

Tailoring Support Services to Facilitate ESL Student Success at College

MICHELLE AMAYA-TORRES
MAMAYATORRES@RRC.CA

KALEIGH QUINN

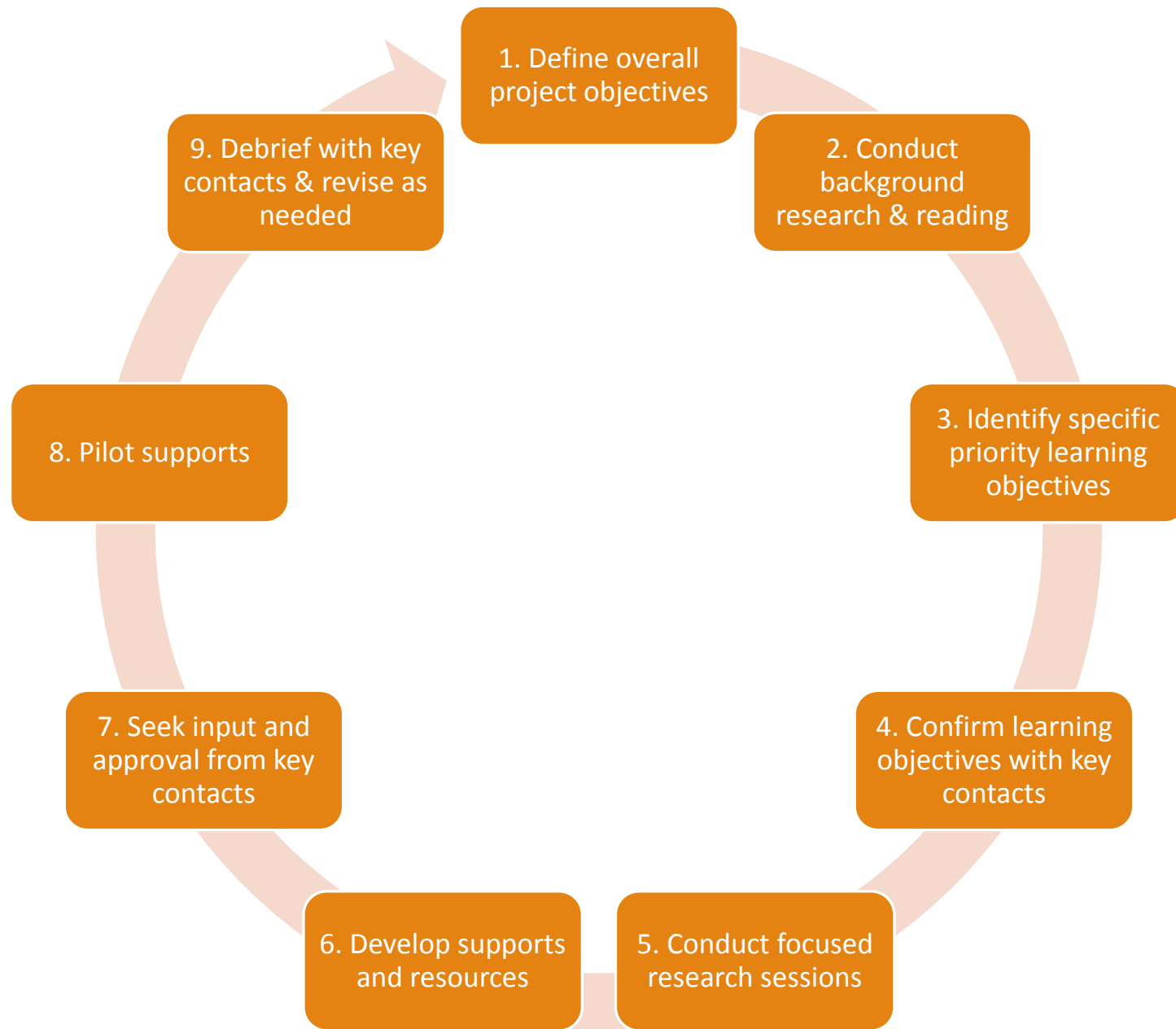
ACADEMIC SUCCESS CENTRE
COLLEGE

KQUINN@RRC.CA

RED RIVER

Process Overview

1. Define overall project objectives
2. Conduct background research & reading
3. Identify specific priority learning objectives
4. Confirm learning objectives with key contacts
5. Conduct focused research sessions
6. Develop supports and resources
7. Seek input and approval from key contacts
8. Pilot supports
9. Debrief with key contacts and revise as needed



Step 1: Define project objectives

Given the purpose and the target group, how will supports be delivered?

