teaching classes C (beginning level), F (intermediate level), and G (advanced level). Not one of these six teachers was paired with a teacher who responded negatively to the curriculum, classes B (beginning level) and D (intermediate level). It is good to ask whether the level had an impact on the effectiveness of the curriculum. This observation makes it seem like class level was not a large factor because the teachers who liked the curriculum came from all different levels, as did the teachers who disliked the curriculum.

Another important thing to consider is that in my experience with all of the teachers, these pairs who responded positively came to see me for help much more frequently than the other two teaching pairs. It is difficult to conclude whether teachers with positive attitudes about the curriculum felt more positive because they came to see me for help or whether they already had positive feelings from the start. The converse concerning the teachers with negative feelings is also difficult to determine.

Of the teachers who responded negatively to the curriculum, none of them felt that the curriculum saved them time in planning lessons. In fact, they felt that they spent more time planning than if they had not used the curriculum. They also felt that the curriculum made it difficult for them to use their own style of teaching.

The most glaring problem that these teachers found with the curriculum was that it did not seem to suit the needs of their students. In these two classes that these three teachers represented, not many of the students had children enrolled in U.S. schools.

Students were disinterested in the topics overall. The teachers struggled with making lessons interesting. Two of the teachers did say that the curriculum might have been just fine in a different setting with students who have more children.

When asked how they felt about family literacy and using it in future teaching, teachers saw the usefulness of the practice, but they did not see how it applied to their teaching situation. They did say that they might teach it in the future if their students were in need of it.

Something from the interviews and other data that stuck out to me that made teaching the lessons particularly difficult for these teachers was that they seemed to be trying to teach students the background information from each topic more than the language. They felt they needed to make the context very clear for the students before teaching the performance objectives. Because their lessons became more content courses than language lessons, this might have been one thing that frustrated both teachers and students. One of the teachers with positive feelings about the curriculum was aware of the other teachers' frustrations and commented to me in her interview that she believed these teachers were frustrated because they were too caught up in teaching the content. This problem might have been resolved by my making clearer in the instructions or my interaction with them that the purpose was to reach the objectives and not to teach content courses.

This teacher also said that she knew that some of the teachers felt obligated to rationalize to the students their teaching of the topics, which put these teachers on the defensive. As a teacher, being on the defensive against one's students can be uncomfortable. She personally remedied this second problem by just teaching the topics

and not telling students that she was carrying out a project or doing anything out of the ordinary. She found that her students did not ask questions and accepted the topics without much complaint.

Using the curriculum was not an entirely bad experience for these teachers with more negative feelings. For example, they all expressed that their students enjoyed comparing their countries' educational programs. One of them had taken her class to the library and said that the trip was fun. All of the students filled out applications and got their own library cards.

Final Student Surveys

The week after the teachers finished teaching the family literacy curriculum, I had the teachers administer a survey to their students. In all, there were 106 students enrolled in the community ESL course this semester, and only 58 of the students were in class to reply to the survey the days the survey was administered. This number is a dramatic decrease from the original number of students who were enrolled. However, after observing four different semesters of the community ESL course, I have noticed that it is normal for attendance to drop off at around week five of ten, the time this survey was taken. I did not collect any data from any semester that would allow me to compare attendance. In addition, before I thought to ask for attendance data from one of the administrators, he had unfortunately disposed of the records.

The survey was translated to students' native languages, except in one case where the student spoke a rare language. This student took the survey in English. The survey included nine statements that students answered with "yes" or "no." Students were not

asked to expound on their replies because of the language complications that their replies might create. The following are the statements on the survey:

1. I have enjoyed the lessons from the last two weeks.
2. I have benefited from the lessons from the last two weeks.
3. I plan to use things I learned in the TTTC to help my children.
4. I would like to continue learning about how to deal with children's educational needs.
5. I have children below the age of 18.
6. I have used the lessons about education to help my children.
7. I have used the lessons about education to help other children.
8. I have used the lessons about education to further my own educational goals.
9. I will use the lessons about education to further my own educational goals in the future.

After comparing the data, I calculated how many of the students replied "yes" to each question and indicated them in Table 11.

*Table 11**Percentage of Students Who Replied “Yes” to Each Question*

| Statement # | Number of Students Who Replied “Yes” | Percentage of Students Who Replied “Yes” |
|-------------|--------------------------------------|--|
| 1 | 58 | 100% |
| 2 | 54 | 93.1% |
| 3 | 45 | 77.6% |
| 4 | 45 | 77.6% |
| 5 | 25 | 43.1% |
| 6 | 24 | 41.4% |
| 7 | 14 | 24.1% |
| 8 | 47 | 81.0% |
| 9 | 54 | 93.1% |

The first question about whether or not students enjoyed the lessons was answered “yes” unanimously. Although some might take this rating as a good sign, it must be pointed out that not everybody took the survey. Also, some students stopped coming to classes after the first few weeks of the community ESL program. Some of them might have stopped coming because of the curriculum, and if such is the case, they would have answered the question less favorably.

As with statement #1, most of the students answered favorably to statements #2, #3, and #4. That is, most students felt they benefited from the lessons, planned to use things they learned in the community ESL course to benefit children they know, and would like to continue learning about how to deal with children’s educational needs. However, I did not compare how well students liked the lessons taught in the curriculum with how well they liked lessons taught on other weeks when the curriculum was not being implemented.

Only 43.1% of the respondents had children below the age of 18. The percentage of students who said they had used what they learned to help their children was 41.4%. Later, I will compare those who had children below the age of 18 with those who did not. That comparison reveals that those who had children below 18 were not always those who used what they had learned to help their children. Only a few of the students (24.1%) used what they had learned to benefit other people's children.

Most of the students said that they had used what they had learned in the lessons to further their own educational goals. Furthermore, even more of them (54 students compared with 47 students) said that they would use what they had learned to further their educational goals in the future.

After calculating percentages, I compared the responses of those who had children below the age of 18 with those who did not. Table 12 illustrates the comparison.

Table 12

Comparison of Responses of Those Who Had Children with Those Who Did Not

| Statement # | Percentage of "Yes" Responses from Those with No Children Below 18 | Percentage of "Yes" Responses from Those with Children Below 18 |
|-------------|--|---|
| 1 | 100% | 100% |
| 2 | 92.9% | 96.0% |
| 3 | 71.4% | 84.0% |
| 4 | 60.7% | 92.0% |
| 5 | 0.0% | 100% |
| 6 | 21.4% | 72.0% |
| 7 | 25.0% | 28.0% |
| 8 | 85.7% | 72.0% |
| 9 | 89.3% | 96.0% |

This comparison did not yield much that was unanticipated. For example, it was predictable that those who did not have children below 18 did not want to learn more about how to deal with children's educational needs. However, I did notice a few interesting things. First, both groups answered similarly that they mostly enjoyed the lessons, felt they had benefited from them, planned to use them to assist children they knew, had used the lessons to further educational goals, and planned to use them the same way in the future. It is important that the lessons had a positive impact on both groups in encouraging them to help children, whether theirs or somebody else's.

It is also interesting that although about half of the respondents did not have children below 18, 21.4% of this half still responded that they had used the lessons to help their children. This means that the students had children above the age of 18 who they were able to help in some way as a result of attending the community ESL classes during the time the curriculum was being taught. There is also the possibility that students were giving me generous reactions or did not understand the statement.

Another potential comparison that appealed to me was to compare the responses given by students from different native language speaking backgrounds. However, in doing the comparison, I found nothing that stuck out to me. In each group, I found roughly the same percentage of "yes" replies to each statement.

Finally, I compared responses by students from the different classes. This last comparison that I did turned out to be very interesting when taking the teachers' feedback to me into consideration. The teacher pairs from classes B and D felt strongly that a lack of students with school-aged children added to their frustrations and their inability to make the curriculum interesting for them. However, the comparison showed that at least

on the week the survey was conducted, the percentages of students in each class with children under 18 was relatively the same for almost every class. In fact, the class with the lowest percentage of students with children under 18 turned out to be taught by two teachers who met the curriculum with the greatest enthusiasm.

Table 13

Percentage of Students in Each Class with Children Under 18

| Class | Percentage of Students with Children Under 18 |
|-------|---|
| B | 44.4% |
| C | 46.2% |
| D | 50.0% |
| F | 50.0% |
| G | 33.3% |

Overall, it seems that students had a good experience with the curriculum. However, this does run contrary to what a few of the teachers observed. As stated, it is possible that those who disliked the curriculum the most might not have taken the survey. Also, students may have been generous with their answers if they felt that positive answers might help their teachers.

