Using self-directed learning strategies and affective factors in educating adult English learners

Jennifer Margaret Heald

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USING SELF-DIRECTED LEARNING STRATEGIES AND
AFFECTIVE FACTORS IN EDUCATING ADULT
ENGLISH LEARNERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Teaching English to Speakers of Other Languages

by
Jennifer Margaret Heald

June 2004
USING SELF-DIRECTED LEARNING STRATEGIES AND AFFECTIVE FACTORS IN EDUCATING ADULT ENGLISH LEARNERS

A Project
Presented to the Faculty of California State University, San Bernardino

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June 2004

Approved by:

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June 3, 2004
ABSTRACT

Self-directed learning is a concept many teachers are familiar with, though it is not regularly practiced in most language-learning settings. This project addresses the importance of self-directed learning by emphasizing the positive effect it has on the affective factors of language learning, the most powerful of which are anxiety, self-esteem, motivation, and attitudes. These factors can greatly affect how well a student is able to acquire a second language, and therefore teachers should do whatever is necessary to address them in the language-learning context. Self-directed learning is a powerful method for lowering anxiety, increasing positive self-esteem and motivation, and encouraging healthy language-learning attitudes, while at the same time teaching appropriate and meaningful language content.

The content of this project will serve to demonstrate that ample research connects self-directed learning to more healthy psychological dynamics in language acquisition. It will also show that self-directed learning strategies are practical and effective in teaching a second language.
ACKNOWLEDGMENTS

There are particular persons whose contributions made the completion of this project possible. First of all, I thank Dr. Lynn Diaz-Rico for giving much advice and guidance throughout the development of this project. I would also like to thank Dr. Thom Gehring for his attention and additional instruction as a second reader of this project. Finally, I am grateful for the help given by Timothy Thelander with the formatting of this project.
DEDICATION

This project is dedicated to my parents, Raleigh and Ginger Heald, who have sympathized with and encouraged me throughout the course of the writing. Thank you for the love you have always shown me, both in abstract and in very concrete ways. Mostly, I thank God, the omniscient Lord of the Universe, from whom I received encouragement, patience, insight and inspiration.
TABLE OF CONTENTS

ABSTRACT .................................................. iii

ACKNOWLEDGMENTS ........................................... iv

LIST OF TABLES ........................................ viii

LIST OF FIGURES ........................................ ix

CHAPTER ONE: INTRODUCTION

Background of the Project .................................. 1

English Language Education in America ............... 2

Personal Background: Education and Experience .... 4

The Means to This End ................................... 6

Purpose of the Project .................................... 7

Content of the Project ................................... 8

Significance of the Project ............................... 9

CHAPTER TWO: REVIEW OF THE LITERATURE

Anxiety in Language Learning ............................ 10

Definition of Learning Anxiety .......................... 10

Manifestations of Anxiety in Students ............... 11

Sources of Language Anxiety ............................ 12

Classroom Implications ................................. 16

Summary ................................................... 18

Self-Esteem in Language Learners ..................... 19

The Definition of Self-Esteem .......................... 19

Self-Esteem and the Student ............................ 20

Classroom Implications ................................ 22
CHAPTER THREE: MODEL FOR THE USE OF SELF-DIRECTED LEARNING AND AFFECTIVE FACTORS AND USE OF SELF-DIRECTED LEARNING FOR ENGLISH LEARNERS

A Second Look at Siccone's Model .................... 56
Using Self-Directed Learning to Modify Levels of Self-Esteem ............................................ 57
Summary .................................................... 61

CHAPTER FOUR: RESULTS AND DISCUSSION ................ 62

CHAPTER FIVE: ASSESSMENT .......................... 68

APPENDIX: CULTURAL DIVERSITY IN SOUTHERN CALIFORNIA .............................................. 73

REFERENCES ................................................. 109
LIST OF TABLES

Table 1. Methods for Increasing Self-Esteem in Students ........................................ 23

