CALIFORNIA COMMUNITY COLLEGES
AND
PASADENA AREA
COMMUNITY COLLEGE DISTRICT

#90-0020
### Teacher Training Workshops: Literature in English as a Second Language

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<tr>
<td>Virginia Heringer, Assistant Professor</td>
<td>Rae Ballard, Chair English &amp; Foreign Language</td>
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**PROPOSAL DESCRIPTION**

This project proposes to use literature in ESL classes. Traditionally, literature has not been widely used in ESL classes. Yet there is a growing interest in the use of Literature in ESL classes and in new methods that are especially appropriate for ESL students. This project proposes a series of workshops for the ESL teachers at PCC to learn these new approaches from ESL professionals, and to write materials to teach works of literature in classes.
Teacher Training Workshops: Literature in ESL Classes

Traditionally, literature has not been used widely in ESL classes. Yet there is a growing interest in the use of literature in ESL classes and in new methods that are especially appropriate for ESL students. As a result, there is a need for programs to train community college ESL teachers in these methods.

Pasadena City College (PCC) proposes a series of workshops for the ESL teachers at PCC to learn these new approaches from ESL professionals, and to write materials to teach works of literature in our classes.

1. The educational program to be addressed is the ESL Program at PCC. The project addresses the Board of Governors' Basic Agenda Priorities for © Educational Quality and (d) ESL and Basic Skills; AB 1173's priorities to (d) improve and retrain teachers, and (e) improve teaching abilities and traditional instructional programs, and AB 1725's priority for (b) bringing visiting scholars to local districts.

2. The specific problem to be addressed is the need for training in new methods of using literature that address the specific needs of ESL students.

3. The population served is the ESL teachers at PCC (about 30), and approximately 5000 ESL students at PCC, about 25% of the total enrollment.

4. The work statement includes first the invitation of three visiting scholars to present workshops at PCC for our ESL teachers. Following the workshops, the participating teachers will select and teach specific works of literature, and present their ideas at a fourth workshop and in an annotated handbook to be distributed to the UCLA/CAIP English/ESL Alliance.

5. The expected outcomes include: (I) a recognition of ESL as a unique discipline; (2) an improvement in traditional teaching methods; (3) improved educational service for ESL students; (4) better coordination with high school programs; (5) better preparation for transfer-level classes.
Teacher Training Workshops: Literature in ESL Classes

1. Specific Educational Program Being Addressed

Introduction

The use of literature in ESL classes is a new idea to most ESL teachers. Teachers trained in linguistics departments are often not familiar with literature at all, while teachers trained in English departments know methods that are effective with native speakers. Many ESL teachers feel that literature is too difficult for ESL students. Yet there is a growing interest in the use of literature in ESL classes and in new methods that are especially appropriate for ESL students.

Recent articles in the ESL literature encourage the use of literature in ESL classes and present new ways to use literature with ESL students. Gajdusek points out that literature engages students in the meaningful use of English as opposed to the artificial exercises found in textbooks, thus complying with current language acquisition theory which recommends meaningful communication in the target language, i.e., the use of English in situations that are as real as possible, rather than manipulative exercises. Literature makes a "highly interactive 'demand' upon the reader," involving the students in discovering the meaning of a story through careful reading of the text. Vocabulary and grammar exercises support this discovery; Gajdusek describes grammar exercises with conditional verbs and reported speech in which students practice these constructions and at the same time reach a better understanding of a story.

Robson points out that literature teaches inferential reading skills, cultural awareness, and "the development of empathy . . . (and) a positive perception of the target culture." All four writers disapprove of the use of simplified reading passages and stress that mature ESL students need and want the challenge of literature. As the Model Curriculum Standards Guide (1985) points out, "All students deserve the opportunity to encounter the underlying themes, concepts, and values implicit in (literature) . . . ."