CHAPTER 8

MATTERS TO CONSIDER IN CURRICULUM DEVELOPMENT AND CONCLUSION

A crucial part of any MA project is evaluating my performance in the process of creating and implementing the project. It is then important to use that evaluation to give suggestions for things to consider in future research. In this chapter, I will discuss things that need to be considered in each step of the curriculum development process. Along with those things to be considered, I will give suggestions to people who would like to create family literacy curricula for use in community ESL programs.

Needs Analysis

In doing the needs analysis, it is important to understand the relationship between the two fields of TESOL and family literacy. There is a large need for family literacy teaching among immigrant populations in the U.S. Children in this population typically struggle with educational disadvantages if their parents do not speak adequate English to be of assistance at school. The fields of TESOL and family literacy overlap in that they often both cater to the same audience, the parents of these children.

When teachers do the needs analysis, they need to make sure that their audience really is interested in being taught family literacy practices. For the sake of testing this curriculum, I needed to teach every topic in order to see how well the topics worked in a community ESL classroom. This practice was only necessary for testing the appropriateness and efficacy of the curriculum. Otherwise, I would only need to teach the topics for which the students expressed the greatest need. As teachers ascertain the needs of their students, they should consider including family literacy practices in a menu of

other topics that the students might choose to be taught about. Some students may not consider family literacy to be one of their greatest needs. This does not mean that it is inappropriate for a class. In fact, some students may not place learning about banking English at the top of their priorities. Nonetheless, it is usually an important topic for the class as a whole and should still be taught if the teacher sees it as fit just like family literacy should be taught if enough students see it to be a need.

Teachers need not teach from the curriculum for a full two weeks. I did this only because I was given two weeks within which I could test the curriculum. Instead, teachers should compare students' needs and give family literacy lessons an amount of time that is proportionate to the need students have. For example, had I not been testing the curriculum, I may have found that students felt a strong need only to be taught about storytelling, the library, and the U.S. educational system. I then would have had teachers only address these topics and saved the remaining topics for a population that felt a greater need to learn about them.

Just as it is important to be familiar with the needs of the students, it is also important to be familiar with the needs of the teachers. I was fairly familiar with the needs of the teachers because I had taught in the community ESL course myself. I also understood that being an ESL teacher does not necessarily bring with it knowledge of family literacy and how to promote it through language teaching. I determined wisely that making the curriculum user-friendly would be crucial to these teachers for which teaching English in this setting would be so new.

One of the most crucial components of a family literacy curriculum is the instructions section. It is possible that teachers who use the curriculum will be novices.

Therefore, the curriculum instructions need to be very clear to compensate for the teachers' lack of experience. Curriculum developers will not be there to help the teachers through every step of the way. Clear instructions can give great assistance. However, teachers may choose not to review the instructions in which case there is nothing a curriculum developer can do.

Within the curriculum, it is very useful to have specific ideas about how the curriculum can be used. Many novices do not have the creativity that more experienced teachers bring into the classroom. They need specific examples to assist them in formulating their own ideas for adapting the curriculum to the needs of the students.

In finding the needs of the students and the teachers, do not forget the needs of the administration. In my earlier plans for my project, I had wanted to do a series of lesson plans. Because I had consulted early enough with TTTC administration, I was able to find out soon enough that this would not suit their program. This action prevented me from taking a misstep altogether. I also knew clearly that the administration did not want this project to be too big a burden on the backs of the teachers because the administration wanted teachers to concentrate first and foremost on the success of the teachers' students. Although I cannot honestly say that the curriculum did not at least burden a few teachers, understanding my duty to make this project more convenient for teachers did help me to try my best to cater to their needs.

Situation Analysis

Understanding the setting in which teachers plan to implement family literacy curricula can help them make the implementation more effective. The overall situation of the TTTC program was easy for me to understand because of my frequent involvement in

it. I had a general understanding of how the semester would proceed and how students' classes and teachers were determined. I understood how the program was managed and was familiar enough with it that I could help out where needed. This familiarity helped the process of implementation to go much more smoothly than it otherwise might have gone.

In obtaining information about the student population, curriculum implementers need to use that information to prepare for possible problems. I did not use the numbers of parents and non-parents to foresee the problem I would face later on when non-parents and parents of more grown-up children expressed displeasure about the lessons teachers would teach using the curriculum. I could have used the opportunity to foresee a potential problem and then do more with the teachers to get them to think more creatively about how they include all kinds of students.

Those implementing family literacy curricula also need to be familiar with the teachers. The information I gathered from teachers was very helpful in enabling me to describe the teacher population. Also, I had observed outside the analysis that seven of the ten teachers had grown up outside of the U.S. This observation combined with the situation analysis helped me prepare them to understand the American educational system better if needed.

Even though some ESL teachers from other countries may not be familiar with the educational system in the U.S., it is important for those implementing curricula not to assume that the teachers are ignorant on this matter. Otherwise, curriculum developers could potentially offend the teachers by treating them as though they do not know something that they do indeed know. Lack of understanding about the U.S. educational

system was not always the case during my curricular study, and some of the foreign teachers from other countries had a very good understanding of the system.

Curriculum developers need to consider societal factors that can influence the success of a curriculum. One problem with the situation analysis overall is that I did not consider societal factors that would help or hinder the success of the implementation. I did touch on societal factors in my review of literature, especially when considering how certain cultures perceive the need for literacy and education differently than the U.S. However, I could have been much more thorough about this in my situation analysis.

The situation can have an enormous impact on the outcome of the curriculum development process. Developers are going to find that they have a variety of different situations to work with, and they must be able to adapt to those situations. I found that my circumstances impacted my direction in the curriculum development process more than any other factor. For example, because I had two weeks within which to test my curriculum, I created two weeks worth of topics. In addition, because I was very familiar with the TTTC program, I adapted my curriculum to what I knew about the TTTC.

Consent Forms and Personal Information Sheets

Curriculum developers must take into consideration the need for consent forms to be clear and accessible for those who might not speak fluent English. I had prepared forms and personal information sheets for both the students and the teachers. Before giving the students their forms, I needed to have the forms translated. I was fortunate to receive the help of generous native speakers of the several needed languages. They were not only native speakers, but most of them had had experience with translation before. In

fact, a couple of them were professionals and turned out to be extremely reliable in their abilities.

It is important for curriculum developers to be aware of the time that the translation process can take. They must be sensitive to the time of the translators and not give them a deadline that is too demanding. Also, translations are more likely to be reliable when they are reverse translated. Curriculum developers can check the reverse translations to see if the English is close enough to the English in the original document. I had translated professionally before and knew what kind of time the process could take. Once they were finished, I took their translations to other native speakers of those languages and had them back translate the forms. In only a few cases was there a need for changes.

In translating, it is still possible that phrases that seem plain and clear to the curriculum developer are not so clear to the readers. Curriculum developers must carefully read forms to make sure there are not alternative ways in which the forms can be understood. The main problem that I faced with the student forms was that it was unclear on the consent form that the project would not require any extra time from students. Many students also did not seem to understand that the classes for the project were just a part of their normal class time. Fortunately, one of the administrators and I were there to clear up any confusion. No real problems resulted in this misunderstanding, but it still helped me to understand the importance of clarity in creating forms.

If curriculum developers wish to create multiple forms and surveys for teachers to fill out in the course of participating in the implementation of the curriculum, the developers must remember to organize a system that will help them to know which forms

belong to the same teacher. Doing so will enable developers to make crucial connections between information about the teachers and how the teachers feel about the curriculum they are using. By the end of the study, I wished that I had assigned teachers a number that they could each write on any other forms they would give to me. I would also have made sure that I assigned the numbers in such a way that they were kept private from myself as well. This system would have enabled teachers to maintain anonymity, and it would have allowed me to make connections in the data better. For example, I could never be quite sure whether the teacher who gave me one comment in the weekly report was the same as the teacher who gave me similar comments in the final survey. Also, I was not able to compare things like the level of comparison indicated in the personal information sheet with reactions to the curriculum in the final survey. In addition, linking the surveys in such a way would have enabled me to compare reactions from beginning teachers and experienced teachers or native English-speaking and non-native English-speaking teachers. Oversights like this one can make measuring the success of a curriculum very difficult for developers.

Aims

The aims of any curriculum need to be well worded so that family literacy curriculum developers have a clear sense of what they are trying to achieve with the curriculum. For curricula that have a dual focus on family literacy and the English language, the aims need to mention both fields. It is also important for curriculum developers to review their aims to determine whether or not the curriculum fulfills those aims. It is much easier to show whether or not aims were reached when aims are measurable.

