SUBJECT INDEX

- Academic integration: defined, 5; and vocabulary knowledge, 85–86, 89, 91–94 Academic success/achievement, 38, 43–44, 48, 71, 85, 219
- Acculturation, 143-144
- Administrators: 1, 3, 8, 14, 161–162, 165; and concerns about learner retention, 109, 119–120, 169; as researcher, 158; and response to learner diversity, 123–124, 140
- Adult Basic Education (ABE), 95–97, 99–102, 104–105, 107
- Advanced level learners: in academic reading/writing classes, 8, 30–34; and learning goals, 7–8; literacy levels of, 101, 106; as research subjects, 34, 64, 86–89, 161–162, 164, 168, 173; and Student Learning Outcomes (SLOs), 177; and technology skills, 67, 74; and transition, 106; writing assessment of, 170, 172–173, 175, 182–183, 185; 188, 193–196, 199; writing assignments for, 30
- Affective stance, 143–144, 147, 150 Age: as research variable, 39, 87–88, 136,
 - 173, 177–179, 182–183; elderly learners, 7, 58, 122–141, 169; learner diversity, 13, 122; of nursing faculty, 41; and technology use, 56, 58
- Assessment: ACCUPLACER (writing), 8, 104, 170–186; and college admission, 171; rubrics, 191, 196, 199; Test of Adult Basic English (TABE), 100; and Transitions Programs, 99–100, 101–102; 103–107; and washback, 184
- Attrition, 40, 159, 185. *See also* Retention Awareness: *conocimiento*, 39; learning styles, 131; and nursing faculty, 41–44, 46, 48; self-awareness, 44; student focus on language, 23, 175

- Beginning-level learners: elderly learners, 125; as research participants, 64, 111, 161; and SLOs, 188–195, 198–199
- Biology/science: college-level courses, 26, 83; community college faculty, 31, 33–35; as ESL content, 4, 13, 16–18, 22–24
- Bunker Hill Community College, 5–6, 86, 96–97, 101, 104–106, 108
- Chemistry, 11, 28
- Chinese, 123, 182
- Civil rights, 4, 7, 13, 19-20, 23, 28, 142
- Communication: between researchers and practitioners, 3, 9; as ESL content, 28; and learning goals, 166, 169; and learners' struggles, 133; in nursing setting, 40
- Comprehension: assessment of, 174, 185; and elderly learners, 128; and math learning, 103; reading in the disciplines, 40, 44, 94; and SLOs, 189, 192
- Computer-assisted language learning (CALL), 62, 81
- Computers: access to, 73; high technology, 76; and instruction, 125–126; laboratory, 110; and language skills, 50–64; learning goals, 197–198; ownership of, 67–68; and skills, 70–74, 79–81; student experiences with, 128–131, 135, 137; student use of, 5, 16–17, 74, 79–81, 128–131, 145; use in placement testing, 171, 174–175; use in writing instruction, 16–17. *See also* Digital divide, Internet, Email
- Content-based instruction: content knowledge, 24–27; defined, 11; foci of, 3–4, 13–14, 24–27; identity, 7, 142–144, 156; integrated approaches, 29–30, 78; problems, 75; teacher reactions, 35. See also Sustained content instruction, Umbrella content approach

224 Subject Index

Contexts (for research), 13, 27, 37, 50, 63, 84, 96, 110, 123, 142, 161, 170, 187

- Credit: 2, 158; ESL courses, 143; and faculty flex, 80; and Transitions courses, 96–101, 107
- Culture: 134, 138, 154, 156; and acculturation, 134, 143; community college life, 7; defined, 41; home culture, 151–152; and technology, 52
- Curriculum: CBI, 11, 26, 142; college preparatory, 172; and connections to attrition, 185; integration of technology, 63; and learner identity, 144; and nursing education, 4; and reform, 8; and responding learner needs, 122–124, 139–140, 161; and SLOs, 196, 198; Transitions, 103, 107
- Data collection and analytic procedures: case study format, 99; classroom observation, 7, 13, 14, 99; diary study, 112–114, 119; discourse analysis, 7, 146; online discussions, 145; opportunistic sampling, 14; research journal, 125; secondary data, 162; student narratives, 43; teacher inquiry, 30; test scores, 88, 173, 178. *See also* Interviews, Statistics, Surveys

Digital divide, 63, 73

- Discourse: academic conventions, 12–14, 23–25, 86; and language socialization, 131, 143–146, 149, 151, 155–156; in scientific writing, 16–17
- Discrimination, 1, 131–132, 135, 153 Diverse/diversity, 2, 9, 13, 27, 122–124, 134 Eastern Europe, 7, 13, 32, 96, 122 Educational Testing Service (ETS), 176–177, 180, 184, 197
- Email, 14, 30–31, 53, 77, 79–80, 145. *See also* Pipeline
- English for Academic Purposes (EAP), 28–29, 170–172, 176
- Epistemic stance, 143–144, 147 Essay exams, 170–174, 176–180, 182–184 Ethnicity, 87–88, 101, 122
- Feedback: and discourse communities, 143; instructor, 4, 46; from native speakers, 85; from peer, 19, 32; 80; on essay exams, 184; on SLOs 196, 198

