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## English Learners' Perspectives of Teaching Methodologies in Community College EAP Classes

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English Learners' Perspectives  
of Teaching Methodologies in  
Community College EAP Classes

Lisa Walker

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### Abstract

Community colleges provide a popular pathway for many English Language Learners (ELLs). Unfortunately, many of them struggle to pass through the multiple levels of non-credit bearing developmental course sequences in order to improve their academic use of English and thrive in post-secondary work. A qualitative look at perspectives of these English Learners on methodology may provide insight to ways that teachers could modify instruction to meet the diverse needs of students within community college English for Academic Purposes (EAP) courses. Findings suggest that more explicit teaching about language acquisition and the research-based methodologies that support it along with more consistent use of research-based methodologies by instructors, may reduce student resistance to engaging in dynamic activities that could improve learning.

*Keywords:* English Language Learners, Generation 1.5, recent immigrants, visa students, international students, Long-Term English Language Learners, community college, two-year college, junior college, post-secondary education, English for Academic Purposes, EAP, teaching methodologies, student perspectives

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### **Introduction**

In the Fall of 2017, I completed the internship semester of my master's program at a local community college. I observed and taught in the advanced (Level 4) English for Academic Purposes (EAP) writing class. It was during that semester that I realized the great number of English Language Learners (ELLs) requiring support in community college. This was a new population for me to work with. I had worked with adult refugees prior to this experience and much of my coursework revolved around elementary and secondary education. To fill in the gap of my experience with different groups of learners, I decided to direct my research towards this population to gain insight on their needs.

Only 63 percent of English Learners graduate high school and of that group, only 1.4 percent will take college entrance exams like the ACT and SAT (Sanchez, 2017) leaving community college as their only option for post-secondary education. Underserved in United States K-12, these learners find themselves caught in a lengthy cycle of remedial and developmental courses that are non-credit bearing before they can begin to accumulate transferable credits; meanwhile, they exhaust time and finances while their English-proficient peers advance through post-secondary education.

I wanted to find ways to help expedite their learning. The current status of funding for education in my state has hindered development of new and more effective programs at the post-secondary level, therefore, I decided to look within the classroom to see if improvement can be made to what is already in place.



**Purpose of the Study**

The purpose of this study is to understand what teaching methods or strategies students in the EAP (English for Academic Purposes) program of a community college perceive to be most beneficial. An additional purpose is to investigate whether students of different demographic groups, such as those coming from American high schools vs. those coming from foreign high schools, or those with different native languages, have different perceptions of these methodologies.

## Chapter II: Literature Review

### Defining English Language Learners in Post-Secondary Education

Much of the existing research on English language learners (ELLs) in post-secondary settings tends to place students into one of three groups: 1. International F1 visa students 2. recent immigrants with completed secondary educational backgrounds in their L1 3. Long-term English learners (sometimes referred to as Generation 1.5) who have some education in their L1 and some education in the United States (Bunch and Kibler, 2015; Crossman and Pinchbeck, 2012; di Gennaro 2008; Flowers, 2013; Thonus, 2013; Young, Lakin, Courtney, and Martinello, 2012). The following describes how researchers have defined these subgroups.

**International F1 Visa Students.** *F1 Visa* refers to the title of the government form required for students to complete an application for post-secondary schools in the United States; therefore, these students are often referred to as *visa students*; however, they are also referred to as *international L2 students (IL2)*, or simply *international students* di Gennaro, 2008; Flowers, 2013; Roberge, 2002; Spitzer, 2011). In this study, I will refer to them as international students. Di Gennaro (2008), describes these learners as non-immigrants who have completed secondary school in their L1 and maintain a full course of study at an academic institution in the United States. Most have studied English as a foreign language (EFL) for a number of years in their home country; and they are elective bilinguals as they have chosen to learn English and reside (temporarily) in the United States for specific educational purposes (di Gennaro, 2008; Thonus, 2013).

Young, Lakin, Courtney, and Martinello (2012) cite a 2008 report by the National Center for Educational Statistics (NCES) that stated only 1.4 percent of the total undergraduate population were international F1 visa. This group made up only eight percent of the

“undergraduates who indicated that English was not their primary language” (as cited by Young et al., 2012, p.46). Young et al. (2012) add,

“...despite the perception that international students from all over the world are the predominant group of ESL students in higher education (ICAS ESL Task Force, 2006), the majority of students for whom English is not their best language are Latino students who have U.S. citizenship or residency status and likely spent all or part of their K-12 education in U.S. Schools” (pp.46-47).

**Recent Immigrants.** Thonus (2013) describes a second group of ELLs in post-secondary: those who have completed secondary educations in their L1 but have immigrated to the United States permanently, as opposed to international students who reside here temporarily for school. Unlike international students, recent immigrants may not have had English instruction in their home country. These first-generation immigrants may be elective or circumstantial bilinguals. Di Gennaro (2008) describes circumstantial bilinguals as those who are “forced into a second or subsequent language environment as immigrants, refugees, or citizens of post-colonial states” (p.66). Recent immigrants are students who are attending post-secondary in a second language. The word “recent” is not deterministic of how long they have resided in the United States. It is intended to distinguish them from immigrants who have resided in the United States for a longer period but have not acquired more than a basic use of English.

**Generation 1.5.** The most prominent of the three subgroups of English learners in post-secondary education are often referred to as Generation 1.5 (G1.5) (Bunch and Kibler, 2015; Crossman and Pinchbeck, 2012; di Gennaro 2008; Flowers, 2013; Hodara, 2015; Salas, Portes, D’Amico, and Rios-Aguilar, 2011; Thonus, 2013; Young, Lakin, Courtney, and Martinello,

2012). They may also be known as “long-term English learners” though that term is more common in the primary and secondary levels (Menken and Kleyn, 2009).

Bunch and Kibler (2015) offer a broad description of this subgroup as “students from language minority (LM) backgrounds who have done some K-12 schooling in the United States but whose English is considered by community college faculty, staff, or assessment measures to be inadequate for college-level instruction” (p. 20).

**Background of Generation 1.5.** The term Generation 1.5 originated in studies of Southeast Asian refugee students done in the 1980s by researchers in the Department of Sociology at San Diego State University, Rubèn G. Rumbaut and Kenji Ima (di Gennaro, 2008, p.65). Rumbaut and Ima noticed:

...that L2 students who arrive as immigrants to the U.S. while still in school share certain traits with newly arrived L2 students as well as second generation immigrants (who were born in the U.S.), placing them somewhere in between these two populations. (di Gennaro, 2008, p.65)

According to Flowers (2013), “Rumbaut and Ima (1988) referred to this population as “a distinctive cohort . . . born in their countries of origin but formed in the U.S.” (as cited by Flowers, 2013, p.27). They expressed that members of this population “are in many ways marginal to both the new and old worlds, for while they straddle both worlds they are in some profound sense fully part of neither of them” (as cited by Flowers, 2013, p.27). Flowers (2013) adds that “Portes and Rumbaut (2001) succinctly characterized the Generation 1.5 experience, albeit in a somewhat wider context, as ‘growing up American with foreign parents’” (as cited by Flowers, 2013, p. 3).

In his dissertation on the academic challenges G1.5 students face in community college ESL courses, Flowers (2013) provides a more specific description of G1.5 learners:

Educators/researchers differ widely on the particulars, but, in its narrowest sense, the term Generation 1.5 English language learner denotes first-generation, non-English speaking immigrants who come to the United States at a relatively early age, matriculate in the U.S. educational system, and, through extensive contact with the English language and American culture, take on many of the cultural and linguistic characteristics of their American-born, second-generation, native-English-speaking siblings and peers. Because they retain strong ties to their home culture and language, however, they wind up in the middle, neither fully first, nor fully second, generation Americans. (as cited by Flowers, 2013, p.3)

**Membership for Generation 1.5.** Spitzer (2011) explains that there is a great variance within the G1.5 student subgroup:

There is a great diversity among them in terms of their prior educational experience, native and English language proficiency, language dominance, and academic literacy. Some of these students immigrated to the United States while they were in elementary school; others arrived during high school. Still, others were born in this country but grew up speaking language other than English at home. (as cited by Spitzer, 2011, p. 78)

This variance makes it extremely difficult to determine specific criteria for membership into Generation 1.5. Di Gennaro (2008) explains that “the common denominator in most definitions of Generation 1.5 students is that they have completed their secondary education in U.S. schools before entering college” (p.65). While this certainly distinguishes them from international

students who have completed their secondary schooling in their L1, it does not account for the range of experience in U.S. K-12 schools, for the students who attend boarding school in the United States, or for transnational students who have moved back and forth between the United States and their family's country of origin attending school in both countries (di Gennaro, 2008).

So where does one draw the line for membership into Generation 1.5?

Ford (2005) and Thomas and Collier (1997) point out “research has shown, native language literacy ability is one of the greatest predictors of academic performance in school for English language learners” (as cited by Menken and Kleyn, 2009). Santana-Williamson states:

When it comes to level of L1 education, there are essentially two populations: those who are well-educated in their first language and can quickly transfer academic skills from one language to the other, and those who have not completed their secondary education in their first language, which may translate to greater need for support. (Santana-Williamson, 2012, pp. 79-80)

Vasquez (2007) explains:

...it has been well documented that the age of arrival and length of residence are critical factors in the acquisition of academic language skills...and that even under the best of circumstances...students who arrive between the ages of 10 to 14 face a very high risk of long-term academic failure. (as cited by Vasquez, 2007, pp.363-364)

Because the concern of this study is the academic success of English Learners in post-secondary education, I have chosen to consider the number of years of education in L1 as the determining factor for membership into G1.5 and therefore, non-visa students who arrived in the United States as immigrants in or before ninth grade are members of Generation 1.5.

**Significance of a Name.** In my review of the literature, I have found it to be true that not only do researchers have difficulty agreeing on the specific features that would determine membership to this subgroup, but also on exactly what to call it (Bunch and Kibler, 2015; Crossman and Pinchbeck, 2012; di Gennaro, 2008; Flowers, 2013; Ortmeier-Hooper, 2008; Salas, Portes, D'Amico, and Rios-Aguilar, 2011; and Thonus, 2013). Roberge (2009) notes that the designation "Generation 1.5" highlights "socio-cultural and linguistic issues previously obscured when students were theorized and studied using more generic categories such as 'immigrant,' 'nonnative,' or 'minority'" (as cited by Flowers, 2013, p.3). Bunch and Kibler (2015) assert that the term "Generation 1.5" has been "misused to argue that some students lack proficiency in any language and that they are perpetual foreigners in constant need of remediation" (p21); they prefer the term "US educated language minority (US-LM)" (Bunch and Kibler, 2015, p.20). As cited in Flowers (2013), Kanno and Harklau (2012) used the term "Linguistic minority students." Flowers (2013) notes also that contributors to Roberge, Siegal, and Harklau's (2009) *Generation 1.5 in College Composition* were "encouraged to follow their own definitions of 'generation 1.5' as long as their definitions avoided what the authors termed 'deterministic descriptions'" (p.27).

For the purposes of this study, I have chosen to employ the term Generation 1.5 (G1.5) to refer to this particular subgroup of ELLs because I feel that this term evokes an awareness of the notion that language is not just about linguistics, but language is heavily influenced by generation and culture. These students are truly tucked in-between not just two languages, but two generations and two cultures, complicating their success in post-secondary education. The struggles that accompany this "in-betweenness" create unique

linguistic and academic needs that set them apart from the broader categories of learners such as “L2 student,” “linguistic minority,” “US-Language Minority” or “non-native speaker.”

### **Statistics of ELLs in Community College**

In their 2013 analysis of the National Education Longitudinal Study of 1988 (NELS:88), Kanno and Cromley “found that ELL’s lagged far behind non-ELLs in both enrollment and degree attainment in post-secondary education” (Kanno and Cromley, 2015, p.2) and they noted that “four-year college access and bachelor’s degree attainment were beyond the reach of many ELLs” (p.2). In their analysis, they discovered that only “18% of ELLs advanced to four-year colleges upon high school graduation, compared to 43% of monolingual English-speaking students and 38% of English proficient Linguistic Minorities students” (p.3). They also found that only “12% of ELLs attained a bachelor’s degree though 32% of monolingual English speakers and 25% of English proficient LM students within eight years after their high school graduation” (p.3).

Kanno and Cromley (2015) also note that Nuñez and Sparks (2012) found that a higher proportion, 61%, of students identified as linguistic minority students (ELLs) were enrolled in two-year institutions compared to 56% of native English Speaking students “suggesting a bifurcation among LM students in the type of post-secondary education enrollment” (as cited by Kanno and Cromley, 2015, pp.3-4) suggesting the likelihood that ELLs are more likely to attend two-year institutions than four-year institutions and English proficient LM students are more likely to attend four-year institutions (as cited by Kanno and Cromley, 2015). Considering only 63% of ELLs graduate from high school (compared to the overall national rate of 82%) and only



1.4 percent of graduated ELLs take college entrance exams like the ACT or SAT, it is no surprise that two-year schools are their primary destination (Sanchez, 2017).

Rance-Roney (2011) presents research by Radford, Berkner, Wheelless, and Shepherd (2010), *Beginning Postsecondary Students Longitudinal Study*, which “explored rates of persistence and attrition for a representative sample of U.S. undergraduates who began post-secondary education in 2003.” This study demonstrated that 35% of a representative sample of students exited the post-secondary world without a certificate or degree of any kind, compared to 45% of students from Generation 1.5 (as cited by Rance-Roney, 2011, pp.74-75). Why are G1.5 students having difficulty in college?

