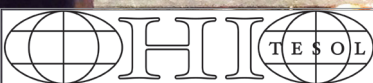


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# Notes from the President

## *Greetings!*

**W**hat an exciting time of year! Many of us are beginning the fall term or autumn semester inviting learners of all ages back to engage in the joys of learning and the worlds that can be opened through education. Others are working diligently to provide and create resources for the many students for whom we advocate. Whatever your role in education, we are eagerly anticipating our upcoming reunion! This year once more we will gather together to share our dedication, theory, and best practices igniting passions and celebrating successes once more.



The Board at Ohio TESOL has worked diligently to use your feedback to ensure this conference is the best yet. Additionally, we are planning to provide new fun updates to our existing areas of focus and push our collective thinking to drive best practices.

Taking on a new role this year will be Dr. Ivan Stefano. He will serve as layout editor to the Ohio TESOL Journal. Dr. Stefano also currently serves as our post Secondary/Higher Education Interest Section Representative. He will be joining Dr. Brenda Refaei in leading the list serve reps, reviewing and publishing the research you are submitting. We have streamlined the article submission process; please make sure to check out our Ohio TESOL website and click on Submitting to the Journal to share your work with our membership.

Ohio TESOL has also expanded our Professional Development offerings across the state and Social Media presence. If you are not already our friend on Facebook and following us on Twitter, I encourage you to officially ‘like’ us and ‘follow’ us, so that you can stay abreast of the most recent updates and learning opportunities!

This year’s conference will be the best to date thanks to you! Your feedback has been an essential component of our planning. We are working to add more school visits, time and space for networking with colleagues, an increased number of sessions (the most ever!), and multiple sessions of the same presenters for our most highly attended sessions. If you missed this opportunity last year, you won’t want to miss it again!

It is my great pleasure to serve you as the Ohio TESOL President this term and I look forward to seeing you soon! 🌐

In Education,  
Elizabeth McNally

# Resource to Help ELLs Meet Ohio's New English Language Proficiency Standards

By The Writing Team of the Ohio Instructional Guide and Resources for English Language Learners

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Ohio, like most other states, has adopted and begun to implement new learning standards in English language arts and mathematics for students in kindergarten through grade twelve. Also, Ohio is implementing new learning standards in science, social studies, fine arts, world languages, and several other subjects. These more rigorous standards are geared to college and career readiness.

Like their native-English speaking peers, English Language Learners (ELL) are expected to achieve these rigorous learning standards in the content areas. However, as we know, in order to achieve high educational standards leading to college and career readiness, ELLs have the unique challenge of acquiring a new language and learning new cultural norms in addition to learning academic content and skills.

## Ohio's New English Language Proficiency Standards

To help ELLs meet this challenge, Ohio has adopted new English Language Proficiency (ELP) Standards. These standards, to be fully implemented in school year 2015-2016, were collaboratively developed by the Council of Chief State School Officers (CCSSO), West Ed, Stanford University Understanding Language Initiative, and the states (including Ohio) in the English Language Proficiency Assessment (ELPA) 21 Consortium. The ten new ELP Standards, developed for kindergarten through grade twelve, focus on English language functions and forms that ELLs need to develop in order to access college and career-ready content standards and to be successful in school.

The new ELP Standards are the following:

1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3. Speak and write about grade-appropriate complex literary and informational texts and topics
4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence
5. Conduct research and evaluate and communicate findings to answer questions or solve problems
6. Analyze and critique the arguments of others orally and in writing
7. Adapt language choices to purpose, task, and audience when speaking and writing
8. Determine the meaning of words and phrases in oral presentations and literary and informational text
9. Create clear and coherent grade-appropriate speech and text
10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

Ohio's new ELP Standards will take effect in the 2015-2016 school year. To access the new standards, go to the Ohio Department of Education website ([www.education.ohio.gov](http://www.education.ohio.gov)), and type "Ohio English Language Proficiency (ELP) Standards" in the search box.

## Instructional Guide and Resources based on Ohio's New ELP Standards

To assist school district personnel with the implementation of the new ELP Standards, the Lau Resource Center of the Ohio Department of Education, with the assistance of a team of Ohio ELL educators, has developed a document titled Ohio Instructional Guide and Resources for English Language Learners. The purpose of the instructional guide is to serve as a resource to school district personnel in the use of the new ELP Standards to inform instruction and to support ELLs in their development of English language communication skills needed for both social and academic purposes.

Information in the instructional guide includes the following:

- A profile of ELLs in Ohio
- Proficiency level descriptors
- An overview of the new ELP Standards
- A summary of instructional strategies and supports that teachers can use to assist ELLs in their development of the English language competencies needed for academic success
- Examples of how ELLs at different English proficiency levels can participate in academic-related lessons and activities
- Guidelines for assisting ELLs with limited formal schooling

The instructional guide was developed based on the assumption that all members of the educational staff in a school have the responsibility to support the English Language development of their ELLs. Therefore, this document is meant to serve as a resource for the following people at the district or school level:

- Superintendents
- Principals
- Program directors/coordinators
- Curriculum directors/coordinators
- English as a Second Language (ESL) program directors, teachers and tutors
- Bilingual teachers and instructional assistants
- Grade-level and content area teachers
- Special education and gifted education teachers

## **Uses of the Instructional Guide and Resources**

There are various ways in which Ohio's Instructional Guide and Resources can be used by school district personnel. Examples of how the document can serve as a resource include the following:


- The document can be used in Teacher Based Team meetings focusing on ways to support the English language development and academic progress of ELLs.
- The ESL teacher can use the document to give examples to fellow teachers on how to engage all learners in the content lesson.
- The document can be used for co-planning between grade-level / content teachers and ELL teachers.
- Teams can use the document to write more vignettes or lesson plans for their specific learners.

The information in this document is also intended to serve as a resource for other stakeholders who are interested in the education of ELLs. Stakeholders may include parents and other caregivers, staff of social service agencies serving immigrant and refugee families, college and university teaching personnel, and students receiving training in bilingual education and/or "Teaching English to Speakers of Other Languages" (TESOL).