- Full-time teachers: perspectives on learner diversity, 124; perspectives on SLOs, 188, 196–198; use of technology, 64, 69–70; 74–75, 80
- Gender, 8, 28, 55, 144, 159, 177–178, 182–183
- General Education Development (GED), 6, 95–108. *See also* Spanish
- Grammar, 11–12, 14, 22–23, 25, 67, 70, 133, 194, 196; CD-ROM, 69–70, 74, 77; courses, 53–54, 60, 63, 79–89, 111, 188, 192–193, 195; errors, 18, 22, 191; lessons, 24; rules, 135; textbook, 119
- Group work (group projects), 16–17, 19–20, 22–23, 103

Hawaii, 4, 13, 20, 145, 154

Hermeneutics, 39, 43

Hispanic, 6–7, 87–88, 109, 115, 161 History, 11, 26, 56, 134, 137, 140, 142 Houston, 13, 20–23

- Identity, 37–38, 41, 134, 136, 138, 151, 159, 167–168; construction, 7, 122, 142, 145–146, 149, 152; and nursing students, 4; social identities, 126, 128, 133, 144
- Immigrants: access to technology, 63, 73; barriers to participation, 110; college preparation, 98; in community colleges, 1–2, 4–5, 13, 27, 52, 134, 158; Cuban, 13; East African, 55; immigrant identity, 138; Mexican and Central American, 63, 110; nursing students, 37; prior schooling, 51; Russian, 124; workforce preparation, 169

Immigration status, 130, 132, 160 Input, 4, 6, 13–14, 52, 85 International students, 1–2, 7, 13, 63–64, 73, 123, 143, 195

- Internet, 16, 44–45, 50, 76, 79–80, 104, 131, 191; focus of research, 69–70, 72, 74, 77, 80
- Interviews in research: student-conducted, 34; telephone-based, 67; with career counselors, 64, 66–67; with faculty, 31, 64, 66–67, 99; with students, 7, 43–44, 106, 124–126, 140, 184; with ESL teachers, 8, 14, 30, 71–72, 81, 124, 188–190, 193

Subject Index 225

Japan, Japanese, 19, 20, 123, 143, 147–148, Open-access policy, 2, 171 150-153, 182 Part-time teachers, 69, 74 Kapi'olani Community College, 7, 13, 19, Pima Community College, 7, 123–124, 139 142 Pipeline, 65-67, 69, 70-73 Language learning: in CBI contexts, 12, 24; Placement Articulation Software Services diverse populations, 124; goals, 122, 168; (PASS), 173–175 and learner identity, 142, 144-145, 155; Plagiarism, 17-18, 23 migrant populations, 112-113; opportuni-Poetry, 13, 15-16, 22-24 ties, 144-145, 155; and technology, 52, Portuguese, 123, 173, 177, 178 PowerPoint, 53, 69-70, 72, 74, 76-77, 80 62, 68, 74, 76 Language minority students, 2, 5, 83-91, Prejudice, 42, 142, 145–146, 148, 149, 93-94, 96 152-153 Language proficiency, 4, 38, 40, 44, 167, 172 Problem-based (project-based) learning, 28, Language socialization, 7, 143, 151, 153, 29, 30-31 155 Pronunciation, 12, 13, 14, 22, 25, 191 Latinos/Latinas, 96, 161 Psychology: as a college course, 86–87, 89; Learner profile, 87–93 as a discipline, 28, 83, 84, 142 Learning environment, 27, 41–43, 48, 140, Race, 37, 87, 122 145 Rapport in classroom, 6, 115 Reading: assessment of, 174, 185; develop-Learning goals, 7–8, 122, 124–128, 133–135, 139–140, 160 mental courses in, 98, 102, 104-106; as Learning needs, 41, 103, 112, 140, 155 an ESL class, 74, 102; skills, 34, 36, 190 Learning strategies, 4, 7, 44, 113, 122–128, Refugees, 1, 2, 5, 7, 13, 27, 98, 122–141 131, 133–135, 139 Research on ESL in US Community Colleges Listening, 12, 63, 67, 70, 79, 188–189 (framework and goals), 3, 9 Literacy: ABE levels, 100-102; academic, Retention, 3, 5; and learning goals, 158–160, 169; measurement of, 99, 105, 184-185; 85, 102; and computer use, 51, 197; of elderly students, 7, 122, 124-127, 130, supports to, 6; and teacher reflection, 132, 134-137; L1 academic, 89 109-120, 128 Math, 31, 47, 96–98, 101–106, 130, 171, Rosetta Stone software, 53, 69, 70, 74, 79, 174, 185 Miami, 8, 13, 18, 170, 178 Rubrics, 102, 176, 177, 186-199 Microsoft Word, 69, 71, 72, 79–80 Russia, Russians, 13, 54, 57, 61, 122–141, Migrant, 6, 109, 112–113 182 Motivation, 7, 118, 129-130, 133, 159-162, Satellite campus, 6, 109, 110, 111, 118, 119 165-169 Scaffolding, 24, 78 Multiple-choice testing, 8, 27, 39, 47; Uni-Second language acquisition, 40, 42, 85, 112, versity Word Level Test, 88; and writing 142, 144, 172 assessment, 170-172, 174-175, 183-184 Smarthinking (on-line tool), 65, 69, 70, 74, 79,80 Nationality, 55-57, 87, 122 Socio-economic class, 63, 73, 122, 144 Non-credit courses, 2, 96, 97, 101 Non-native speakers (NNSs), 4, 37, 51, Soviet Union, 123-125, 132 102 - 103Spanish: language of instruction, 111, 115–117, 194, 195; native language, 37, Nontraditional students, 51, 159, 160, 183 Nursing students, 4, 37–48 110, 123, 131, 140, 161, 163, 168, 173, Office of Vocational and Adult Education 177; Spanish-language GED, 95, 97, (OVAE), 98, 159 101