### **BICS vs. CALP**

One cannot perform any kind of research in language acquisition without coming across the concept of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). These are two linguistic skill levels distinguished between by Jim Cummins, “a prominent TESOL and bilingual education researcher” (DelliCarpini, 2008, p. 9). BICS refers to “the conversational, every day, or social language that is required to interact and communicate in one’s environment” (p.9) and CALP is the “cognitive literacy, and language skills students need to master in English to be successful academically” (p.9). It takes about two years for BICS to develop and it is “limited to a predominantly oral vocabulary of approximately 3,000-5,000 high-frequency words” (Crossman and Pinchbeck 2012, p. 232 [emphasis author’s]) CALP can take between five and twelve years to develop. (DelliCarpini, 2008, Freeman and Freeman, 2004). Crossman and Pinchbeck (2012) explain that CALP or “Academic English” is known as the “*language of school* that students must interpret and use fluently” (p.233), and it “is characterized by complex, symbolic, metaphoric, and technical vocabulary that includes

specialized uses of common words in addition to a vast and deep knowledge of low-frequency vocabulary” (p.233).

Cummins and Man Yee-Fun (2007) define academic English as “knowledge of the less frequent vocabulary of English as well as the ability to interpret and produce increasingly complex written language” and suggest that extensive reading and writing across multiple genres is necessary for the development of academic language. Academic English at the university level involves receptive (reading) and productive (writing) skills. The volume of course material, its complexity, and demands that engage the student in independent thought with little if any support suggest that time management and learning strategies are vital elements of curriculum design. (Crossman & Pinchbeck, 2012, pp.232-233).

Even though they may appear orally and aurally fluent, G1.5 students are often characterized as having an advanced BICS level of English with a far less developed CALP (Vasquez, 2007, p.361). Additionally, because G1.5 students do not have complete primary and secondary educations in their L1, they often do not have the opportunity to even develop a CALP level of language in their L1 making it more difficult to transfer academic competence skills to learn content in a subsequent language. Thonus (2003) concurs, “Another problem often faced by G1.5 students is a lack of fully developed oral, written or both systems of L1, having never received formal L1 education or their formal L1 education having been limited” (as cited by Spitzer, 2011, p.79). Flowers (2013) agrees, that “conceptual knowledge acquired in L1 supports L2 development and therefore, there is a negative effect on development of both the L1 and L2 if a foundation of L1 literacy has not been established (p.13).

Contrasting the lagging academic level of English of G1.5 students arriving in post-secondary school with the more developed level of international visa students (or even recent

immigrants with completed K-12 educations in their L1), Harklau, Losey, and Siegal (1999) explain that international visa students “often bring with them a more rigorous academic experience and higher degree of literacy in their first languages” (as cited by Spitzer, 2011, pp.78-79). Harklau, Losey, and Siegal (1999) add that “G1.5 students have more varied experience with educational and cultural practices in the U.S., and a greater familiarity with American slang” (as cited by Spitzer, 2011, pp.78-79). Di Gennaro (2009) agrees as she explains that international visa students:

...display stronger writing abilities and knowledge of formal grammar explanations while G1.5 students who have acquired their L2 through immersion in non-academic settings rely more on oral and aural skills and their metalinguistic knowledge of L2 grammar may be limited. (as cited by Spitzer, 2011, pp.78-79)

Not only is language acquisition hindered by interrupted K-12 education but the ability to learn new content across disciplines is as well. Blumenthal (2002) states “Both language and content-area instructors have long noted that many Generation 1.5 L2 speakers of English arrive ill equipped to cope with the demands of academic English” (as cited in Flowers, 2013, p.5). Flowers (2013) further explains:

“...compared to their foreign-educated, English L2 college classmates, [G1.5] often lack the broad content knowledge that accrues from uninterrupted k-12 education in one’s home language as well as the metalinguistic knowledge and exposure to literature typically associated with learning English as a ‘foreign language’” (p.6).

According to August and Hakuta (1997): “A strong academic foundation in their native language can facilitate learning content in English, since these students already possess content knowledge that can transfer across languages (as cited by Young et al., 2012, pp.4-5).

The different skill sets that G1.5 students and international visa students bring into post-secondary EAP programs necessitate different instructional needs (Vasquez, 2007). G1.5 students "...tend to have a greater facility with the spoken language and a higher level of listening comprehension compared to the international students' lower level of oral proficiency and greater facilities in reading and writing" (as cited by Vasquez, 2007, p.346). International students that learned English as a foreign language have excellent academic skills but cannot function fluently in such an immersive environment and need help with pronunciation and conversation (Flowers, 2013; Garcia, 2010). Despite their different characteristics and linguistic needs, all of these students populate the same EAP classrooms together in community colleges across the nation. The dissimilarity "leads to difficulty in resolving questions about how to effectively teach to both groups simultaneously" (Vasquez, 2007, p. 346). Flowers (2013) agrees that these differences "...imply substantially different approaches to second-language instruction and support" (p.17).

### **Placement**

Differences between G1.5 and International visa students impact assessment and placement upon entry to post-secondary schooling. Their different academic and psychological needs make the distinction critical (di Gennaro, 2008). In a review of existing research on G1.5 writing assessment and placement, di Gennaro (2008) demonstrates the negative implications drawn from existing research that should compel writing program administrators to adopt assessment procedures that will help distinguish between the different groups of English learners. She explains that while many post-secondary institutions offer course options to English learners that scaffold learning, placement test readers cannot distinguish between the subgroups of ELLs based on their writing assessments. "To determine their initial placement into

writing courses is an area of particular concern, since students' success in college depends in great part on their first-year experiences" (di Gennaro, 2008, p.62). An example of how this misplacement is detrimental is explained by di Gennaro as follows:

The courses fail to address students' actual needs by focusing instead on those of other types of L2 learners. For example, many L2 learners are long-term U.S. residents who enter college with a U.S. high school diploma, and thus they are not required to submit scores from proficiency exams such as the TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). College administrators are likely to evaluate these students along with L1 speakers of English, which may deny L2 learners access to courses and services created specifically for them, as they may not be identified as L2 learners until they have already been placed into courses designed to address L1 writers' needs. In contrast, some L2 graduates from U.S. high schools are too readily identified as L2 learners and then placed into intensive English programs, where they are treated as newcomers to the U.S.—an equally inappropriate result. Either of these placement decisions, which neglect to consider L2 learners' backgrounds and specific needs, may result in students' dissatisfaction with their writing performance and themselves, making them more likely to fail or withdraw from courses and even from higher education in general. (2008, p.64).

In a mixed methods study, Hodara (2015) compares the effects of ESL classes and developmental writing classes on both G1.5 and other English learners in order to determine if ESL courses are more effective at preparing language minority students for college level courses than developmental (reading and writing) English courses and she echoes di Gennaro's claims

about the negative impact of mis-assessing and incorrectly placing language minority students. Additionally, she reinforces the negative impact prolonged enrollment in non-credit bearing ESL courses has on G1.5 students as they see their non-ESL peers earning their associate degrees in less time. "Long developmental course sequences are tied to high rates of student attrition" (as cited by Hodara, 2015, p. 268). Di Gennaro (2008) agrees by stating that "Assessment of students' writing to determine their initial placement into writing courses is an area of particular concern, since students' success in college depends in great part on their first-year experiences" (p.62).

Hodara's findings suggested that ESL class was effective for the foreign-born students who completed secondary education in the local high school (as they made up the majority of the ELL population from the area) however for the U.S.-born language minorities (Gen 1.5) a non-ESL developmental writing course would have been more appropriate. This seems on the surface to be contrary to the findings of di Gennaro (2008) but this actually reinforces the notion she expressed that determining placement for G1.5 learners is more complex than current assessments can provide for; it must account for not only their academic needs but their psychological needs as well (di Gennaro, 2008).

Bunch and Kibler (2015) explain that because G1.5 students "exhibit oral fluency in English, are familiar with colloquial terms and expressions and identify with many aspects of American culture" (p.21) they avoid or resist placement into classes for non-native speakers, like ESL or EAP. Their only option due to placement is then remedial English, a course that will not address their non-native English needs (Bunch and Kibler, 2015). "In fact, because they have come up through the public-school system, where mainstreaming (actually submersion) and age-related promotion have obscured their status as English language learners, Generation 1.5 writers

themselves eschew the label ESL” (Thonus, 2013, p. 17). This makes it difficult to identify these students and demonstrates that their psychological needs as non-native learners affect the college pathways they chose which may hinder their success.

### **Expectations**

Goldschmidt and Seifried (2008) completed a yearlong case study of G1.5 freshman that found discrepancies between students' expectations of college and what they experienced in reality within their first year as well as the expectations faculty have of these students and what they see in reality. G1.5 students are surprised when they do not perform as well as they expected themselves to. Upon application to college, their SAT scores and grade point averages are low, however their self-assessment essays reflect otherwise. “They believe that just because they are admitted into an institution, they will be successful if they work hard. They do not understand that hard work may not be enough if they are academically unprepared” (p.31). The authors add, “Their (G1.5 students') expectations far exceed their abilities when they enter college” (p.32). Equally as impactful are the unmet expectations of faculty members when G1.5 students do not perform academically as well as their non-ESL classmates. “Only one quarter (25%) of the faculty thought the primary responsibility to ensure understanding of information by the students fell on the teacher” (p.31) When reality exposes these incongruent hopes, students become overwhelmed which often leads to a premature ending of their college careers. Goldschmidt and Seifried (2008) conclude, “Whether or not these students succeed in higher education may ultimately depend on whether or not expectations and reality do match” (p.33).

### **First-Generation College Students**

Of significant impact on post-secondary completion rates for all students is if they are the first generation in their family to go to college. “Being a first-generation college student is an

important risk factor for dropping out...it can impact both choice of school selectivity and persistence” (as cited by Young et al., 2012, p.55). They are less likely to understand financing options and procedures as well as academic pathways and resources (p.55). Additionally, first generation students often have a limited social capital which “leads to a process where students rely on information from a limited number of friends and family members and follow paths forged by those sources into specific institutions...” (p.56) that may not be the most appropriate for them.

Understanding that there are discrepancies in the assessment and placement of G1.5 learners, impracticable expectations, and disadvantages of first generation college students is part of the objective of setting them on the path to post-secondary academic success. The following section describes another portion of what may contribute to the success of all ELLs in community College EAP courses.

### **Best Practices in the EAP Classroom**

Communicative competency is the goal of a language classroom (Brown, 2007). Brown states that this is “best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need to apply classroom learning to previously unrehearsed contexts in the real world” (p.79).

According to Kostka and Olmstead-Wang (2014):

EAP teachers should aim to help English language learners (ELLs) become active members of the academic community in which they are studying. In other words, students are not just learning academic English; they are learning to think like academics and become academics. (p.3)



The differentiated techniques in a Communicative Language Teaching (CLT) approach can address these concerns as well as provide for the unique and diverse needs of the different subgroups of English Language Learners in the EAP classroom (Brown, 2007).

Brown explains that “meaning is paramount” (p.49) in a CLT approach over form and structure; however, the purpose of an academic English course is to refine meaning into academic conventions (Kostka and Olmstead-Wang, 2014). How can communicative techniques in EAP can take meaning to a deeper and more sophisticated level? At its core, communication is interactive. “Most meaning, in a semantic sense is a product of negotiation, of give and take, as interlocutors attempt to communicate” (Brown, 2007, p.53). Learner-centered methods for providing feedback, teaching learning strategies and using mentor texts to encourage collaborative writing are three techniques that fall into a communicative language approach.

While meaning takes some precedence in a CLT approach, a balance between fluency and accuracy is still imperative (Brown, 2007); a “focus on students’ ‘flow’ of comprehension and production and a focus on the formal accuracy of production...are seen as complimentary principles underlying communicative techniques” (Brown, 2007, p.46). Students must understand if their focus on an assignment or activity is on fluency or accuracy and the feedback provided by teachers should address those items.

Ferris and Hedgcock (2014) offer a list of suggestions regarding written feedback in the post-secondary EAP writing course. One of these suggestions is to “utilize diverse sources of information” (p. 251) such as course assessment rubrics and assignment specifications. Rubrics and assignment guidelines help students understand which aspects of language to focus on (i.e.: fluency vs. accuracy); which, in turn helps the instructor prioritize feedback. This limits the amount of red marks on a student’s work which could cause cognitive overload. Bailey and

Pransky's (2013) research on brain-based learning demonstrates that working memory is smaller in a second language (L2) than in L1; therefore, it is most efficient when focused on one thing at a time (such as fluency or accuracy) or when presented information in chunks or patterns.

Characteristic of Communicative Language Teaching are techniques that help students understand how to be strategic and autonomous learners (Brown, 2007). Instructors provide opportunities for students to become aware of their own learning styles and processes as well as help them develop appropriate strategies for production and comprehension (Brown, 2007; Kostka & Olmstead-Wang, 2014). Anna Uhl Chamot, a well-known expert in language learning strategies, and co-developer of the Cognitive Academic Language Learning Approach (CALLA), has built much of her career around the premise that instructors can facilitate lifelong, autonomous learning by explicitly teaching language learning strategies. "Good language learners are more strategic than less effective language learners" (Chamot, 1998, p.5). She defines strategic learners as those who are:

...better able to figure out the task requirements and are flexible in their approach to solving any problems they encounter while working on the task. Unsuccessful language learners, on the other hand, while not necessarily unaware of strategies, have difficulty in choosing the best strategy for a specific task, and often have a limited variety of strategies in their repertoire. (Chamot, 1998, p.5).

"Learning strategies...are specific tools or steps that learners take to enhance their language development, whether they are beginning to learn the language or are just practicing it" (Kostka and Olmstead-Wang, 2014, p.12). Learning strategies can help students in all four skill areas and transfer across disciplines as pointed out by Kostka and Olmstead-Wang: "Helping

students become aware of their reading strategies can provide enormous benefits and help them read academic texts successfully in their other courses” (2014, p.15).