## **Initial Feedback on the Instructional Guide**

A draft of the Ohio Instructional Guide and Resources for English Language Learners was shared with participants of two sessions at the 2014 Ohio TESOL Conference. The following are examples of comments of the session participants who reviewed sections of the document:

- It concisely shows how to differentiate for each language proficiency".
- "It is nice to have these vignettes as examples for teachers at different grade levels.
- "Very user friendly. Easy to follow and understand."

To access the Ohio Instructional Guide for English Language Learners, go to the Ohio Department of Education website ([www.education.ohio.gov](http://www.education.ohio.gov)), and type "Instructional Guidelines" in the search box. 

Submitted by the writing team of the Ohio Instructional Guide and Resources for English Language Learners:

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# Introducing Slang to English Language Learners

By Entisar Elsherif and Nadia Nsir

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Sociolinguists are interested in studying how languages are used by people and their societies in various towns and regions. These interests include English language learners' (ELL) use of the English language and how it is affected and adjusted, depending on the situations they are in. In a context where English is taught as a foreign language, English is only taught and used in class and usually the formal use of the language that is being taught, i.e. Standard English. For instance, English learners are introduced to the ready-made textbooks and audios for speaking classes, which are supposed to provide them with great opportunities to learn how to use the language in their "real world" interactions for communication.

Yet, ELLs usually go through experiences where they find that the language they have learned in class is different from what they hear or use as they interact with native users of the language. Accordingly, they learn to "modify the way they speak" (Meyerhoff, 2011, p. 1) through the experiences they come across while interacting with English native speakers' who use slang. ELLs' downward convergence by using slang helps them gain social acceptance and construct their identity. By using slang, ELLs learn to modify their speech by using certain expressions and making changes in pronunciation and grammar.

English language teachers' aim should not be just to help ELLs learn the academic language but also to help them master the social language. It is essential to help especially college international students who come from different countries and cultures to understand and master the social and academic language since they are mostly introduced to the academic language in their countries. Jim Cummins calls these two language continua as the Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency (CALP). BICS is the everyday language skills that are needed to communicate in day-to-day interactions whereas CALP is the formal academic learning that is needed for students' academic success, which includes listening, speaking, reading, and writing about their academic field of study.

Since college ELLs interact in various contexts and need both the academic language and social language, as an English teacher, I find that introducing ELLs not only to formal language but also to other spoken informal varieties will be beneficial. The main point of showing them how to use other varieties of spoken language is to present to them examples of appropriate use of slang. Learning to use the informal language will prevent them from misusing or overusing slang or informal varieties.

## What is Slang?

Slang simply is the informal language that is used in everyday interactions. It is defined as "an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large" (Eble, 1996, p. 11).

Martin, Weber, and Burant (1997) claim that aggressive messages are different from slang when slang is not used with the intent to offend people (cited in Mazer & Hunt, 2008). Using slang cannot be considered as an aggressive act even though there are some slang words that might be considered offensive. It can only be considered offensive if someone intentionally said a slang word to offend another.

Crystal (2003) specified fifteen "varied functions" of slang. He indicated that number 13 is "the primary function of slang" which is "to show that one belongs to a certain school, trade, or profession, artistic or intellectual set, or social class" (p. 182). In other words, slang is used to interact or to "establish contact" (p. 182). Similarly, Mary Bucholtz (2007) indicated that slang is used to construct identity, especially youth identity. Bucholtz investigated the California teenagers' use of slang and found that slang is used as an interpersonal source to attain specific interactional goals.

As indicated earlier, slang can be positive and negative. Mazer and Hunt (2008) specify that positive slang is the informal language that "a speaker utilizes to signal identification with the listener" (p. 22). For instance, using words such as "cool," "sweet," or "awesome" is regarded as positive slang. On the other hand, negative slang is the informal language that "may be perceived as offensive by the listener" (Mazer and Hunt, 2008, p. 22). For example, using words such as "jerk," "waste," or "shit" are regarded as negative slang and therefore offensive.



## Examples of Slang

Since formal interaction is what is being taught in EFL classes, ELLs acquire certain expressions and language uses in slang through interaction with native speakers of the language. They find out that there are expressions that are used to express particular messages that differ from what they have learned. For instance, in textbooks, ELLs acquire new ways of asking about well-being rather than just using the expression “How are you?” In informal English, most of the people tend to ask questions like “Sup?”, “what’s up?”, “How is it going?”, or “how’re you doing?” that are commonly used expressions in informal English depending on the context and the relationships between the speakers. ELLs modify their use of formal language to slang to belong to the community they are interacting with.

There are other examples of expressions that might be new and unknown to ELLs and might be incomprehensible because of the “lexical items” of “unfamiliar slang” (Eble, 1996, p. 98). The following example was chosen from Facebook (for privacy purposes the commenters’ names will be C1 and C2 whereas the name of the person who posted this will be P).

The Facebook post was:

Beautiful day for a drive! Heading over to Penn State and I’m not leaving until I have a place to live!!

C1: Good luck! There’s a room on the Main Line available... just sayin’.

C2: If you are ever in need of dinner (or wine), give a holler! Good luck on the apartment-hunting!

P: Thanks everybody for the well wishes! And C2 – I’ll definitely hold you to that!

C2: absolutely.

Facebook users usually write their posts in slang, especially when commenting on posts. The previous example shows that by using the expression “give a holler,” C2 meant, “call me.” The word ‘holler’ basically means to cry, call out, or shout out. Also, sometimes African-Americans use the word, “Holla” to mean the same thing; they say, “Holla at me” to mean “call me” or if something is really “cool” or really good, they shout “HOLLLAAA”. P responded by saying “I’ll definitely hold you to that” to make sure that person keeps her promise. So, when someone “holds someone to something,” she is making this person accountable for what she has said. In the way that it was used it, it was a friendly expression that meant like “I’ll keep that in mind” more than “I’m counting on you.” Another point to consider is C1’s use of “just sayin’.” ‘g’ is omitted in “saying” because it is pronounced like that in informal English.

Another example that can be used as video illustrations of the meanings and uses of certain expressions in slang is taken from YouTube. Jennifer ESL (2007), an English teacher, created seven videoed lessons to help students of English understand how to use slang appropriately and not misuse or overuse it. She concentrated on how slang expressions are used, what they mean, and what pronunciation and grammar changes happen during speech.



