



INTRODUCTION TO SERVICE LEARNING THROUGH PROJECT SHINE

In general service learning blends the skills and abilities of students with the community where applied work provides the opportunity to grasp academic theories. Through the SHINE program, students work with immigrants and refugees over the age of 50 who are seeking United States citizenship, helping to build immigrants' basic English abilities and/or preparing them for the citizenship interview and test.

To help you better understand the training you are about to receive, it is necessary to establish a SHINE service learning vocabulary. For the purpose of this training, terms are used as follows:

<i>Tutors (students):</i>	College student participants.
<i>Learners (elders):</i>	Immigrant participants.
<i>Immigrants:</i>	People living in the United States who were not born here.
<i>Bi-lingual students:</i>	Students who are fluent in English and at least one other language, and who are, typically, personally connected to or identified with an immigrant group.
<i>Tutoring:</i>	Independent work by college students with immigrants entailing establishing learners' goals, lesson planning, diverse materials and methods and tutor-developed lessons.
<i>Coaching:</i>	Drilling and practice for the citizenship exam, within an organization's citizenship class, under the overall guidance of a citizenship class teacher, and teacher-developed lessons.
<i>Site/Community</i>	Community site where student-community activities take place.
<i>Partner:</i>	
<i>Faculty (Professor):</i>	Your on-campus instructor.
<i>Host Instructor:</i>	The site instructor.

PROJECT SHINE STUDENT GOALS

- To expand and enhance cultural knowledge—of one's own culture, and of the cultures of others.
- To build citizenship and leadership knowledge and skills.
- To provide opportunities for building intergenerational relationships and experience.
- To engage students in a substantial and relevant community service project.
- To provide the opportunity for students to work with formal academic knowledge in applied settings.

STUDENT ACTIVITY OVERVIEW

The primary SHINE activity is English and citizenship tutoring or coaching.

Coaching

When students coach, they work with learners during a regularly scheduled class. Class members are selected to work individually or in small groups with the coach who will practice with them the questions and answers needed for the citizenship exam and interview, and/or general language learning, along with other work the classroom instructor suggests.

Tutoring

When students tutor, they do not work within existing classes. Instead, the student is matched with a small group of learners. Tutors and learners meet at a specific location and time, and are responsible for assessing learners' goals, planning lessons, and finding suitable materials.

WORK RESPONSIBILITIES AND EXPECTATIONS

Training

Students are required to attend a training session(s) to learn about working cross-culturally, with older learners, with people with limited or no English ability, and with individuals who may not be literate in their own language.

Tutoring/Coaching Commitment

- Minimum 2 hours per week.
- Holidays and school breaks should be planned for between tutor and learner.
- The tutor should let the learner know as much in advance as possible when there will be a break in the tutoring. Tutors should prepare work for learners to do on their own over this time break.

Assessments and Goal Setting

Students assess the learner concerning a pre-determine criteria. These assessments can be used to set goals with the learner. Language assessments may range from the formal to the informal, or the information may be provided by the classroom teacher in coaching situation.

Planning

Tutors are expected to plan their lessons under the direction of the Host Instructor when applicable and be prepared for each session with the learner.

Reliability and Accountability

A tutoring commitment should be taken seriously. The learner and the site coordinator depend upon you. Please contact the site coordinator as soon as possible if you cannot keep your regularly scheduled hours. If you make an agreed upon change of time with your learner, be sure to notify the site coordinator as well.

How to Cope with Problems

Please communicate recurring problems to your site coordinator and instructor immediately. If a situation should arise:

Analysis—Is the problem one of communication and misunderstanding? Is language interfering with clear communication? Is the problem concerning schedules, site conditions, or number/level of learners? Is the problem grounded in personal issues?

Communication with Parties—Is there any way to reorganize, reschedule or rethink the problem to find a solution? Can someone's schedule be changed? Is there a need for additional materials, space, or support? Seek advice or guidance from your instructor or other trusted supervisor.

Find Peer Support—find other students at your site and exchange phone numbers or e-mail addresses. It sometimes helps to talk with others who are having similar experiences to discover and share ideas and strategies.

CODE OF CONDUCT

1. Students are required to work under the direct supervision of the specified agency contact person.
2. Students should use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than competition, comparison, and criticism. Students should respond to program participants with respect and consideration, and treat all participants equally regardless of sex, race, religion, sexual orientation, or culture.
3. Students should conduct themselves in a professional manner in the presence of participants, children, parents, and staff.
4. Student attire should be appropriate for the environment.
5. Students will provide a positive role model for participants by maintaining an attitude of respect, confidentiality, patience, courtesy and tact.
6. Students may be restricted from meeting with program participants outside of the service agency. Please check with your course faculty member to verify your particular campus policy.
7. Students are not to transport program participants in their own vehicles, again check with individual campuses for policy.
8. The use of drugs, alcohol and profanity are prohibited.

REFLECTION

One of the most important aspects of performing service learning is the reflection component. It gives you, the student, the opportunity to demonstrate the outcome of your learning. Your course instructor has carefully identified learning objectives for you. In some cases, your tutoring/coaching experiences will be recorded in a learning log or journal, or may be used as a springboard for projects such as lesson plans, videotapes, oral histories, or other meaningful expressions. The form in which your reflection takes place is up to each individual course instructor, however, all students involved in a community service learning course participate in this exercise. Your course instructor will identify more precisely his/her expectations of you during your service learning experience.

ASSESSMENT

Directions For Conducting Learner Assessment

Welcome to the wonderful world of assessment. Most of us think about assessment as something other people do to us, so it may seem strange for you to assess others. However, assessment is an important activity within the program since it can help us understand what learners gain from our efforts. The information you collect will benefit a range of stakeholders:

- It should help you be more purposeful as you plan your lessons to meet your learners' needs;
- It should help the program track its impact on learners; and
- It should help learners reflect on their own growth and development as a result of your efforts.

The assessments focus on three areas: language, citizenship and community involvement.

Language Assessment:

Copies of Pre and Post Language Assessments will be included in the tutoring and coaching binders, along with step-by-step instructions for how to administer the assessments. Students will be responsible for administering a Pre and a Post Language Assessment to each learner.

Citizenship Preparation Assessment:

If you are assigned to a citizenship class as a coach or if you are doing citizenship tutoring, you must administer a pre and a post citizenship preparation assessment which will be filed in the SHINE binder in the classroom or in your possession. This assessment is focused on your learners' efforts in preparing for citizenship. While you can check off several boxes to describe how your learner responds to your questions, the total points should be calculated only on the number of CORRECT responses. Enter this total score at the end of each section.