Chamot (1998) offers the following guidelines for teaching learning strategies:

- build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates;
- integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities;
- be explicit-name the strategy, tell students why and how it will help them, and when to use it;
- provide choice by letting students decide which strategies work best for them;
- plan continuous instruction in language learning strategies throughout the course. (p.6)

Kostka and Olmstead-Wang (2014) provide a sample interview sheet for scaffolding a conversation among students regarding strategies they already use in reading. This form, which is adaptable to different learners, includes “question prompts, sentence starters, and key vocabulary” (pp.12-13). Kostka and Olmstead-Wang (2014) also suggest that “students could read a short passage, keep track of their thoughts as they read, and answer the following questions: *How did I prepare to read? What did I do when I got stuck?* Students can share their list with the class as the teacher creates a large list on the board, and then collectively analyze patterns” (p.15). This communicative practice offers opportunity for students to be successful in speaking, listening, reading, and writing.

The use of graphic organizers is another effective language learning strategy. It can help students notice how thoughts and concepts are organized which, in turn, improves not only their

comprehension of a text but academic writing as well (Kostka and Olmstead-Wang, 2014).

Bailey and Pransky (2013) also support the use of charts and graphic organizers. Again, based on the notion that working memory is smaller in L2 than in L1, students can process a lot more information when it is organized and in chunks as it would be on graphic organizers and charts.

When students understand how to utilize learning strategies, they are able to take greater responsibility for their own learning (Brown, 2007, Kostka and Olmstead-Wang, 2014, Chamot, 1998). “Students in a CLT class are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized, but not at the expense of appropriate teacher-centered activity” (Brown, 2007, p. 47). Traditionally lecture based, the community college EAP writing classroom would benefit from student-centered coursework that is cooperative and collaborative as suggested by Brown (2007). Wette (2013) argues that modeling and modeling strategies are “good and principled practice” (p.68) and provide an alternative to the traditional lecture style instruction.

“The term ‘modeling’ encompasses presentation of cognitive processes by the teacher, analysis of completed text products or performances, and cooperative modeling by teacher with the whole class or by students in groups” (Wette, 2013, p. 62). Models provide students with “illustrations of expert use of particular language forms and can reduce complex cognitive demands to a more manageable level” (as cited by Wette, 2013, p.62). Kostka and Olmstead-Wang (2014) point out that both effective and ineffective models of academic texts can benefit writing instruction.

Caplan and Farling (2017) describe a collaborative writing, genre-based pedagogy which utilizes modeling of mentor texts. This process incorporates a teaching-learning cycle where the first step is to identify a context related to the course readings. The second step is to choose a

genre of writing (such as professional email or a letter to the editor) at which point a mode is invoked (such as compare/contrast or persuasion). This method has a strong focus on real world contexts which, is another important characteristic of a CLT classroom (Brown, 2007). With teacher guidance, students then deconstruct model texts “to reveal conventions, style, and expectations of this form of professional communication” (p.567). Next, in a collaborative effort, the class and the teacher produce a new draft of the text based on a related topic. For the final step, students compose their own sample text independently. Caplan and Farling (2017) declare that this is a “highly scaffolded method of teaching writing” (p.566) which also promotes development of a “metacognitive awareness of genre that will enable them to tackle future assignments” (p.567). Ferris and Hedgcock, (2014) support the importance of genre awareness. They contend that “L2 composition instruction should systematically help students use, analyze, critique, and produce a range of genres” (p.114). They also argue that reading and writing should be taught as parallel processes which is also characteristic of this modeling strategy.

A Communicative Language Teaching approach that employs student-centered techniques such as Caplan and Farling’s (2017) modeling strategy, Chamot’s (1998) language learning strategy, and Ferris and Hedgcock’s (2014) feedback strategy demonstrate ways to address the diverse needs of ELLs in a community college EAP writing class. Ensuring a balance between fluency and accuracy, scaffolding instruction, promoting collaboration and activities providing attention to all four skill areas in authentic and meaningful contexts are some characteristics that benefit these students. Additionally, attention to metacognitive methods such as teaching learning strategies can benefit students across disciplines and help develop them into life-long, autonomous learners.

One key feature of a Communicative Language Teaching approach is that it is learner-centered rather than teacher-centered. “Students are active participants in their own learning process. Learner-centered, cooperative, collaborative learning is emphasized but not at the expense of appropriate teacher-centered activity” (Brown, 2007, p. 47).

In a study that explores the effects of a flipped classroom experience on second language learner’s cognitive processing, Kim, Park, Jang and Nam (2017) refer to Vygotsky’s (1978) sociocultural theory, “which describes humans as active participants in their own learning and social interaction as crucial in the process of learning” (p.262), to affirm student centered-teaching methodologies such as cooperative learning, collaborative learning, peer tutoring, peer assisted learning, problem-based learning, and active learning (as cited by Kim et al., 2017, p. 262). They also cite previous meta analytic studies that “have reported that the collaborative, cooperative nature of the student-centered learning makes it more conducive to academic achievement, self-esteem, retention in academic programs, and the perception of greater social support than traditional teacher-centered learning with its individualistic and competitive nature” (p.262), all features that address difficult issues faced by Generation 1.5 ELLs.

### **Active and Collaborative Methods**

In a study titled *Differences in Active and Collaborative Learning by Race for Community College Developmental Writing Students*, Barhoum and Wood (2016) present Kuh’s Student Engagement Theory (Kinzie, Kuh, Schuh, and Whit, 2011) which “addresses the positive connection to achievement when students interact in academic settings with other students and faculty” (Barhoum and Wood, 2016, p.21). They explain that Kuh’s model of Active and Collaborative learning “hypothesizes that students in collaborative learning environments will develop expertise that will help them succeed in and out of college settings”

(p.21). Kinzie, Kuh, Schuh, and Whit, (2011) explain that the framework of this model includes “contributing to classroom discussions, giving class presentations, working with other students on projects, tutoring or teaching other students, participating in community-based projects as part of a course, and discussing readings or classes with other students” (as cited by Barhoum and Wood, 2016, p.21).

While this study focused on a developmental writing course, created for native English-speaking students, rather than an EAP writing course, it is still applicable because so many ELLs are misplaced into or opt for developmental courses rather than EAP to “eschew the label” (Thonus, 2013, p.17) of English learner. Furthermore, Barhoum and Wood (2016) found that all student populations benefitted from the active and collaborative techniques in the study. This finding contributes to the broader research on language acquisition as referenced by Lightbown and Spada (2013). These authors demonstrate through their discussion of second language acquisition hypotheses and practice that “what learners need is opportunities to interact with other speakers, working together to reach mutual comprehension through negotiation for meaning<sup>1</sup>” (p. 114); “that negotiation for meaning is seen as the opportunity for language development;” and “demands of producing comprehensible output<sup>2</sup>... ‘push’ learners ahead in their development: (pp.114-115). Barhoum and Wood’s (2016) research and findings also support Lightbown and Spada’s (2013) discussion on “the role of practice” for second language acquisition. They reason that practice in another language which is meaningful, interactive, and has a focus on task-essential forms can help convert “declarative knowledge to procedural knowledge and then to automatic performance” (p.117). Declarative knowledge, according to

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<sup>1</sup> “Negotiation for meaning is defined by Lightbown and Spada (2013) as “Interaction between speakers who make adjustments to their speech and use other techniques to repair a breakdown in communication” (p.221).

<sup>2</sup> “Comprehensible output hypothesis is “the hypothesis that successful second language acquisition depends on learners producing language (oral or written)” (Lightbown and Spada, 2013, p.215).

Lightbown and Spada (2013) is like a grammar rule, it is “knowledge that we are aware of having” (p.109). Procedural knowledge is the ability to use that declarative knowledge (p.109). The idea being that “With continued practice, the procedural knowledge can become automatized and the learner may forget having learned it first as declarative knowledge” (p.109).

### **Traditional Methods**

Traditional teaching methods in community college EAP courses are teacher-centered, lecture style, individualistic and competitive in nature (Kim et al., 2017); they emphasize structure over communication and reading over speaking (Flowers, 2013). Hodara (2015) explains that “qualitative studies often describe ESL and developmental English instruction...as consisting of decontextualized, drill and practice exercises on spelling, grammar, and language rules with little emphasis on the use of language in academic or real world-contexts (as cited by Hodara, 2015, p. 246). She asserts that if instruction and content are disconnected from college-level coursework, it will be ineffective in developing English skills students need to be successful in their field of study and beyond. Bunch and Kibler (2015) also argue that traditional teaching methods are not effective for the EAP classroom:

“...little evidence exists that building syllabi around traditional ESL grammatical components facilitates students’ development of the language and literacy necessary for real-world academic and professional purposes (Valdés, Capitelli, & Alvarez, 2011). Similarly, approaches to remedial English that teach students how to write sentences, paragraphs, and essays in isolation from authentic academic or professional audiences are unlikely to prepare students for the kinds of competencies required to succeed in college-level work (Grubb et al., 2011). Alternative perspectives maintain that people develop second languages, and learn to do things in those languages, by having access to settings



in which language is used, opportunities to interact with people using it, and support in recognizing and using it for particular purposes within those contexts. (p.22)

Their review of the literature reveals:

...faculty representatives from both community colleges and four-year institutions have highlighted academic literacy practices necessary for higher education, including engaging in intellectual discussions, comparing and contrasting ideas, generating hypotheses, listening and taking notes, reading a variety of texts, summarizing and synthesizing information, and writing short answer responses and essays... (p.22)

arguing that in order to help community college ELLs develop these critical competencies, EAP programs must “rethink approaches to ESL and remedial English that have focused on the explicit teaching of specific language forms and discrete literacy skills” (p.22).

### **Combining Methods**

Sturman (2012) suggests that the teaching of ESL grammatical components can still be implicit while not employing the traditional methods that focus on decontextualized repetition and rote memorization. She explains:

Current research on integrative instruction (Kelley, Lesaux, Kieffer, and Faller, 2010; Kim, 2008) shows that integrative techniques promote high levels of engagement in students mainly because they typically employ a variety of approaches to introducing and revisiting material...It was found that the students overwhelmingly learned more from the integrative instruction rather than the oral-only instruction, as is evidenced by the length and number of oral utterances made during and after the instructional periods. (as cited by Sturman, 2012, pp.273-274)

Referencing Doughty and Williams (1998), Sturman (2012) offers an integrative method called Focus on Form (FonF) which is an implicit approach that “draws students’ attention to linguistic forms as they arise in lessons or texts” (as cited by Sturman, 2012, p274). She deepens the discussion by citing Nassaji (2000) who states “Some proponents of another approach, the communicative method, argue from the interactive perspective, in which “learning a new language is a function of social and meaningful interaction” (as cited by Sturman, 2012, p274). Sturman’s (2012) intent is to demonstrate that “While many argue that the FonF and communicative approaches are at odds, Nassaji (2000) posits that they can and should be integrated for successful learning and gives concrete examples of integrative tasks implemented in the study” (Sturman, 2012, p.274). She also includes Nassaji’s (2000) examples of integrating form and communication *by design* and *by process*: *by design* being: communicative activities designed with an advanced, deliberate focus on form; and another *by process*: to incorporate a focus on form in the process of, and as it occurs naturally in, classroom communications (as cited by Sturman, 2012, pp.274-275 [italics in original]). Brown (2007) also supports an integrative approach to teaching language in his textbook *Teaching by Principles: An Integrated Approach to Language Pedagogy*.

### **The Value of Student Perspectives**

Ongoing research demonstrates that student perspectives provide valid insight to the effectiveness of instruction and instructional methods. Traditionally, educators measure student learning by using exams and other forms of testing assessment. Centra and Gaubatz (2005) argue that these measures “reflect only a limited view of student outcomes” (p.1) and that student perspectives are a more comprehensive indicator of learning. They reference O’Connell and Dickinson (1993) who “found that student perceptions of learning in a course correlated much

higher with student ratings of instruction than did differences in pre- and post-test scores” and Ryan and Harrison (1995) and Cashin and Downey (1992, 1999) who “also found that student perceptions of learning were highly correlated with their overall ratings of teaching effectiveness” (Centra and Gaubatz, 2005, p.1).

Centra and Gaubatz (2005) contribute to the research with their investigation of “the relationships between student perceptions of learning as assessed by the Course Outcomes scale of SIR II and other instruction-related scales and items within the instrument” (p.2). While this study focused on the effectiveness of the specified instruments, the researchers conclude that it validates previous research which demonstrates “when a student rates overall instruction as effective, there is a correspondingly high perception of learning, as well as ‘actual’ learning as measured by course exams” (Centra and Gaubatz, 2005, p.19). Furthermore, they state that “the findings of this study add to the current research on the validity of student ratings of instruction when student perceptions of learning are used as the criterion” (Centra and Gaubatz, 2005, p.19).

### **Conclusion of Literature Review**

It is the intention of this literature review to demonstrate the diversity of linguistic needs within the community college EAP classroom and the different “schools of thought” behind the teaching methods students experience in order to identify those practices that research shows should be the most beneficial to them. Additionally, I hope to have presented the value of student perspectives in identifying what they feel helps them learn best. The combination of these two directives should give voice to the students about which teaching methods best serve these populations. Instructors may use methods that are considered best practice but because the students are not open to them, they may have little or adverse effect. Understanding why

students are opposed to certain methods may help instructors present the methods in a way that would help students engage in their use.