Example (1)

1. Jennifer: You up for a movie tonight?
2. Sally: I dunno. I’m kinda tired.
3. Jennifer: We could take in an early show. Say 6 o’clock?
4. Sally: okay. (JenniferESL, 2007)

In this example, Jennifer used the expressions ‘be up for’, ‘take in’, and ‘say’. To ask Sally whether she is interested in or in the mood for going somewhere to watch a movie, Jennifer used the ‘be up for’. In line three of the conversation Jennifer uses the expression “take in” to refer to going to see a movie. She also used the expression say to make a specific suggestion about time. The same example shows how pronunciation changes in slang. In line 2 of the conversation, Sally used ‘dunno’. This is because “don’t know” often changes to ‘dunno’. Also, Sally used the phrase ‘kinda’ instead of saying “I’m kind of tired”. In slang, ‘kind of’ often changes to ‘kinda’. Example 1 also demonstrates changes in grammar when using slang. In line 1, instead of asking “Are you up for a movie tonight?” Jennifer dropped the auxiliary and asked “you up for a movie tonight?” Another example that shows changes in grammar is in line 3 when Jennifer suggested a time for the movie. She said, “say 6 o’clock” in this suggestion, Jennifer omitted either “let’s” or “shall we”.

The previous examples show how slang is used and provide explanation for how expressions are used, pronunciation is changed, and how grammar is changed in informal language. Eble (1996) states that sentences including slang “may be incomprehensible” since some of the words that are used might not be known (p. 98). So, how can language teachers help ELLs become aware of slang and use it appropriately?

## Why use slang in EFL the classroom?

Recent research showed that using slang in the English classroom might have positive effects on the language learners (Mazer & Hunt, 2008). It can motivate students to learn the language because including slang will provide students with relevant authentic sources of language use as well as it enhances students' informal communication skills. For example, a formal dialogue in the students' textbook might seem like the following:

S: "Hello, Ahmad. How are you?"  
A: "Hello, Simon. I am very well. Thank you. And you?"  
S: "I'm very well. Thank you."  
A: "Are you going to the movie tonight?"  
S: "Yes, Ahmed. I am going. Will I see you there?"  
A: "Yes, Simon. I will be there around 7 o'clock."  
S: "I am delighted to hear that, Ahmed. Take care. Good bye."

This dialogue seems to be not related to how teens interact in their everyday communication. This dialogue might be criticized as rigid, guarded, and unusual if shown to a native teenager. To be more specific, it is not authentic. The following dialogue seems more realistic and authentic:

S: "Hey, Ahmed, what's up?"  
A: "Hey, bro. Not much. You catching the show tonight?"  
S: "Yeah, wild horses couldn't drag me away. I'll be there at seven."  
A: "Cool. See ya there."  
S: "See ya."

Showing English language students the informal varieties and raising their attention to not misuse or overuse slang will help them. Knowing when to use formal English and informal English will help ELLs to cope easily with the new language they are learning and create their own L2 identity.

## Classroom Activities

Since it is the English language teachers' role to help ELLs learn the different language varieties they need to master to improve their language proficiency, what kind of classroom activities might help ELLs master these varieties? Here are a number of activities that provide ELLs with opportunities of understanding and practicing slang in the classroom:

**How else can you say these sentences in English?** In this activity, students are given a list of sentences and asked to think about how to say them according to different situations. The aim is to show them how to interact in an academic and social situations as well as the appropriate situation of using slang.

**Games:** Games have become so popular that we should use them to help our students learn the English language. Another point that encourages us to use games to teach the English language is that most of the games include slang. The kinds of games that are referred to here are not the educational games but the commercial games that many people play on their phones, computers, and/or other devices. English language teachers can choose segments or parts of the games that include slang and discuss them with their ELLs in class. A following activity might be asking students to find slang words and expressions in any of the video games they play and then find their meaning as homework.

**Movies, TV series and songs:** Most of ELLs watch movies and listen to songs. English language teachers can benefit from this by using scripts from famous movies, TV shows and series, and songs and introduce them to ELLs to discuss and understand slang. Teachers can start with short segments that include few words and then move to more complex ones to help ELLs understand and learn slang.

**Stories:** Another activity that English language teachers can use to help ELLs understand and learn slang is through stories. One of the activities that we found really engaging and helpful is what we found on Tim's Free English Lesson Plans website. The activity is to provide ELLs with a story that's in what Tim called "normal language" and ask them to change this language they already know with slang. This not only helps them realize the difference and learn the words, but also helps them understand the various contexts in which slang and formal language that can be used.




**Slang journals:** One of the most effective ways of language learning is writing journals. To help ELLs understand and differentiate between social language and academic language, teachers can ask them to write daily or weekly journals in which ELLs discuss various questions and experiences. These questions might begin with questions like “What is slang? What role does slang play in any culture’s language? What role does slang play in our language as ELLs? How does slang both shape and reflect any culture? How does slang both shape and reflect the English/American culture?” and other questions. Through these journals, ELLs reflect on not only the slang words they learn to use daily, but also about the role slang plays in any culture, especially the American culture.

**Slang dictionaries:** In this activity, ELLs are asked to create their own dictionaries in which they collect slang words and expressions they come across. They are given the right to arrange these words and expression in alphabetical order or any way they think it would help them learn the words and expressions and remember their meanings. In these dictionaries, students create lists of the words and expressions, their meanings, and in what context these words and expressions are used. Going through the process of writing the words and expressions with their meanings and how to use them will reinforce ELLs’ vocabulary and how to use them in an acceptable way.

Along with the previously discussed activities, English language teachers can use the fill-in-the-blanks and/or matching words and expressions with their meanings and other activities to help ELLs learn slang words and expressions.

## Final Remarks

Real life conversations do not include formal spoken interactions all the time; learning to use slang will help convergence, divergence, and maintenance, which constitute speech accommodation theory. Convergence is “accommodation towards the speech of one’s interlocutors” (Meyerhoff, 2006, p. 307). In other words, how individuals are familiarized to each other’s linguistic features during speech. In the case of ELLs, they needed to gain social approval in their new community, which makes convergence occur. They use slang to maintain their social approval and construct their identity. Their convergence is downward convergence since they use slang to belong to their school community. 