Table 2. Connections between Key Concepts and Lesson Plans .................................. 63
LIST OF FIGURES

Figure 1. Siccone’s Model of Self-Esteem ............... 24
Figure 2. Model of Self-Esteem .......................... 57
Figure 3. Normal Levels of Affective Learning Factors ................................ 58
Figure 4. Altered Affective Learning Factors .......... 59
CHAPTER ONE

INTRODUCTION

Background of the Project

Napa Valley is known as the wine country, where vineyards clothe the landscape, and wealthy winery owners live lavishly in beautiful Italian-style villas. Tourists travel in their convertibles and limousines to sip wines of all kinds, dine at five star restaurants, shop at eclectic boutiques, and stay in fashionable bed-and-breakfast inns. To visitors, this is a place of beauty and escape—a symbol of the perfect, easy-going life where troubles cease to exist. But if these guests were to stay longer, they would notice that life is not so rich for everyone. Those who reside and work in the valley see a different landscape. There is no avoiding or ignoring the harsh reality of the comparative poverty that exists in the valley. Truly, for every wealthy winery owner, there are 20 vineyard workers who live poorly and work for low wages.

These migrant workers come from Mexico in search of jobs pruning vines and harvesting grapes for wine. They stand in back of gas stations each morning waiting for managers to select the laborers needed for the day. The
task of these vineyard workers is physical and requires very little oral communication. Therefore, it is easy for Mexicans to find work without knowing much English. And with a larger number of Mexican immigrants in the area, it is rather easy for them to learn only a few phrases in English. However, without learning the dominant language, they are confined to their labor-intensive jobs and lifestyle of poverty. Moreover, without learning English, the medium for school instruction, their children will also be fated to work in the vineyards.

The need for English language instruction in Napa Valley is symptomatic of the overwhelming need all over the United States. Thousands of immigrants enter the country each year in search of a better life; but without proficient English skills, no guarantees can be made.

**English Language Education in America**

Throughout elementary and high school, English as a Second Language (ESL) instruction in the form of English Language Development (ELD) classes are provided to students who test at a below-basic-proficiency level. After high school, however, it becomes more difficult to get into language classes because at the university level one must pass a competency exam in order to be accepted to the language program. Usually, the students that go to the
Universities are foreign students, coming to study English for a short while, only to return to their native countries to teach English or work for large corporations. Classes in higher education are not always accessible to those with limited salaries, or with rigid work schedules. These are the difficulties that face those who come to the United States without knowing any English.

But there are programs that serve these people. In the Napa Valley, college students in the ESL department volunteer their teaching and tutoring services in the evenings for vineyard workers. In Riverside, California, there is an adult education continuation school, and there are many like it in other cities. Many students are able to find enough financial support to go to the smaller, less-expensive community colleges to learn English as a second language.

At this level of education, students want to be there. No law is forcing them to attend classes. Most likely, they are not pressured at their current jobs to learn English. Rather, the people who join the aforementioned schools are there because of an internal motivation to learn so that they may understand and fit in with the society in which they now live, and take
advantage of its opportunities for advancement. This self-motivation is unique to adult education.

Personal Background: Education and Experience

I began to love the field of ESL as a college student, working in the English department. I worked as a reader for a teacher who taught both literature and English language classes, and I occasionally graded ESL student papers or attended their social functions. I learned what wonderful relationships can be formed with foreign students, and what fun it is to teach people how to speak English and acquaint them with American culture.

As I progressed through college I became more involved with the ESL department, working as a reader, tutor, and eventually teaching a pronunciation class. I thoroughly enjoyed each of these jobs because of the students' eagerness to learn and share their individual experiences with me. I found I was learning just as much from them as they were from me. For a brief period, I worked at a gas station as I finished up a few odds and ends at school before I started student teaching. The amount one can learn from a job such as this is immeasurable. I mingled with people to whom I had rarely even spoken before, and I soon was forced to acknowledge my own prejudices and snobbishness. I was able to converse
with and relate to customers and coworkers with backgrounds so different from my own. The reason I include this working experience is because half of the patrons were Hispanic, and only a few could speak English well. After buying their coffee, they would proceed to the back of the building to wait for a job offer for the day in one of the vineyards. Before this I had never given a second thought to the lives of vineyard workers or how they found work.