### Chapter III: Methodology

#### Research Design

While there is an abundance of research that explores which teaching methods are most effective for language acquisition, there is little that demonstrates the students' perspectives regarding their learning in relation to these methods. I sought to understand their perspectives and what factors influence those perspectives. Creswell (2015) proports that "Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore" (p. 16). He characterizes qualitative research as "exploring a problem in order to develop a detailed understanding of a central phenomenon" (p. 16), which, in turn, can lead to "an understanding that provides voice to individuals that may not be heard otherwise" (Creswell, 2015, p.205). In order to give voice to these students, I chose to pursue Grounded Theory Design defined by Creswell as "systematic, qualitative procedures that researchers use to generate a general explanation (grounded in the views of participants, called a *grounded theory*) [emphasis author's] that explains a process, action or interaction among people" (p.21).

Procedures for Grounded Theory Design primarily involve collecting interview data from which themes or categories evolve (Creswell, 2015, p.21). However, I also wanted to investigate the possibility of general trends to compare interview data with. Therefore, I included the quantitative practice of using a questionnaire to survey a broader sample of the population. The combination of surveying and interviewing creates a mixed methods approach to my study. "The core argument for a mixed methods design is that the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data alone" (Creswell, 2015, pp.21-22). By combining the results of surveys and interviews I will be able to see "both general trends of information as well as detail" (Creswell, 2015, p. 537). Since

the sample size is small and diverse, the mixing of these two sources of information is important because it may provide a better understanding of student's perspectives than either source by itself (Creswell, 2015).

**Surveys.** I created a survey with sixty-four multiple choice questions (See appendix A) regarding different teaching methods. I grouped questions into three sub-sections: teaching methods for a grammar point, teaching methods for vocabulary, and general teaching methods. I also included a section with questions regarding cultural demographics such as information about primary language and educational history. I created the same survey online in SurveyMonkey as an option for students. My goal was to obtain forty completed surveys. I handed out over sixty surveys and the total response was sixteen. One student opted to complete the survey online.

**Interviews.** I provided a place on the surveys for students to indicate if they would be willing to participate in a follow-up interview. For those who were willing, I called, texted, or emailed to schedule the interviews. The interviews were thirty minutes and I asked questions based on their responses on the surveys (See Appendix B). I conducted the interviews in a private office within the Office of Multicultural Students Affairs (OMSA). This location is conveniently located in the middle of campus and the students in the EAP department are all comfortable there because the offices of ELL guidance counselors are there. Seven students agreed to be interviewed.

**Sampling.** In order to obtain the best cross section of samples, I employed a combination of typical sampling, convenience sampling and snowball sampling to explore students' perspectives. Creswell refers to "typical sampling" (2015, p.207) as a purposeful sampling method, in which typical representations of individuals or sites are "intentionally selected to learn or understand the central phenomenon" (2015, p.205). He explains that an understanding

of this central phenomenon “emerges through a detailed understanding of the individuals or sites” (p.205). I intentionally selected a large community college in the midwestern United States near where I reside because it is representative of the population I seek to understand. Additionally, through personal experience as an intern in EAP classes at this college, I am acquainted with many students who meet the participation criteria for this study. For these reasons and the proximity of the school to my residence, this school was an excellent site for me to conduct this study.

I also used convenience sampling. Though a quantitative method, convenience sampling includes participants “because they are willing and available to be studied” (Creswell, 2015, p. 144). Creswell acknowledges that with this method, “the researcher cannot say with confidence that the individuals are representative of the population” (2015, p.144). I solicited participation from a level three EAP writing class, one EAP level four writing class, and from one level four reading class. While these classes are representative in general of the English learners I have interest in, I could not guarantee that participants would fall under the category of generation 1.5. However, these are the students who are convenient to me for study and the sampling could provide insight to possible additional demographic variables that may play a part in students’ perspectives.

I also employed the process of snowball sampling (Creswell, 2015) and asked students who did respond to help me identify peers that may have already completed EAP courses. Additionally, EAP instructors and employees of the OMSA helped me to identify students who completed EAP courses in the past.

**Participants**

Participants for this study are students who attend community college, who are at least 18 years of age, and are currently enrolled in or are alumni of intermediate and advanced EAP reading and writing courses. After I obtained permission by the Institutional Review Board, I sent emails to the three EAP instructors at the college requesting permission to visit their classes within the first few weeks of the semester to explain my research and invite students to participate. During my classroom visits, I handed out packets containing a survey, a consent form, and a cover letter inviting participation with instructions to do so. Students returned their surveys to their professors in sealed envelopes. The sealed packets remained in a locked office until I came to campus to pick them up, which I did two or three times a week until the deadline arrived.

**Procedures in Data Collection and Data Analysis**

I conducted one-on-one interviews with seven students, thirty-minutes each in the private office within the OMSA. In each interview, I began with a brief review of the survey to help participants recall their initial responses about the teaching methodologies as well as to provide them with the opportunity to ask clarifying questions if necessary. Next, I asked six open-ended questions (see appendix B) regarding more in-depth perspectives about certain teaching methods. These questions seemed valuable to understanding survey responses.

To ensure accuracy of data, I audio recorded the interviews. I also took extensive notes during the interview. After each interview, I wrote additional notes about my impressions of the students' perspectives. Later, I reviewed the recordings and transcribed portions of the interviews.



As suggested by Creswell (2015), while I analyzed the data from the interviews, I wrote codes, or segmented texts in the left margin and common themes on the right. After doing this with the transcriptions from the interviews, I went back through to evaluate each participant's answers for the two main questions asked during the interview, "Which methods do you wish teachers would use more of and why?" and "Which methods do you wish teachers would use less of and why?" I compared the responses to these questions to each other and also to the responses of the surveys to see if there was any correlation between their responses and the results of the surveys. I cycled between the survey data and interview data. As I reviewed the responses, codes, and themes, I not only looked for frequency and commonalities but also for unique, notable differences.

In order to view the data in light of my research questions, I organized responses into a spreadsheet grouping Generation 1.5 (G1.5) students together and Recent Immigrants with International Students (RI/I). In this way, I could review the data to reveal how perceptions and benefits from different methodologies and strategies differ among ELLs with different educational backgrounds (RQ3). I used a spreadsheet key to identify each student with his or her responses and cross reference that with each student's L1. In this way I could respond to my research question regarding how perceptions and benefits from different methodologies and strategies differ among ELLs with different linguistic backgrounds (RQ2).

In this chapter, I demonstrated the procedures I followed in conducting and analyzing the research for this study. The following chapter I will explain the findings of this semester-long study.

## Chapter IV: Findings

What did the students have to say about their own perceived benefits from different teaching methodologies? In this chapter, I will first present the demographic information for the 16 participants who completed the survey. Following that will be detailed profiles of the seven students I interviewed. I will then discuss results of the surveys as well as review the results of the interviews. I will discuss the implications of these results later in a subsequent chapter.

### Participant Demographics

All of the participants in this study are between the ages of eighteen and forty-five. They are students at the same community college either enrolled in or have already completed intermediate (level 3) or advanced (level 4) EAP writing and reading courses.

Of the 16 students who participated in the survey, six are Recent Immigrants, two are International students and eight are Generation 1.5 (G1.5). As pointed out earlier, for the purposes of this study, I have determined that if students arrived in the United States as immigrants (and not as International students) on or before ninth grade, they are eligible for membership into Generation 1.5; therefore, participants S5, S6, S9, S11, S13, S14, S15 and S16 are all members of Generation 1.5. As we can see in Figure 1, the two International students are from Taiwan and the Philippines. The four Recent Immigrant students are from Nigeria, Lithuania, India, and Colombia. Five of the six G1.5 students are from Mexico and the other two are from Haiti and Bulgaria (Kosovo). Figure 1 also displays other notable demographics of each of the 16 students. What follows is a more detailed description of the seven students whom I interviewed.

### Participant Demographics

	Recent immigrant	Visa Student	First Generation College	Years in US	Years education in L1	Country	L1	Speak L1 at home?
S1*	X			2	12	Nigeria	Yoruba	X
S2*	X			9	16	Lithuania	Lithuanian	
S3		X		2	12	Taiwan	Chinese	X
S4*	X			6	12	India	Gujrati	X
S5*			X	7	8	Mexico	Spanish	X
S6*			X	26	0	Mexico	Spanish	/
S7*	X			1	12	Colombia	Spanish	X
S8		X	X	0	12	Philippines	Tagalog	X
S9*			X	15	0	Kosovo, Bulgaria/ Albania	Albanian	X
S10*	X			6	16	Kosovo, Bulgaria/ Albania	Albanian	X
S11*			X	4	8	Mexico	Spanish	X
S12	X			12	12	Poland	Polish	
S13			X	4	8	Mexico	Spanish	X
S14				16	5	Haiti	Creole/ French	X
S15*				5	9	Latvia	Russian	
S16			X	5	8	Mexico	Spanish	X
* first generation immigrant Shading indicates Generation 1.5								

Figure 1. Participant demographics.

### Interviewee Profiles

**Student 1 (S1).** S1 is from Nigeria. She is in her early twenties, and she immigrated to the United States with her whole family two years prior to the study. She claims English and Yoruba equally as her first languages. In Nigeria, Yoruba is one of three local languages but English is the *lingua franca* and is the language of education in Nigeria. S1 explained, “Many people in Nigeria speak Pidgin English too because not everybody gets to go to school.” S1 grew up speaking Yoruba at home as well as English. She used English exclusively while at

school with the exception of a Yoruba language class required for all students in Nigeria for L1 literacy development. S1 also learned French which was compulsory in middle school.

Both of S1's parents graduated from secondary and post-secondary schools in Nigeria. S1 graduated from secondary school at the age of sixteen as high school in Nigeria is only three years. She had begun post-secondary school in Nigeria with the intention of becoming a mental health counselor. S1 explained that it was too difficult to demonstrate equivalency of her high school credits from Nigeria in order to apply for college in the United States. Therefore, it was easier to repeat twelfth grade here especially since, at that time, she was the average age that American students are for their senior year of high school. She took ESL classes simultaneously with her content classes at a local public high school, and she graduated successfully. S1 is a full-time student enrolled in intermediate EAP reading and advanced EAP writing, math, and psychology courses. She also works part-time at a local pizza place.

**Student 2 (S2).** S2 is in her early thirties. Originally from Lithuania, she spoke some Russian in her school years but her primary language is Lithuanian. She took English as a foreign language since second grade and she achieved a bachelor's degree in geography from Lithuania. After immigrating to the United States nine years prior to this study, S2 married a native English-speaking American. She is a full-time student attending community college in pursuit of an accounting degree. S2 recently completed one year of level four EAP reading and writing. She stated "I'm doing pretty well in English 101 and my other subjects but my accounting law class is a little bit hard." Both of her parents graduated from universities in Lithuania.

**Student 3 (S3).** At nineteen years old, S3 came to the United States one and a half years earlier from Taiwan. After she graduated high school in Taiwan, she chose to attend college in

the United States; therefore, she is here on an international student visa while her family remains in Taiwan. S3 chose a community college in order to improve her English and achieve a higher TOEFEL score before applying to a more expensive four-year institution. A full-time student, she completed the EAP sequence and is now in English 101. Her intentions are to transfer the next semester to a university on the western coast of the United States in order to begin working towards a bachelor's degree in business. Both of her parents achieved post-secondary degrees from Taiwan. S3 intends to return home after graduation.

Mandarin Chinese is the *lingua franca* in Taiwan and it is S3's primary language but she explained that she speaks Taiwanese with some of her family members. She began learning English as a foreign language in preschool. The summer before her freshman year of college S3 attended an intensive English program in the western United States. She explained that the teachers and students were native Chinese speakers; consequently, it was not as authentic a language experience as she had hoped for. Her experience in this community college is much more immersive. Most of her friends on campus are native Spanish-speakers from her EAP classes which consequently, results in her necessary use of English as a means of communication outside of the EAP classroom.

**Student 4 (S4).** S4 grew up in India. She is in her mid-twenties. Before immigrating to the United States six years prior to this study, S4 and her family had relocated to three different cities within India. Each city had its own language and culture but English was always the language of instruction at school. Gujrati is what she speaks with her family at home but S4 also speaks Hindi and Telugu. S4 graduated from high school in India but when she arrived in the United States, she had to repeat all four years. S4 is a full-time student in advanced EAP advanced reading course concurrent with her mathematics and psychology classes. She plans to

transfer to a local university in order to major in aviation. Both of her parents have degrees from universities in India.

**Student 5 (S5).** Seven years before this study, as she was entering the sixth grade, S5 arrived from Mexico with her family. Her education in Mexico was in Spanish, and in the United States she continued her education in Spanish at a bilingual school through eighth grade. S5 attended ESL classes during middle school and in high school. She is a full-time student in her freshman year and is taking EAP intermediate reading and writing classes as well as math and psychology. Her family speaks only Spanish with her but S5 claimed, “my friends and I speak *Spanglish*.” She is working towards an associate’s degree in nursing and holds a part-time job at a fast food restaurant.

**Student 6 (S6).** When she was fifteen years old, twenty-something years before this study, S6 immigrated by herself to the United States from Mexico. She came to live with an older sibling so that she could attend school. Her father had only allowed her to go to school until fifth grade; with thirteen siblings, S6 had to stay home to help her mother. In the United States, she went to high school for two and a half years during which time she attended ESL classes; however, she did not graduate. She recently achieved a certificate of high school equivalency through a General Education Development program (GED) and is in her second year at the community college working part-time towards an Associate degree with the intention to transfer to a four-year school for a Bachelor in Elementary Education. S6 completed the EAP sequence last semester. S6’s husband is also from Mexico. She explained that at home, they switch between Spanish and English seamlessly as her two grown children are bilingual. When her children were little, she worked in their school as a lunch lady and then in a hospital as a

medical translator to improve her English. Besides attending classes, S6 currently works in the multicultural student activities office on campus where she uses both languages.