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# Creative Collocation Activities

By Patricia Marie Hart

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There comes a time in every ESL/EFL teacher's career when they must tell students that certain words 'go together' with no underlying grammar rule or dictionary rationale. Word associations demand a certain amount of automaticity, and the more that collocated words are associated together in classroom activities, the higher the chance the words will be automatically associated in unrehearsed classroom language (Shin & Nation, 2008). This article describes seven fun activities for classes so that word collocations may be recycled and embedded in learners' memories.

## 1. Go Fish

The first activity involves flashcards with word collocations and is played like the card game, 'Go Fish'. The game is easy to prepare with the following steps:

1. Create two sets of flashcards with different colors-e.g.) blue and yellow.
2. On one set, print the first half of a collocation-for example, if the collocation is 'go fish', write 'go' on the blue set, and 'fish' on the yellow.
3. Make about 25-30 sets of collocation pairs.

To play Go Fish:

1. Divide class into groups of 4 players. Shuffle the blue and yellow cards evenly. Each student is given 7 cards.
2. The remainder are put in a pile in the middle of the table.
3. The first player calls on another player, and reads his word-eg) 'wide'. If the player has a word that would finish the collocation-eg) 'open', he/she gives the card to the first player.
4. The matching pair belongs to the first player, who puts the pair of cards in a pile in front of them.
5. If the second player doesn't have a suitable card to match it, she/he says, "Go Fish", and the first player draws a card from the stack in the middle.
6. The next player takes a turn, then the next, etc.
7. The player with the most amount of matching collocation cards wins!
8. If a student runs out of cards, they may either draw another from the middle pile to keep the game going, or end the game at this point.

## 2. Memory

The second game involves the same flashcards made for 'GO FISH' and is played like the card game, 'Memory'.

To prepare and play Memory, follow these steps:

1. Prepare flashcards as was done for the 'Go Fish' Activity.
2. Divide students into groups of 4.
3. Place all the flashcards on a table, face down.
4. Each student takes a turn flipping one yellow card and one blue card so the whole group can see it.
5. If the two cards form a collocation, the student takes them, and can play another turn.
6. If not, the cards are put face down again, and next student flips over one card of each color for the group to see.
7. Eventually, students will remember which words are where, and be able to make pairs with all the cards.
8. The student with the most pairs wins.

## 3. Find Your Other Half

This activity gets students up and moving and is a great 'hook' or ice breaker to energize students and get them ready for collocations. Divide students into two groups. One group has a set of cards with one part of a collocation- the other has a set with the other. Students must circulate to find the student with the correct matching word association.

## 4. Charades/Pictionary

For this, students are given flashcards with both parts of the word collocation on them. Each student must act out the collocations until someone guesses what they are. It can also be played as Pictionary. In this case, students must draw pictures to give clues about the word collocation until a classmate guesses. It is even more fun to make two or more teams. The first player on each team is given the same flashcard, and must draw clues as quickly as possible until someone guesses the collocation. The second players all get a second card, and the game repeats as with the first player. This continues until all the players have taken turns- the group that was fastest the most amount of times wins.

## 5. What Am I?

The next activity involves sticky notes labelled with collocations or flashcards with tape. One student has a word posted on his/her back. She/he cannot know what it is-but the rest of the class sees it. The others say every word they can think of that can form a collocation with the card until the student guesses what the word is.

## 6. Jeopardy

This is an activity played just like 'Jeopardy', only with collocations. For best results, form five to six categories. Each category is titled with one of two or more words that form collocations. For example, one category may be called 'deep'. Students choose options varying from 100 to 600 points. In the example, for 100 points the clue may be 'sleeping and not waking up easily'—the answer is 'deep sleep.' For 600 points, the clue might be 'thinking about something a lot'—the answer would be 'deep in thought'—and so on. Sound complicated? Fortunately, there is a web-site- <https://jeopardylabs.com/play/everyday-verb-collocations> -which does this for you.

## 7. Bingo

Most students love a good game of Bingo. To play, follow these steps:

1. Use a standard BINGO grid sheet
2. Create a list of collocations before class
3. Give students a list of words that form the first part of a collocation-tell students to fill in the bingo sheet randomly with any of the words
4. Call out the second half of the collocations
5. The first student to have a completed row or column of word associations wins. 🌐

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Photo Credit: 'Thurn and Taxis' (a board game) by viZZZual.com via Flickr (CC BY 2.0)





# Postsecondary ELLs: Classroom Management, a Focus on Plagiarism

By Lejla Bilal

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English Language Services, or ELS, are worldwide centers that serve as a bridge to British/American Universities. The centers offer courses in reading, writing, listening and speaking, grammar, and research in order to prepare postsecondary international students for university coursework. Some enter the United States with conditional offers from universities, while others attend in hopes of obtaining admission through proper language training, and adequate TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores.



ELS offer 13 four-week academic sessions per year and twelve academic levels, 101-112. Students are placed into an appropriate level when they enroll based on a brief oral assessment, a 20-minute essay response, and a 60-minute cumulative, multiple-choice grammar test incorporating material taught in all 12 academic levels. To enroll in the guided research course, students must be in the advanced level band, 110-112. I had consistently taught the four-week guided research course, facing many challenges with the varied levels and lack of adequate time. The information to follow will provide approaches and insight to guided research instruction, including best practices based on personal and practical instruction methods supported by other researchers.

I have found that cultural upbringing and age pertaining to level of completed education play a factor in terms of how much monitoring and guidance is needed in the classroom. Most students mention they have never written or performed research aside from reading film synopses when selecting a showing at the local theater. The information, including best practices and observations found below, is based on a collective effort, which aims to benefit an audience seeking insight on research with practical use on topics such as plagiarism, technology use in the classroom, grade negotiation, and disrespect perceived to be intentional with a focus on L1 transference. Although this paper solely addresses plagiarism, a complete overview can be found online through a link provided in the conclusion. The collected suggestions and observations are based on two demographics of students, Arabic and Chinese speaking, 41 in total over a period of three four-week sessions. The amount of suggested guidance and practice can be determined at the teacher's discretion based on student abilities.

