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VOLUME 18 • NUMBER 1 • 2006

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2006 GRADUATE STUDENT RESEARCH AWARD WINNER

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In this study, I investigated how adult Latino ESL students reacted to two alternative methods of instruction: Total Physical Response (TPR) and Total Physical Response Storytelling (TPRS). The research regarding adult Latino attitudes suggests that this population expects a grammar-driven and “traditional” classroom atmosphere (Gault, 2003, 2004). The TPR and TPRS methods deviate from what is considered a “traditional classroom” because of their implicit and kinesthetic nature. I, therefore, researched the students’ expectations as well as their affective reactions to the kinesthetic class. I first collected a survey to find out the students’ learning preferences. Then, the students experienced a total of five hours of teaching, which consisted of a combination of TPR and TPRS. The students’ attitudes were collected through questionnaires, video recording, and professional observation. The data revealed that the students showed overwhelmingly positive attitudes toward these two methods, despite the fact that the students had more “traditional” expectations of English class. Although further research is necessary, teachers could use the findings of this study as an impetus to use alternative methods in their adult classes and to encourage teachers to conduct action research as a means to assess students’ attitudes toward various teaching methodologies.

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This article recounts the 8-year (1997-2005) history of the Service- Learning Program at San Jose City College, with a particular focus on the key involvement of the ESL Program in the dramatic growth of service-learning there. The author, who has coordinated the program from its inception, and who also teaches ESL, examines various aspects of integrating service-learning into the ESL curriculum, reports on student learning experiences at their preferred sites, and analyzes results of a longitudinal report on student evaluations and on learning outcomes. The Service-Learning Program at San Jose City College may be a model for how effective service-learning can be at enhancing the learning of ESL students and at helping them become involved members of their communities.

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Eric Glicker

Success in higher education requires a functional proficiency in academic literacy and the concomitant motivation to further develop one's linguistic abilities. For underserved populations, service-learning may provide a conduit for increasing the matriculation of diverse communities at the college as well as university level. Studies of community literacy practices have traditionally focused on monolingual populations. Moreover, the notion of literacy as a tool for creating positive social change is certainly not a novel idea; however, as the higher education population becomes increasingly diverse, there is a pressing need for increased research on the interactions between the first and second languages in higher educational settings. The fundamental principle operative in this tutoring program is that projects are designed and implemented exclusively by adult education students in their second language. The secondary discourses that evolve from these activities become instrumental in facilitating vocational goals and proficiencies that are taught in academic course work at the college level. Finally, the motivation to become an active participant in service-learning projects derives from the ability to successfully employ second language literacy in social action.

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Nathan T. Carr, Janet L. Eyring, and Juan Carlos Gallego

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Kerry Purmensky

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Julia Menard-Warwick

This article explores the perspectives of 2 Mexican immigrant women enrolled in an English as a Second Language family literacy program in California. Through describing the women's participation in storybook reading and writing short compositions, the article illustrates how these learners were able to expand on their current literacy practices in order to adopt new school literacies they could share with their children. To this end, the article explores the learners' histories with L1 literacy practices and discusses the ways that classroom participation in new L2 genres was congruent with these women's sense of their own identities, and their goals for themselves and their children. In so doing, the article contends that Bakhtin's (1981, 1986) theories of language can provide helpful guidance for teachers who want to build on the strengths of adult learners in such programs.

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Satoko Kakahara

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Victoria A. Malko

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Rick Kappra and Stephanie Vandrick

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Robert Pritchard and Susan O'Hara

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Adeline (Lei) K. Teo

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Valerie Amber and Tom Gibbons

The American educational curriculum has historically lacked images of diversity and differing worldviews. Although progress has been slow in changing this fact, multicultural books for K-8 students are more widely available than in the past several decades. Authors, illustrators, publishers, and educators are more committed to providing a large collection of culturally responsive resources. Nevertheless, teachers are responsible for choosing high-quality books to share with their students. This process requires carefully evaluating each work. Just because a book is approved by the district, a gift from a publisher, or the result of funding from a large corporation, it isn’t necessarily an appropriate choice for students. In this article two teachers model the process of choosing high-quality culturally responsive books for students, using a comprehensive list of guidelines to critically examine both text and illustrations.

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Natalie Hess

The article describes how the author created the curriculum for an advanced class of adult students at an Intensive English Program (IEP), and how she piloted the course during an 8-week summer program. The level of this class of 20 students from 9 different countries was distinctly above the usual 7 levels practiced at the IEP. Thus, there was no guidance, no texts, and no curriculum set for the course. Choosing the thematic approach suggested by Stoller and Grabe (1997), and settling on the theme of children and parents as presented in literature, the writer takes us through ways of creating background knowledge, keeping momentum, integrating all 4 skills, and approaching language learning through individual and interactive strategies.

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