**Student 7 (S7).** S7 moved to the United States eight months prior to this study. She graduated secondary school in her home country, Columbia, but moved here with her parents when her father was transferred for work. She studied some English as a foreign language in Columbia; last semester she took intermediate reading and writing but also had an independent study with an EAP instructor to advance her English more rapidly. She is a full-time student in advanced reading and writing and continues her independent study. She explained that she is very good in math and intends to transfer to a four-year college to pursue a bachelor's degree in finance. She speaks only Spanish at home with her parents and says that she does not spend time with any friends outside of class.

The diversity of this group of participants was ideal for exploring three research questions:

RQ 1: How do young adult ELLs perceive and benefit from different teaching methodologies and strategies in advanced-level community college non-credit intensive ESL classes which focus heavily on the development of writing skills?

Sub Questions:

RQ 2: How are perceptions and benefits from different methodologies and strategies different among ELLs with different linguistic backgrounds?

RQ 3: How are perceptions and benefits from different methodologies and strategies different among ELLs with different educational backgrounds?

The information on demographics collected from the survey combined with the data collected in the interviews provides the framework for responding to these research questions. What follows is a review of the results from the survey items regarding teaching methodologies.

### **Survey Results**

Sixteen participants each answered 64 questions regarding different teaching methodologies. It is helpful to remember that eight participants are Generation 1.5 (G1.5) and eight participants are Recent Immigrant/International Student (RI/I) group. Students selected one of five options to describe how they perceive their learning from each methodology. In figure 2, we can see the response options. Since there are only eight participants in each subgroup, the numbers are not statistically significant, however, there is value in noticing general trends. It is the items that students contend to have difficulty learning from that will be of greater interest and reveal commonalities and generalizations in preference based on ethnicity or L1. However, we will first review the survey as a whole, comparing total responses by subgroup. Following the overview, we will consider the responses of each subgroup for traditional methodologies compared with active and collaborative methodologies. After that, we will examine which methodologies had the highest and lowest ratings for each subgroup. We will then review interview data. In the Discussion section of this study, we will compare survey results with interview data to provide insight to the responses. This overview will reveal some differences between these two groups in terms of their experiences with and perceptions of teaching methodologies. Here in Figure 2, we see the response options provided for each item on the survey:



A	I learn well from this kind of teaching and can apply it to my writing.
B	I learn well from this kind of teaching, but have a hard time applying it to my writing.
C	I sometimes don't understand well with this kind of teaching.
D	I rarely understand with this kind of teaching, and have a hard time applying it to my writing.
E	I have never experienced this kind of teaching.

*Figure 2.* Survey response options.

The most notable finding from the survey as a whole is that the RI/I students seem to be a fairly homogeneous group in their methodology preferences, while among the G1.5 students there is a great deal of diversity in methodology preferences (See Fig.3). It seems that RI/I students feel they learn well from most all of the methods on the survey but it varies for G1.5. The RI/I students selected A's 78% of the time and G1.5 selected A's for 44%. "B" was selected 13% of the time by RI/I students and 27% of the time by G1.5. Alternatively, RI/I students indicated the letters "C" 4% of the time and the letter "D" less than 1% of the time. G1.5 students who indicated "C" 12% of the time and "D" 6% of the time. Furthermore, it seems that RI/I students find more teaching methods effective than do G1.5 students. There is no method that G1.5 students perceive greater learning from than RI/I students. In other words, RI/I students perceive better learning from every method. Interestingly, the RI/I student group indicated 22 times (4%) that they had not experienced a particular teaching method compared to 52 (10%) times for G1.5 students (See Fig.3).

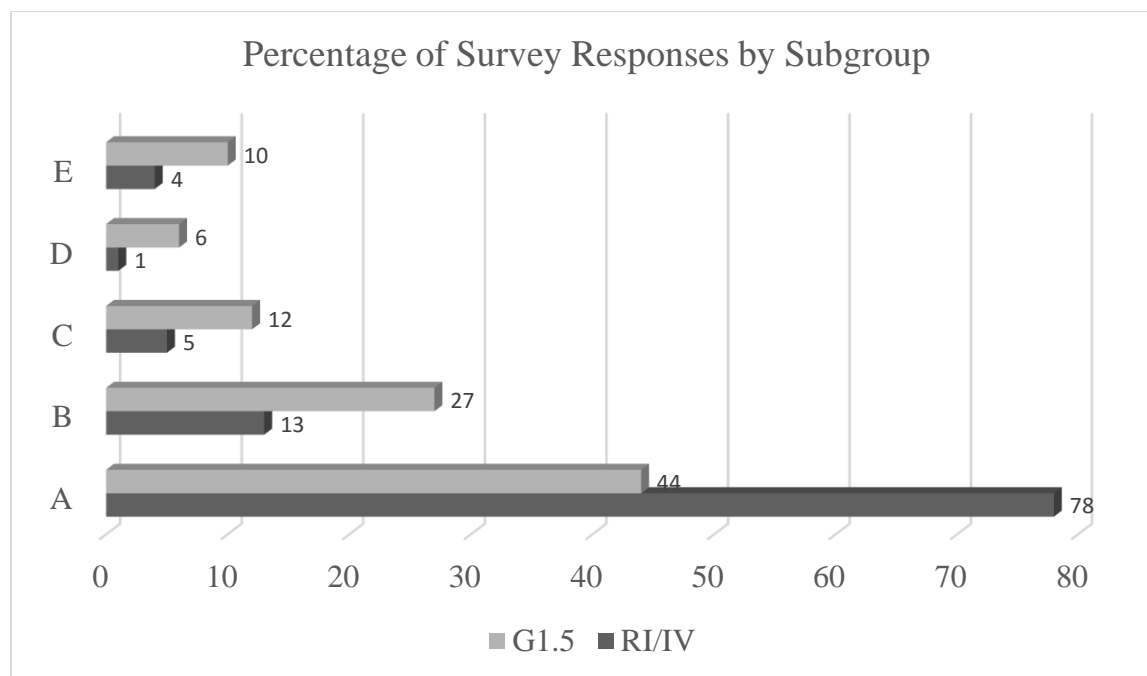


Figure 3. Percentage of survey responses by subgroup.

**Traditional Methods.** My primary objective with the survey was to investigate if students feel they learn better from traditional methods or from more active and collaborative methods. The survey items that referred to traditional methods were: hearing a lecture on a grammar point, reading about a grammar point in a text book on my own, completing a worksheet or fill-in-the-blank assignment on my own about a grammar point, and taking a test of a quiz about a grammar point. I used the same four questions in items 9,10, 11, and 14 with regards to learning vocabulary rather than grammar points and again for questions 18, 19, 20, and 23 with regard to the writing process. Additionally, questions 17 and 26 inquired about students' perspectives regarding writing an essay to demonstrate understanding of new vocabulary items and about the writing process. These are the items of the survey I consider to be the most traditional. What follows is an overview of the students' responses.

**Lectures.** Figure 4 demonstrates student responses per subgroup regarding lectures on grammar points, vocabulary, and the writing process. Most of the RI/I students felt, for all three

topics (grammar point, vocabulary, and the writing process), they learn well from this method and can apply it to their writing. Only about one-third say they learn well but have trouble applying it. G1.5 students were less confident in their learning from this methodology with only one of the eight selecting A for grammar and writing process yet four felt it was effective when learning vocabulary. Two G1.5 students expressed that they do not learn well from a lecture on grammar points and the writing process. None of the first-generation college students chose A for lectures on this topic. It is noteworthy that in all three questions, RI/I students report that they learn better from lectures than the G1.5 students claim to.

Hearing a lecture on:																		
Grammar point					Vocabulary						Writing process							
Q1	A	B	C	D	E	Q9	A	B	C	D	E	Q18	A	B	C	D	E	
RI/I	5	3	-	-	2	RI/I	5	2	1	-	-	RI/I	6	2	-	-	-	
G1.5	1	3	1	2	1	G1.5	4	3	1	-	-	G1.5	1	3	1	2	1	

Figure 4. Number of responses by subgroup about lectures.

**Reading on One's Own.** Questions 2, 10, and 19 asked about student perspectives of reading on one's own about a grammar point, vocabulary, and the writing process. Again, more RI/I students feel they learn from this method than G1.5, though not by more than one or two responses (See Fig.5). We see this methodology receiving 7 C's and D's in the G1.5 subgroup and only 2 C's in RI/I group indicating reading is more difficult for G1.5 learners (two native Spanish-speakers). However, for question 10, reading about vocabulary in a textbook on one's own, six of the G1.5 students felt they learned from it which is one more than RI/I students.

Reading a textbook on one's own about:																	
Grammar point					Vocabulary						Writing process						
Q2	A	B	C	D	E	Q10	A	B	C	D	E	Q19	A	B	C	D	E
RI/I	5	1	2	-	-	RI/I	5	3	-	-	-	RI/I	4	4	-	-	-
G1.5	4	1	3	-	-	G1.5	6	1	1	-	-	G1.5	2	3	2	1	-

Figure 5. Number of responses by subgroup about reading a textbook.

**Completing a worksheet on one's own.** Completing a worksheet or fill-in-the-blank about a grammar point received similar responses from both G1.5 and RI/I subgroups (See Fig.6). Five from both subgroups see worksheets on grammar points as helpful and learning can be applied to writing; three RI/I and two G1.5 students selected B, that they are able to learn from it but struggle to apply to learning to their writing. Worksheets for vocabulary received a similar score as for grammar points though multiple C's were selected by each group for vocabulary and the writing process viewing those worksheets as less beneficial.

Completing a worksheet on one's own about:																	
Grammar point					Vocabulary						Writing process						
Q3	A	B	C	D	E	Q11	A	B	C	D	E	Q20	A	B	C	D	E
RI/I	5	3	-	-	-	RI/I	5	3	-	-	-	RI/I	5	1	2	-	-
G1.5	5	2	1	-	-	G1.5	4	3	1	-	-	G1.5	3	4	1	-	-

Figure 6. Number of responses by subgroup about completing a worksheet.

**Taking a test or a quiz.** Significantly more RI/I students than G1.5 students felt that they learn well from taking a test or a quiz and can apply their learning to their writing (See Fig. 7). Only one RI/I student, a native Chinese speaker, specified this is not true when the test or quiz was about the writing process. Five G1.5 students claimed that they have not taken a quiz or test on the writing process. When comparing the results between taking a test or quiz for grammar points, vocabulary, or the writing process, the highest number of A's are under vocabulary for both groups. It is the same student in G1.5, the native Russian speaker, who selected D for all three questions, Q6, Q14, and Q23.

Taking a test or quiz for:																	
Grammar point						Vocabulary						Writing process					
Q6	A	B	C	D	E	Q14	A	B	C	D	E	Q23	A	B	C	D	E
RI/I	5	3	-	-	-	RI/I	7	1	-	-	-	RI/I	5	1	-	1	-
G1.5	2	4	1	1	-	G1.5	4	2	1	1	-	G1.5	1	3	2	1	5

Figure 7. Number of responses by subgroup about taking a test or quiz.

**Writing an Essay.** As one can see in Figure 8, G1.5 students demonstrate that writing an essay to include certain vocabulary or about the writing process does not help them learn as well as it does for the RI/I students. Seven RI/I students selected A's and one selected B for both vocabulary and writing process essays while three and four G1.5 students selected A's and two students selected B's for each of the two types of essays. G1.5 native Spanish-speakers chose the two C's for vocabulary and a native Spanish-speaker and the Russian speaker chose the C's for the writing process.

Writing an essay to use specific:																	
Grammar point						Vocabulary						Writing process					
	A	B	C	D	E	Q17	A	B	C	D	E	Q26	A	B	C	D	E
RI/I						RI/I	7	1	-	-	-	RI/I	7	1	-	-	-
G1.5						G1.5	3	2	2	-	1	G1.5	4	2	2	-	-

Figure 8. Number of responses by subgroup about writing an essay.

In this section, I have identified five traditional teaching methodologies: lectures, textbook reading, worksheets, and essays spanning the three topics of grammar points, vocabulary, and the writing process. While there is some variation within the two subgroups of participants, we can see that RI/I students tend to see traditional methods as beneficial while many G1.5 students do as well, more are likely to feel less confident about them. It should be noted here that I have identified these methodologies as “traditional,” because by their nature, they are more teacher-centered and individualistic and have historically been used that way. These same methodologies can be used in ways that are more active, collaborative,

communicative, and learner-centered as discussed in the literature review of this study; however, that must be done by design. For the purposes of this research, we will assume the traditional methods listed have not been integrated with more student-centered approaches. The next section will address methodologies that are by their nature, more active, collaborative, communicative and learner-centered which I will refer to as Dynamic methods.

**Dynamic Methods.** The Dynamic teaching methodologies discussed in the following section are not all written to solicit responses between the grammar points, vocabulary, and the writing process. The exceptions are: completing a worksheet with a partner, playing games in class and playing video games or computer applications. Other Dynamic methodologies discussed in this section are: peer review, using model texts and using model texts with cultural significance, using rubrics, classroom activities that require movement around the room, working with a partner on a project outside of class, classroom activities that require small group work, and a comparison of in class discussion with a partner, a small group and the whole class. What follows can also be compared with some of the traditional methods to notice student preferences for individual versus group work.

***Completing a Worksheet with a partner.*** The results in Figure 9 are comparable to those in *Figure 6* which displays the number of responses by subgroup about completing a worksheet on one's own for the three categories of grammar points, vocabulary, and the writing process. All eight of the RI/I students feel they learn well from completing a worksheet with a partner on a grammar point, yet only five of them felt it was beneficial to complete on their own (See Fig. 6). Four of the G1.5 students contend that they learn well from completing a worksheet with a partner for a grammar point and four for vocabulary and the writing process. The C for Q4 and

the D for Q12 are both from native Spanish-speakers, and the C for Q21 is from a native Albanian-speaker who is a recent immigrant.