My love for teaching language then led me to Japan, where I worked at a church-sponsored English conversation school. The system was faulty at best, and ill-equipped, but nevertheless, I enjoyed the interaction with my students. They ranged in age from eight to sixty-five, and my classes were no bigger than four students each, so they were easy to manage. The teacher-student ratio was so good that I could give a great deal of attention to student needs. However, I also realized my own deficiencies and that I needed more experience and strategies for teaching a language. Speaking the language and working in an ESL department were not enough.

While doing my student teaching I taught an ESL class that consisted of thirty students with very low English proficiency scores. This gave me an opportunity to learn
about classroom management and how to interest students in learning. It was highly rewarding, and I will never forget the students in that class.

But somehow when it came time to find my first teaching job, I became sidetracked. I decided to teach high school English Language Arts in Riverside, in the Woodcrest area, where upper-middle class Caucasians account for the majority of the population. I have one ELD class consisting of 18 students, the only ELD class offered at this school.

I want to teach English classes at the adult level, to equip those who come to America so they may prosper in this land. I do not have lofty goals of a professorship at an expensive university, or to move to a foreign country for traveling experience. I simply want to help those who desire to learn English and do not have the funds to go to a university. I wish to teach at an adult school or at a community college, where the majority of the English language learners attend classes.

The Means to This End

In order to accomplish this professional goal, the biggest step I must take is to obtain my master's degree. This is not only a requirement for college-level teaching but also something I realize is necessary for my own
growth and professional development. Though I already had some experiences with diverse cultures and some teaching experience, I realized I needed more strategies and knowledge of the language and peoples’ learning styles in order to become a more effective language teacher.

Though finding an ESL teaching position will certainly be difficult, my dream is deeply embedded in my heart. There is a group of people waiting, wanting to learn English, and they are hoping for a teacher who wants to help them with that same amount of enthusiasm. My prolonged journey to that classroom has given me the eagerness to meet those students’ needs.

Purpose of the Project

This project is intended to draw teachers’ attention to the need for more student autonomy and control in the classroom. It is time for teachers to give up control and allow for some freedom of choice in order to help students enjoy their academic experiences and to better prepare them for life beyond primary and secondary school.

After reading the review of literature and viewing sample lesson plans featuring self-directed learning, it is hoped that teachers will become more aware of the need for self-directed learning, and will be better prepared to
organize self-directed learning activities in their own classrooms.

Content of the Project

To build a sense of urgency regarding the need for self-directed learning for second-language learners, Chapter Two provides an extensive review of research literature that posits a correlation between self-directed learning and enhanced self-esteem, motivation, and attitudes, combined with lower levels of learning anxiety. Chapter Three then builds from the research and provides a model for how the affective factors of language learning relate to each other and with self-directed learning.

Chapters Four and Five contain lesson plans that include self-directed learning strategies and take into account the affective learning factors of self-esteem, motivation, language-learning anxiety, and language-learning attitudes. Chapter Four focuses on charting the connections between the key terms of this project and lesson plans that make use of self-directed learning strategies. Each lesson will at some point appeal to one of the four affective learning factors discussed in this project. Finally, Chapter Five proposes the
assessments of the utility and practicality of self-directed learning that this project proposes.

Significance of the Project

In the field of education, self-directed learning is a term that is beginning to surface in teacher conferences and certification classes. However, up to this point in many schools, the theory of autonomous learning has remained just that—a theory. This project is relevant to recent educational discussions and has the potential to affect students dramatically. In order for students to learn effectively, they must enjoy learning; in order for students to enjoy learning, material must be relevant to them as individuals. This can only be done with varying degrees of self-direction.
CHAPTER TWO
REVIEW OF THE LITERATURE

Anxiety in Language Learning

Anxiety and stress are a very natural part of learning a language, as most students feel tension to some degree. However, too much anxiety can create barriers to learning because it causes learners to become defensive. Second-language acquisition (SLA) researchers have studied learners to better understand what causes stress, what classroom procedures cause anxiety, and how teachers can avoid or alleviate learner anxiety.