- full class during classroom time
- workshops during a landlocked spare
- 1:1 through tutors
- through online supports (our website, Quizlet)

Step 2: Conduct background research and reading

If the focus is academic:

- Course outlines (with a focus on Term 1 graded assignments)
- Benchmark reports, if available

If the focus is occupational:

- Essential Skills (with a focus on frequently performed complex tasks)
- Benchmarked occupation reports, if available

Course outlines: Focus in on LOs, calendar, and grades

What language skills would you predict students in this program would need most?

Learning outcomes from specific course have been removed. Please contact mamayatorres@rrc.ca if you would like further information.

Course outlines: Focus in on LOs, calendar, and grades

What skills would you predict students in this program would need most?

Friday, January 8, 2016

Modules 1 & 2 Test

Wednesday, January 13, 2016

Modules 3 & 4 Test

Friday, January 15, 2016

Terminology Quiz # 1

Tuesday, January 19, 2016

Terminology Quiz # 2 and Voluntary Withdrawal Date

Thursday, January 21, 2016

Terminology Quiz # 3

Friday, January 22, 2016

Menu Quiz, Restaurant Critique Assignment Due
and Serving It Safe Certificate Due

Course outlines: Focus in on LOs, calendar, and grades

What language skills would you predict students in this program would need most?

Assessment and Evaluation: Assessment

Assignment	5%
Midterm Exam	30%
Laboratory Exam	10%
Laboratory Notebook and Skills	25%
Final Exam	30%
Total:	100%

Bookkeepers (NOC 1231)

Bookkeepers maintain complete sets of books, keep records of accounts, verify the procedures used for recording financial transactions, and provide personal bookkeeping services. They are employed throughout the private and public sectors, or they may be self-employed.

▼ Expand All

▲ Collapse All



Reading



Document Use



Writing

- Write comments on forms and notes for record keeping. For example, they write short descriptions of financial transactions being recorded in general ledgers. They also write notes in accounting files to draw attention to missing documents that are needed to complete government forms and financial statements. (1)
- Write e-mail to managers and clients. For example, they may write short messages to schedule appointments, respond to enquiries and request clarifications of receipt and invoice amounts. (2)
- Write minutes of meetings. For example, they may write the minutes for finance committee and annual shareholder meetings. (2)
- May write letters to the Canada Revenue Agency, provincial ministries of revenue and other federal and provincial authorities on behalf of employers and clients. For example, bookkeepers may write to the Canada Revenue Agency to justify expense claim requests and request corrections of monthly instalments that were applied to the wrong periods. They may also write letters to tax auditors about business tax returns. (3) ←
- Prepare procedures and guidelines to assist co-workers, subcontractors and clients using financial software. They describe the steps software users have to follow when using particular functions. They refer to generally accepted accounting principles and specific taxation rules and regulations. They must be explicit and precise to reduce ambiguity and the possibility of misinterpretation. (3) ←

Step 3: Identify objectives and priorities for supports

Create learning objectives

Less is more.

Example of a learning objective for Medical Laboratory Technologists

CSMLS COMPETENCY¹ 10.02.3

Uses technology appropriately to facilitate communication

CLB Speaking

Opens, maintains and closes a phone conversation in a professional manner; provides information in a professional manner.

Clarifies and confirms information.

Uses appropriate levels of formality with increased ability.

¹ -- http://www.csmls.org/csmls/media/documents/comp_profile/Comptency-Profile---General-MLT-2005.pdf

Example of learning objectives for Automotive Service Technician

2 listening LOs, 2 speaking LOs, 2 reading LOs, and 1 writing LO – based on our own research.