Completing a worksheet with a partner																	
Grammar point						Vocabulary						Writing process					
Q4	A	B	C	D	E	Q12	A	B	C	D	E	Q21	A	B	C	D	E
RI/I	8	-	-	-	-	RI/I	4	3	-	1	-	RI/I	5	2	1	-	-
G1.5	4	3	1	-	-	G1.5	3	4	-	1	-	G1.5	3	5	-	-	-

Figure 9. Number of responses by subgroup about completing a worksheet with a partner.

**Peer Review.** When asked about peer review of written work (Q52) (See Fig.10), four RI/I students and G1.5 students felt it was valuable; however, from the RI/I subgroup, one native Spanish-speaker, the Chinese-speaker and the Albanian-speaker selected C; they sometimes do not understand well with that kind of teaching. However, those same students selected A, for Q54 which inquired about re-doing an assignment after peer feedback was provided.

Peer Review												
...Of written work						Re-do assignment after feedback from peer						
Q52	A	B	C	D	E	Q54	A	B	C	D	E	
RI/I	4		3		1	RI/I	6	1			1	
G1.5	4	2		1	1	G1.5	5	1	1		1	

Figure 10. Number of responses by subgroup about peer review.

**Playing Games.** The results in Figure 11 demonstrate that almost all of the RI/I students perceive that they learn grammar points, vocabulary, and the writing process well by playing games in class. G1.5 students, however, do not feel as strongly; only two have selected A for their responses and the rest were divided among B, C and D. The results may have been closer if more G1.5 students had played games in class; we see in Figure 11, there are multiple E's indicating that these students have not experienced this type of learning.

Playing games in class for:																	
Grammar point						Vocabulary						Writing process					
Q7	A	B	C	D	E	Q15	A	B	C	D	E	Q24	A	B	C	D	E
RI/I	6	1	-	-	1	RI/I	8	-	-	-	-	RI/I	7	-	-	-	1
G1.5	2	2	1	-	3	G1.5	2	2	1	1	2	G1.5	2	3	1	-	2

Figure 11. Number of responses by subgroup about playing games in class.

**Playing Video Games or Computer Applications.** Similar to Figure 11, Figure 12 demonstrates students' perceptions about playing video games or using computer applications in class to learn about the three topics. In Figure 11, we can see that the majority of RI/I students perceive that learning occurs with this kind of activity whereas G1.5 students indicate differently. The same G1.5 Spanish-speaking student selected C for Q8 and Q25 indicating difficulty with this type of teaching method; however, he selected A for this method in regards to learning vocabulary.

Playing video games or computer applications in class for:																	
Grammar point						Vocabulary						Writing process					
Q8	A	B	C	D	E	Q16	A	B	C	D	E	Q25	A	B	C	D	E
RI/I	6	1	-	-	1	RI/I	7	1	-	-	-	RI/I	6	-	1	-	1
G1.5	3	2	1	-	2	G1.5	4	2	-	-	2	G1.5	2	3	1	-	2

Figure 12. Number of responses by subgroup about video playing games or using applications.

**Model Texts.** Students from both G1.5 and RI/I group perceive that they learn well from the use of model texts provided by the instructor (See Fig 13). For Q34, the student who selected C, indicating that she does not learn well from using model texts is the native Chinese-speaker. She selected A for Q35 indicating that it helps her to have a model text which represents her cultural background. In striking contrast to that, the G1.5 student (a native Spanish-speaker) who selected C for Q35 signifying difficulty learning from model texts representing his cultural background, selected A for Q34 indicating beneficial learning from models that are not necessarily representative of his culture.



Having a model texts of what the instructor wants me to produce											
A model						A model using an example from my cultural background					
Q34	A	B	C	D	E	Q35	A	B	C	D	E
RI/I	7	-	1	-	-	RI/I	8	-	-	-	-
G1.5	6	2	-	-	-	G1.5	5	2	1	-	-

Figure 13. Number of responses by subgroup about model texts.

**Rubrics.** Students from both the RI/I group and G1.5 selected similar responses to Q33 regarding the use of rubrics for assignments. For the most part, most students feel they learn from using rubrics. Only one student, a G1.5 native Spanish-speaker, indicated with a C that he sometimes does not understand with this kind of teaching methodology (See Fig. 14).

Rubrics for Assignment Guidelines					
Q33	A	B	C	D	E
RI/I	6	2	-	-	-
G1.5	5	2	1	-	-

Figure 14. Number of responses by subgroup about rubrics.

**Movement in the Classroom.** Question 37 inquires about teaching methods that require students to move around the classroom; two students from each subgroup have never experienced this type of teaching. More RI/I students than G1.5 students feel this strategy is beneficial to learning. It is native Spanish-speaking students who indicated with two C's and a D that they do not learn well from this type of teaching methodology (See Fig.15).

Classroom activities that require movement around the room					
Q37	A	B	C	D	E
RI/I	5	1	-	-	2
G1.5	2	1	2	1	2

Figure 15. Number of responses by subgroup about activities that require movement around the classroom.

**Working with a Partner Outside of Class.** Six of the eight RI/I students perceive that they learn well while working with a partner on a project outside of class (See Fig.16) and can apply it to their writing. Only three G1.5 students share that perception. One native Albanian-speaker indicates with a C that she sometimes does not understand well with this kind of teaching. Interestingly, the native Albanian-speaker in the G1.5 group, selected a B, indicating that she does learn somewhat from this strategy but struggles to apply it to her learning. Also, one G1.5 native Spanish-speaker selected D for Q27.

Working with a partner on a project outside of class					
Q27	A	B	C	D	E
RI/I	6	1	1	-	-
G1.5	3	2	1	1	1

Figure 16. Number of responses by subgroup about working with a partner outside of class.

**Small Group Work.** For Q38, a question regarding classroom activities that require small group work, both RI/I and G1.5 had similar rates of response (See Fig.17). Five from each chose A indicating that they learn well from this method and can apply it to their writing. One from each group selected B signifying they learn from it but cannot apply it to their writing. The two RI/I students who marked C, are native Spanish- and Albanian-speakers.

Classroom activities that require small group work					
Q38	A	B	C	D	E
RI/I	5	1	2	-	-
G1.5	5	1	1	-	1

Figure 17. Number of responses by subgroup about working in a small group.

**In Class Discussion.** Questions 28, 29, and 30 all ask student perceptions regarding in class discussion but in different size groups. RI/I students have the same perception of learning across all three group sizes (See Fig. 18). For Q28, Q29, and W30, they selected mostly A's. The one C under discussion with a partner is an Albanian-speaker. Additionally, she also

selected D for discussion in a small group, but A for whole class discussion. One of the C's from the G.5 group is the native French-Creole speaker. She selected B for small group discussion and A for whole class discussion; a similar pattern to the RI/I Albanian-speaker. One G1.5 native Spanish-speaker selected C for Q28, Q29, and Q30 but two other native Spanish-speakers selected D.

In class discussion with																	
A partner						Small group						Whole class					
Q28	A	B	C	D	E	Q29	A	B	C	D	E	Q30	A	B	C	D	E
RI/I	7	-	1	-	-	RI/I	6	1	-	1	-	RI/I	7	1	-	-	-
G1.5	3	1	2	2	-	G1.5	4	1	2	1	-	G1.5	1	3	2	1	-

Figure 18. Number of responses by subgroup in class discussions.

**Most Learned-From Methodologies.** By assigning point values to the letters in the response options (i.e., A=5, B=4, C=3, D=2 and E=0), I determined the five methodologies students perceived as the most beneficial. Participants from both G1.5 and RI/I subgroups selected the following methodologies as the most beneficial:

Question 31: When the instructor provides a course syllabus with due dates for the whole semester

Question 40: End of class review of what was learned

Question 58: Instructor-led review before a test

Question 62: Meeting with the instructor outside of class to ask my questions

Question 63: Asking for help from the tutoring and learning center

Questions 62 and 63 are the items that students perceive as most beneficial to learning.

**Least Learned-From Methodologies.** In the same way I calculated the most-learned from methodologies, I calculated the least learned-from methodologies reviewing the same point values to find the five methodologies that had the least points:

Question 22: Watching a video about the writing process

Question 50: Role play

Question 30: In-class discussion with the whole class

Question 19: Reading about the writing process in a text book on my own.

Question 38: Classroom activities that require me to work in a small group

I found that the two methodologies that were determined to be the least beneficial by this group of ELLs are question 22, watching a video about the writing process and question 50, Role play.

Question number 64, *Asking for help from a librarian in the school library*, received the most E's meaning that asking the school librarian for help is the least experienced methodology for Community college EAP students.

### **Interview Data**

In this section, I will review the information gathered from the seven interviews. Besides inquiring about different responses from each survey, I asked each interviewee the following questions: "Which methods do you wish teachers used more of (because you feel you learn best from) and why?" and "Which methods do you wish teachers would use less of (because you feel you do not learn from) and why?" By asking these two questions, I hoped to uncover reasons why students do or do not perceive learning from the different methodologies and compare that with what the survey revealed are the most learned-from and least learned-from methodologies.

**S1.** S1 selected "A" for nearly all of the methods, indicating that she learns well from them and can apply learning to her writing. For three items, however, she selected differently: (Q19) Reading about the writing process in a text book on my own (B), (Q49) Reading aloud in class (C); and (Q55) Maintaining a journal for personal review (C). When I asked her why she felt these methodologies are not helpful to her, in regards to reading aloud in class (Q49), she

replied: "Sometimes I don't like it. I won't be able to concentrate on what I am doing." She explained that sometimes it is the voice, accent, or speed that distracts her concentration on the words. In response to maintaining a journal for personal review (Q55), she replied,

I don't like to write journals at all, or essays. I find it stressful to put my thoughts on paper. I prefer to keep notes-I learn well from writing notes but journaling is different. Maybe I don't mind reading someone else's journal.

When questioned about which methodologies S1 felt teachers should use more of, her response included classroom discussion and class involvement with students. She stated, "We need to feel free to express thoughts and questions with each other. It is better when teachers put things in real life situations and we can talk about it."

**S2.** When it comes to hearing a lecture on a grammar point (Q1), S2 claims that she can learn from this kind of teaching but has a hard time applying it to her writing. She states,

Grammar needs practice. Lectures get boring, teachers need to change it up to try to keep everyone happy-students get bored easily. The best way to learn is little by little.

Repetition and practice for grammar is more important than hearing a lecture about it. It is good to learn about something in a lecture but then it helps to do activities with it-anything that gives practice using the form or producing something using what we learned about is good.

S2 added, "I wish teachers would give us summaries or have us write summaries, it helps a lot in a lecture to see main points or outline or something."

When asked, "Which Methods do you wish teachers would do more of?" She replied, "anything that gives practice, like quizzes because they force you to study and you know if you are learning what you need to be learning." She feels that "practice is key" adding that it is good

to have some practice in class and some at home (i.e.: homework). She feels that games in class and computer games give good practice and that practicing with a partner is helpful.

S2 explained that she would like to see teachers do less (Q2, Q10, Q19) “reading on your own from a textbook.” She noted that it is especially difficult for ELLs... “it is too hard and should not be the main way to provide instruction.”

A method that S2 feels really helps her is brainstorming with a partner or in groups (Q48) but adds, “...I do NOT like group work outside of class. Inside of class is ok, but outside of class is too hard and not worth it. It is too hard to get everyone together and there is always someone who does not do their share of the work.” She explained that she realizes there is value in group work outside of class: “since it is difficult to meet people [at a commuter college]; having a reason to get together outside of class helps, but it is also more difficult to get together since people do not spend a lot of time on campus and usually have to go to work.”

Other methods that S2 feels are helpful are peer review and feedback activities (Q52, Q54). She stated, “Helping others helps you learn and affirms what you know.” Additionally, she explained that it is very helpful when long-term assignments are broken down into shorter segments due at intervals before the final assignment is submitted (Q57).

**S3.** S3 is very shy. This has a great impact on the teaching methodologies she feels help her to learn. She explained, “I need more practice talking in class” but added “I am shy so no like to speak with whole group. Worksheet help. I like work with a partner and speak with a partner.” She also explained to me that she likes think-pair-share activities and peer review of essays before submitting them.

For S3, expanding her vocabulary is a priority. Of all of the methodologies on the survey, S3 wishes teachers would use more reading to learn vocabulary (Q10). She feels that

reading novels (not textbooks) together as a class really helps her to learn vocabulary.

Alternately, she states that watching videos to learn vocabulary is stressful and wishes teachers would use that less. She explained,

I like to take notes and videos go too fast for me to write notes. I forget it very quickly.

Especially with vocabulary, I like to write it down but with video, I don't have time to write it down.

S3 recalled one of her favorite classroom activities was when a teacher taught the class how to look up the origins of words (including pop culture words) and log that information in a journal for later reference. She said that it was memorable because, "I got to write the words down and think about them."

**S4.** S4 selected A and B for all of the questions except for one. For Q2, "Reading about a grammar point in a text book on my own," she chose C indicating that she sometimes doesn't understand with this kind of teaching. S4 explained that it is not that the reading is difficult because she also stated that "textbooks are easy to understand and help me learn," (though novels are too difficult) but it is *reading alone* that prompted her to select "C" for Q2. She explained further that completing a worksheet *alone* is not helpful for her but that completing one with a partner is. "...I learn better. Having a partner helps me know I understand correctly."

S4 described a teaching method for vocabulary that was memorable, similar to S3's:

One teacher put vocabulary words on the board that we would hear in her lecture. She would use the words over and over again all week. She pointed them out every time we came across it. This really helped me learn vocabulary.

When asked about quizzes and tests, S4 said "I need more detail for questions in quizzes- they are difficult." She said that quizzes make her "...feel pressure because if you do not

understand one thing in a question you get the whole question wrong. I would rather write an essay, it is less intimidating.” She said that when she was in high school, detailed study guides helped a lot for quizzes and that it was helpful when the teachers outlined exactly what to study.