Community Involvement Checklist

This assessment is designed to record what your learner can do in the community outside of class. Because you will use the SAME assessment form at the beginning and end of instruction, you will need to record information in a different way than for the other assessments. You will need to show what students can do at two different times. Therefore, instead of checking items, enter a DATE (reflecting the day that you assessed the learner) in the appropriate box. Here are the steps:

- For each item, first determine whether or not your learner can do something. For example, for, 'Talk with people outside of your family: talk to neighbors,' you would ask your learner if he/she could or could not do this activity. If they cannot do it, enter the date you are asking the question and then go on to the next item. If they CAN, enter the date in this box.
- For learners who can perform an activity, you will need to gather additional information. We'd like to know the circumstances under which they can do it. Can they do it in their native language? in English? How about whether they can do it with help (from another family member or a friend) or if they can do it all by themselves. You can check off more than one box after the Can Do column to help 'describe' what learners have told you. For example, a learner may say that she can talk to neighbors in her native language with help from her grandchild. Then you would check off: can do, in native language, with help.
- There is a column entitled 'Want to learn.' Fill this in (with the date of the interview) if this activity is something your learner wants to focus on. This column should help direct what you do in your sessions with the learner.

Your observations:

As you well know, sometimes the little boxes and categories that make up an assessment don't fit the learning situation. They may not reflect what you see occurring with your learner or they may be hard to use. Unlike most standardized tests, these assessment tools can be modified. In fact, we would appreciate your feedback for improving them. If you have suggestions for making these assessments a better reflection of what your learners can say or do, or if you have ideas for making them easier to use, please let us know. You can jot your comments on a blank form or write us a note. We welcome your feedback.



ESL Literacy Level Guidelines

ESL Beginning Literacy Level

Level description:

- Work:** Students are unable to function unassisted in any situation which requires the reading and writing of English.
- Listening:** Students are unable to understand conversation in English.
- Speaking:** Students depend mainly on their primary language or some basic gestures for communication.
- Reading/Writing:** Students have had limited, if any, formal education in their primary language. They have virtually no skills in reading or Writing English. Occasionally, students who can print or write their names and addresses in their primary language are able to do the same in English. If they can read and write their primary language, they probably use a non-Roman alphabet.
- Comprehensibility:** Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.
-

ESL Beginning-Low Level

Level description:

- Work:** Students cannot function unassisted in a work situation which requires English. They can handle only very routine work situations that do not require oral communication in English and in which all tasks can be easily demonstrated.
- Listening:** Students may demonstrate comprehension of a few isolated words and phrases, but they are unable to understand conversation.
- Speaking:** Students depend mainly on gestures, a few English words, or their primary language for communication.
- Reading/Writing:** Students may have reading and writing skills in their primary language or have successfully completed instruction at the ESL beginning literacy level. However, they have no skills in reading and writing English except for recognizing some letters of the alphabet and single-digit numbers. Sometimes, they can write their names and addresses.
- Comprehensibility:** Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing non-native speakers have difficulty understanding them.

ESL Beginning-High Level

Level description:

- Work:** Students can function in a limited way to meet immediate needs at the workplace. They can handle routine work situations that involve only the most basic oral communication skills on a non-technical level and in which all tasks can be demonstrated.
- Listening:** Students are able to comprehend a range of high-frequency words used in context.
- Speaking:** Students can communicate survival needs using very simple learned phrases and sentences.
- Reading:** Students are able to get limited meaning from print materials with successive re-reading and checking.

- Writing:** Students are able to copy isolated words and phrases and generate short sentences based on previously learned material.
- Comprehensibility:** Students can sometimes make their basic needs understood if context strongly supports interaction and in situations with English speakers who are used to dealing with non-native speakers.
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ESL Intermediate-Low Level

Level description:

- Work:** Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a non-technical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.
- Listening:** Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In the face-to-face conversations, they can understand basic meanings.
- Speaking:** Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.
- Reading:** Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.
- Writing:** Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language and experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.
- Comprehensibility:** Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.

ESL Intermediate-Low Level

Level description:

- Work:** Students can handle entry-level jobs or job training situations that involve limited oral communication skills on a non-technical level if tasks can be clarified orally or demonstrated repeatedly when communication breaks down. They have difficulty in interpreting written directions.
- Listening:** Students comprehend conversation containing some unfamiliar words when the words are used in familiar contexts. In the face-to-face conversations, they can understand basic meanings.
- Speaking:** Students can participate in basic conversations in routine social situations. Hesitations, misunderstandings, and errors may be frequent.
- Reading:** Students can read simplified material on familiar subjects and can get limited meaning, with teacher assistance, from some authentic materials dealing with everyday matters.
- Writing:** Students have sufficient control of the writing system to meet limited practical needs. They can write short messages or notes within the scope of their limited language and experience but with some errors in word order. They can generate sentences into short, loosely organized paragraphs related to survival skills and personal topics but with frequent errors.

Comprehensibility : Students can generally make basic needs understood in most routine situations to English speakers who are accustomed to conversing with non-native speakers. English speakers not used to dealing with non-native speakers have difficulty understanding them.

ESL Intermediate-High Level

Level description

- Work:** Students can function independently in their jobs, handling job training and work situations that involve oral communication skills on both a non-technical and technical level. Written directions and materials may need to be simplified or clarified orally. Students at this level may offer help to beginning-level workers.
- Listening:** Students comprehend conversations containing some unfamiliar vocabulary.
- Speaking:** Students have some ability to participate in face-to-face conversations on topics beyond their survival needs. They have the ability to clarify meaning by asking questions or by simply re-wording.
- Reading:** Students can read simplified materials on familiar subjects and have limited success when attempting to read some authentic materials.
- Writing:** Students can generate simple sequential paragraphs related to survival skills, personal topics, and non-personal topics with some errors.
- Comprehensibility :** Students can usually be understood with some effort by English speakers who are not used to dealing with non-native speakers.

ESL Advanced Level

Level description:

- Work:** Students function effectively in familiar work situations. They can handle job training and work situations that involve oral communication skills both among fellow employees and with the public, although pronunciation difficulties may inhibit communication somewhat. With some clarification or assistance, these students can interpret written materials which are technical and work-related.
- Listening:** Students can comprehend conversations on unfamiliar topics and are beginning to understand essential points of discussion or speeches on topics in special fields of interest.
- Speaking:** Students can engage in extended conversation on a variety of topics but lack fluency in discussing technical subjects. Students generally use appropriate syntax but lack through control of grammatical patterns.
- Reading:** Students can read authentic materials on everyday subjects and non-technical prose but have difficulty reading technical materials.
- Writing:** Students can write routine correspondence and paragraphs about previously discussed topics, demonstrating control of basic grammatical patterns. Errors are common when using complex structures.
- Comprehensibility:** Both oral and written communication of the students can be understood by English speakers not used to dealing with non-native speakers, but with difficulty.

Note to the Student:

Please use the ESL Level Guide as a reference tool in choosing your service learning location.