Definition of Learning Anxiety

Anxiety causes students learning a language to feel tense and anxious about their performance in the classroom. Learning anxiety is an abnormally high, debilitating level of fear associated with a task or interaction. Anxiety can either be a permanent attribute of a person, or appear only in specific situation (Foss, 1988).

Anxiety and stress work against motivation and self-esteem, which are two factors necessary for language learning. Doubts about one’s own abilities and the evaluation of one’s work have negative effects on a
learner's performance (Dweck & Wortman, 1982). Anxiety and poor performance lead to each other in a vicious cycle. When one is worried about consequences, attention is diverted from the task at hand and concentration is broken.

Anxiety hampers the creative process. Language teaching, no longer viewed as a matter of mimicking and practice, now emphasizes the creative process. The inventiveness involved in learning a language is so crucial that if it is blocked or hindered in any way, ideas are consequently stifled. Anxiety causes the brain to become overwhelmed, or excessively aroused, so that the creative process is choked.

Manifestations of Anxiety in Students

Anxiety in learners is manifested in squirming, fidgeting, playing with objects, stuttering, nervous behavior, difficulty in producing sounds or mimicking intonation and rhythm, "stage fright," and forgetting words or phrases. Severely anxious students will even experience trembling, perspiration, heart palpitations, and sleep disturbance (Horwitz & Young, 1991).

Teachers should be cautious about labeling students with low grades as lazy or unintelligent. Students who are anxious may appear unprepared or disinterested in class,
but may be simply trying to avoid interaction or other activities in class which they fear (Horwitz, Horwitz & Cope, 1986). Differences in ability and achievement may also be attributed to a mental block caused by anxiety, rather than a lack of effort (Ganschow & Javorshy, 1994).

After reviewing the literature on the effects of anxiety on language learning, Horwitz & Young (1991) found that anxiety also affects which communication strategies students choose to use in the target language. The more anxious the students, the more they attempt to avoid difficult or personal messages in the language classroom.

Sources of Language Anxiety

Recent research has suggested anxiety may stem from genetics (Gordon, 2002). Therefore, some people have more inherent tendency toward anxiety than do others. Studies of the brain indicate that the level of anxiety people experience is due to the way their brains respond to perceived threats.

Another influence on students' anxiety levels may be their skills in their native language. In a study of college students divided into three groups (high-, average-, and low-anxiety), Ganschow and Javorshy (1994) found that students with low anxiety levels had better
native-language skills and aptitude scores than those with high anxiety.

This does not imply that high-anxiety students had extremely low scores; but low-anxiety students had above-average or superior language skills. This study revealed that language-learning anxiety may be related to difficulty deciphering linguistic codes, particularly phonological.

Horwitz, Horwitz, and Cope (1986) explained three factors of foreign-language anxiety: communication apprehension, fear of negative social evaluation, and test anxiety (or fear of academic evaluation). Communication apprehension is common in students who may have mature and intelligent ideas, but not the vocabulary with which to express them or understand those of others. Students then may fear social evaluation because the inability to communicate their thoughts also impairs their ability to make the desired social impression. Finally, the fear of academic evaluation is awakened when a student is continually assessed by the teacher. Academic evaluation will always be a part of education, but some students experience much higher levels of anxiety related to this evaluation. These three components are seen as harmful to second-language acquisition.
Young (1991) identified six sources of language anxiety: personal and interpersonal, beliefs about language learning, instructor beliefs about language teaching, instructor-learner interaction, classroom procedures, and language testing.