S4 is one of the few students (RI/I and G1.5) that stated that lectures are helpful. She qualified that, however, stating, “The teachers I learn best from are the ones that are entertaining.”

Commenting on rubrics(Q33), S4 explained she has trouble working with rubrics if they are not clear, “If bullet points are different from the question it gets confusing.”

When asked which methods she felt teachers should use less of, S4 replied, “Projects outside of class with others is bad. Maybe one person is lazy and doesn't do the work and it is hard to schedule time, big projects especially.”

When asked which methods teachers should use more of, she explained that she would like to have more models demonstrating “how to put sentences together” and “show specific examples.” I asked if she thought it would be better to have a model using examples from her own culture and she replied, “Any culture, I already know about my culture.”

When it comes to choosing between watching a video or hearing a lecture, S4 stated that she learns from both equally. I then asked if she learns better from lectures or from class activities, and she repeated her answer, that she feels she learns from both equally.

**S5.** S5 selected “D” for survey responses more times than any other student. This indicates that she has difficulty with learning from more methods than anyone else. She had mostly “B’s” and “C’s” beyond that and only a few “A’s”. I asked if she could identify what makes hearing a lecture so difficult and she stated, “I am a visual learner. I learn by watching, not just listening. I take detailed notes and during a lecture I get worried about taking notes. It’s



stressful.” She added that filling out a worksheet along with a lecture is very helpful and that watching online videos on her own is helpful too because she can pause and rewind it if she isn’t sure about something.

S5 explained that she experienced a lot of bullying when she was in middle school and high school. Native speakers of English as well as non-native speakers of English would make fun of her accent and tease her when she attempted to speak English in school. She became very shy about speaking English. “Kids were very mean and made fun of me when I tried to speak English. So now I don’t like to speak in class.” She does not speak much in English. When she does speak with her friends, she explains it is in “Spanglish” (as she described it). This contributes to her difficulty putting her thoughts into English in essays. Nonetheless, she listed essays as one method she thinks teachers should use more of because, in her mind, it means less speaking.

Other methods S5 listed as those she thinks teachers should use more of include completing a worksheet on one’s own (Q3), quizzes (Q6), and writing essays (Q17). She stated that “These make it easier to learn.” I think what she meant by this is that by completing worksheets and essays she can observe her learning. She added that having a syllabus and agenda in class are “very helpful.”

The methods that S5 feels teachers should use less of are lectures and reading aloud in class. Similar to S1, S5 states that “When different students read out loud it is helpful for practicing for that student but not easy to listen and understand because of accent. Plus, it is not common in other college classes so it is not helpful.”

**S6.** S6 is a very determined and autonomous learner. She sees some value in all of the teaching methodologies; however, she does not feel they are all equal in value. Because of this, I

took specific note on the items which she felt did not help her learn as well. Watching a video to learn about a grammar point was one such item. She felt this was not the best way to learn grammar point. "You have to use it to learn it." She added, however, "it is fun to watch a movie for fun then have to produce writing about it."

S6 also indicated that playing games in class is not effective for learning vocabulary. Again, she eluded to the fact that she feels she needs to "use it to learn it" and playing games is not "authentic use" in her opinion.

S6 claims that she learns better from hands-on activities than from reading. Regarding worksheets she says, "they give me confidence and help me understand that I am doing things well."

I asked what she feels are the most helpful methods for learning. She explained that what has helped her more than anything with essays was brainstorming as a class and then talking directly with the teacher. She explained also that she benefits greatly when the teacher provides handouts explaining what they are supposed to be learning, like an outline or fill-in-the-blank. S6 did not recall any particular methodology that was memorable but she herself was in the habit of keeping a log of words she comes across but does not know. She lists them in a journal or log and looks up the definition and writes it out. "That was a learning strategy I knew to do on my own."

When I asked her what she feels teachers should do less of, S6 had some strong advice: "They should NOT talk about their personal lives! It is not helpful!" She explained to me that she has limited time in class and is there to learn, not to hear about the teacher's personal problems.

**S7.** There are only two survey items that S7 did not select an “A” for: (Q38) “Classroom activities that require me to work in a small group” and (Q52) “Peer review of written work.” She indicated with both of these items that, “C,” she sometimes doesn’t understand well with this kind of teaching. She stated, “I work better alone. I think I like to work in class not with partners. I don’t like to work with groups. It doesn’t work for me. It’s more stress. It doesn’t help with English because we mostly speak Spanish when we work.”

When asked which methods she wishes teachers would use less of, she replied, “I think playing games in class, for me is more a distract. I don’t like it.” She added, “And watching less videos. I think when you are watching a video you only learn at that point and when you go to your home you don’t really remember.”

Regarding what she feels teachers should use more of, S7 listed, taking a test, completing a worksheet on my own, quizzes and writing an essay. S7 feels essays are hard but that she learns from them and wants to do more of them. Essays are typically individual activities and not usually group-oriented which makes them appealing to S7.

S7 explained,

I know I am a visual learner. Its more easy for me learning something if I see it.

Worksheets help. I make my own worksheets and flashcards. I color code my notes; it

helps me taking a test, I remember the color.

S7 likes it when her teachers are organized. She says, it helps learning “...when you know what you are going to do.” She added that an “agenda on the board helps because I can organize my notes and follow what the teachers say better. I like outlines too.” S7 adds that she likes homework. “It’s helpful. It helps me practice. It helps me understand and if I understand or if I have some problem or something. It also prepares me for the next test.”

**Conclusion of Findings**

In this chapter I described the findings from the results of the surveys (See Appendix A) as well as the information collected from interviews. I will discuss implications of these findings in the chapters that follow. I did not mention all of the survey items in this section; however, the ones presented are most pertinent to the discussion which follows.

## Chapter V: Discussion

It is very interesting to notice that RI/I students perceive that they learn well from most all of the methods, traditional and dynamic but that perceived learning is more varied in the G1.5 subgroup (See Fig.3). Additionally, there is no indication that participants in either subgroup perceive better learning from traditional methods or dynamic methods. What is evident are similarities in responses from the interview data which provides possible insight to the survey responses.

Data from the surveys revealed that the five most learned-from teaching methodologies (as perceived by students from both subgroups) are: (Q31) When the instructor provides a course syllabus with due dates for the whole semester, (Q40) End of class review of what was learned, (Q58) Instructor-led review before a test, (Q62) Meeting with the instructor outside of class to ask my questions, and (Q63) Asking for help from the tutoring and learning center. Survey data also revealed the five least learned-from methodologies (as perceived by students from both subgroups): (Q50) Role play, (Q30) In-class discussion with the whole class, (Q19) Reading about the writing process in a text book on my own, (Q38) Classroom activities that require me to work in a small group, and (Q22) Watching a video about the writing process. In this chapter I will first discuss the five methods students perceive the least learning from and then I will discuss the five methods that students perceive the most learning from as found in the survey responses and compared with the perspectives of interview participants.

### **Discussion of (Perceived) Least Learned-From Methodologies**

**Watching a Video about the Writing Process.** Q22, “watching a video about the writing process” was the number one least learned-from methodology in the survey and three interview students suggested that watching videos is one teaching methodology that teachers

should use less of. S3 used the word “stressful” to describe how she feels when watching a video for learning. She explained that videos move too fast for her to feel confident that her notes are accurate. S5 mentioned that she likes watching videos online so she can pause and rewind in order to catch everything. The video should be paused often to give students opportunities to ask questions and can keep up with note-taking. An outline to accompany the video could also help students follow along and ensure students hear what the instructor intends for them to hear.

According to S7, “I think when you are watching a video you only learn at that point and when you go to your home you don’t really remember” and S6 noted that videos are not the best way to learn about the writing process because such items need to be used, not just merely observed in a video. These are profound comments by S6 and S7 as we see in Lightbown and Spada (2013) and Brown (2007) that contextual practice of declarative knowledge is what aids language acquisition. It is evident that students struggle with this method of instructional delivery and so teachers would be wise to use this sparingly and with appropriate support to ensure students hear what the instructor intends for them to hear.

**Lectures.** Similar to watching videos, interview participants used words like “worried” and “afraid” when they spoke about hearing a lecture. The fear is that they will miss something important. Additionally, students that perceive good learning from lectures qualify that by adding that it is true only as long as the teacher is entertaining or funny. Furthermore, many students realize seeing the video or hearing a lecture on a feature of language simply is not enough. They realize they need to *use* the feature to really understand it. Formative assessment in conjunction with these two methodologies could alleviate students’ anxiety as well as provide opportunity to practice content of a lecture or video.

**Working with Peers.** Three of the top five items in the least learned-from methodologies category involve working with a peer: role play, in-class discussion, and classroom activities with a small group. Most of the methodologies that incorporate collaboration with peers have low ratings from the survey or interview participants. Comments by S7 summed up what I heard from other participants, "I work better alone. I think I like to work in class not with partners. I don't like to work with groups. It doesn't work for me. It's more stress. It doesn't help with English because we mostly speak Spanish when we work." Working in a collaborative activity either in the class or outside of the class places oral and aural demands on students who may prefer to remain responsible only for themselves, and not for classmates' learning. As stated by S4, "Projects outside of class with others is bad. Maybe one person is lazy and doesn't do the work, and it is hard to schedule time..." It seems to be quite an inconvenience to students and a breach of their comfort zone to hold group members accountable for equal share of the work. However, uncomfortable as it is, these are the activities that help student's practice producing language. According to Brown (2007), group work promotes learner responsibility and autonomy among other benefits (p.224). Conducting group and peer work in class can therefore be even more effective than group work conducted outside of class, especially since it would alleviate the stress of scheduling and participation. Teachers should use peer and group work with caution, ensuring that the activities align with the intent, that students understand the intent and benefit of the activity, and that practical guidelines are understood and followed.

It may be prior experience that has planted the lack of confidence in working with others, as described by S5 regarding her experience with bullying when she attempted to speak English; and some students, like S7 who are just naturally shy. Small group work "generates interactive language and offers an embracing affective climate (Brown, 2007, p. 225). In order to alleviate

anxiety from this type of methodology, teachers should create practical guidelines for interaction and limit group work to class time. Again, it is facilitation by instructors who consider student concerns that engage students with these types of teaching strategies.

A second look at the top five most learned-from methodologies reveals that students perceive learning best from instructor-led activities, or activities involving an “expert.” The lowest ranked methods are all those which involve peer work. Students seem to have a low level of confidence in learning from peers but perceive learning only when instruction comes from those whom they perceive to be “the experts” such as the teacher or a tutor in the tutoring center. The value of collaborative learning is undermined by this notion which could contribute to students’ lack of engagement in these activities. If they think they cannot learn anything by working with other students, they may discredit the activity. This could also explain why students do not perceive great learning from whole class discussions as well as reading aloud in class. Not only does pronunciation make listening difficult, but students discount the value of listening to non-native English speakers produce language.

S2 wisely stated, “Helping others helps you learn and affirms what you know.” While she admitted that working together with others in small groups or partner work can be challenging, she realizes the value in it. If students are taught to see the value of collaborative activities in language acquisition, they would be more willing to engage. This was S2’s experience. In the previous semester, she participated in structured peer review, and partner activities in her EAP class and noticed the difference it made in her partner and in her own abilities.



**Discussion of (Perceived) Most Learned-From Methodologies**

**Scaffolding.** Moving on to methodologies that students perceive they learn best from, we will begin by taking a look at the responses of one male member of G1.5. S17's survey responses are unique in that he is the only one of all 17 participants that selected mostly "C's" and "D's" on the survey. This indicates that there are very few methods mentioned from which he feels he learns well. I considered which items he selected "A" for, indicating learning. He chose the following items: having a syllabus, having assignment guidelines, having model texts, small group activities, and homework on the board before class, lesson notes at the end of class from instructor, and talk with the instructor after class. While none of the top five most learned-from methods corresponded directly with the methods interview participants suggested teachers should use more of, S17's responses did. All highly scaffolded methodologies; even the small group activities indicate that S17 is always trying to gauge his learning against someone or something. This is a great example of how dynamic methodologies help students. Interestingly, if we look at the top five learned-from methodologies we see that they are also highly scaffolded activities. As demonstrated in the discussion of the least learned-from methods, we see again here that students are looking for ways to feel confident that they understand what the teacher wants them to understand.

**Syllabus.** Using a syllabus with due dates and helpful information for students is an excellent method for minimizing unknowns and lowering student anxiety. It helps students understand expectations. Additionally, when students are certain of due dates and have a place they can refer to in order to confirm them, it lessens the amount of questions teachers need to answer.

***End of class review.*** Ending a class period with a review of what was learned can help students in multiple ways. It can reinforce learning by recalling what was taught earlier, it can provide opportunities for questions to be addressed before leaving the room, and most importantly it can clarify information that may have been misinterpreted, misheard, or misstated.

***Instructor-led review before a test.*** Instructor-led review before a test is one way to demonstrate to students that the instructor is invested in their learning. The survey did not mention peer-led review before a test, which facilitated by the instructor can also be very effective.

***Meet with the instructor after class.*** The top two most learned-from methods chosen by students in the survey (Q62) Meeting with the instructor outside of class to ask my questions, and (Q63) Asking for help from the tutoring and learning center. As noted earlier, students seem to prefer getting information directly from someone they perceive to be the “expert” rather than a peer. Each of the students I spoke with in the interview mentioned that speaking with the teacher outside of class helps them the most with their questions. As I spent time during an internship in these EAP courses, I noticed that towards the end of class, students would be very quiet and seemingly begin to disengage from instruction in anticipation of leaving class, however, the minute the instructor said, “class dismissed” nearly every student would flock to form a line at the front of the room to ask the instructor enough questions to keep him there for an additional ten or so minutes. This reinforces the notion that students prefer to clarify directly with the teacher after class even after being offered the opportunity near the end of class. I suspect that many of the questions are similar in nature and it would benefit the whole class for students to ask so that others could hear. A review at the end of class may alleviate some of this. This review could incorporate small groups discussing or writing down their questions, rather than

waiting to speak one on one with the instructor. Additionally, a syllabus may also contain answers that students are looking for after class sessions. While it is important not to discourage students from asking questions at any time, it may be beneficial to consider these other methods to cut down on superfluous questions leaving more time for pressing questions regarding content.