ESL/Citizenship Class Site Locations

-- ANAHEIM --

Abraham Lincoln Elem.1413 E. Broadway
Acaciawood Village..... 1415 W. Ball
Anaheim VIP Center1158 N. Knollwood
Anaheim Village3411 W. Ball
Anaheim Health Care Ctr501 S. Beach
Anaheim Terrace Conv Hosp141 S. Knott
Anaheim Crest Conv Ctr3067 Orange
Anaheim Comm Ctr250 E. Center
Anaheim Gardens525 W. La Palma
Autumn Years9622 Katella
Baden-Powell Elem.2911 W. Stonybrook
Benito Juarez Elem841 S. Sunkist
Benjamin Franklin Elem521 W. Water
Betsy Ross Elem535 S. Walnut
Braille Institute527 N. Dale
Buena Vista Care Ctr1440 S. Euclid
Casa Pacifica Conv Hospital861 S. Harbor
Clara Barton Elementary1926 Clearbrook
Coventry Court Health Ctr2040 S. Euclid
Disney Elem.2323 W. Orange
Emerald Court1731 Medical Center
First Christian Church520 W. South
Horace Mann Elem920 N. Janns
Hebron Elderly Care.....8792 W. Cerritos Ave.
Independencia Comm Ctr10841 Garza
James Guinn Elem.1051 S. Sunkist
James Madison Elem.1510 S. Nutwood
Jeffrey-Lynne Comm Ctr1633 S. Jeffrey
John Marshall Elem.2066 Falmouth
Karlton Residential Care Ctr3615 W. Ball
Key Elem.2000 W. Ball
La Palma Nursing Ctr1130 W. La Palma
Leisure Court1135 Leisure Court
Loara Elem.1601 W. Broadway
Low Elementary School..... 215 N. Ventura
Maxwell Elem.2613 W. Orange
Melbourne A. Gauer Elem810 N. Gilbert
New Horizon Village835 S. Brookhurst
New Life Christian Ctr2530 W. La Palma
Oasis Community Ctr131 W. Midway
Palm View Apartments1250 S. Euclid
Palm Lane Elem1646 W. Palm
Park Anaheim Hlth Care Ctr3435 W. Ball
Patrick Henry Elem1123 W. Romneya
Peter Marshall Elem..... 2627 W. Crescent
Ponderosa Pk CommCtr 2100 S. Haster
Price Elementary School1516 W. North
Salk Elem1411 S. Gilbert
Schweitzer Elem229 S. Dale
Senior Friends3033 W. Orange
Sorang Church1111 N. Brookhurst
Sr. Citizens' Ctr, Anaheim250 E. Center
Stoddard Elem 1.....841 S. Ninth
Summerville at Fairwood Mnr200 N. Dale
Sun-Mar Nursing Ctr1720 W. Orange
Sunkist Elem500 N. Sunkist
Theodore Roosevelt Elem1600 E. Vermont
Thomas Edison Elem1526 E. Romneya
Thomas Jefferson Elem504 E. South
W. Anaheim Extended Care645 S. Beach
W. Anaheim FRC2301 W. Lincoln #250
W. Anaheim Royale641 S. Beach
W. Anaheim Sr Prog (BCC)..... 2271 Crescent
Walnut Manor Care Ctr891 S. Walnut
Walnut Manor891 S. Walnut
Walter Elem10802 Rustic
Westview Center9776 Katella
Windsong Sr. Activity Center1701 S. Euclid
Windsor Gardens3415 W. Ball

-- BREA --

Alterra-Wynwood of Brea285 W. Central

James A. Whitaker Elem.8401 Montana St.
Knott Ave Residential Manor9011 S. Knott
Knott Ave Care Center9021 S. Knott
Mabel L. Pendleton Elem7101 Stanton
OC CHristian Church7722 Fillmore Dr., #A
Raymond Temple School7890 Holder

-- CYPRESS --

Cypress Sr. Citizens' Ctr9031 Grindlay
Cypress Headstart8721 Cypress

-- FULLERTON --

Acacia Villa1620 E. Chapman
Carriage House Manor245 E. Wilshire
Commonwealth Elem2200 E. Commonwealth
CSUF800 N. State College
Evergreen Health & Rehab2222 N. Harbor
Fullerton Multi-Serv Ctr340 W. Commonwealth
Fullerton Res. Manor2441 W. Orangethorpe
Fullerton Gardens1510 E. Commonwealth
Fullerton College321 E. Chapman
Fullerton Headstart341 S. Courtney
Garnet Community Ctr3012 Garnet
Gordon Lane Conv Hosp1821 E. Chapman
Maple Senior Citizen Ctr701 S. Lemon
Morningside of Fullerton800 E. Bastanchury
Orange Korean Church643 W. Malvern
Orangethorpe Elem1400 S. Brookhurst
Park Vista at Morningside2527 Brea Blvd.
Rehabilitation Inst. of So. Cal.130 Laguna
Retirement Inn of Full.1621 E. Commonwealth
Rosewood Court411 E. Commonwealth
Sr. Day Care Ctr1414 S. Brookhurst
St. Jude Medical Ctr1847 Sunnycrest Dr.
Summerville at Chap. Manor312 N. Roosevelt
Sunny Hills Conv Hosp330 W. Bastanchury
Sunnycrest Chalet1925 Sunny Crest
Sunbridge Care Ctr2800 N. Harbor
Terrace View Care Ctr201 E. Bastanchury

-- LA HABRA --

La Habra 1-Stop1811 W. La Habra Blvd.
La Habra Senior Center101 W. La Habra
La Habra Headstart1060 W. Lambert
La Habra Villa1100 E. Whittier
La Habra Conv Hosp1233 W. La Habra
Lake Park, La Habra500 S. Palma
Park Regency Care Center1770 W. La Habra
Sam Sung Presb. Ch.1620 N. Fullerton Rd
The Gardens at La Habra Hts.200 W. Whittier

-- LOS ALAMITOS --

Katella Manor3952 Katella
Good Shep. Presb. Ch11600 Los Alamitos
Alamitos W. Conv Hosp3902 Katella
John D. French Center3951 Katella
Los Alamitos High School3591 E. Cerritos

-- PLACENTIA --

Placentia Library411 E. Chapman
Sr. Citizens' Ctr, Placentia143 S. Bradford
Villa de Palma351 E. Palm
Lake Park, Placentia255 E. Orangethorpe
Bradford Square1180 N. Bradford

Brea Community Ctr 1 Civic Center
Brea Senior Ctr500 S. Sievers
Brea Job Ctr340 N. Orange
Brea Canyon High School689 N. Wildcat
DaVita Brea Dialysis Ctr....595 Tamarack Ave.
Easter Seals Sr. Day Care304 W. Elm
Lake Park, Brea625 N. Puente
St. Angela Merici Church585 Walnut

-- BUENA PARK --

Artesia Gardens6041 Kingman
Arthur F. Corey Elem7351 Holder St.
Buena Park Nursing Ctr8520 S. Western
Buena Park Sr. Center8150 S. Knott
Buena Park High School8833 Academy
Buena Park Sr. Daycare Ctr8150 S. Knott
Carl E. Gilbert Elem7255 Eighth St.
Centralia Headstart6627 La Cienaga Dr.
Hope School7901 Knott