In terms of plagiarism, research suggests cultural and ideological background influences students' understanding of textual misuse. Students from Confucian cultures widely incorporate borrowed ideas into their own writing, blending original and unoriginal concepts (Yang & Lin, 2009). There is a poor alignment of the understanding of plagiarism and the perception of its impact written in universities' academic conduct policy. In addition to the cultural differences on the use of copyrighted text, English skill deficiency prohibits accurate comprehension of acceptable use policies in the US.

The challenge so many educators face is introducing and emphasizing an adapted overview and reinforcement regarding proper/improper use of sources with limited time in mixed-level classrooms. Students are initially assessed and placed according to a written and oral evaluation, but in an advanced level course, such as guided research, many varying levels of "advanced" students can be found; an issue many other institutions encounter as well. In this precise program, students are allotted two hours per day (four to five days per week) for guided research, the first hour consists of segmented overviews of research, including an introduction to research and relevant key terms, accessing the library database, reliable sources, paraphrasing and APA style citations. Since students at ELS are preparing to earn either a bachelor's or a master's degree, APA is used consistently. Students are informed of MLA requirements by most first-year composition courses, but solely APA is taught. During class, activities and practice are incorporated, and other cooperative learning tasks are utilized with feedback, reteaching and redirecting as necessary. The second hour is devoted to research in the computer lab using a session calendar with assigned tasks for each day in the lab.

The fact that there are so many components to writing a research paper, namely reading for academic writing, it's important to contextualize the process. Modeling the research process and assisting students during the process is a necessary resource along with creating a guide to follow can help validate the process. When students initially choose a topic to research, they should be encouraged to select topics of interest or familiarity if conducting research for the first time so as not to face so many unfamiliar hurdles when reading necessary content.

In order to understand reliable sources, students need to be made aware of why citations are necessary. Describing published information as property and ownership can help clarify the vital role of APA/MLA guidelines. Furthermore, learning to chunk information for understanding and paraphrase purposes is central to comprehension and correct paraphrasing. Students must be shown and given ample opportunities to create their own renditions of a legitimate paraphrase so as to begin to take ownership of their own writing style. In sum, this brief insight will be outlined more specifically in the best practices to follow.

## Observations and Best Practices

1. Most students are inexperienced researchers and need to be taught the basics.
2. Students have difficulty paraphrasing and making inferences on academic text.
3. Students refer to translators and relatives for “help.”
4. Students feel overwhelmed at the challenge of producing a seven-page research paper plus references, as decided upon by ELS.

How do you teach originality in 4-week sessions, especially in a class students are expected to write a seven-page paper in APA format? Ideally, the class would be taught in two sessions. This unfortunately is not an option, so we are forced to adapt and scaffold as much as possible, incorporating best practices along the way. Through research and trial and error (teaching the course multiple times), these practices come highly recommended:



1. Brainstorm on writing topics on day one to minimize topic sharing. Students are encouraged to collaborate with peers and the instructor during brainstorming, but must design a research question on their own, without the opportunity to “borrow” a previously used topic. Encourage learners to brainstorm what they know and have interest in to help minimize confusion during research, as content can become difficult to fully comprehend.

2. Lock students into their selection as soon as they are able to locate information pertaining to their research topic. This can easily be done in a short amount of time in a computer lab with teacher guidance and navigation through the library database or Google Scholar. Students at ELS are taken on a library tour, where they are familiarized with the use of the library database and taught to search for academic information. An instructor should facilitate this process to keep learners on task and grant assistance as needed.

3. Track progress continuously, formally and informally, by collecting writing samples and keeping a portfolio. Students studying on student visas tend to challenge an instructor’s grading because their future as an international student is at stake if they are unable to pass so many sessions in a row (at ELS). In that case, writing samples become beneficial as evidence, especially when plagiarism is suspected. I keep an accordion file folder of at least two samples per week. Once the formal writing process begins during week 2, I collect two and four-page samples prior to students’ submission of their rough draft. This way students can be redirected as needed before they make an effort to submit the entirety of their paper.

4. Provide a research outline. Organization can be difficult with so many other daunting procedures to remember, so outlining is beneficial in the beginning of the writing process. The basic outline of a paper can be found and individualized. I have used The Basic Outline of a Paper through University of Northwestern St. Paul. All this information and more is provided to students on a session calendar that they are able to follow and use a guide to producing a formal finished product.

5. Provide feedback. We all know feedback is necessary for students to improve. Written feedback may not always be suitable for less able advanced learners, so verbal, repetitive, simplistic feedback is also suggested. Such feedback may include clarification, assistance with coherence and unity in writing, differentiated explanations of presented information, and mechanics of writing. I like to meet with students individually to discuss progress and to review collected samples in hopes of gathering a sense of understanding and comfort with the research process.

6. “Paraphrase 101.” Do not assume that even your most advanced students are able to paraphrase. Begin with the basics, 101. Even if students are comfortable, reviewing will only maintain the practice. I usually introduce this by providing students with short quotes to paraphrase, graduating to longer quotes, paragraphs, and eventually chunks of academic writing. We learn paraphrasing by understanding/viewing the difference between summarizing and itself. Also, I use my own work, as well as resources on OWL Purdue to work on legitimate paraphrasing. Students are also shown plagiarized versions of our selections, so they may begin to notice lexical and structural variations that can help contribute to an acceptable paraphrase.

7. Beware of “Patchworking,” introduced by Rebecca Moore Howard (n.d.), a form of plagiarism used by some students, in which smaller chunks of information are taken from an original source, and used as one’s own. With student writing samples, it can usually easily be spotted with word choice and placement.

8. Introduce and scaffold terms and word forms such as: citing/citation, resource/source, paraphrase (verb/noun), APA, quote/quotation. These should be introduced and reviewed early on, and revisited throughout the writing process. I generated a list of approximately 25 words ranging from research and research paper to cite, citing, and citation that I have students complete before discussing them as a group.

9. Create annotated bibliography cards- In doing so, APA is tackled in phases, and students begin noticing the difference between different types of print/sources as well as reference page and in-text appearance of sources. I hand out note cards and model one example of each reference type (book, website, journal, radio, magazine, etc.) by using search engines to locate a source, thus reinforcing the process of locating sources. I rely on Purdue OWL, while students are also made aware of citation-generator programs for time saving purposes, reminding them to be sure to input all necessary information.