226 Subject Index

Speaking, 4, 12, 38, 39, 67, 188, 189, 191, 193

Sponsorship: defined, 116; and supports to learning, 114, 117, 119

Standardized testing, 8, 47, 170-185

Statistics as research tools: ANOVA, 89–92; *t*-test, 8, 182; chi-square, 166, 168; correlation, 173, 177, 178, 180, 183; descriptive, 8, 58, 67, 177, 179

Stereotypes, 142, 145-155

Student learning outcomes (SLOs), 8, 189–199; defined, 186

Student needs: 1, 2, 4, 169, 184, 196, 197; and college mission, 159; instructional responses to, 40, 41, 47; and migrant learners, 112–113, 117; and needs analysis, 30; and older refugee learners, 122, 124, 139–141; and technology, 52, 62; and transitioning into college, 84, 94, 98, 100, 103, 104, 108

Support services, 85, 89, 93, 99, 169 Surveys in research, 4, 5, 7; student goals, 162, 163; student perspectives on technology, 54, 55; 59, 61; and teacher perspectives, 30–34, 36; teacher perspectives on technology, 64–67, 70, 80–81

Sustained content instruction, 28, 32, 142, 143, 155, 156. *See also* Content-based instruction, Umbrella content approach

Target language use, 51, 144, 156

Task-based learning, 30, 51

Teaching: methods, 13; 46, 50; techniques of, 27, 39, 40, 41, 42

Technology, 1, 5, 46, 50–61, 62–81; as a discipline, 28, 32. *See also* Computers

TESOL: as a discipline, 4, 26, 36, 110, 184, 188, 189, 199; the organization, 1, 2, 3

Testing: placement, 8, 161, 184; practices of, 44, 47, 48, 173, 175, 185; raters, 176
Test of Adult Basic Education (TABE), 99,

100, 103, 104, 106
Test of Written English (TWE) 176, 17

Test of Written English (TWE), 176, 177, 180

Textbooks, 14, 41, 65, 72, 83, 99, 102, 120 Texts: and academic discourse, 94; course content, 15, 17–20, 22, 23, 25, 176; and critical hermeneutics, 43; and critical thinking skills, 27; and hypermedia, 52; and textbook reading, 84, 86, 102, 185

Thinking skills, 4, 29, 30, 32, 36, 192
Transition: from ESL to content courses, 5, 75, 83, 84, 87, 90, 94, 170, 171; and role of orientation, 140; Transition to College program, 6, 95–108, 143

Truman College, 4, 13, 16, 17, 23, 27, 30, 31, 74

Ukraine, Ukrainian, 13, 129, 132 Umbrella content approach, 28, 33, 34. *See also* Content-based instruction

University Word Level Test (UWLT), 86, 88–93

Validity, 171, 172, 176, 182, 183, 184, 185 Vietnamese, 54, 55, 56, 57, 123, 182 Vocational (career) goals, 2, 30, 71, 122, 169 Vocational programs, 98, 107, 169, 196, 197 Vocational skills, 159, 169

Workforce: shortage of nurses, 38; and technology skills, 62–78, 79; U.S. policy, 159, 169

Writing: assessment of, 8, 162, 170–186; content teachers' perceptions, 4, 26, 33, 34, 35, 36; ESL assignments, 4, 26, 30–31; instruction, 17; and SLOs, 196; in Transitions Programs, 102