Bradford Terrace1112 N. Bradford

-- STANTON --

New Horizon Lodge8541 W. Cerritos
Pyles Elem10411 Dale
Stanton Headstart..... 10350 Fern
Stanton Cultural Arts Ctr7800 Katella

-- WHITTIER --

Summerville at Casa Whittier10651 Jordan
Whittier Hills Hlth Care Ctr10426 Bogardis
7800 Katella

-- YORBA LINDA --

Forum Theater4175 Fairmont
Lake Park, Yorba Linda3700 N. Rose
St. Jude Villa Yorba17451 Bastanchury-102D
Victoria Woods5303 Stonehaven
Yorba Linda Sr. Center4501 Casa Loma



Project SHINE Student Forms

PERMISSION TO USE STUDENT'S CLASSROOM WORK

IN THE EVALUATION OF PROJECT SHINE

CALIFORNIA STATE UNIVERSITY, FULLERTON

Dear Student:

As a participant in Project SHINE (Students Helping in the Naturalization of Elders), you will be participating in a nationally recognized program to increase the language/literacy skills and knowledge of U.S. history of immigrants or refugee learners over age 50.

For our evaluation of Project SHINE, we are interested in documenting the knowledge and skills that tutors gain from this experience. This is why we would like to read papers that you have written for the class in which SHINE was included as a service-learning component. Reading this work will help us better understand the information we get from student evaluations.

Your professor may select a sample of your work to be part of this evaluation. We would greatly appreciate your permission to use it for this purpose. We will maintain confidentiality, as we do with all the information we collect, and your name will never be disclosed in anything that is written about Project SHINE. Your participation is voluntary and you may discontinue participation in this research at any time without penalty to your class grade or loss of benefits to which you may otherwise be entitled.

If you feel this project has been clearly explained to you and you agree to let us have copies of your class work for these purposes, please sign below. Thank you for your help and participation in this important project.

Sincerely yours,

Dawn Macy
Project SHINE Coordinator
(657) 278-3746

I hereby give my permission for class work selected by my professor to be used in the evaluation of Project SHINE.

Your Name _____ Signature _____
(Please print your name)

Today's Date _____
Campus _____



Check your campus:

Fullerton College

CSUF

CSULB

Cypress College

Project SHINE

CITIZENSHIP PREPARATION ASSESSMENT

(Pre/Post-Test)

Name: _____ Site: _____ Date: _____

Directions: Ask the questions below. Check if they respond correctly or incorrectly. Each correct response question is one point. Total the number of points and enter in shaded box.

Interview and Process Questions	Check if answered correctly	Check if too difficult to understand learner response	Check if incorrect	Comments
FOR VERY BEGINNER OR PRE-BEGINNER ENGLISH LEVEL ONLY				
<i>Ask or say to elder</i>				
1. "What is your name?"				
2. Ask elder to stand up and sit down (no gestures)				
3. Ask elder to raise his or her right hand				
4. "What is your social security number?"				
5. "Where do you live?"				
6. "What is your address?"				
7. "Please give me your green card."				
IF person cannot answer these, stop here and record score.				
FOR BEGINNER and HIGHER LEVEL ENGLISH				
8. "Where were you born?"				
9. "What is your birth date?"				
10. When did you come to the United States?				
11. Are you currently employed?				
12. How long have you been a legal resident of the US?				
13. Are you married?				
14. How many times have you been married?				
15. Do you have children?				
16. Why do you want to become a citizen?				
17. Have you ever been arrested?				
18. Do you believe in the Constitution of the United States?				
19. Have you ever failed to file a federal income tax return?				
20. If there were a war, would you bear arms to defend the United States?				
TOTAL POINTS (one per correct response)				

Project SHINE

CITIZENSHIP PREPARATION ASSESSMENT

For beginner and higher level of English, or for people taking the exam in their native language.

<i>Civics and History Questions</i>	Check if answered correctly	Check if too difficult to understand learner's response	Check if incorrect	Comments
1. Who is the President of the United States?				
2. Where does the President live?				
3. What are the colors of the flag?				
4. How many stars are on the flag?				
5. How many stripes are on the flag?				
6. How many states are in the United States?				
7. Why do we celebrate the 4 th of July?				
8. What is the capital of the United States?				
9. What is the national anthem?				
10. Who was the first President of the United States?				
11. Why did the Pilgrims come to America?				
12. What country did we fight during the Revolutionary War?				
13. What is the Constitution?				
14. What do we call the first ten amendments to the Constitution?				
15. What are the three branches of government?				
16. Who elects the President?				
17. What is the highest court in the country?				
18. Who are the senators from Pennsylvania?				
19. Who was the President during the Civil War?				
20. Who was Martin Luther King?				
TOTAL POINTS (one per correct response)				

Project SHINE
CITIZENSHIP PREPARATION ASSESSMENT

DICTATION

Directions: Skip this section if you KNOW the learner cannot write English at all, or if the learner is taking the citizenship test in his or her own language.

Ask the elder to write the sentences on a separate piece of paper. If the sentence is 100% correct, mark it correct. If there are errors in the sentence (even one), mark it incorrect and note the number and type of errors under ‘comments’.

DICTATION	Check if answered correctly	Check if incorrect	Comments
Today is (Monday, Tuesday, Wednesday, Thursday, Friday).			
The flag is red, white, and blue.			
Today is a beautiful day.			
The President lives in the White House			
The children play in the park.			
Congress meets in the Capitol.			
TOTAL POINTS (one per correct response)			

SCORES:

Interview and Process _____

Civics and History _____

Dictation _____

Total _____

Date: _____

Name of person administering assessment: _____

Location where assessment test taken: _____

COMMENTS

PROJECT SHINE
Language Assessment

To best tutor your learner, you need to know his or her language skills and the areas you should work on with them. Use this assessment at one of the first meetings, and be sure to tell your learner the purpose is to help you be a better tutor. If at any point your learner seems frustrated or intimidated, stop, or improvise and write up your observations on the last page.

Learner Name: _____ **Tutor Name:** _____

Date: _____ **Level:** _____

ORAL: LEVEL 1 (listening comprehension; no speaking necessary)

Show the learner the pictures on the next page and ask the learner to point to the correct response. Mark the response “right” or “incorrect” on the form below. If the learner misses 2, STOP, and classify as pre-beginner.

Ask the questions	Right	Incorrect
1. Where is the table?		
2. Where is the coat?		
3. Where are the apples?		
4. Which man is sitting?		
5. Ask elder to stand up and sit down.		
6. Ask elder to raise his or her right hand.		

ORAL: LEVEL 2 (listening with beginner level speaking)

If the learner misses 3, STOP, and classify as level 1.