My first aim was that students would improve their ability to communicate in English with educators about the educational issues dealt with in the topics. Of all the aims I made for the curriculum, the achievement of this aim is the most difficult to measure. Although I gave suggestions to teachers for assessing students' language development and ability to reach objectives, I did not put in place any method for the teachers to report to me how well those objectives were met. Their reports on students' reaching objectives could have provided valuable information in evaluating the curriculum.

The second aim was that students would improve their ability to communicate in English with their children (or other children) about the educational issues dealt with in topics. As shown in the student surveys, many students were already able to use something they had learned in the classes to benefit children they knew, and most students felt like they would do so in the future. This is positive to note because not all the students were parents but were still deciding to do things to help children around them. Although I do not have a number, I know from observations that some of the students had grandchildren.

The third aim was that students would develop an understanding of how public schools function in the United States. Besides the library topic, the teachers seemed to think that this topic was the most interesting for students to discuss. From what I observed in classes, I feel that I can safely say that students did increase in their understanding of the school system.

Finally, the fourth aim was that students would develop positive attitudes towards the educational system in the United States. One indication that this aim was achieved

was that all of the students who took the survey answered that they enjoyed the lessons. This would suggest that they did become more positive in their attitudes towards the U.S. school system. However, as noted previously, some of the students who felt negatively, might not have taken the final student survey. Nonetheless, making this aim measurable made it easier for me determine whether or not I had reached my aim. As stated previously, curriculum developers are more likely to be able to see if they reach their aims when their aims are measurable.

Curriculum Instructions

The curriculum instructions must leave no component of the curriculum unexplained. Especially when the curriculum is developed by someone other than the teachers, it cannot be assumed that curriculum users will easily decipher the developers' intentions. This need for clarity is very important to consider when novice teachers use a curriculum developed by an outsider. If clarity is lacking, novice teachers may come to resent having the curriculum imposed on them.

For example, one thing I would change about the instructions to the family literacy curriculum is how to use the background knowledge. Although I felt the instructions were clear on this matter at the time I wrote them, it was one thing that teachers who liked the curriculum least understood the least. Because of the lack of clarity in the instructions, a few teachers thought that what I wanted them to teach was content courses. These teachers did not put as much focus on the objectives as they should have. I hope that I am being clear that I am not criticizing the teachers for this misunderstanding. Often, a lack of clarity in the instructions is the responsibility of those writing the instructions. There is however the possibility that some teachers will not read

the instructions as recommended by the curriculum developer. To avoid this, developers can give the curriculum to teachers as early as possible in order to give them more time to review it. Developers also need to emphasize very urgently the need for teachers to read the instructions before implementing the curriculum.

Materials Binder

A materials binder is not a necessary part of a curriculum. However, materials that are organized well can do a lot to assist teachers in the implementing of any curricula. Feedback I received about the materials binder I created indicated that teachers did appreciate having these materials available. Those who actually used the materials were most positive about the helpfulness of the materials. Comments made by the teachers included that the binder was orderly, accessible, and filled with resources. Many of the resources came from locations around the community. An advantage of this was that these resources were more appropriate for the use of students living in this area. A disadvantage was that the binder would not be appropriate for other programs outside of Provo or Orem, Utah. Instead, people using the curriculum outside these cities would need to compile relevant materials for their teachers.

When creating a binder or any other teaching resources, curriculum developers need to take into account all the different kinds of schools and grade levels for which teachers will need materials. Although I did consider the different levels of students that teachers would be dealing with, I definitely did not consider these levels enough. Most of the materials I collected were more accessible for the advanced level. Developers need to put more time into searching for materials that beginning and intermediate level students will be able to use in their learning.

The Curriculum

Those who develop family literacy curricula need to become familiar with other curricula that have been created. In creating my curriculum, I found great examples of family literacy curricula. These examples are listed in Chapter 3. The number of curricula that I reviewed was sufficient for me to understand what an average curriculum contained. Unfortunately, I might have lost track of a couple of the examples that I used, but I did keep good records overall. Likewise, curriculum developers need to keep strict records of the curricula they use as models for their own.

Developers also need to be consistent with the tone of curricula similar to what they are trying to create. Although I did not use a very strict method in determining the topics for my own curriculum, I still believe that I stayed true to the feel of the curricula I was reviewing. Knowing exactly what to put into the curriculum was difficult because I was never able to find a solid definition of what a family literacy curriculum. I was left to define that for myself. This will likewise be challenge for other curriculum developers in this field. However, they can still remain focused around promoting practices of family literacy. I was able to combine topics effectively where needed and get rid of topics that were inconsistent with the general tone of the curricula I had looked through and studied.

It is important that performance objectives be appropriate to the levels to which they are assigned. Most of the performance objectives of the curriculum were very appropriate for the levels to which I designated them. At least, this proved to be the case for classes C, D, F, and G. However, often the class B teachers felt the objectives were too difficult. The beginning level objectives did presuppose at least some proficiency in

the English language. Creating easier objectives for true beginners might have been necessary, and those creating family literacy curricula should consider this potential need.

In addition to the need to create level appropriate objectives, curriculum developers should also make sure that their grammar objectives are applicable to the level to which they are given. My method for determining grammar objectives was simple but effective. As explained in chapter four, I used suggestions from other grammar teaching resources to determine what level of students should receive what type of grammar instruction. With the exception of the advanced level teachers, none of the other teachers complained about the grammar objectives being too easy. Neither did any of the teachers, advanced level teachers included, mention that the grammar objectives seemed out of place for the topic that teachers were doing.

Curriculum developers will benefit greatly from a systematic approach to determining what vocabulary is appropriate for each topic and for each level. As I mentioned in the section about curriculum design, I was not systematic about compiling the vocabulary needed for each lesson. I definitely could have been more organized in my approach to compiling appropriate vocabulary. To avoid this problem, developers should consider collecting dialogues and articles discussing each topic and then select the most frequently used words.

Perhaps the most important thing for curriculum developers to remember is that they should create their curriculum in such a way that it is as inclusive as possible. According to the teachers as well as my own personal feelings, the biggest problem with the curriculum was its limited ability to address the needs of students with children over 18 or students who had no children at all. Although I felt my intentions to promote family

literacy universally through the curriculum were good, I also felt in the end that I could not expect adults who have other great concerns to set them aside to learn something that would help only a few of their classmates in a more obvious way. Yes, the curriculum did include grammar and vocabulary that would benefit any English learner. However, the context within which these things are taught is very important.

Curricula can be modified in order both to continue to serve the needs of students who have school-aged children and to serve the needs of their classmates who are interested in a different context. Many of the teachers showed that this change is possible by how they adapted their lesson plans. For example, when these teachers taught their students to tell stories in English, they asked those with children to choose stories they would tell their children, and they asked those without children to choose any story they felt like telling. When these teachers had students do tasks to reach the objectives in the lesson about the library, the teachers treated the library like something that could benefit not only students' children but also students individually. This type of creativity did a lot to make lesson time enjoyable for those classrooms where it was exhibited. It is helpful for teachers to be so creative, but any family literacy curriculum needs more suggestions of what to do with non-parents.

Implementing the Curriculum

Curriculum developers can gain a lot of insight about the effectiveness of their curricula by observing the implementation of those curricula. I took great advantage of this time and it helped me to understand both the things that I liked about the curriculum and the things I wanted to change. I made it a point to observe classes every night that they were being taught. I allotted 20 minutes to each observation. That amount of time

was enough for me to get sufficient information about what the teachers were trying to accomplish. It was not so much time that I felt like I was wearing out my welcome in the classroom. I did not draw attention and felt that I did not get in the way of teachers' lessons. I could have interjected suggestions for how to teach, but I remained respectfully quiet to see what teachers would do with the curriculum rather than what I thought they should do. Similarly, curriculum developers need to be considerate to the feelings of the teachers they are observing. Because I was willing to stay out of the way, teachers often impressed me with their ingenuity.

Weekly Reports

Not only is it important for curriculum developers to observe the implementation of their curricula, but also it is useful to receive regular feedback from teachers during the course of the implementation. The weekly reports were helpful for me because they were the only forms that asked teachers to rate topics separately rather than the curriculum as a whole. This information helped me to determine which topics needed to be changed the most. However, the weekly reports do not need to be the only source of evaluation for the individual topics. Curriculum developers can include questions about the legitimacy and efficacy of each topic in post-implementations as well.