CLB L8 – Understand multistep directions or instructions for technical tasks. Instructions are over 12 steps, with up to 20 details. Student follows sequence markers, cohesive devices (connecting words, reference, parallel structure, substitution) or other linguistic clues to infer order of steps.

CLB R8 – Identifies organization of text and links between paragraphs. Follows sequences of narrations or processes. Locates and integrates relevant information across sections of the text. Access information using effective search strategies.

Using the program learning outcome

A sample of 7 out of 24 LOs for a short intensive course (AST – Drivelines).

1. Define terminology associated with axles, driveshafts and differentials.
2. Identify hazards and describe safe work practices pertaining to driveshafts, differentials and axles.
3. Identify tools and equipment relating to differentials, final drive assemblies, driveshafts and axles and describe their applications and procedures for use.
4. List the purposes of differentials.
5. Describe power flow through open differentials as well as limited slip differentials.
6. Calculate differential gear ratio and explain how gear ratio affects torque and speed.

Step 4: Check in with key contacts to confirm objectives

Who is a key contact you might want to consult?

Academic learning objectives

Occupational learning objectives

Sometimes, less is more!

Step 5: Conduct focused research sessions

Focus your research on the learning objectives (specific L/S/R/W competencies and academic skills).

Research could include:

Academic learning objectives:

- Analyzing program assessments
- Reviewing program assignments, texts, and resources
- Meeting with instructors
- Observing classes (theory and lab)
- Conducting student surveys

Example research resource: Analyzing a program assessment

What we found when we looked at the quizzes for Heavy Duty Equipment Mechanics

What that told us about required reading and writing skills

.

Example research resource: Analyzing program texts

OBSERVATIONS – Text Readability |

Course:

Source: (PowerPoint, Handouts, and Textbooks)

Text Sample	Text Features (format/organization)	Complexity of Content	Visual Support	Complexity of Language	Accessibility of Vocabulary

Example research resource: Observing classes

Categorize notes while observing. Some possible points to observe include:

- Number of students and notes on population demographics
- Primary mode of instruction (i.e. PP-mediated lecture, discussion, task-based) and amount of time dedicated to each (flow of class)
- Observation of student behaviours (i.e. note-taking, use of laptop, smartphone, etc.)
- Verbatim recordings – Instructor and students
 - Idiomatic language or terminology
 - Language functions (giving instructions, asking questions, stressing important information, etc.)

Step 5: Conduct focused research sessions

Focus your research on the learning objectives.

Research could include:

Occupational learning objectives:

- Revisiting the Essential Skills profile and the NOC
- Reviewing samples of reading material and writing tasks
- Meeting with key contacts
- Job shadowing
- Interviewing current employees

Step 6: Develop supports and resources

Next, consider your...

1. Purpose
2. Target group
3. Delivery method
4. Timeframe
5. Learning objectives

... and begin to create a framework for supports.

Step 6: Develop supports and resources

Once you have your overall plan....

Create resources based on authentic materials from program and employment.

Create a self-assessment for students to complete at intake based on learning outcomes.

Example resource: Listening and writing (Nursing) – audio removed

Audio from the specific course has been removed. Please contact mamayatorres@rrc.ca if you would like further information.

Nursing: CLB L10

Understand complex multi-step instructions in urgent or demanding situations.

Integrates several pieces of detailed information to carry out complex multistep procedures.

Example resource: Listening and speaking (ECE) – photos removed

Photographs from the specific course have been removed. Please contact mamayatorres@rrc.ca if you would like further information.

Example resource: Reading and speaking (Medical Radiologic Technology)

– image removed

The requisition form from the specific course have been removed. Please contact mamayatorres@rrc.ca if you would like further information.

Requisition #1

You will have to phone the physician and/or ward clerk to clarify something on this requisition. What is it?

There are some special considerations that you should discuss with your partner technologist. What are they? What should you do to ensure a safe exam?