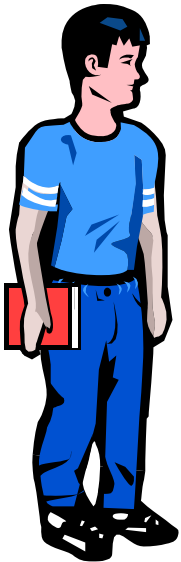
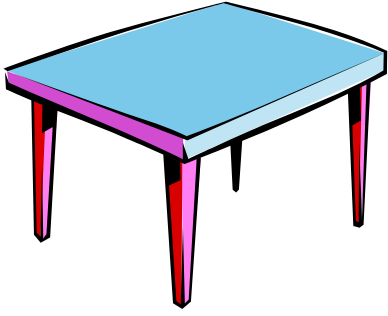
Ask the questions	Right	Incorrect	
		Doesn't understand	Can't answer
1. What is your name?			
2. What is your address?			
3. What day is today?			
4. What time is it?			

ORAL: LEVEL 3 (intermediate listening and speaking)

If the learner misses 4, STOP, and classify as level 2.

Ask the questions	Right	Incorrect	
		Doesn't understand	Poor/no/incomprehensible answer
1. How old are you?			
2. Where are you from?			
3. How long have you lived in the US?			
4. Do you have any children?			
5. Have you ever worked in the US?			
6. Where did you live before coming to _____?			

TOTAL (across Levels 1, 2, 3) _____ **Right** _____ **Incorrect**



READING

LEVEL 1: Ask the learner to read the following letters, numbers and words. Record learner's responses in the table below.

E A T R C S B P

16 20 76 \$789.00 1/2 100,000.00

people company president holiday

	# Correct	# Incorrect	Comment/needs work on
1. Letters			
2. Numbers			
3. Words			

LEVEL 2: If the learner can read most of the numbers and words, ask him or her to read the following passage and check ability below:

Hello. My name is Rosa. I live on an island. My children are grown. They live in the United States. My children send me money. They send money every month to help me buy food. My children are very good.

<input type="checkbox"/> reads easily <input type="checkbox"/> reads with difficulty <input type="checkbox"/> reads a few words <input type="checkbox"/> can't read at all/won't try
--

WRITING

	Correct	Incorrect	Comments/needs work on
1. Ask your learner to write his or her name			
2. Ask your learner to write his or her full address			



Project SHINE Community Involvement Checklist

Learner name: _____

Student/Tutor/Coach name: _____ **Site:** _____

Directions: Tell the learner that you would like to talk about what they do outside of class in their community. Explain that you will ask them about certain activities. Record the learner’s response by entering the date you ask the question in the box reflecting their response (i.e., can do it, can’t do it yet). You will ask these questions twice, once at the beginning of instruction and once again at the end. Record both sets of answers on this checklist. In addition, if learners **can** do something, check off whether they can do it in their native language, in English, with help, or alone. The last category, Want to Learn, should help you target what you do with your learner.

INTERVIEW QUESTIONS	Can’t do yet	Can do	<i>in native language</i>	<i>in English</i>	<i>with help</i>	<i>alone</i>	Want to learn
1. Talk with people outside of your family							
a. Talk to neighbors							
b. Talk with coworkers							
2. Take public transportation							
a. Pay bus or train fare							
b. Read bus or train map							
c. Ask directions							
3. Go shopping at the local market							
a. Ask for help							
b. Find what you want to buy							
c. Read labels							
d. Count change							
4. Get involved in senior programs							
a. Go to a lunch program							
b. Attend a class							

c. Ask for information about services							
5. Attend church or temple a. Go to services							
INTERVIEW QUESTIONS	Can't do yet	Can do	<i>in native language</i>	<i>in English</i>	<i>with help</i>	<i>alone</i>	Want to learn
b. Volunteer to cook meals							
c. Volunteer to clean up							
6. Go to health center a. Ask for help with a health problem							
b. Fill out forms							
7. Go to the bank or a check cashing agency a. Open an account							
b. Cash or deposit a check							
8. Go to the library a. Get a library card							
b. Read newspapers or books							
c. Borrow books							
9. Buy a newspaper a. Read about local cultural events							
b. Read about local news							
c. Read about news in native country							
10. Go to local museum, zoo, etc. a. Ask directions to get to the place							
b. Follow a map to get around							
c. Ask directions to what you want to see							
11. Apply for a driver's license a. Get an application form							
b. Fill out the form							
c. Study for the test							
d. Take the test							
e. Pass the test and get a license							
12. Attend community meetings a. Go to school meetings							
b. Go to neighborhood group meetings							
13. Call to report problems a. Call police to report a crime							
b. Call public works to report a problem							
c. Call public works to collect trash							

14. Apply for citizenship							
a. Fill out forms							
b. Take pictures							
c. Get fingerprinted							
INTERVIEW QUESTIONS	Can't do yet	Can do	<i>in native language</i>	<i>in English</i>	<i>with help</i>	<i>alone</i>	Want to learn
d. Take citizenship classes							
e. Pass interview							
f. Take citizenship oath							
15. Register to vote							
a. Get a registration form							
b. Fill out the form							
c. Return the form to the Registrar of Voters							
d. Find out where to vote							
e. Vote in local and national elections							

First interview _____ **(date):**

In the following section, ask your learner for additional information about his/her personal learning goals (these may reflect activities on the above checklist or may include a topic in addition to those in the checklist):

My goals for the next two months are:

- 1.
- 2.
- 3.

Second interview _____ **(date):**

These are the goals I have completed this term:

- 1.
- 2.

These are the goals I still have to work on:



Culture and Aging



Cultural Diversity through Project SHINE

Adult Vietnamese and Latino Learners

Below you will find some similarities and differences concerning the learners you will encounter through Project SHINE. These characteristics are not intended to reflect a portrait of *all* learners within a culture, rather they are to help you become more familiar with diversity and raise your sensitivity and awareness of the many peoples that make up our regional culture.

<i>By Son Kim Vo, Ph.D.</i>	Vietnamese	Latino
Attendance	Regular	Less Regular
Learning Habits	Prefer listening to an instructor, copying and memorizing. Visual learners.	Prefer learning by songs through music, taking part in discussions. Audio learners.
Learning Attitudes	Prefer to keep answers to themselves. Tend not to volunteer in discussions. Prefer sitting in the back of a classroom.	Prefer to share information and participate in discussions. Tend to choose seats in the front of the classroom.
Greetings	Prefer not to be addressed casually by name, may feel it shows a lack of respect.	More casual attitude toward being addressed by name. Enjoy the socialization.
Public Demonstration	Prefer not to be center of attention. For example writing on a the board in front of the class.	Have a greater comfort level with open participation.
Language Patterns	Monosyllabic. Final letters are not pronounced. Have use the Roman alphabet since the 20 th Century. Write from left to right. Were introduced to current writing system by Portuguese and French missionaries.	Polysyllabic. Roman alphabet. Write from left to right.
Popular Food	Bánh xèo (Vietnamese crepe similar to a taco.) Vietnamese chả giò Phở (Chicken or beef rice noodle soup different from Chinese Hủ tiếu (rice noodle soup) or Mì (yellow all-purpose flour noodle soup))	Taco Burrito Spicy dishes Rice Tortillas Hibiscus Tea
Educational Goals	Prefer to focus on material required for examinations.	Prefer to develop their own individual abilities.
Popular Sports	Soccer, tennis, badminton, martial arts.	Soccer, baseball, basketball, track.
Entertainment	Traditional music and songs. Renovated opera (cải lương), Cờ tướng (Chinese chess), cards Tứ sắc (four colored cards).	Modern music, comedy, drama, cards.
Personality Characteristic	Tend not to communicate ideas directly, rather by using hints or suggestion. Do not readily share negative opinions. Consider talking about oneself as immodest.	Share opinions openly and straightforwardly. Feel proud and confident when speaking about themselves.