It is possible that not all of the teachers will respond to surveys, and those who develop curricula should be prepared for this setback. Only six of the ten teachers ever turned in the weekly reports. I can say in all honesty that I tried very frequently and respectfully to get teachers to give them to me. However, I was never able to collect all of the reports, which would have been helpful to me when analyzing data. Still, I used what

information I could to evaluate the curriculum, and developers can likewise take advantage of what feedback they are able to obtain.

Curriculum developers can also consider doing a daily report rather than a weekly report. One of the teachers commented about this idea in her interview. This method will make remembering to do the reports easier for teachers, and it will make teachers' notes about each lesson more informative about each lesson since teachers have a tendency to forget after a short time how lessons go.

Student and Teacher Surveys

After the curriculum has been implemented, those who develop family literacy curricula can take great advantage of feedback from teachers and students if the surveys they use are well made. I was very satisfied with the information that was requested on the teacher surveys. I felt that the surveys were very effective at revealing teachers' overall attitudes towards the curriculum. I was easily able to separate the teachers who felt positively towards it from those who felt negative. The statements given in the survey were also such that teachers were very willing to reply to them. I was able to get some very insightful feedback from teachers through the surveys. I likewise felt this way with the student survey.

As with the weekly reports, curriculum developers cannot depend on that all of the survey recipients will respond. Two teachers did not respond to the surveys. Like the weekly reports, I was very persistent with asking teachers to turn them in to me. In addition, some students never took the survey. However, there was only so much I could do. Similarly, developers must recognize their own limitations and then do the best with what feedback they are able to gather.

One problem with the final teacher survey is that all of the statements were positive except for one. This one negative statement almost confused me when I was processing data. Likewise, developers should remember to make sure that all statements and questions are positively correlated or negatively correlated. Correlating the statements will help developers to decipher the data they have gathered. Once they have gathered their data, they also need to compare the information in every way that can possibly be useful. For example, I compared different classes responses and also compared responses given by parents as opposed to non-parents.

Teacher Interviews

Curriculum developers can gain a lot of insight into the effectiveness of their curricula by conducting personal interview with teachers who apply the curricula. I was fortunate to conduct interviews with all of the teachers except one teacher who never came to be interviewed for unknown reasons. This method was the most effective way for me to gather feedback on the project. I felt that the questions helped me accomplish my goal of generating thoughtful responses. The interviewees were very honest. Those teachers who were least in favor of the curriculum were not afraid to say so. I made it very clear to the teachers that I was not interested in being told that the curriculum was perfect, but that I was genuinely interested in finding problems so that I could give the curriculum an honest evaluation. To get teachers' most honest feedback, I made sure just to ask the questions and not give any input that might inadvertently steer teachers' answers. I only spoke more if my intention was to clarify a question. Similarly, curriculum developers must be objective in the interviews and not take personally the feedback they receive from teachers.

It is important for curriculum developers to try to perform the interviews as soon as possible after the curriculum is finished being implemented. Doing the interviews as quickly as possible will help developers to get the freshest ideas from teachers. The only thing that went wrong in any of the interviews was that some of the teachers were more difficult to get in touch with than others. Because I interviewed a few of these teachers several weeks after the curriculum was finished, they were not able to give me as effective of feedback as those teachers whom I interviewed shortly after the curriculum had been implemented.

Conclusion

Developing and implementing a curriculum can be a rewarding experience. Despite its many challenges, I greatly enjoyed the process of creating this family literacy curriculum. I felt that I carried out many of the steps in the development process effectively. Concerning those things that I did not do as effectively, I was very determined to reflect on them and learn from them. Those who would like to develop family literacy curricula for community ESL courses can also learn a lot from reflecting on the curriculum development process. In particular, I would like to conclude by making six suggestions to people who would like to develop a family literacy curriculum for community ESL courses.

First, developers must be as systematic as possible. Being systematic will allow developers to be confident about the curriculum they have created. Those parts of my curriculum with which I was most systematic are those parts in which I was most certain. For example, I was very systematic with how I interpreted the data I had gathered in the final surveys. I also looked at my data from many different viewpoints and focused on

many different factors that had potential effects on people's replies to the surveys.

Because of my approach to interpretation, I am able to say with sureness what I do and do not know about teachers' and students' attitudes towards the curriculum.

Although I was not quite as systematic in selecting topics for the curriculum, I still had a detailed approach to how I made those decisions. For this reason, I also felt very confident that the content of my curriculum does make it in fact a family literacy curriculum. I was observant enough of the family literacy curricula that I looked through that I am confident about its qualifications as a family literacy curriculum, even if it is a curriculum of a slightly different sort.

Second, evaluating a curriculum takes a lot of honesty. Curriculum developers must be as objective as possible and not take any negative feedback personally that they receive about the curriculum they create. At times, when some of the teachers expressed that they were not as fond of the curriculum as I would have liked, I was tempted to identify myself too strongly with the curriculum as if an assault on the curriculum were an assault on me. This attitude however defeats the purpose of research and product evaluation. I could not afford to disregard anything anybody had to say about the curriculum that was negative. I needed to know the negative if I was going to consider effectively ways to improve it.

For that matter, curriculum developers must also be able to identify the strengths of what they have created. I could not afford to disregard anything anybody had to say about the curriculum that was positive. Many people assume that honesty in the context of trying to improve something only reveals negative qualities. However, honesty in

research and product improvement also helps developers to know what to change and sometimes more importantly what to keep the same.

Third, it is important for curriculum developers to have good relationships with everybody with whom they work in the course of testing a curriculum. Those teachers who seemed to feel most comfortable with me were also those who petitioned me for help most frequently. Although I did not feel that I had intentionally done anything to deter the other teachers, a lack of trust in one form or another probably made it difficult for these teachers to come to me for questions when they needed help understanding the curriculum.

Fourth, any curriculum used in a community ESL course that welcomes such a diverse audience must be universal in its appeal. Not everybody is going to enjoy every topic contained in a curriculum. However, curriculum makers can be creative and find ways to enhance elements of the curriculum that have the potential to attract disinterested students. Also, curriculum makers can also make sure that they give teachers ideas about how to adapt the curriculum more adequately to the needs of all of the students, even the students who are not likely takers. This goal can be achieved by comparing the needs of parents as given in the curriculum with the needs of other students who have no children. When these needs share any similarities, curriculum makers can combine objectives to reach those needs into one section. For example, parents might have a need to report their children's sickness to the school, and other students might need to report their own sickness to their place of work. One topic can cover both these population's needs simultaneously and leave all the students satisfied.

Fifth, despite a family literacy curriculum's focus only on students with children, it is a worthwhile idea to use in a community ESL course. Family literacy issues are a major concern for many immigrant parents, some of whom are enrolled in community ESL programs like the course managed by the TTTC program. The needs to be able to deal with their children's educations that these students have are at least as real as any needs their classmates have to be able to communicate at the bank or in a restaurant. Any method that people can find to assist these parents gives them extra relief from the stresses of not being able to deal with the expectations that are put on them by the U.S. school system. Of all the things that I learned from doing this project, nothing taught me more that it was worth it than stories here and there of parents going to libraries and becoming more involved in their children's literacy needs.

Finally, the most important thing I learned during creating this family literacy curriculum is that it is crucial for curriculum developers to be able to view the entire process as a whole while they are going through the small steps. Those who concentrate too much on each of the steps will make mistakes if they fail to see how each of those steps fit into the big picture. Just as there are novice teachers who need time before cultivating the creativity that leads to effective teaching, there are likewise novice curriculum developers who need practice before their curriculum is effectively developed. Studying the process is very different from actually going through it. Curriculum developers must let their overarching aims guide them through the curriculum development process.

By using the lessons learned from this experience, curriculum developers can apply these principles of careful research, design, implementation, and evaluation to

projects that they do in the future. These skills are useful in any context. Those who create family literacy curricula can promote family literacy wherever there is a need.

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APPENDICES

APPENDIX A

TEACHER CONSENT FORM

Consent to Be a Research Subject

Introduction

This research study is being conducted by George Bailey at Brigham Young University to pilot an ESL family literacy curriculum. You were selected to participate because you are currently taking Linguistics 579.

Procedures

You will first take a survey about your knowledge of family literacy issues. You will be asked to incorporate a family literacy curriculum into the curriculum that you are required to design for Linguistics 579. Each week that you teach, you will be required to report what points of the family literacy curriculum you succeeded in integrating into your class schedule. At the end of the semester, you will take another survey inquiring about your perception of the effectiveness and convenient use of the family literacy curriculum. You will also do a one-on-one interview concerning the same topic.

Risks/Discomforts

There are minimal risks for participation in this project. However, you may need to devote more time to lesson planning.