10. Avoid the assumption that students seem to understand how to paraphrase and avoid plagiarizing, so naturally the class moves on. As tempting as it seems, do not move on, but master it by repeating and revising often. Ask yourself, “can this student reproduce a desired paraphrase twice or thrice? Can they paraphrase a quote and academic text, or solely a quote? I like to find a 15-minute block of time once a week at least to review paraphrasing with a sample I have chosen, or selected from a students’ source. I e-mail the sample to students or project it for the class as a whole, allowing time to provide a paraphrase in class. Any problematic responses can be discussed during student conferences, which as mentioned occur weekly or more often as needed.

11. Check for plagiarism. [www.turnitin.com](http://www.turnitin.com) can be used as a tool, but instructors know that can not be the only reliable source, as questionable writing should be noticed before the final draft is submitted. Even if universities provide plagiarism checks through their own databases, be cautious and redirect students as necessary prior to the final draft submission. Collecting samples and tracking progress is also beneficial for plagiarism purposes.

In brief, by incorporating such strategies, student progress continued to increase; the quality of the submitted drafts improved, and stress level appeared decrease, because students feel equipped to tackle what appears as an overwhelming and intimidating undertaking with a facilitator, a course calendar as a guide, and modeled research. Of course, the completion rate is not faultless, 73% overall, but of that percentage the papers are truly satisfying; not to mention they are most students’ first research papers.



*For additional resources and material on plagiarism and guided research coursework and resources, e-mail Lejla Bilal at [bilal.1@osu.edu](mailto:bilal.1@osu.edu). For an overview of other issues addressed by colleagues regarding grade negotiation, technology use in the classroom, and disrespect, please visit <http://prezi.com/whsem6enqr2j/adult-ell-classroom-management/>. To learn more about ELS centers, visit [www.els.edu](http://www.els.edu).*

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# World English 1: Real People, Real Places, Real Language


By Víctor R. Quiñones Guerra

**W**orld English is a vivid series of textbooks for undergraduate English language learners (ELLs) ranging from the beginner's level to the high-intermediate level. The texts are suitable for college students given the inclusion of sophisticated topics, processes, and vocabulary across disciplines, including: science, technology, engineering, economics, and other fields. Consequently, the text challenges the student and is relevant to their college experience as they can connect the content to other courses. The series distinguishes itself by its display of impressive professional photography furnished by National Geographic. World English was first released five years ago, but just recently the text was revised and the second edition was produced, where additional instructional resources were incorporated.

The World English 1 textbook, the second level in the series, is a great resource for college students at the basic and low-intermediate level who are beginning their undergraduate careers as it is not overwhelming yet challenging. The textbook is available in both print and digital eBook format that enables students to use their computer in class with direct access to the digital resources, which is an added motivational bonus for technologically driven students. The book's format is clear, as it is not cluttered with graphics or excessive amounts of text, which allows the student to focus on the content without becoming overwhelmed by the material, reducing the anxiety of having to perform in another language. The layout of the book is vivid, as each page is adorned with photographic images that depict exciting scenarios and experiences. The photographs are the focal point of each unit as they serve as great conversations starters that not only engage students, but help them make associations between their L1 and English, facilitating language transfer.

The content throughout the text focuses on the practical use of English in everyday situations organized into twelve units on various themes, including: people, work, places, food, sports, and travel, just to mention a few. Each unit includes listening and speaking activities that provide students with basic models for oral communication through a series of dialogues that allow them to refine their listening comprehension, discrimination of sounds, and pronunciation, while targeting key grammar concepts that reinforce effective communication. In addition, every unit has a reading activity which includes a short article that ranges between 4 and 7 paragraphs in length. Each reading is accompanied with exercises that help develop reading comprehension, reinforce key vocabulary introduced in the unit, and foster the acquisition of vocabulary in context. Lastly, writing activities are also found in each unit, where students have the opportunity to reflect, respond and share their ideas about the topics presented in the units through short writing exercises.

Innovations in the second edition were not limited to just impressive new photographs and modifications in the content of the units, but also include the incorporation of additional audiovisual resources. The versatility of the text in shifting in modality from print to video is yet another instructional tool that enhances the learning experience. As in the first edition, video journals accompany each unit, where students can see non-verbal communication, listen to speech, and read English subtitles to facilitate listening comprehension. The second edition now includes four TED Talks, one every three units, each of which expands on the topics discussed in the text. These TED Talks are of great benefit as they present real authentic conversations for students to learn from that are dynamic, entertaining, and relevant to their formation as global citizens of the twenty-first century.

Overall, World English 1 has improved even when one could think that more could not be done. The text is user friendly and appropriate for both basic and low-intermediate level ELLs. One could say that one potential shortcoming of the text is the limited amount of exercises in each unit; however, this is what contributes to the text's clean and unburned appearance. If anything, the units provide the right amount of activities, where additional practice can be undertaken by assigning exercises from the World English 1 Workbook. Both educators and students would benefit from this multimodal text that is bound to increase motivation and learning in a cross-cultural and global context. 

*Víctor R. Quiñones Guerra is a faculty member and coordinator of the English Program in the Humanistic Studies Department at Inter American University of Puerto Rico, Bayamón Campus. His research interests include: language policy, developmental reading, and second language writing.*

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# How to Integrate an App (StoryKit) into English Teaching for ESL Young Learners

By Ya-Li Wu

## Introduction

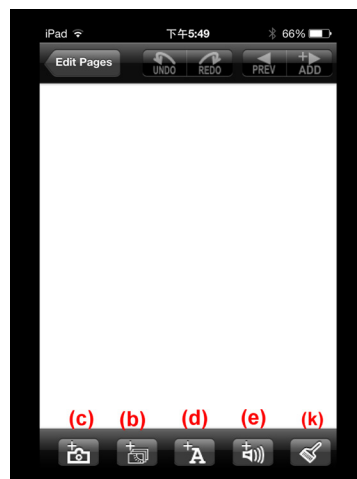
This article will review the free app, StoryKit, and show teachers how they can integrate it into ESL classes from Kindergarten to grade 5. This app is a great way to teach young learners because it is easy to use for both the students and the teachers.