Below you will find the regional background for some of your learners and helpful information pertaining to language and customs.

THE INDOCHINESE NAMES

The term **Indochinese** refers to the people who live on a piece of land named by the French colonialists as **Indochina**. This area, located between China and India, consists of Cambodia, Laos, and Viet Nam. Each of these three countries is characterized by unique cultural features.

The ethnicity of Cambodians, Laotians, and Vietnamese can be identified by their names.

CAMBODIAN NAMES

The Cambodians prefer to be identified as Khmer people since “Khmer” denotes more their ethnic cultural background. Traditionally, their name consisted of a given name only. Under the Western influences, their name included a family name and a given name, but **no middle name**. Since then, the paternal grandfather’s given name has become the children’s last name. Officially, a married woman still keeps her maiden name. In the name order, a **family name precedes** a given name.

Example: Yang (Family name) Sem (Given name).

The native Cambodians can be recognized by their monosyllabic names whereas the mixed Cambodians have a polysyllabic name. Like Vietnamese, Cambodians are officially addressed by their given name preceded by Mr., Mrs. Miss, or a title.

Example: Mr. Sem or Mr. Yang Sem but not Mr. Yang

In order to show respect to a superior, Cambodians avoid addressing their superior by names, but by titles only or by profession.

Example: Mr. The Director, Mr. Engineer

LAOTIAN NAMES

Laotian refer to the people who live in Laos. Actually in this country that is the size of Oregon State, there are about 60 tribes speaking different dialects. Even though they live in the same small country, the people of different tribes cannot communicate orally. In Laos, the Lao tribe constitutes 50% of the population; therefore, Lao has become the official language. In the United States, the major tribes are Hmong, I-Mien, Khmu, and Thai Dam. Their admission to the United States is granted due to their association with the Secret War organized by the Americans in Indochina in the sixties.

LAO NAMES: They can be recognized by their **length**:
Example: Hongkham Phanphengdy Dara Viravong

HMONG NAMES:

Chosen and given three days after the delivery of a child, the Hmong given names are monosyllabic. The children adopt the father's family name, which is, in fact, the clan names. The married women retain their own clan names; therefore husbands and wives do not have the same last name. No conventional name order is applied. However, Hmong in the U.S. write their name according to American custom. Among the twenty clan names, the following are the most popular:

Chang Fang Hang Heu Her Khang Kong kue Lo
Moua Phang Thao Tao Vang Vue Xiong Vang

VIETNAMESE NAMES

The Vietnamese language is monosyllabic. A name may consist of one-three vowels, but the pronunciation still remains monosyllabic.

Example: Huynh is pronounced as Wynn in English

Given Name

Traditionally, the registration of a new-born infant was not mandatory. The certificate of birth was not useful until children attended a school. Therefore, for the average person, the selection of a given name for a child did not seem necessary. In several families the children are identified by their rank order in the family. However, parents within high social classes carefully select a given name for their children. Each name given to a child bears a meaning which carries the parents' wish. Parents hope that their child turns their dream into a reality. Grandparents usually have the honor of selecting a given name for their grandchildren.

Example: DŨng (male name) means Courage
 Dung (female name) means Beauty

Middle names

They are important in a Vietnamese name. Often, middle names reinforce the meaning of a given name or add another meaning to a given name.

Example: NguyŨn (last name) Hũng (middle name) DŨng (given name)
 Hũng DŨng means martial, courageous as an army man.
 Vĩ (last name) Kim (middle name) Sũn (given name)
 Golden Mountain

Many Vietnamese parents give the same name to all of their children with the hope that their children will recognize the importance of building family reputation and the retention of close relationship among the siblings. Individual children in such a family are identified only by their middle names.

Example: Cao Minh Vĩ Thũy
 Cao Minh Xuũn Thũy

If the computer equipment cannot record the whole name, it is recommended to keep the closest middle name to a given name.

Example: NguyŨn Trũn Thũ Phũũng Lan (Tran Thi can be eliminated)

It is important to retain the middle names since some Vietnamese names are very common.

Example: NguyŨn Bũ Lũc (Loc means prosperity, a popular male name) NguyŨn Hũu Lũc

Family names: Family value always earns higher consideration than an individual's right. This tradition reflects in the Vietnamese name order. It begins with the family name, then one-three middle name(s) and finally a given name. A child automatically adopts the father's family name whereas a married woman officially retains her maiden name.

Traditionally, the Vietnamese do not officially address to each other by a family name. **Titles or Mr., Miss, and Mrs.** preceding a given name have been officially used. Often in an official conference, titles or Mr./Mrs./Miss without given names are used alone. The higher respect is given to a person, the lesser use of the person's name. Different from the Americans, Vietnamese parents do not name their children after the individuals whom they highly respect. The Vietnamese are confusing with the American name order. It is recommended to use the terms of **family name, given name** instead of last name and first name with a Vietnamese.

Nguyen has become a popular Vietnamese family name for the following reason. In the history of Viet Nam the **LY regime** preceded the **TRẦN regime**. The Trần overthrew the Ly regime. Once in power the Trần tried to eradicate all the Ly Opponents and their offspring. For fear of being exterminated, all the individuals who bear Ly last name changed their family name into Nguyen.

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REFERENCES

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San Diego State University, 1987

Handbook for Teaching Hmong Speaking Students, Bruce Thowpaou Bliatout, Bruce T. Downing, Judy Lewis, Dao Yang, Folsom Cordova Unified School District, Southeast Asia Community Resource Center, 1988
Dat Le Que Thoi, Nhat Thanh Vu Vau Khieu, Dai Nam Publishing Co, Glendale, California.