As a result of this growing interest in literature for ESL students, there is a need for programs to train community college ESL teachers in appropriate methods for ESL classes. These
methods are not the same as those used in traditional literature classes. Spack writes, "Literature does not have to be studied through formalist criticism that is bogged down in technical terminology and complex symbolism. Today it is acceptable, even preferable, to teach literature as an exploration of meaning." Povey continues: "The English Department's survey of works from "Beowulf to the Present Day" can have no place in curricula for (ESL) students. The approach to literature for ESL students must fall between the extremes of those who see learning English as entirely utilitarian and those who desire literature study to be unsullied by practical concerns."

Pasadena City College (PCC) proposes a series of workshops for the ESL teachers at PCC to learn from ESL professionals like Spack, Gajdusek, Povey, and Robson. We propose to hold a series of three workshops during the fall of 1990, at which visiting scholars like these ESL professionals will be invited to present their ideas. Each participating teacher will then select a work of literature to prepare materials for and teach during the spring, 1991, semester. They will share their results in a fourth workshop and in a handbook that will be circulated at PCC and among ESL teachers at other community colleges. The fourth workshop will be a joint meeting with the UCLA Center for Academic Interinstitutional Program's English/ESL Alliance, and the handbook will be sent to the participating community colleges. This project will result in:

1) a recognition of ESL as a unique discipline;
2) an improvement in the traditional teaching methods of both linguistics-trained and literature-trained ESL teachers;
3) improved educational service for ESL students, providing students with "a consistent and comprehensive curriculum for ESL . . . with a scope and rigor that appropriately parallels the degree-credit curriculum." (Board of Governors' 1989-1990 Basic Agenda Priorities, p. 2)
4) better coordination of our program with the recent change to a literature-based curriculum in the high schools (Model Curriculum Standards, 1985);
5) better preparation of our students for the transfer-level Freshman English classes and Literature classes at PCC.

[REFERENCES]
Works Cited in the Introduction:
  Ruth Spack, Tesol Quarterly, December, 1985
  John Povey, ERIC/CLL News Bulletin, September, 1986
  Linda Gajdusek, Tesol Quarterly, June, 1988
  Andrew E. Robson, TESOL Newsletter, August, 1989
  Model Curriculum Standards, California State Department of Education, 1985

1. Educational Program or Services Addressed

This project serves the faculty and students of the ESL program at Pasadena City College,
and through distribution of the handbook, the faculty and students in ESL programs in other community colleges. This project will benefit our program in these specific ways:

- better coordination with high school English and ESL classes;
- improved instructional techniques in our classes;
- stronger and better-defined curriculum for ESL classes;
- better transition to the main-stream transfer-level classes in our department.

Furthermore, the project addresses these 1990-1991 priorities

- The Board of Governors' Basic Agenda Priorities for:
  (lc) Educational Quality - to strengthen academic standards, making the curriculum more rigorous and relevant;

  (ld) ESL and Basic Skills - to support ESL, to develop a consistent and comprehensive curriculum for ESL, and to recognize ESL as a unique discipline, separate from English, speech, and other academic fields;

- AB 1173's priorities to:
  (d) improve and retrain teachers;
  (e 2+5) improve teaching abilities of faculty members and traditional instructional programs; and

- AB 1725's priority for:
  (b) bringing visiting scholars to local districts.
Specific Problem
ESL teachers at PCC are dissatisfied with ESL textbooks with simplified stories and dull reading passages. On our own, we have been experimenting with novels like The Pearl and The Great Gatsby and stories by authors like Hemingway and Bradbury, works of literature that are interesting and challenging for community college ESL students. We want to learn more about recently developed methods that address the specific needs of ESL students, such as those described by Gajdusek to teach Hemingway’s story, “Soldier’s Home” (TESOL Quarterly, June, 1988). We hope as a result of this project to improve our teaching abilities and strengthen our curriculum for the ESL classes.
3. Population To Be Served

Population Served

This project serves part-time (about 20) and full-time (about 10) teachers of ESL classes at PCC. Most of the part-time teachers have degrees or certificates in ESL or TESOL, and are not familiar with any methods for using literature in the classroom. The full-time teachers have training in using literature for classes of native speakers, but are not familiar with methods that are particularly appropriate for ESL students.