## Introduction of StoryKit and Its Basic Functions

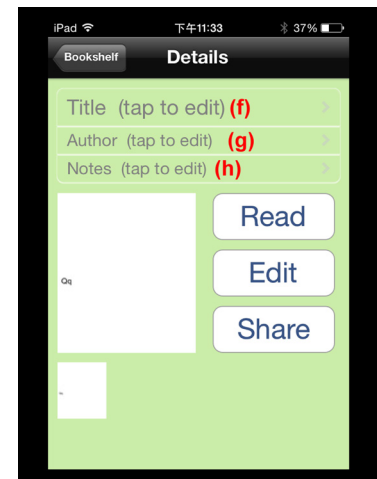
StoryKit is a free app and compatible with iPad, iPod Touch, and iPhone, but has not been developed for Android mobile devices. It can be downloaded from the Apple store or the link (<https://itunes.apple.com/us/app/storykit/id329374595?mt=8>) to mobile devices. After downloading it and registering an account, teachers and students can create a new book with self-recorded audio files and pictures taken by themselves or downloaded from the Internet. During teaching, if there is only one iPad in classroom, teachers can mirror an iPad to a big screen via using an adapter (Apple VGA or HDMI) or other ways. More information about ways to mirror an iPad to a screen can be found on Vincent's (2015) online post. The alternative way is to group students in groups, and each group uses one iPad to accomplish group projects. If iPads are sufficient in school, each student can use an iPad so teachers can assign more individual homework. The following pictures introduce basic functions in StoryKit. Some of the pictures, such as picture 4, 7, and 8, were taken when a five-year-old child was creating a learning book so some spellings might be incorrect.



Picture 1



Picture 2



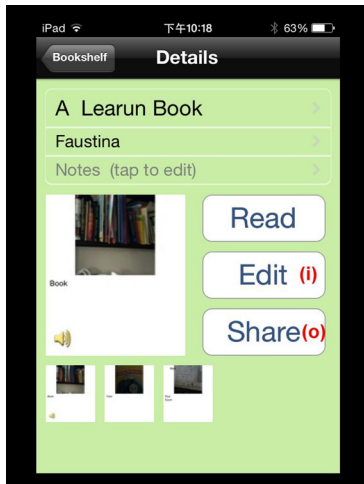
Picture 3

To create a new book:

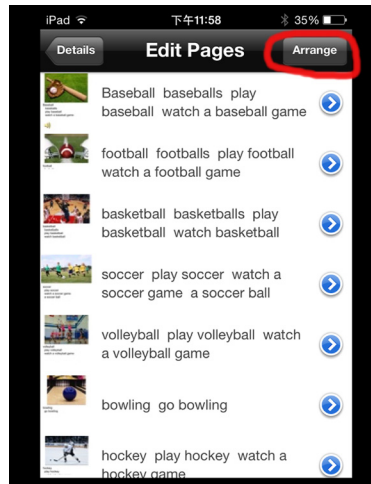
1. (See Picture 1) Click (a) "New Book" to create a new story
2. (See Picture 2) Click (b) to add pictures. You can either take own pictures through the App by clicking (c) or clicking the (b) icon to insert pictures that are downloaded from the Internet or exist in your iPad.
3. Click (d) to type words and sentences
4. Click (e) to record your voice. It only allows of 59 seconds for each recording.
5. (See Picture 3) After completing the book, you can type a title of the book in (f), an author name in (g), and a note in (h). If you have not finished the book, you can save unfinished one and edit it later.

To edit a page:

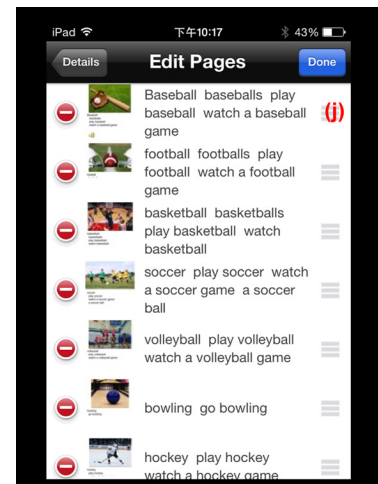
1. (See Picture 4) Click the book that you want to edit on the bookshelf first and then click (i) "Edit" to edit a page
2. (See Picture 5) Click "Arrange" and then (See Picture 6) put your finger on the page that you want to move (e.g. the 1st story page). Then, (put a finger on (j) place) slide your finger and move the page to the place where you want to put.
3. (See Picture 6) If you want to delete a page, click . The screen will show up the "delete" button. Click the button to delete a page.



Picture 4



Picture 5



Picture 6

## Strengths and Weaknesses of StoryKit

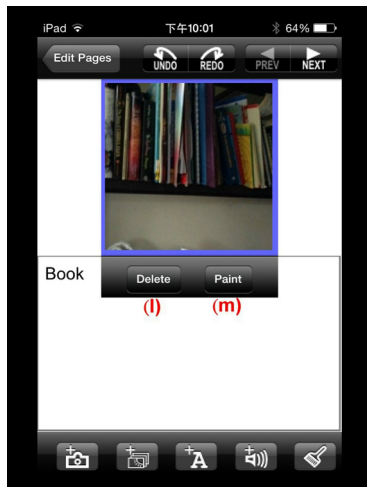
First, teachers and students can take pictures by themselves via the app's camera function, and the taken pictures would be automatically inserted into a page they are working on. A picture can also be deleted by touching the picture and then clicking the delete button (see picture 7, (l)). However, the camera function does not allow users to edit pictures, such as cropping or rotating, but pictures can be painted via its paint function (see picture 7, (m)).

Second, the App has the drawing function (see picture 2, (k)) so teachers and students can draw something in a created book.

Third, it has the recording function so students can repeatedly record their voice and then listen to it (see picture 8). When they are satisfied with their recording, they can insert the recording into the place where they are working on via clicking the edit button (see picture 8, (n)). Repeatedly recording letters, words, and sentences can improve students' pronunciation and overall speaking ability. Nevertheless, the function only allows users to record for 59 seconds each time, but users can make several recordings. The app could develop a larger capacity to allow users to record longer than 59 seconds in the future. Also, it does not allow users to insert videos or animations into a page. If it could offer that function in the future, it will be more beneficial for ESL learners. Research has revealed that incorporating a video clip into second language vocabulary learning is more effective instruction than only using a sole picture because a video clip embodies advantages of different modalities - printed text, a vivid image, and sound (Al-Seghayer, 2001).