**WORKING WITH OLDER ADULTS
FOR
PROJECT SHINE**

**THE INSTITUTE OF GERONTOLOGY
DR. PAULINE ABBOTT**

- 1. Older learners tend to be more cautious before giving an answer
They want to be sure and correct and may take longer to respond.**
- 2. Older learners need to be given time to learn new information. It needs to be paced. Everyone is different in their learning time frame.**
- 3. Older learners need to have new information linked to something familiar. Analogies, examples, stories all help. Try to link new information to something you can identify in their culture or background.**
- 4. Attempt to place yourself in the room so that you are the center of attention without distractions from windows, shiny boards, or extraneous noises.**
- 5. Remember that older learners may also have physical ailments (arthritis, chronic pain), try to have them be comfortable and allow stretching or movement at least every 10-15 minutes. Pain overcomes attention, and hard seats are not conducive to long periods of sitting and learning.**
- 6. In some cultures it is not respectful to ask questions and learners expect to be given information in lecture style, however, with age it becomes important to practice new learning and so there can be a conflict between what is culturally preferred and the way learning takes place. Interaction, feedback, practice, discussion is very important to help older adults form the necessary memorization patterns.**
- 7. Because of the diversity of the older learners there will be many things that they will help to teach each other as well as the instructor. Take time to listen, take time to let them discuss, talk, and rehearse what they are learning, but keep the task of the learning in mind.**
- 8. Be supportive – do not criticize or chastise if information is given back incorrectly. Use constructive methods to build on knowledge.**
- 9. Ask how the older learner would like to be addressed – if they ask you to use a first name that is fine, but they may prefer to be addressed by Mr. Or Mrs. Please be respectful of their preference.**
- 10. Repetition, repetition, repetition. As new information is added continue to review previous material but make the learning fun for them and for you.**

Health Issues Affecting Some Elders

Becker, A. (2000). Citizenship for Refugee Elders,
Catholic Legal Immigration Network, pp. 48-66

What instructional strategies could you use to address some of these health issues which affect elder learners?

Ex. Alcoholism.

Develop a policy about classroom attendance under the influence of alcohol or drugs and enforce it
Provide learners with explicit information on the effects of alcohol on the learning process
Provide referrals to appropriate alcohol treatment facilities

HEALTH ISSUE

Alcoholism

Alzheimer's Disease/Dementia and Memory Loss

Arthritis

Dental Problems

Depression

Diabetes

Depression

Hearing Impairment: tinnitus, conductive hearing loss, sensorineural hearing loss

Heart disease

Hypertension

Mobility challenges

Parkinson's Disease

Stress and Post-traumatic Stress Disorder

Urinary Incontinence

Vision Problems: cataract, age-related macular degeneration, presbyopia, glaucoma, diabetic retinopathy

ASSUMPTIONS ABOUT LANGUAGE LEARNING AND TEACHING

Questionnaire

Read each of the statements. Circle your response to indicate whether you agree or disagree with each statement.

1. The earlier you learn a second language, the greater the likelihood of success in learning that language.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

2. People with high IQs are good language learners.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

3. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

4. Learners' mistakes should be corrected as soon as they are made so that they don't form bad habits.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

5. Teachers should use materials that expose students only to grammatical rules they have already been taught.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

6. When learners are allowed to interact freely (for example in group or pair activities), they learn each others' mistakes.

A. Strongly Agree B. Agree C. Neutral/Uncertain D. Disagree E. Strongly Disagree

(This activity is based on P. Lightbown and N. Spada's (1993) *How Languages are Learned* (New York: Oxford University Press).

LANGUAGE LEARNING AND TEACHING:

Facts and Opinions

1. The earlier you learn a second language, the greater the likelihood of success in learning that language.

It has been widely observed that children from immigrant families eventually speak the language of their new community with native-like fluency, but their parents rarely achieve such high levels of mastery of the new language. Adult second language learners may become very capable of communicating successfully in the language, but there will always be differences of accent, word choice, or grammatical features which set them apart from native speakers or those who began learning the language while they were very young.

In research comparing adults and children learning a second language, adults were shown to learn more quickly than children, but children caught up and even surpassed them when they were surrounded by the language on a daily basis. However, older adults have considerable experience in learning other skills (and many have learned other languages) and these cognitive skills are a great resource in learning language. Older adults can make considerable and rapid progress toward mastery of a second language especially when they use it on a daily basis in social or professional interaction.

2. People with high IQs are good language learners.

In a classroom setting where the emphasis is on learning about a language (for example, grammar rules and vocabulary items), learners with superior intelligence tend to do well – as they do in other academic subjects. However, in classrooms where language acquisition through interactive language use is emphasized, research has shown that learners with a wide variety of intellectual abilities can be successful language learners.

3. Teachers should present grammatical rules one at a time, and learners should practice examples of each one before going on to another.

Language learning is not linear in its development. Learners may use a particular form accurately at stage X in their development (suggesting that they have learned that form), but fail to produce it correctly at stage Y and then produce it accurately again at stage Z. This usually happens when learners are incorporating new information about the language into their own internal system of rules. An example of this would be learners who have learned the past participle ‘went’ as a memorized ‘chunk’ and then learn to use the regular –ed for past tense. At this point, learners often stop using went and start saying “goed”. Once learners become aware of the exceptions to the –ed past tense rule, they begin to use ‘went’ correctly again. This reflects the fact that language development is not just adding rule after rule, but integrating new rules in to the existing system of rules, re-adjusting and restructuring until all the pieces fit.

4. Learners’ mistakes should be corrected as soon as they are made so that they don’t form bad habits.

Errors are a natural part of language learning. This is true of the development of a child’s first language as well as that of second language learning. Errors show how learners are developing their understanding of the grammatical structure in the second language. When errors are persistent, it is useful to bring the problem to the learners’ attention. This does not mean learners should be expected to adopt the correct form or structure immediately or consistently. If the error is based on a developmental pattern, the correction may only be useful when the learner is ready for it. It may thus require many repetitions.

Excessive error correction can have a strong negative effect on motivation. On the other hand, teachers have a responsibility to help learner do their best, and this sometimes means calling their attention to persistent errors.

5. Teachers should use materials that expose students only to grammatical rules they have already been taught.

Learners can comprehend the general meaning of many forms which they have not mastered and may never have produced. Thus restricting classroom second language materials to those which contain little or nothing new may mean that students are not challenged. Also, adult learners need to learn to deal with authentic material. They should do this first with the tutor's help and then independently. Learners may be able to read or understand more grammatical forms than they can use in speech or writing.

6. When learners are allowed to interact freely (for example in group or pair activities), they learn each others' mistakes.

Some research has shown that second language learners do not produce any more errors in their speech when talking with learners at a similar levels of proficiency than they do when talking with native speakers. Second language learners can provide each other with corrective feedback in group work interaction if this is carefully planned and learners are made aware of the need for accuracy practice within group work.

(This activity is based on P. Lightbown and N. Spada's (1993) *How Languages are Learned* (New York: Oxford University Press).



Project SHINE Additional Resources

Useful Resources for SHINE tutors and learners

ESL Materials for learners

Beginning Level

- Picture Dictionaries are indispensable for beginning learners. They allow the tutor to point to pictures to explain basic concepts. Two are particularly good and both come in monolingual and bilingual editions in a variety of languages. Both also have workbooks which can also be purchased.

The New Oxford Picture Dictionary. (1988) E.C. Parnwell. New York, NY: Oxford University Press.