The first identified source of anxiety, personal and interpersonal issues, is closely related to self-esteem. That is, students with low self-esteem have high anxiety levels, while those with high self-esteem have relatively low levels of anxiety (Krashen, Omaggioa, Terrell & Rardin as cited in Young, 1991). Worry about what peers think and the desire to please others may be found in learners with a negative self-image, often leading to heightened stress. In addition, students will experience anxiety if they perceive a low level of academic ability in themselves.

Krashen’s Monitor Model (1981) included what he termed an “affective filter,” a theoretical construct he proposed to explain that when learners are made to feel at ease, their “filters,” which block input, are lowered. Therefore, when they feel they are a part of the target-language group, their filters will also allow for more input because they perceive themselves as accepted and comfortable.

This will be especially true for those language learners seeking to become members of a different culture
or language group. Beliefs about language learning will also factor into the level of anxiety one has about one’s own success. For example, if a learner believes language is learned through translation and that it should be learned in a short amount of time, or believes that some students in the class are better learners than others, these beliefs will create a great fear of mistakes; this will, in turn, produce more anxiety and hinder the ability to learn language (Young, 1991).

The instructor’s own beliefs about how language should be taught will also affect a student’s level of anxiety and the ability to learn. For example, Seiber, O’Neil, and Tobias (1977) explained that “high trait anxiety, dependency and low self-esteem tend to develop when unreasonable demands for performance are made on a learner and no help or emotional support is given” (p. 37). In other words, if teachers are detached from their students, and assign an overload of work, anxiety will increase in students, resulting in lower productivity and effectiveness. Furthermore, Seiber at al. (1977) pointed out if students are punished for behavior or answers undesirable to the teacher, they will not produce anything better because they will be even more anxious than when they first arrived to the classroom. With
anxious students, it is more effective to give attention or positive reinforcement and feedback to help students modify their behavior or find correct solutions (Seiber, O’Neil, & Tobias, 1977).

Classroom Implications

When stress and anxiety are identified, teachers must quickly evaluate their methodologies and employ new strategies to alleviate student distress. The effects of anxiety on students can hamper their learning, or eventually lead to burn-out. In their study of anxiety in college students, Ganschow & Javorshy (1994) found 28 percent of students who were labeled high-anxiety got Fs Ds or withdrew from the class.

Teachers should create a low-anxiety environment in their classrooms and be sensitive to learners’ needs and fears. Teachers should assume the role of facilitator or guide, rather than dictator or authoritarian. “Instructors who had a good sense of humor and were friendly, relaxed and patient, who made students feel comfortable, and who encouraged students to speak out were cited as helpful in reducing foreign-language class anxiety” (Young, 1991, p. 432).

The procedures most likely to foster anxiety are alphabetical seating, presentations in front of the class,
oral reading, and randomly calling on students (Daly, 1991). Whenever there are pressures to perform, severe consequences for failure, and competitive comparisons among students, anxiety is aroused (Wigfield & Eccles, 1989). For students who are already anxious to begin with, a test or problem for which they are given a very limited amount of time to complete can have disastrous effects. During class lectures requiring note-taking, highly anxious students are not able to pay full attention because their thoughts are divided between the teacher and their own negative thoughts of self-doubt and fear or criticism. Students will miss important information presented in class because of their worry. Therefore, a lesson that is very structured and allows time for overview is beneficial for anxious students who may have missed or forgotten some portion of instruction (Seiber, O’Neil, & Tobias, 1977).

Teachers should teach relaxation techniques, discuss effective communication strategies and encourage students to write in a journal about their feelings (Horwitz, Horwitz, & Cope, 1986). This explicit instruction is invaluable to students and worth the time taken from specified curriculum. If students are severely affected by
stress, teachers should consider referring them to a counselor or learning specialist.