Fourth, a created book can be shared via email through clicking the "Share" button (see picture 4, (o)). After clicking the button, StoryKit will send a private link to people whom you share with. Next, through clicking the link, they are able to read your book via a browser on their mobile devices. Sharing via email is much safer than sharing in social media sites, such as Blogs or Facebook. Especially for young students, it is important to protect their privacy on the World Wide Web. Nevertheless, a shared book cannot be imported into StoryKit on iOS mobile devices. Another shortcoming is that the app only provides basic functions to create a book. If teachers want to create books as teaching materials, they cannot go beyond what the app offers. Hence, teaching materials will be quite simple. However, teachers can employ other educational apps, such as Explain Everything and Educreations Interactive Whiteboard, to create multimodal teaching materials to compensate for the app's shortcomings.






Picture 7



Picture 8



Baseball 

baseballs  
 play baseball  
 E.g. I like to play baseball.  
 watch a baseball game  
 E.g. I often watch a baseball game  
 with friends.

Picture 9

## Applications

### Before teaching a lesson

Teachers can make a vocabulary book and share it with students before teaching a lesson. By doing so, students can preview the vocabulary. A page can contain a picture of a word, its spelling under the picture, phrases, exemplary sentences, and recordings of the word, phrases, and the sentences (See Picture 9). Exemplary sentences could be extracted from a teaching text. By doing so, when teachers teach a lesson, students have been familiar with the sentences and hence can increase their comprehension of the teaching text.

### During teaching – teaching vocabulary and phrases

Teachers can create three kinds of vocabulary books: 1) a book with only pictures of words (VB1), 2) a book with only words (VB2), and 3) a book with pictures, words, sentences, and recordings (VB3). The VB3 can be the book that is created before teaching a lesson. For the VB1, teachers can adopt it when initially introducing a lesson's vocabulary. During teaching, teachers can read a word out loud, and students see its picture but not spelling. Research has shown that second language learners have better vocabulary acquisition when learning vocabulary with pictorial glosses than textual ones (Shahrokni, 2009). After teaching, teachers can reinforce students' learning via showing them a word picture via the VB1 and then asking them to read out loud the word. For the VB2, it can be used to teach students spelling. According to the Common Core, phonics is one of fundamental reading skills for kindergarteners and grade 1 and grade 2 students. Hence, phonics can be integrated into the VB2. For grade 3 to grade 5 students, syllabication and morphology are important reading skills to help them recognize words (Common Core State Standards Initiative, 2010) Thus, syllabication and morphology can be included in the VB2. After teaching, an activity can be employed through using the VB1 to show word pictures and then ask students to spell words out or write words on a whiteboard. The teaching can be more interesting through pairing students into a group and having them collaboratively spell words out. For example, the teacher calls one student from each group to go in front and tells them a learned word. Then, the students go back to their groups and then act out the word. Once their partners know the answer, they write down the word. After few minutes later, teachers asks what word they wrote down. For the VB3, it can be used to help students review learned words and then introduce phrases and sentences in the VB3. Next, teachers teach the lesson through a textbook. Teachers can reinforce students' learning through sharing the VB1, VB2, and VB3 with them, so they can review learned words, phrases, and sentences by themselves at home. Meanwhile, teachers can ask students to create their own vocabulary book via StoryKit as an assignment. That means to ask them to use learned vocabulary and phrases to make sentences and also record their voice.

### During teaching – teaching grammar

If a lesson contains many grammar points, after vocabulary instruction, teachers can create a grammar book and use it during teaching. A page can contain a grammar point and exemplary sentences. The exemplary sentences can have one example from the lesson and other examples provided by the teacher. Offering students more exemplary sentences can not only reinforce their learning but also help them understand how a grammar point is used in different contexts. Then, an activity can be adopted through asking students to make sentences with learned grammar knowledge. The teaching can be more interesting by paring students in groups. Teachers provide a grammar point and then students work in a group to make sentences. After few minutes, teachers ask students what their sentences are and also ask them to write down the sentences on a whiteboard. After instruction,

the grammar book can be shared with students so they can read it at home. Meanwhile, teachers can ask students to create a grammar book via StoryKit. That means to ask students to use learned grammar points to make sentences by themselves and record their voice.


### **After teaching the entire lesson**

Teachers can ask students to write a summary of the teaching lesson/story via StoryKit. Also, students can create their own book/story through utilizing learned knowledge via the App. They can draw, add own pictures or download pictures from the Internet, and record their voice. Then, they can present their books/stories in class and then share their books/stories with each other via email.

### **Other applications**

1. Students can work in a pair or in a group to create a book through StoryKit. By doing so, they can learn how to collaboratively work with their peers. The Common Core also emphasizes that students develop the ability to utilize technology to collaboratively produce and publish writing with peers (Common Core State Standards Initiative, 2010).
2. For grade 3 to 5 students, an assignment can ask them to do a research project on a teaching topic in a group. For instance, if a teaching content is about exploring Japan, then teachers can ask students to collaboratively work with peers to find more information about Japanese traditional culture, festivals, food, and education through the Internet and then create a book via StoryKit to report their findings. Meanwhile, each group can share their reports with classmates via email so each student will have more information about the learning topic.
3. Teachers can create books/stories for students to read during summer and winter breaks.
4. If teachers assign students to read a story, a book, or a short piece of writing, teachers can ask students to write summaries and reflections via StoryKit. They can draw pictures, take photos, and record their voice when writing. By doing so, they can learn how to use not only written language but also multimedia to describe their thoughts.
5. Teachers can ask students to write learning diaries via StoryKit. Teachers can encourage students to try to use learned vocabulary, phrases, grammar, and knowledge in their learning diaries.

### **Conclusion**

As Common Core State Standards stress students' ability of adopting technology into teaching and learning reading, writing, listening, speaking, and language, teachers can integrate the free and easy-to-use StoryKit app into instruction. Meanwhile, the teaching applications that I mentioned above can also be adopted for other similar learning apps. Integrating technology into instruction is not so difficult and can provide students multimedia learning materials and develop their computer skills while advancing their language competence. 

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