There are about 5000 ESL students at Pasadena City College, about 25% of the student body. These students spend an average of 3 semesters in ESL classes. Many of the ESL students go on to take Freshman English (1A), while only a small number continue on to Introduction to Literature (1B) and the more advanced literature classes.
4. Objectives

[SEE “WORKPLAN” SECTION IN THIS DOCUMENT.]
5. Workplan Narrative

Work Statement

a. This first objective of this project is the training of ESL teachers in the use of new methods developed specifically for teaching literary works in ESL classes. To this end, three experts in the field of literature for ESL students will be invited to present ideas and to train ESL teachers at three separate workshops. Before the first workshop, teachers will be asked to rate their interest and competence in using literature in their ESL classes, for use in a later pre-/post-project comparison.

Dates: three 3-hour workshops at PCC, one each in October, November, and December, 1990.
Budget: $500 for three visiting scholars. one workshop each (total $1500).
$100 for each teacher attending the three workshops and participating in the second part of the project (total $3000).
$1600 release time for the Project Director.

b. The second objective is the inclusion of literary works in the courses of the participating teachers. After the three training workshops, each participating teacher will be asked to choose a story or novel, to prepare materials to use in teaching it, and to test the materials in a course during the spring semester, 1991.

Dates: Spring semester, 1991
Budget: There will be no further costs for this part of the project.

c. The third objective is the dissemination of the results of the project. In late spring, 1991, participating teachers will present their results, including teaching materials, at a final workshop. Each teacher will also write a short paper summarizing experiences, recommendations, and materials for the story or novel taught. These papers will be included in a handbook for dissemination at PCC and to other community college teachers.

The follow-up workshop will be presented jointly with the UCLA Center for Academic Interinstituitional Program's English/ESL Alliance and the handbook will be distributed to the community colleges participating in the alliance.

Dates: June, 1991 - Final Workshop
Budget: The cost of printing the handbook will be carried by the district.

d. The final evaluation procedure for the project as a whole will consist of a form
distributed to the participating teachers, asking them to evaluate all four workshops and the handbook in terms of practicality and degree of support for using literature in the ESL classroom. The teachers will also be asked to rate their degree of interest and ability to use literature in their curriculum for pre-/post-project comparison.
6. Expected Outcomes

Expected Outcomes

a. Objectives

The expected outcome in terms of project objectives will be the inclusion of more literary works in the ESL curriculum at Pasadena City College, and publication of a handbook of ideas and methods that will be circulated at PCC and to other community college ESL programs.

b. Impact

The impact of this project will be an improvement in traditional teaching methods in the ESL classes and an ESL curriculum of greater scope and rigor. The project will help to establish ESL as a unique discipline with special needs and interests. It will help ESL students in their transition from high school into community college and in their progression into transfer-level courses and eventually to four-year colleges.

c. Potential for continued Support

There will be no need for continued financial support after this project. The chairman of the English and Foreign Languages Department and the coordinator of the ESL Program support the objectives of the project (see accompanying letters).

d. Potential for Adaptation

Just as PCC is interested in learning new, more effective ways to teach literature to ESL students, other community colleges are also interested. At a recent meeting of UCLA Center for Academic Interinstitutional Program's English/ESL Alliance (February 28, 1990), this topic was discussed at length as a common problem for community colleges (see accompanying letter).
7. Evaluation Plan

EVALUATION

There are two parts to the evaluation plan. At the beginning of the project, participating teachers will be asked to rate their interest and competence in teaching literature in their ESL classes, indicating specifically the number and kinds of literary works used.

At the end of the project, after the final workshop, teachers will again be asked to rate their interest and competence in teaching literature, for comparison to the pre-project data. They will be asked about specific changes in their course content and in the methods they use to teach literary works. The teachers will also evaluate the practicality of the ideas presented by the visiting scholars and the results of their classroom experiments teaching of a work of literature.
8. Dissemination Plan

The dissemination plan consists of the follow-up workshop, which will be a joint meeting with the UCLA Center for Academic Interinstituitional Program's English/ESL Alliance, and the handbook, which will be distributed to the participating community colleges.
9. Budget Narrative

The proposed project budget total is $6890; $6100 from the Funds for Instructional Improvement, and $790 from Pasadena City College.