Benefits

There are no direct benefits to teachers involved in this project. However, it is hoped that through your participation researchers will learn more how to design an ESL family literacy curriculum that can be conveniently used with curricula designed for community ESL classes. Also, it is hoped that you will gain a greater understanding of family literacy and consider family literacy issues more frequently in your future teaching.

Confidentiality

All survey information provided will remain confidential and will only be reported as group data with no identifying information. All data, including questionnaires and tapes/transcriptions from the teachers, will be kept in a locked storage cabinet and only the researcher will have access to them. After the research is completed, the questionnaires and tapes will be destroyed.

Compensation

There will be no compensation for involvement in this project.

Participation

Participation in this research study is voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to your class status, grade or standing with the university.

Questions about the Research

If you have questions regarding this study, you may contact George Bailey at 310-1660, curiousgeorgebailey@gmail.com.

Questions about your Rights as Research Participants

If you have questions you do not feel comfortable asking the researcher, you may contact Dr. Renea Beckstrand, IRB Chair, 422-3873, 422 SWKT, renea_beckstrand@byu.edu.

I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study.

Signature: _____ Date: _____

APPENDIX B
FIRST TEACHER SURVEY

Directions

Answer the questions. When appropriate, rate the following questions according to the following scale:

- 1 strongly disagree
- 2 disagree
- 3 somewhat disagree
- 4 somewhat agree
- 5 agree
- 6 strongly

1. I know what *family literacy* is.

Yes No

2. I believe that *family literacy* is very important.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree No Opinion

Answer the following questions:

3. How many years have you worked professionally as a teacher (of any subject)?

4. What academic subjects have you taught professionally? _____

5. Are you seeking a TESOL graduate certificate? Yes No

6. Are you seeking a TESOL MA? Yes No

7. If you are currently seeking another degree, what are you studying? _____

8. Do you plan to teach in the future? Yes No

9. If yes, what do you plan to teach? _____

APPENDIX C

WEEKLY REPORT OF CURRICULUM USE

Date: _____

Class level: _____

Directions

Answer the questions. When appropriate, rate the following questions according to the following scale:

1. What family literacy topics were you able to incorporate in your teaching this week?

2. How easy or difficult were the topics to incorporate?

Extremely Easy 1 2 3 4 5 6 Extremely Difficult

Please rate each topic separately and briefly explain why.

3. How appropriate were the topics for the level you teach?

Very Appropriate 1 2 3 4 5 6 Very Inappropriate

Please rate each topic separately and briefly explain why.

APPENDIX D

FINAL TEACHER SURVEY

Directions

Answer the questions. When appropriate, rate the following questions according to the following scale:

- 1 strongly disagree
- 2 disagree
- 3 somewhat disagree
- 4 somewhat agree
- 5 agree
- 6 strongly

1. The family literacy curriculum was user-friendly.

Strongly

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

2. The curriculum did not interfere with my class objectives.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

3. The curriculum was effectively designed for use in ESL teaching.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

4. Students who had children responded positively to topics recommended by the curriculum.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

5. Students who had no children did not feel time was wasted by learning topics recommended by the curriculum.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

6. After applying the curriculum, I have a greater understanding of family literacy.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

7. Before using the curriculum, I maintained a strong belief that the teaching of family literacy to adult ESL speakers was important.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

8. After using the curriculum, I have an increased belief that the teaching of family literacy to adult ESL speakers is important.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

9. Before using the curriculum, I had a strong desire to use principles of family literacy in my teaching in the future.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

10. After using the curriculum, I have a stronger desire to use principles of family literacy in my teaching in the future.

Strongly Disagree 1 2 3 4 5 6 Strongly Agree

Explanation/Comments:

APPENDIX E**QUESTIONS FOR RECORDED ONE-ON-ONE INTERVIEW WITH TEACHERS**

1. How did you like using the family literacy curriculum?
2. Did you feel free to use your own teaching style while using the curriculum?
3. Did using the curriculum save you time while planning for classes?
4. What were the most effective components of the curriculum?
5. What were the least effective components of the curriculum?
6. What are some changes you would make to the curriculum?
7. Is there anything else you wish to say concerning the curriculum?
8. Do you believe that family literacy is important to the English language learning of adults?
9. Do you plan to teach family literacy principles in your future English language classes?

APPENDIX F**STUDENT CONSENT FORM****Student Consent to Be Involved in Project**

The TTTC is using including family literacy classes in its class schedule. This project has been designed by George Bailey to study the implementation of such classes. You have been chosen to be a participant because of your involvement in TTTC English classes. The project will last from January 29 to February 8. No other English classes on other dates will be affected by this project. There are minimal risks and/or benefits to your participation in this project. By signing this form, you consent to being involved in this project as you attend classes. You may choose not to attend family literacy classes during this time if you wish not to participate. If you choose not to participate, a normal TTTC class will be provided for you. There will be no reference to your identity at any point in this project. If you have questions regarding this study, you may contact George Bailey at 801-310-1660. If you have questions you do not feel comfortable asking the researcher, you may contact Dr. Renea Beckstrand, IRB Chair, 422-3873, 422 SWKT, renea_beckstrand@byu.edu.

Signature: _____ Date: _____

STUDENT CONSENT FORM

(ARABIC)

بحث مشروع في الاشتراك على الموافقة

بناء للامية صفوف على "اجنبية كلغة الانجليزية اللغة معلمي تدريب " مساق يحتوي المساقات هذه تفعيل كيفية لبحث المشروع هذا بيلى جورج صمم لقد. المساق موعد على المشروع بداي. المساق هذا في منخرط كونك المشروع في لتشارك الاختيار عليك وقع لقد اللغة حصص موعد على يؤثر لا المشروع هذا ان. شباط 8 في وينتهي الثاني كانون 29 في يعتبر. المشروع في لمشاركتك ضئيلة افادات/مخاطر هنالك. الاخرى الانجليزية تشارك الا اخترت اذا. المساق تحضر دمت ما المشروع في المشاركة على موافقة توقيعك عدم اخترت اذا. الدروس لهذه الحضور عدم او الحضور في الاختيار لك يبقى البحث في الانجليزية اللغة تعلم مساقات من عادية حصص تحضر ان يمكنك البحث في المشاركة لديك كان اذا. ظرف اي تحت هويتك الى اشارة اية هناك يكون ولن مخفي اسمك يبقى سوف كان اذا اما. 8013101660 على بيلى جورج ب الاتصال يمكنك الدراسة بهذه تتعلق اسئلة رينباد ب تتصل ان يمكنك بالباحث بالاتصال بالارتياح تشعر ولا اسئلة لديك كان .SWKT422. 4223873 رقم هاتف على بيكس—ترند

التاريخ _____ التوقيع _____

STUDENT CONSENT FORM**(CHINESE, SIMPLIFIED)****参与计划学生同意书**

TTTC正将家庭识字课程加入其课程表中。本计划由 George Bailey 所设计，旨在研究这些课程的实行程度。在TTTC的英文班上课让您获选参与本计划。本计划自1月29日起至2月8日止，其它日期的英文班皆不会受到影响。参与本计划只有极小的风险和 / 或益处。在此同意书签名表示您同意参与这个计划出席上课，在这段时间内若您不想再参与，您可以选择不再出席任何家庭识字课程，当您选择了不再参与本计划，我们会安排您到一个普通的TTTC班级就读。您的身份在本计划的任何部分皆不会被提及。若您对本研究有任何疑问，您可以联络George Bailey，电话是801-310-1660。若您对询问这位研究员感到不自在，您可以直接与IRB部门主席Dr. Renea Beckstrand联络，电话是422-3873，办公室 422 SWKT，电子邮件renea_beckstrand@byu.edu。

签名: _____ 日期: _____

STUDENT CONSENT FORM
(CHINESE, TRADITIONAL)

參與計畫學生同意書

TTTC正將家庭識字課程加入其課程表中。本計畫由George Bailey所設計，旨在研究這些課程的實行程度。在TTTC的英文班上課讓您獲選參與本計畫。本計畫自1月29日起至2月8日止，其它日期的英文班皆不會受到影響。參與本計畫只有極小的風險和／或益處。在此同意書簽名表示您同意參與這個計畫出席上課，在這段時間內若您不想再參與，您可以選擇不再出席任何家庭識字課程，當您選擇了不再參與本計畫，我們會安排您到一個普通的TTTC班級就讀。您的身份在本計畫的任何部分皆不會被提及。若您對本研究有任何疑問，您可以聯絡George Bailey，電話是801-310-1660。若您對詢問這位研究員感到不自在，您可以直接與IRB部門主席Dr. Renea Beckstrand聯絡，電話是422-3873，辦公室 422 SWKT，電子郵件renea_beckstrand@byu.edu。