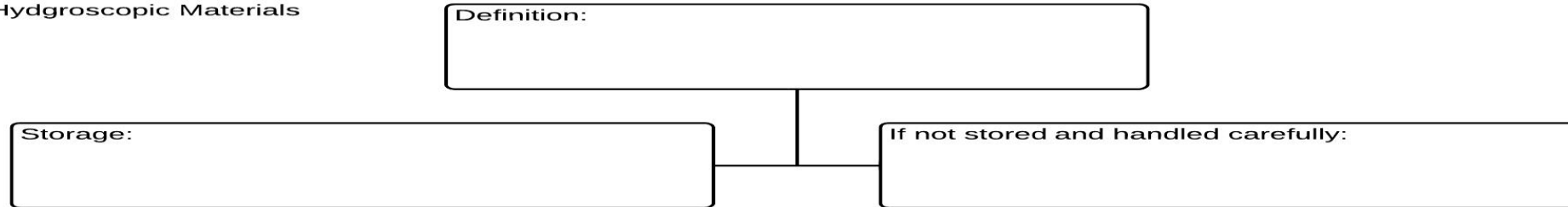
Writing (Professional Baking) – images removed

The reading sample from the specific course have been removed. Please contact mamayatorres@rrc.ca if you would like further information.

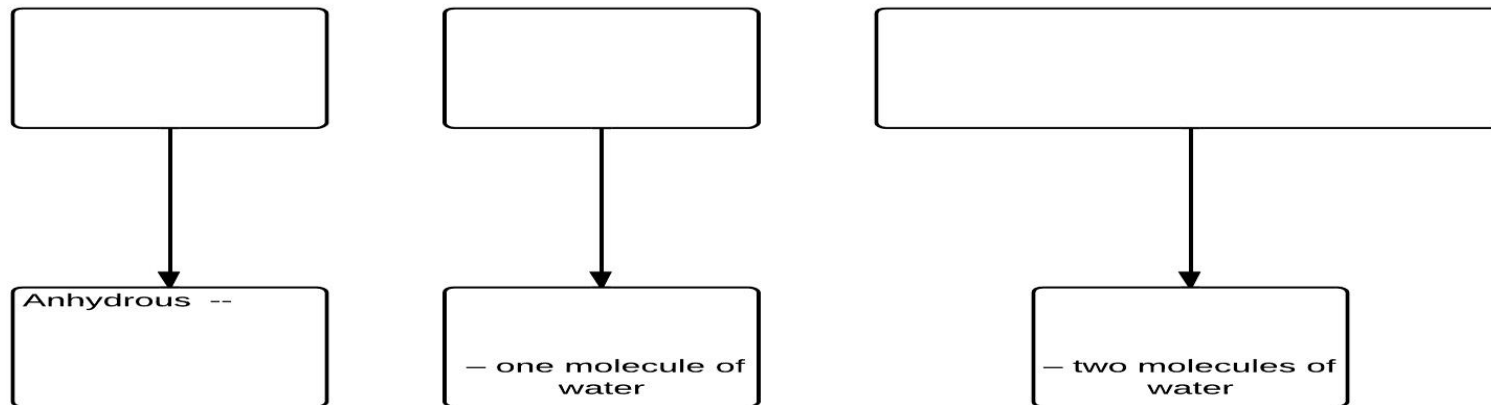
Headings are in capital letters, big, and dark blue. There is a line on top of them.	Headings are in sentence case, fairly big and light green	Headings are in sentence case, small and brownish	Headings are in upper case and are small and blue	
	The Milling of Wheat			
		Flour Grades	Patent flour Straight flour	Clear flour Extraction
		Composition of Flour	Starch Moisture Fats Pigments	Protein Gums Ash
		Absorption		
		Flour Treatments and Additives	Enzymes Aging and bleaching Nutrients Dough conditioners Vital wheat gluten	

Example resource: Reading, writing and speaking (Pharmaceutical Manufacturing)