Rodriguez (2013) spoke about the value of ELL-faculty interaction. His study suggests: ...student interactions with faculty members play an important role in the education of English language learners. When on the college campus, students are likely to have the most contact with faculty members in class. This is especially true at community colleges, where many of those who enroll are only on campus for classes because they have to juggle school with work and family responsibilities. Given that first generation college students are more likely to enroll at the community college, faculty members are often times the individuals with the greatest knowledge about navigating college successfully. This presents a great opportunity for faculty to play a key role in engaging and validating that students can be successful in college. (Rodriguez, 2013, p.152)

***Help from the tutoring center.*** Discussion with interview students regarding the number one most learned-from method garnished the same response from two students: They learn well from going to the Tutoring and Learning Center (TLC) and can apply it to their writing, when they can work with the one tutor who they feel understands what English Learners need to know. S4 had come directly from the TLC to the interview with me; she was explaining how upset she was because the one tutor that understands her needs as an ELL, was not going to be there for a few days. This is a common issue at many schools according to Thonus (2003). Writing center employees are typically only trained to help native English speakers, not ELLs, yet ELL's perceive their greatest learning from help in the TLC.

In this section, I reviewed the major themes that evolved while examining the data from the survey and interviews. These themes revolved around the top five most learned-from and least learned-from methodologies. The following section will discuss limitations to the study and suggestions for future research followed by concluding thoughts about this study.

### **Limitations of the Study**

Time constraints of this study limited data collection. Administration at the school had verbally expressed eagerness and willingness for me to conduct research there; however, unbeknownst to them and me, the Institutional Review Board (IRB) had just begun the process of reconstructing procedures and proposal forms for granting external researchers permission to conduct research at their school. This delayed my investigation and hindered my ability to pursue more aggressive recruitment. Sixteen surveys and six, one-on-one personal interviews are sufficient for the purposes of beginning to formulate an understanding of student perspectives of different teaching methodologies; however, the sample size is insufficient for broad application. Yet, it is still beneficial to hear the perspectives of these students.

Limiting findings in this study is that the audio recordings of the interviews did not record well enough for me to conduct word-for-word written transcriptions as suggested by Creswell (2015) for data analysis in a qualitative study. Only my voice is audible throughout the recordings; the voices of the students did not always record clearly enough for me to be confident of exact wording. Because I took extensive notes during the interviews I was able to summarize basic themes and concepts of student perspectives as well as some specific statements; however, I was not able to review the conversation for better description of details. However, I feel confident that I left the interviews with a good sense of each student's basic perceptions of teaching methods.

This study was unintentionally limited to a majority of female perspectives. Equal numbers of males and females were invited to participate; however, very few males accepted.

Student learning preferences is a factor which influences perceptions about teaching methodologies. I did not account for individual learning preferences which may affect perceptions of learning. At times, as I reviewed the data, I realized I was thinking “student X seems to *like* this method” rather than “student X *believes he learns well* from Y method.” Given the number of surveys presented to us (i.e.: Click *Like* and Tell-us-what-you-think-type surveys), I suspect some students may have made their selections based on preference rather than perception of learning. While this may be a limitation to the study, it demonstrates well the need to teach students how to think reflectively upon their own learning.

Despite the limitations of this study, I found the perspectives of these students to be quite surprising and enlightening. I see the value in considering their thoughts about instructional delivery, it helps me to understand how to help them engage in learning. Furthermore, I feel that a mini-investigation into my students' perceptions would be beneficial at the beginning of each new semester. It is my hope that this study will demonstrate the importance of students' perspectives on EAP teaching methodologies.

### **Suggestions for Future Research**

Though qualitative studies typically represent small sample sizes (Creswell, 2015), a study such as this could potentially be of greater value if it included small groups of students at multiple schools for comparable analysis. The majority of students in this study have only experienced EAP courses at this institution with three different teachers. This limited perspective creates an additional variable...perhaps one of the three teachers did not conduct a teaching method effectively and therefore, it would not necessarily be the method that hindered

student learning but the way a particular teacher performed it. The purpose of this study was not to investigate the merit of instructor delivery; thus, I feel it would be beneficial to isolate and remove that variable by having the same person deliver instruction in different ways conducting a study such as this at more than one school.

I also suggest that a study such as this should seek to include equal numbers of male and female students. Better planning and more time could have yielded participation by equal numbers of male and female students.

This section included implications from limitations of this study as well as suggestions for future research. What follows will conclude the study and offer insight to how I was impacted by this research.

## Chapter VI: Conclusion

Results of this study demonstrated to me that students may or may not know what they need in order to learn English. Their perceptions may be very colored by previous experience and lack of critical thinking about those previous experiences to determine if they have really gotten students to where they want to be. Future research should look into how to help students develop strategic thinking and understand language acquisition. These are skills that will support learning across disciplines. I appreciate the quote provided earlier from Kostka and Olmstead-Wang (2014):

EAP teachers should aim to help English language learners (ELLs) become active members of the academic community in which they are studying. In other words, students are not just learning academic English; they are learning to think like academics and become academics. (p.3)

Brown (2007) states that one of the “principal goals as an interactive language teacher is to equip students with a sense of what successful language learners do to achieve success and to aid them in developing their own, unique individual pathways to success” (p.259). While conducting this study, I felt frustrated to see that ELLs are not being equipped despite honest efforts by instructors.

Considering that most EAP courses combine G1.5 students into EAP classes with English Learners that have completely different linguistic needs, such as Recent Immigrants and International Students, I felt overwhelmed at how to address the multiplicity of needs as an instructor. I saw the great efforts that students in community college EAP courses make to perform well yet are reciprocated with ineffective teaching methodologies. This also impacted me because I do not want to perpetuate this problem. While I have come to learn about the best

practices in language acquisition from my coursework, I realize that there is no one-size-fits-all method to address all of the diverse needs in the EAP classroom. Conducting this research helped me to find a way to put my learning in context and consider how to work towards an effective learning environment for all of my students. This has informed my future teaching and how to help students engage in my instruction. By understanding the student perspectives regarding the different teaching methodologies, I have allowed their voices to be heard and can address their concerns about learning so they can be confident in what I present and in their learning outcomes.



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Appendix A

Participant Survey

**Personal Information**

Please note: All information will remain confidential.

Name:			
Circle one:	Male	Female	
Would you be willing to participate in a 30-minute follow-up interview?	YES	NO	
If yes, please include phone number and email where you may be reached	Email:		
	Phone:		
What is your country of origin?			
What is your first language?			
What is the primary language you speak with your family at home?			
What is the primary language you speak with your friends outside of classes?			
What other languages do you speak?			
Were you born in the US?	YES	NO	
Were your parents born in the US?	YES	NO	
How long have you been in the US?			
Did you graduate from high school in the US?	YES	NO	
Did your parents graduate from high school?	YES	NO	
Did your parents graduate from college?	YES	NO	
Where did you first learn English?			
Are you an international student studying in the US on a student visa?	YES	NO	

**Educational History**

Please list in what country you attended each grade:

Grade	Country	Language of instruction	Attended ESL class yes/no	
Preschool			YES	NO
Kindergarten			YES	NO
First grade			YES	NO
Second grade			YES	NO
Third grade			YES	NO
Fourth grade			YES	NO
Fifth grade			YES	NO
Sixth grade			YES	NO
Seventh grade			YES	NO
Eighth grade			YES	NO
Ninth grade			YES	NO
Tenth grade			YES	NO
Eleventh grade			YES	NO
Twelfth grade			YES	NO
First year college			YES	NO
Second year college			YES	NO
Third year college			YES	NO
Fourth year college			YES	NO

As a student in grade school or high school-in the United States, in your home country, or in another country – were there ever any long periods of time when you did not attend school? (Examples include time away from school for extended travel to your home country or another country; time spent in a refugee camp or in a country in which schooling was not available due to war, political instability, or natural disaster; breaks in schooling because of frequent moves resulting in changes of schools (Flowers, 2013, Appendix A, p. 148).

If so, please explain. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**INSTRUCTIONAL QUESTIONS**

For the following questions, please consider all of the EAP (English for Academic Purposes) or ESL (English as a Second Language) college courses you have taken at any institution. (Do not consider classes you took in high school or any English as a Foreign Language classes).

Listed below are a number of teaching methods that instructors may use to help students improve their academic use of English, particularly in writing. Select the response that best fits how you feel about the teaching method.

**Methods for Teaching Grammar Points**

1. Hearing a lecture on a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
2. Reading about a grammar point in a text book on my own.
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
3. Completing a worksheet or fill-in-the-blank assignment on my own about a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
4. Completing a worksheet or fill-in-the-blank assignment with a partner about a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
5. Watching a video about a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

6. Taking a test or a quiz about a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
7. Playing games in class to practice a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
8. Using a computer game/application to practice a grammar point
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

### **Methods for Teaching Vocabulary**

9. Hearing a lecture on vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
10. Reading about vocabulary in a text book on my own.
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
11. Completing a worksheet or fill-in-the-blank assignment on my own about vocabulary.
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

12. Completing a worksheet or fill-in-the-blank assignment with a partner about vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
13. Watching a video about vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
14. Taking a test or a quiz about vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
15. Playing games in class to practice vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
16. Using a computer game/application to practice vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
17. Writing an essay that is supposed to include certain vocabulary
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

**Methods for Teaching the Writing Process**

18. Hearing a lecture on the writing process
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
19. Reading about the writing process in a text book on my own.
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
20. Completing a worksheet or fill-in-the-blank assignment on my own about the writing process
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
21. Completing a worksheet or fill-in-the-blank assignment with a partner about the writing process
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
22. Watching a video about the writing process
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
23. Taking a test or a quiz about the writing process
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
  
24. Playing games in class to practice the writing process

- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
25. Using a computer game/application to practice the writing process
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
26. Writing an essay to practice the writing process
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

### **General Teaching Methods**

27. Projects that require me to work with a partner outside of class
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
28. In-class discussion with a partner
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
29. In-class discussion with a small group
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
30. In-class discussion with the whole class
- a. I learn well from this kind of teaching and can apply it to my writing.

- b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
31. When the instructor provides a course syllabus with due dates for the whole semester
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
32. When the instructor provides written guidelines for an assignment
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
33. When the instructor provides a rubric to clarify assignment goals
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
34. Having a model of what the instructor wants me to produce
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
35. Having a model of what the instructor wants me to produce using an example from my cultural background
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
36. When the instructor begins the unit of study or the assignment by explaining the end goals
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.



- d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
37. Classroom activities that require me to move around the room
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
38. Classroom activities that require me to work in a small group
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
39. Following a daily agenda provided by the instructor
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
40. End of class review of what was learned
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
41. Homework assignments posted on the board before class starts
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
42. Presentation slides projected on a screen to view during lecture
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

43. Presentation slides projected on a screen to refer to during class activities
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
44. Guided notes provided by the instructor to write on or fill-in during lecture
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
45. Guided notes provided by the instructor to write on or fill-in during a class activity
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
46. Lesson notes provided by instructor at the end of class
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
47. Lesson notes provided online for later use
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
48. Brainstorming for assignments during class
  - a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
49. Reading aloud in class
  - a. I learn well from this kind of teaching and can apply it to my writing.

- b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
50. Role play
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
51. Active warm-up at the start of class
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
52. Peer review of written work
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
53. Re-doing an assignment after teacher review and feedback is given
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
54. Re-doing an assignment after peer review and feedback is given
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
55. Maintaining a journal for personal review
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.

- d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching
56. Maintaining a journal for a grade
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
57. When long-term assignments are broken into shorter segments due at intervals before the final assignment is submitted
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
58. Instructor-led review before a test
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
59. In-class review before a test using a game
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
60. In-class review for a test using computer application
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
61. Practicing a learning strategy with the instructor
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.

- e. I have never experienced this kind of teaching.
62. Meeting with the instructor outside of class to ask my questions
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching
63. Asking for help from the tutoring and learning center
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.
64. Asking for help from a librarian in the school library
- a. I learn well from this kind of teaching and can apply it to my writing.
  - b. I learn from this kind of teaching, but have a hard time applying it to my writing.
  - c. I sometimes don't understand well with this kind of teaching.
  - d. I rarely understand well with this kind of teaching, and have a hard time applying it to my writing.
  - e. I have never experienced this kind of teaching.

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## Appendix B

## Interview Questions

**Potential (OR) Anticipated Interview Questions**

(Readability Index: 6.0 –Flesch-Kincaid)

1. In the survey, you selected \_\_\_\_\_ as a methodology you felt was helpful to you. Please share with me one experience where a teacher used this methodology. (This question may be asked again for several methodologies)
2. Why do you feel this kind of methodology is helpful to you?
3. In the survey, you selected \_\_\_\_\_ as a methodology you felt was NOT helpful to you. Please share with me one experience where a teacher used this methodology. (This question may be asked again for several methodologies)
4. Why do you feel this kind of methodology is NOT helpful to you?
5. Of all the methodologies on the survey, what are some that you wish your teachers used more?
6. Why?
7. Of all the methodologies on the survey, what are some that you wish your teachers used less?
8. Why?
9. Do you recall any methodologies that a teacher has used, that is not on the list, that you learned well from?
10. What do you think made that memorable and helpful?

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