簽名: _____ 日期: _____

STUDENT CONSENT FORM

(JAPANESE)

学生の本研究への参加同意書

コミュニティークラス (TTTC) の授業時間割には、家族の読み書き能力 (family literacy)

のクラスが含まれます。本研究プロジェクトはそのようなクラスを実施する方法を研究するため、

George

Bailey

によって計画されました。コミュニティー英語クラスに参加しているあなたは、本研究に参加するよう選ばれました。本研究プロジェクトは1月29日に始まり、2月8日に終了します。それ以外の日のクラスは、本研究によって変えられることはありません。本研究に参加することによる弊害、あるいは益を受ける可能性は非常にわずかです。この書式に署名することにより、あなたはコミュニティークラスに出席する際、本研究に参加するという同意を表します。本研究に参加することを望まないならば、家族の読み書き能力のクラスに出席しないことを選ぶことができます。不参加を選んだ場合、通常のコミュニティークラスがあなたに提供されます。本研究プロジェクトの全ての段階においてあなたの個人情報が用いられ、言及されることはありません。本研究について質問がある場合には、

George

Bailey

(801-310-1660)

に連絡してください。研究者に聞きづらい質問がある場合には、施設倫理委員長 (IRB Chair) Dr. Renea Beckstrand (422-3873, 422 SWKT, renea_beckstrand@byu.edu) に連絡して下さい。

署名: _____ 日付: _____

STUDENT CONSENT FORM

(KOREAN)

프로그램 참가 학생 동의서

TTTC는 수업계획의 일환으로 자녀 교육 수업을 수반합니다. 이 프로젝트는 자녀 교육 수업 실행을 위한 연구를 위해 George Bailey에 의해 고안되었습니다. 귀하는 TTTC 영어 수업에 참여하심으로써, 이 프로그램의 참가자로 선정되었습니다. 프로그램에 참여하시는 동안 위험성은 없으며, 혜택 또한 미미할 것입니다. 이 양식지에 서명하심으로써, 귀하는 TTTC수업에 참여하시는 동안 이 프로젝트에 참여하심에 동의하게 됩니다. 가족 읽기 쓰기 수업에 참여하지 않으셔도 됩니다. 이 프로젝트에 참여하시길 원하지 않으신다면, 일반 TTTC수업을 듣게 되십니다. 이 프로젝트에 참가하시는 동안 귀하의 신원에 대한 어떠한 언급도 없을 것입니다. 이 연구에 대한 질문사항이 있으시면, George Bailey (801-310-1660)와 연락하시길 바랍니다. 연구자인 George Bailey와 연락하시는 것이 불편하시다면, IRB 의장인 Renea Beckstrand 박사님 (422-3873, 422 SWKT, renea_beckstrand@byu.edu)과 접촉하시길 바랍니다.

서명: _____ 날짜: _____

STUDENT CONSENT FORM**(PORTUGUESE)****Consentimento para participar em um projeto**

O Tesol Teacher Training Course (TTTC) está incluindo em seu currículo, aulas de alfabetização, onde adultos ensinarão crianças a ler e a escrever em inglês. Esse projeto foi elaborado por George Bailey a fim de estudar a possível implementação permanente de tais aulas. Você está sendo convidado a participar desse estudo por ser aluno do TTTC. O projeto será desenvolvido durante o período de 28 de janeiro a 8 de fevereiro. Nenhuma aula antes ou depois dessas datas serão afetadas. A sua participação não implica em nenhum risco ou benefício. Ao assinar esse formulário, você estará dando autorização para participar do projeto à medida que atende às aulas. A sua participação é voluntária, e se você preferir não participar do projeto, você atenderá aulas regulares de inglês nesse período. A sua identidade será protegida e não será revelada ou violada em nenhuma etapa do projeto. Quaisquer perguntas com relação à esse estudo, contate George Bailey no fone 801-310-1660. Se houver alguma pergunta com relação à esse projeto a qual você não se sinta à vontade de perguntar ao pesquisador, por favor entre em contato com a doutora Renea Beckstrand, chefe do Internal Review Board (IRB) pelo telefone 422-3873, pelo e-mail renea_beckstrand@byu.edu, ou pessoalmente, na sala 422 do Spencer W. Kimball Tower (SWKT).

Assinatura: _____ Data: _____

STUDENT CONSENT FORM**(RUSSIAN)****Форма о согласии в участии в проекте**

ТТТС включает курсы семейной грамотности. Этот проект разработан Джорджем Бейли с целью исследований в области введения курсов этого рода. Вы были избраны участником/цей этого проекта из-за вашего участия в английских курсах ТТТС. Проект будет длиться с 29 января по 8 февраля. Остальные курсы английского языка и занятия в другие дни не будут проводиться в одно и то же время с этим проектом. Этот проект несет за собой минимальный риск или выгоды.

Подписывая эту форму, Вы даете согласие на участие в этом проекте во время занятий. Вы можете выбрать не посещать занятия семейной грамотности, если Вы не желаете участвовать. Если Вы не желаете участвовать, обычный ТТТС класс будет Вам предоставлен. Ваше имя не будет упомянуто на протяжении проекта. Если у Вас возникнут вопросы об этом проекте, звоните по номеру 801-310-1660 (Джордж Бейли). Если у Вас есть другие вопросы, которые Вы не хотите задавать исследователю, звоните по номеру 422-3873 доктору Риней Бэкstrand, декан IRB, SWKT 422, renea_beckstrand@byu.edu

Подпись _____ Дата _____

STUDENT CONSENT FORM**(SPANISH)****Consentimiento del Estudiante para Involucrarse en el Programa.**

TTTC ha implementado familia literacy (programa que ayuda a los padres a enseñar a sus hijos a aprender) como parte de sus clases. Este programa ha sido diseñado por George Bailey con el objeto de estudiar los resultados de su implementación. Usted ha sido elegido para formar parte de este programa debido a su actual participación en las clases de Ingles TTTC. El programa se llevará a cabo del 29 de enero al 8 de febrero del año en curso. Ninguna de las otras clases de ingles serán afectadas en estas fechas por el desarrollo de este programa. Hay mínimos riesgos y/o beneficios por su participación en este programa. Al firmar esta forma usted estará dando su consentimiento para participar en este programa y asistir a las clases. Usted puede elegir el no asistir a las clases de familia literacy. Si usted no desea participar en el programa, clases regulares de TTTC serán impartidas de igual manera. No se hará referencia a su identidad en ningún momento. Si tiene alguna pregunta en cuanto al estudio de este programa puede ponerse en contacto con George Bailey al 801-310-1660. Si tiene alguna pregunta con la cual no se sentiría cómodo de consultar con George Bailey, puede contactar al Dr. Renea Beckstrand, IRB Chair, 422-3873, 422 SWKT, renea_beckstrand@byu.edu.

Firma: _____ Fecha: _____

APPENDIX G
STUDENT INFORMATION SHEET

Directions**Answer the following questions:**

1. Do you have any children? Yes No

If you answered "No" to question #1, then you may stop filling out this form.

2. If yes, how many children do you have? _____

3. How many of these children live with you in Utah now? _____

4. For all your children who are in school now, please list their age and grade (not name).

Age

Grade in School

5. If you have any children who are not in school, please list their age.

Age

STUDENT INFORMATION SHEET

(ARABIC)

توجيهات

:التالية الاسئلة عن اجب

لا نعم ؟ اولاد عندك هل 1.