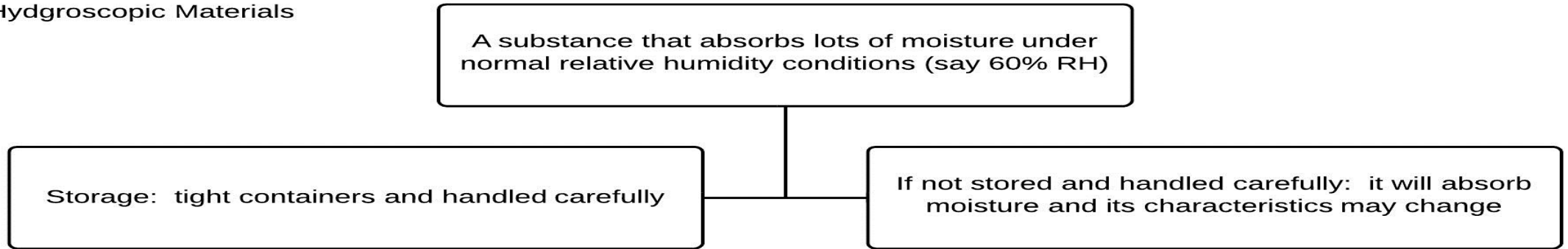
Hygroscopic Materials



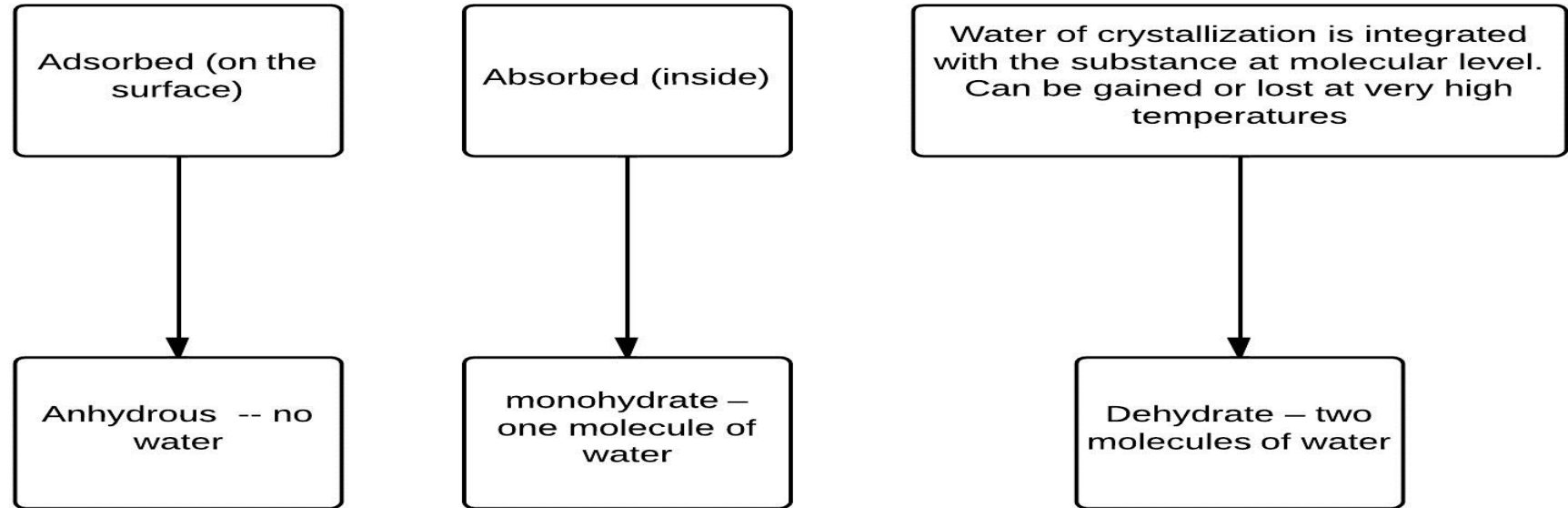
Moisture Presence



Hygroscopic Materials



Moisture Presence



Example resource: Writing (QA QC in the Pharmaceutical Industry)