The Oxford Picture Dictionary. (1998) N. Shapiro and J. Adelson-Goldstein. New York, NY: Oxford University Press.

Before Book One: Listening Activities for Prebeginning Students of English. (1991) J.R. Boyd and M.A. Boyd. (Upper Saddle River: Prentice Hall). Designed for 'zero-level' speakers of English, this book provides a series of easy-to-use listening activities which do not require literacy ability. An excellent resource for real beginners, especially those without native language literacy.

Collaborations: English in Our Lives. (1996). G. Weinstein-Shr and J. Huizenga. Boston, MA: Heinle & Heinle. A comprehensive five-level series from beginning to intermediate level. Focused on authentic stories told by adult student newcomers to the US and Canada. Each lesson has grammar, vocabulary and comprehension activities. Easy to use for tutors. Very popular among Philadelphia tutors and written by Gail Weinstein from SHINE San Francisco!

Games and Butterflies: Language Activities for ABE/ESOL (1979). K. Kennedy and E. Sarkisian. Syracuse, NY: New Readers Press. A book filled with language games for the classroom or tutoring session. The Listening and Speaking section is ideal for the beginning or intermediate ESL learner.

Intermediate Level

True Stories in the News. (1996). S. Heyer. White Plains, NY: Longman. A series of 4 books for the intermediate learner consists of readings based on human-interest stories adapted from newspapers and magazines. Each reading includes vocabulary, reading skills, discussion and writing activities.

Pronunciation Pairs: An introductory course for students of English. (1990) A. Baker and S. Goldstein. New York, NY: Cambridge University Press. A good introductory text designed for intermediate learners. Helps learners recognize and pronounce English sounds and to differentiate sounds they often confuse.

Jazz Chants. (1986) C. Graham. New York, NY: Oxford University Press.

A collection of chants designed to orient learners to the rhythm and sounds of American English. This book is fun and perfect for the reticent learner who wants to get some speaking practice. Audio cassettes are available with this text.

The Large Type American Heritage Basic Dictionary. J. Patwell and P. Evenson, Eds. (1991) New York, NY: Houghton Mifflin Company. A good resource for intermediate to advanced SHINE learners, this dictionary features clear, simple definitions in large print.

The New Grammar in Action. (1998) B. Foley and E. Neblett. Boston, MA: Heinle and Heinle. A 4-level series presents vocabulary and grammatical structures in a contextualized approach with listening, speaking, writing and reading practice. Books 2 and 3 seem suitable for the intermediate SHINE learner. Audio cassettes are available with this text.

Writing Workout: A Program for New Students of English. J. Huizenga and M. Thomas-Ruzic. Boston, MA: Heinle and Heinle. This book features theme-based units which spotlight writing activities. Each unit also includes a variety of discussion and problem-solving activities.

Rethinking America. (1999). M. E. Sokolik. Boston, MA: Heinle and Heinle. A three-level theme-based cultural reading series that encourages learners to get below the surface of a variety of cultural issues. Interesting topics including popular culture and the English only movement. The readings are rather challenging; Book 1 seems appropriate for intermediate learners. CNN videos are available with this text.

Citizenship and Naturalization Materials for ESL Learners

Beginning Level

Voices of Freedom: English and Civics for the U.S. Citizenship Exam. (1994) B. Bliss Upper Saddle River, NJ: Prentice Hall Regents. A citizenship curriculum which includes readings appropriate for the beginning learner, along with grammar, vocabulary, listening and reading practice activities. Audio cassettes are available with this text.

Citizenship for You: A Beginning Workbook for ESL Learners. (2000). K. Raphael. Carlsbad, CA: Dominic Press. Appropriate for beginning learners, this book introduces basic materials needed to pass the U.S. citizenship exam, with a focus on very beginning literacy activities.

Intermediate Level

Handbook for Citizenship. (1989). M. Seely. Upper Saddle River, NJ: Prentice Hall Regents. A comprehensive book designed for the low-intermediate learner, this book provides readings on relevant topics and dictation exercises. Audio cassettes are available with this text.

English through Citizenship. (1989). E. Kim. McHenry, IL: Delta Systems. A 3-level program of simplified civics materials. Level B is appropriate for intermediate SHINE learners.

Web Resources for students

ESL Activities

[Dave's ESL Cafe](#)

A great resource for ESL tutors and teachers. Tell students to click on 'ideas' for everything from suggestions for grammar teaching, how to use games in the ESL classroom to suggestions for using food in an ESL lesson.
<http://www.eslcafe.com/>

[PIZZAZ!](#) (People Interested in Zippy and Zany Zscribbling) is as light-hearted and fun as its name implies. It provides straightforward creative writing and oral storytelling activities with handouts for use with students of all ages. Click on "Bag of Tricks" for some fun ESL games oriented toward speaking and listening. <http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

[National Clearinghouse for ESL Literacy Education](#)

At this site you can access ERIC Digests, which are easily readable 2-3 page articles on a variety (over 75) topics regarding language and literacy instruction for adults learning English in the United States. These may be useful for training purposes. Also has a question on frequently asked questions about ESL literacy.
<http://www.cal.org/ncele/>

[One World, One People](#)

Designed by a New York City ESL teacher, this site is dedicated to ethnic diversity and cultures of the world. It's a good resource for students interested in immigration and multicultural issues. The ESL Lessons section provides fun ESL games and ideas for beginning to advanced students that will help any tutor liven up their tutoring sessions. <http://members.aol.com/Jakajk/Oneworld.html>

[Learn English, Have Fun](#) Oriented toward ESL students, this website will give tutors some quick and easy word games to play with learners. Some of the activities are good for beginners, but are oriented toward learners with some reading ability in English. <http://www.englishday.com/>

Naturalization information

[Adult Learning Resource Center - Citizenship Educators Page](#) - The Adult Learning Resource Center offers a full range of citizenship education technical assistance. Features on the Educator Page include: a model INS interview, sample citizenship classroom materials, a resource materials bibliography, citizenship links, and INS interview/test procedural updates. <http://www.thecenterweb.org/adult/citizenship.htm>

[U.S. Immigration and Naturalization Service](#) - The official homepage of the U.S. Immigration and Naturalization Service. Provides a list of the 100 questions and an online naturalization exam.
<http://www.ins.usdoj.gov/graphics/services/natz/require.htm>

Publisher Contact Information

Heinle and Heinle	1-800-354-9706	http://www.heinle.com/
Oxford University Press	1-800-451-7566	http://www.oup-usa.org/esl/
New Readers Press	1-800-448-8878	
Cambridge University Press	1-800-872-7432	http://www.cup.org/
Longman Publishers	1-888-877-7824	http://www.longman-elt.com/
Delta Systems Co., Inc.	1-800-323-8270	http://www.delta-systems.com/
Prentice Hall Publishers	1-800-282-0693	http://vig.prenhall.com/
Houghton Mifflin Company	1-800-733-2828	http://www.hmco.com/