. الاسئلة باقي عن تجب لا ان يمكنك (1) رقم سؤال عن لا ب اجبت اذا

2. اولادك؟ عدد كم بنعم اجبت اذا

3. يوتا؟ في معك يعيشون الذين اولادك عدد كم

4. (الاسم لاتذكر) المدرسة في يدرسون الذين ابناؤك ومستويات اعمار ذكر الرجاء

| العمر | الصف |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. اعمارهم ذكر الرجاء المدرسة الى لا يذهبون ابناء لديك كان اذا

العمر

STUDENT INFORMATION SHEET
(CHINESE, SIMPLIFIED)

学生资料表的额外问题

指示

请回答下列问题：

1. 您是否有小孩？ 是 否

若您回答「否」，您可停止继续填写此表格。

2. 若是，您有几个小孩？ _____
3. 其中有几个孩子目前跟您一起住在犹他州？ _____
4. 请写下所有目前在学就读的孩子的年纪与年级（请不要写名字）

年纪

学校年级

5. 若您有任何目前不在学校就读的小孩，请列出他们的年纪。

年纪

STUDENT INFORMATION SHEET
(CHINESE, TRADITIONAL)

学生资料表的额外问题

指示

請回答下列問題：

1. 您是否有小孩？ 是 否

若您回答「否」，您可停止繼續填寫此表格。

2. 若是，您有幾個小孩？ _____
3. 其中有幾個孩子目前跟您一起住在猶他州？ _____

4. 請寫下所有目前在學就讀的孩子的年紀與年級（請不要寫名字）

| 年紀 | 學校年級 |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. 若您有任何目前不在學校就讀的小孩，請列出他們的年紀。

年紀

STUDENT INFORMATION SHEET

(JAPANESE)

学生情報シート追加質問

記入上の指示

以下の質問に答えて下さい:

1. お子さんがおられますか? はい いいえ

質問1に「いいえ」と答えられた方は、以下のアンケートの記入をする必要はありません。

2. 答えが「はい」の場合、何人のお子さんがおられますか。 _____

3. そのうち何人が現在あなたと一緒にユタに住んでおられますか。 _____

4. 学校に通っておられるお子さん全員について、年齢と学年（名前は必要ありません）を書いて下さい。

年齢

学年

5. 学校に通っておられないお子さんがおられる場合には、年齢を書いて下さい。

年齢

STUDENT INFORMATION SHEET
(KOREAN)

참가자 정보 추가 질문

다음 질문들에 답변해 주십시오.

1. 당신은 자녀가 있습니까? 예 아니오
질문1에 “아니오” 라고 대답하셨다면 이 서류를 작성할 필요가 없습니다.
2. 자녀가 있다면, 몇 명의 자녀가 있습니까? _____
3. 현재 유타(Utah)에서 함께 거주하고 있는 자녀의 수는 몇 명입니까? _____
4. 현재 재학중인 모든 자녀들의 나이와 학년을 기재해 주십시오
(이름은 기재하지 마십시오)

| 나이 | 학년 |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. 현재 재학 중이지 않은 자녀가 있다면, 그들의 나이를 기재해 주십시오.
나이

STUDENT INFORMATION SHEET
(PORTUGUESE)

Perguntas Adicionais ao Formulário de Dados Pessoais

Instruções

Responda às seguintes perguntas:

1. Você tem filhos? Sim Não

Se você respondeu “Não” à pergunta número 1, você não precisa responder às demais perguntas.

2. Se você respondeu “Sim” à pergunta número 1, quantos filhos você tem? _____

3. Quantos desses filhos estão agora morando com você em Utah ? ___

4. Para todos os seus filhos agora em idade escolar, , por favor liste à idade e série (ano escolar). Por favor, não escreva os nomes.

| Idade | Série Escolar |
|-------|---------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

5. Se você tem algum filho que não está frequentando nenhuma escola agora, por favor, dê a idade do(s) mesmo(s).

Idade

STUDENT INFORMATION SHEET
(RUSSIAN)

Приложение: Вопросы к информационному листку студента

Инструкция:

Ответьте на следующие вопросы:

1. У Вас есть дети? Да Нет

Если Вы ответили НЕТ на вопрос 1, Вам не нужно продолжать заполнять эту форму.

2. Если Да, то сколько? _____

3. Сколько из Ваших детей живут с Вами в Юте сейчас? _____

4. Перечислите возраст и класс Ваших детей?

Возраст

Класс в школе

5. Если У Вас есть дети, которые не посещают школу, перечислите их возраста:

Возраст

STUDENT INFORMATION SHEET
(SPANISH)

Preguntas Adicionales para el registro del Estudiante.

Instrucciones.

Conteste las siguientes preguntas.

1. ¿Tiene hijos? Si No

Si su respuesta fue No a la pregunta #1 no es necesario que continúe llenando esta forma.

2. ¿Cuántos hijos tiene? ____

3. ¿Cuántos de sus hijos viven actualmente en Utah con usted?

4. De sus hijos que actualmente asisten a la escuela favor de proporcionar sus edades y grado escolar.

Edad

Grado Escolar

5. Si tiene hijos que actualmente no están asistiendo a la escuela favor de proporcionar sus edades.

Edad

APPENDIX H
FINAL STUDENT SURVEY

Directions

Answer the following yes/no questions:

1. I have enjoyed the lessons from the last two weeks.
Yes No
2. I have benefited from the lessons from the last two weeks.
Yes No
3. I plan to use things I learned in the TTTC to help children I know.
Yes No
4. I would like to continue learning about how to deal with children's educational needs.
Yes No
5. I have children below the age of 18.
Yes No
6. I have used the lessons about education to help my children.
Yes No
7. I have used the lessons about education to help other children.
Yes No
8. I have used the lessons about education to further my own educational goals.
Yes No
9. I will use the lessons about education to further my own educational goals in the future.
Yes No

FINAL STUDENT SURVEY
(ARABIC)

نموذج مسح نهائي للطلاب

توجيهات

اجب بنعم او لا عن العبارات التالية:

1. لقد كانت الحصص عن التعليم ممتعة في الاسابيع المنصرمين.

نعم لا

2. لقد استفدت من الدروس عن التعليم في الاسابيع المنصرمين.

نعم لا

3. اني انوي استخدام الاشياء التي تعلمتها في TTTC لمساعدة اطفال اعرفهم.

نعم لا

4. احب ان استمر في الاستفادة عن كيفية التعامل مع الاحتياجات التعليمية للاطفال.

نعم لا

5. عندي ابناء اصغر من 18 سنة.

نعم لا

6. لقد استخدمت الدروس التعليمية لكي اساعد اطفال/ي ابنائي .

نعم لا

7. لقد استخدمت الدروس التعليمية لكي اساعد اطفال اخريين.

نعم لا

8. لقد استخدمت هذه الدروس لكي انمي اهدافي التعليمية.

نعم لا

9. سوف استخدم هذه الحصص عن التعليم لأنمي اهدافي التعليمية في المستقبل .

نعم لا

FINAL STUDENT SURVEY
(CHINESE, SIMPLIFIED)

课程结束调查表（学生）

指示

请回答下列是非题：

1. 我喜欢那些关于教育的课程。

是 否

2. 我从那些有关教育的课程中有所获益。

是 否

3. 我打算运用在TTTC所学到的知识来帮助我认识的小孩子。

是 否

4. 我想继续学习如何处理儿童的教育需求。

是 否

5. 我有小于十八岁的孩子。

是 否

6. 我已经使用了那些有关教育的课程来帮助我的孩子。

是 否

7. 我已经使用了那些有关教育的课程来帮助其它孩子。

是 否

8. 我已经使用了那些有关教育的课程来增进我自己的教育目标。

是 否

9. 我打使算用那些有关教育的课程来增进我自己的教育目标。

是 否

FINAL STUDENT SURVEY
(CHINESE, TRADITIONAL)

課程結束調查表 (學生)

指示

請回答下列是非題：

1. 我喜歡那些關於教育的課程。
是 否

2. 我從那些有關教育的課程中有所獲益。
是 否

3. 我打算運用在TTTC所學到的知識來幫助我認識的小孩子。
是 否

4. 我想繼續學習如何處理兒童的教育需求。
是 否

5. 我有小於十八歲的孩子。
是 否

6. 我已經使用了那些有關教育的課程來幫助我的孩子。
是 否

7. 我已經使用了那些有關教育的課程來幫助其它孩子。
是 否

8. 我已經使用了那些有關教育的課程來增進我自己的教育目標。

是 否

9. 我打算使用那些有關教育的課程來增進我自己的教育目標。

是 否

FINAL STUDENT SURVEY**(JAPANESE)****学生への最終調査****記入上の指示**

以下の質問に「はい」、「いいえ」で答えて下さい:

1. 最後の2週間の授業を楽しんで受けた。

はい いいえ

2. 最後の2週間の授業は役に立つものだった。

はい いいえ

3. コミュニティークラスで学んだことを私が知っている子供たちを助けるために使うつもりだ。

はい いいえ

4. 子供たちの教育上必要な事柄にどう対応するかについて今後も学んでゆきたい。

はい いいえ

5. 18歳未満の子供がいます。

はい いいえ

6. 自分の子供たちを助けるため、教育に関する授業で学んだことを使った。

はい いいえ

7. ほかに子供たちを助けるため、
教育に関する授業で学んだことを使った。

はい いいえ

8. 自分自身の教育の目標を進めるため、
教育に関する授業で学んだことを使った。

はい いいえ

9. 自分自身の教育の目標を進めるため、
教育に関する授業で学んだことを将来使うつもりだ。

はい いいえ

FINAL STUDENT SURVEY

(KOREAN)