The USP procedure for standardization of 0.1 N $\text{Na}_2\text{S}_2\text{O}_3$

- Accurately weigh about 210 mg of primary standard potassium dichromate, previously pulverized and dried at 120° for 4 hours, and dissolve in 100 mL of water in a glass-stoppered, 250-mL flask.
- Swirl to dissolve the solid, remove the stopper, and quickly add 3 g of potassium iodide, 2 g of sodium bicarbonate, and 5mL of hydrochloric acid. Insert the stopper gently in the flask, swirl to mix, and allow to stand in the dark for exactly 10 minutes.
- Rinse the stopper and the inner walls of the flask with water, and titrate the liberated iodine with the sodium thiosulfate solution until the solution is yellowish green in color.
- Add 3mL of starch TS, and continue the titration until the greenish color is changed into blue.
- Perform a blank determination.
- Calculate the normality of the solution. Equivalent weight for $\text{K}_2\text{Cr}_2\text{O}_7$ is 49.04 mg/meq

Example resource: Vocabulary acquisition

<https://quizlet.com/136015676/rrc-culinary-tools-and-equipment-flash-cards/>

Example resource: Employment focus (Civil Engineering Technology)

Verbs for Civil Engineering Technologists

The following verbs were taken from the job postings for the 2016 co-op jobs.

administer

analyze

balance

calculate

demonstrate

+ 56 others

Example resource: Employment focus (Civil Engineering Technology)

Job posting / description	Essential Skills profile	Your experience (where, when, what, why and how)
conduct infrastructure pick-up, drainage and topographic surveys using RTK GPS survey equipment	Find information about and specifications for engineering projects	

Step 7: Seek input and approval from key contacts

Why?

Authenticity

Accuracy in terms of content, but also priorities

Sometimes programs make changes, too

Ensures the ASC is working in partnership with programs and also builds legitimacy in the students' eyes

Builds stronger relationships for future work

Step 8: Pilot supports, observe, and note changes needed

Time to teach!

Don't forget a pre- and post- self-assessment for feedback from students and instructors, supervisors or other interested parties.

Check in for feedback mid-term from both students and key contacts.

Take copious notes during the pilot delivery so that you will know what worked and what didn't.

Step 9: Debrief with key contacts

Finally....

Debrief the project with the program or employer. Discuss...

- Student feedback (pre/post self-assessment)
- Attendance statistics
- Successes and challenges
- Changes and responses for next iteration of supports

Challenges and responses: Students

Challenge	Response
Language proficiency of student is very low for program	Suggest language upgrading Frank conversations Do our best Track incidences for systemic response
Motivation of student – poor program fit	Working with programs to get information out on program demands and expectations (online and through presentations)
Insufficient time – even if students see the value in the supports.	Align lessons with specific assignments (with instructor permission) Offer pre-program supports (online and through workshop) Negotiate time and grades with program

Challenges and responses: Programs

Challenges	Responses
Buy-in from programs and stakeholders.	Patience and flexibility Offering supports as the ASC (not “in program”) Networking / increased visibility Being careful not to create too much work for instructors / key contacts
Challenges accessing all resources needed, and coordinating input from different parties.	Focus on priorities Accept that supports will improve with each iteration... they may be flawed originally, but will improve

Future directions for Integrated ESL supports at the Academic Success Centre

- Pre-program self-assessment tools and resources
- Pre-program access to resources
- Early identification of individual students who need supports
- Continued identification of program support needs through collaboration with both our International Education Department and our research and analytics contact at RRC
- Increased focus on the transition to practicum / coop / work placement / interview for employment

Broader role of the Academic Success Centre

- Program-specific workshops and other supports
- ESL tutoring
- Peer/staff tutoring
- Academic coaching
- Online resources

In the context of Student Services

Student Services

Student Service Centres

Academic Success Centre

Accessibility Services

Assessment Services

Counselling Services

Diversity and Intercultural Services

Student Employment Services

Contact Us

Michelle Amaya-Torres

ESL Specialist, Academic Success Centre

Phone: 204.631.3365

Email: mamayatorres@rrc.ca

Kaleigh Quinn

ESL Specialist, Academic Success Centre

Phone: 204.631.3472

Email: kquinn@rrc.ca