

**Review of Performance: ESL 089 READING V, SPRING 2012, 50 students**  
**Submitted by: Leilani Welley-Biza**

SLO#	Program SLO#	I, D, M	Reflection/Comment
1.1. Preview or survey academic materials to discover topic, key ideas, and thematic vocabulary	1	I=10, D=25 M=15	15 students were performing exceptionally well in skimming and scanning for main ideas and were very keen on learn new vocabularies that were given in each chapter of the book. Every chapter of the textbook was tailored to build students' vocabulary skills which was one of the advantageous of the textbook for this course.
1.2. Activate prior knowledge and/or utilize new background knowledge in order to improve comprehension of content.	1&2	I=5, D=25, M=20	45 performed to what was expected of them. 5 were really struggling due to low comprehension skills which hinders their success in most of the lessons that the textbook has. Each chapter contains an activity that is tailored to activate and provide prior knowledge to shed some light on themes/content that will be covered in that chapter. At the beginning, 15 of the 25 were having a difficult time, but as the semester unfolded and they were exposed to more of these kinds of exercises (in groups and individual) they were able to grasp on to the idea.
2.1. Find the main idea in academic content based materials & Read critically in order to detect implied ideas and make inferences about the text	1&2	I=4, D=25, M=21	One of the successful ideas behind the current textbook is that it contains prompts that ask students to think and read critically and be able to make inferences of what they've read. 46 were able to perform to a satisfactory level and 4 had a hard time.
2.2. Draw conclusions from academic reading passages and use contextual clues and decoding skills to deduce	1	I=10, D=20, M=20	One of the constant struggles I have with ESL students is comprehension. Their ability to comprehend is so alarming that you find yourself thinking whether or not you can get through. Drawing conclusions based on what they've read is the same thing, however I

vocabulary meanings			found that with a little probing and prompting using adequate questions tend to break that barrier every time. Nevertheless, 20 were able to master, 20 showcased signs of improvements, and another 10 were having difficulties, however showcased some of the basics of what they were taught.
2.3. Demonstrate skimming and scanning skills	1	I=5, D=20, M=20	Skimming and scanning, I found my students anticipate this part of the textbook. With questions already given, all they have to do is refer to the reading and find the answers by skimming and scanning through it.
2.4. Expand background knowledge in content areas through thematic reading and develop thematic vocabulary	1	I=10, D=25, M=15	Although comprehension was at its lowest to a few, I found one thing their good at is retaining facts they come across. They're good at memorization or they just love reading about facts, they seemed to have develop a knack for reading for information - which was a very good sign!
3.1. Rephrase, explain, and expand on written information to reflect comprehension	1&2	I=9, D=24, M=17	Most developing readers, especially ESL readers dread reading and writing about what they've read because they feel they're not at a level to convey what they know and think at a proficient level. One of the things I try to encourage my students is to not think about mistakes when writing.
3.2. Connect new information to information previously learned	1	I=11, D=19, M=20	Like my previous comments, this textbook is a great resource to help ease these ESL readers into a more advanced level. The outcome was very satisfactory. It was more than I expected.
3.3. Summarize or paraphrase main ideas and important details in source material	1&2	I=10, D=20, M=20	Each unit contains a chapter where they are expected to paraphrase/summarize what they read and although, most of them dreaded the idea of writing, they found every time that the more they write the more they better they are at writing.
3.4. Synthesize information from what has been read by relating new	1&2	I=5, D=22, M=23	I love the ESL 089 textbook because it entails resources and activities where everything is reader friendly and students were able to learn and play with what each chapter has to offer. It also contains cultural

information to prior knowledge, experience, interests, and opinions		aspects that the students were able to relate to and make connections with it – activating and providing prior knowledge to make learning meaningful and at the same time fun.
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**Additional observations:** I am content with the current set up and teaching and learning resources that this course has.

**Special comments:** Every activity was worth 10 points, chapter quizzes and unit tests were 100 points each, Mid-term and Final-exam which consists of two parts (Vocabulary and Comprehension) were also worth 100 points each. Participation which encompasses submission of works on time, attendance and class participation is 50 points. At the beginning of the semester, 15 students were registered, 1 decided never to show up, 1 disappeared due to excessive absences. A-11, B-11, C-20, D-3 F-5, W-0.

**Recommendations:** None so far.



Signature: \_\_\_\_\_

Leilani Welley-Biza – Lang/Lit Instructor

Date: 6/30/12

**Institution Learning Outcomes:**

COM-FSM graduates will demonstrate that they can:

- a. communicate effectively
- b. employ critical thinking [*& problem solving*]
- c. possess specific knowledge and skills in a major discipline or professional program of study
- d. take responsibility and develop skills for learning
- e. interact responsibly with people, cultures, and their environment