참가자 위한 마지막 조사

- 다음 질문에 “예 /아니오 ”로 답변해 주십시오
1. 나는 지난 2주 동안 수업을 즐겨왔다 .
예 아니오
 2. 나는 지난 2주 동안 수업에서 혜택을 받았다 .
예 아니오
 3. 나는 내가 알고 있는 아이들을 돕기 위해서 사용할
TTTC수업에서 배운 내용들을
계획이다 아니오
 4. 나는 어린이 교육에 필요한 사항들을 다루는
학습을 계속하고 싶다 .
아니오
 5. 나는 만 18세 미만의 아이들이 있다 .
예 아니오
 6. 나는 내 자녀들을 위해 교육 수업을 사용한
적이 있다 .
예 아니오
 7. 나는 다른 아이들을 위해 교육 수업을 사용한
적이 있다
예 아니오
 8. 나는 내 자신의 더 나은 미래의 교육을 목표를
위해 교육 수업을 사용해 왔다 .
예 아니오
 9. 나는 내 자신의 더 나은 미래의 교육을 목표를
위해 교육 수업을 사용할 것이다 .
예 아니오

FINAL STUDENT SURVEY
(PORTUGUESE)

Perguntas Finais

Instruções

Responda às seguintes perguntas, circulando “sim” ou “não”.

1. Eu gostei das duas semanas de aulas de educação.
Sim Não

2. As duas semanas de aulas de educação foram particularmente úteis para mim.
Sim Não

3. Planejo usar as coisas que aprendi nas aulas do TTTC para ajudar às crianças que eu conheço.
Sim Não

4. Eu gostaria de continuar à aprender sobre como lidar com as necessidades educacionais de crianças.
Sim Não

5. Eu tenho filhos menores de 18 anos.
Sim Não

6. Eu tenho aplicado as coisas que aprendi nas aulas de educação para ajudar os meus filhos.
Sim Não

7. Eu tenho aplicado as coisas que aprendi nas aulas de educação para ajudar outras crianças, que não são meus filhos.
Sim Não

8. Eu tenho usado as coisas que aprendi nas aulas de educação para aprimorar e/ou criar novas metas educacionais.

Sim Não

9. Eu usarei as coisas que aprendi nas aulas de educação para aprimorar e/ou criar novas metas educacionais no futuro.

Sim Não

FINAL STUDENT SURVEY
(SPANISH)

Encuesta Final Para los Estudiantes.

Instrucciones

Conteste si o no a las siguientes preguntas:

1. He disfrutado de las lecciones de las últimas dos semanas sobre educación.
Si No
2. Me he beneficiado de las lecciones de las últimas dos semanas sobre educación
Si No
3. Planeo poner en práctica lo aprendido en TTTC para ayudar a niños que conozco.
Si No
4. Me gustaría continuar aprendiendo sobre como tratar con niños con necesidades
educacionales.
Si No
5. Tengo niños menores de 18 años.
Si No
6. He utilizado las lecciones sobre educación para ayudar a mis propios hijos.
Si No
7. He utilizado las lecciones sobre educación para ayudar a otros niños.
Si No
8. He utilizado las lecciones sobre educación para establecerme metas educativas
más altas.
Si No
9. Yo utilizaré las lecciones sobre educación para continuar mis metas escolares en
el futuro.
Si No

APPENDIX I

TABLE OF CONENTS FOR MATERIALS BINDER

| Topic | Title | Content | # of Pages |
|--|--|--|------------|
| Topic 1: The United States School System | | | |
| A | American Education System: Understanding the American education system | Website article describing how the American school system is run | 2 |
| B | Understanding the U.S. Educational System | Definitions of words commonly used when describing the school system | |
| C | What is a Charter School? | Article giving broader description of charter school | 2 |
| D | Year-round Schooling | Opinion article about advantages of year-round schools | 4 |
| E | Grade levels | Chart showing grade levels and ages | 1 |
| F | High School Graduation Requirements and Students with Disabilities | Website showing graduation standards | 4 |
| G | Summer Matters!! | Article against year-round schools | 2 |
| H | Provo High School New Student Entry Form | Same as name | Packet |
| Topic 2: School Faculty and Staff | | | |
| A | Education Administrators | Website about the responsibilities of principal | 2 |
| B | Counselors | Website about the responsibilities of a school counselor | 2 |
| C | Notes from Claudia Allan in the College/Career Center | Handout from Provo High that shows different ways to get scholarships in college | 2 |
| D | Provo High School Newsletter | Same as name | 2 |
| Topic 3: Discussing a Child's Progress | | | |
| A | How To Make Parent-Teacher Conferences Work for Your Child | Article about things parents can do to prepare for a parent-teacher conference | 2 |
| B | Parent Teacher Conferences Are Important | Article about benefits of parent-teacher conferences | 2 |

| | | | |
|---|--|---|---|
| C | Unknown, not in binder right now | ? | ? |
| D | Standards-Based Report Card | Same as name | 2 |
| E | Elizabeth Wong (Report Card) | Sample report card with comments from parents and teacher | 3 |
| F | Stephen Campbell (Report Card) | Sample report card with comments from teacher | 4 |
| G | Requirements to graduate | Same as name | 2 |
| H | Report Card | Same as name | 1 |
| I | Report Card | Same as name | 1 |
| J | Report Card | Same as name | 1 |
| K | Report Card | Same as name | 1 |
| L | Report Card | Same as name | 1 |
| M | Report Card | Same as name | 1 |
| N | Report Card | Same as name | 1 |
| Topic 4: Reading Together | | | |
| A | Parents as Teachers | Article about tips for parents teaching their children to read | 2 |
| B | Reading Together | Article about the effects of reading | 4 |
| C | Family Literacy Special Collections | Answers basic questions about what family literacy is | 1 |
| D | A Guide for Reading | Flyer on how parents can help their children to read | 1 |
| E | Prediction | Description of how to do description activities with your child | 1 |
| Topic 5: Beyond Reading Children's Literature | | | |
| A | Tips for Back to School Reading and Beyond | Activities besides regular reading that parents can do with children that will help children to learn to read | 2 |
| B | Helping Your Child Use the Library | 2 nd page has tips for helping children to be more interested in reading | 2 |
| C | USA Traffic Signs | Pictures of different traffic signs used in the U.S. | 1 |
| D | Neon Look Alike Signs | Pictures of different signs that might show up on a restaurant | 8 |

| Topic 6: Preserving Culture through Storytelling | | | |
|--|---|---|-------|
| A | Fun with Genealogy | How to teach your child the joys of exploring family history | 3 |
| B | Once Upon a Time We Told Our Children Stories | Article discussing the benefits of telling stories verbally | 2 |
| C | Stories Are Still an Effective Learning Device | Article discussing the benefits of telling stories verbally | 2 |
| D | Pedigree Chart | Can be used for parents to write down genealogy | 1 |
| Topic 7: The Library | | | |
| A | Teaching Children to Use the Public Library | Suggestions for what you can do to introduce children to the public library | 2 |
| B | Brooklyn Public Library | Tips for how to get a library card | 2 |
| C | Outstanding Books | Flyer listing books for the college bound and lifelong learners | Flyer |
| D | 111 Classic Books | List of books | 1 |
| E | All Time Favorite Books | List of books | 1 |
| F | Let Your Imagination Fly with Fantastic Fantasy | List of books | 1 |
| G | Journey to the Stars with Science Fiction | List of books | 1 |
| H | Uncover a Little Romance | List of books | 1 |
| I | Dying for a Good Mystery? | List of books | 1 |
| J | Provo City Library Card Application | Same as name | 1 |
| K | Book search engine | Website page of what search looks like | 1 |
| L | General Library Information (Provo Library) | Same as name | 1 |
| M | Provo City Library Vision Statements | Same as name | 1 |
| Topic 8: Missing School | | | |
| A | School Avoidance | Article about kids avoiding going to school | 4 |
| B | Requesting Homework When Absent | Instructions for parent requesting their children's homework | 2 |

| | | | |
|---|--|--|---|
| C | District Five Student Absence Excuse | Form for excusing a student's absence | 1 |
| D | Notice of School Intervention Conference | Form used when child's absence becomes a serious problem | 1 |
| E | Homework Make-Up Sheet | Form for student to bring to teachers to get all of homework assignments | 1 |
| F | Project Stay-In | Article about causes and contributing factors of truancy | 2 |
| G | Manual to Combat Truancy | Article about the problem of truancy in America's communities | 2 |