Several methodologies have been developed to soothe anxious students and help them feel at ease taking risks and rewarding them for doing so. Specific strategies teachers can use to combat anxiety are pair-work projects, language games, and other activities that meet the affective needs of a learner (Horwitz & Young, 1991). These increase student talk and comprehensible input. Other helpful ideas include the use of pictures for vocabulary, along with word-association with familiar grammar instruction—all of which appeal to the learner’s prior knowledge and automatically create a sense of comfort and understanding. The underlying principle to all these methods is creating interesting lessons, which go beyond book learning (Krashen, Omaggioa, Terrell, & Rardin as cited in Young, 1991). By increasing student interest, and therefore, motivation, pleasant emotions are aroused and anxiety is reduced.

Summary

The roots of anxiety are deep and varied. However, there is much an instructor can do to calm anxious students and create a caring and productive learning environment. Teachers should adopt measures to reduce
language anxiety and stress in their students, simultaneously developing self-esteem and motivation--two areas to be further studied in this project.

Self-Esteem in Language Learners

Self-esteem in language-learning is crucial. Research has shown that if students are not supported and do not feel accepted or confident, they lose motivation to learn. For those who have gathered the courage to enter a school in a country outside their native land, or learn a new language as adults, self-esteem may be especially critical.

The Definition of Self-Esteem

Self-esteem is how one feels about oneself. Moreover, self-esteem, or self-concept, is related to the level of anxiety a person feels. Students with low self-esteem, and therefore, high anxiety, believe they are of less worth than others, and feel incompetent in language, often expecting failure. Students with low self-esteem in language-learning situations are unable to express ideas in a way that is consistent with their self image (Foss, 1988).

Three parts of self-esteem were identified by Schumann (1978): **global** (overall assessment of one's
worth); specific (self-evaluation in various life situations); and task (self-evaluation in particular tasks). Teachers seem to recognize the value in building students' self-worth and pride in their work. If students are encouraged and feel confident, they will become less inhibited, fearful, and defensive, all of which must be lowered in order to enhance learning.

Self-Esteem and the Student

Students with high self-esteem tend to have good attitudes about school, and therefore more positive behavior in the classroom and acceptance by their peers (Cauley & Taylor, 1989). It is not clear whether self-esteem comes from achievement and popularity, or the other way around. However, the importance of school in the formulation of one’s concept of themselves is undoubtable.

According to a study by Hoge, Smit, and Hanson (1990), students' self-esteem is greatly influenced by their levels of satisfaction with school, their sense that classes were interesting and that teachers cared, and the feedback and grades they received from their teachers.

After studying questionnaire data from of 112 university students it was concluded that students with positive self-esteem also have confidence in their academic ability (Michie, Glachan, & Bray, 2001).
Additionally, if learners perceive the amount of work that has been invested is reflected in the grades they receive, they will typically have higher self-esteem and belief in their abilities. Regarding the differences between students who go directly to higher education after high school and “re-entry” students who enter higher education following a break after high school graduation, the latter typically had more confidence and less academic stress, despite the previously bad school experiences most “re-entry” students reported.

In a study of academic achievement, motivation, and self-concept, Leondari and Syngollitou (1998) found that while girls performed better than boys in academic achievement and task persistence, the girls had substantially lower self-esteem. The researchers suggested this may be because of the influence of implicit messages in the media and family and education that girls are somehow inferior to boys in education and should concentrate on other areas. Michie, Glachan, and Bray (2001) found the same dissimilarities in self-esteem between females and males in higher education. It is therefore imperative that instructors be sensitive to the disparity in self-esteem between genders, as well as to
their own perhaps unconscious biases and unequal treatment of the genders.

**Classroom Implications**

Canfield and Wells (1976) created a handbook for teachers to enhance students' self-concepts based on the belief that though attitudes about oneself begin to form from the very earliest experiences, there is still much that teachers can do to change students' perceptions of themselves. They pointed out that as adults most people remember the good and bad teachers they had who impacted them positively and negatively. It is possible to change self-concepts, although it may come slowly over a long time. To do so, Canfield and Wells maintained that to enhance self-esteem, efforts to change self-esteem should be aimed at the central beliefs of students, and teachers must emphasize connections between academic success and student strengths.

Teachers can have a profound effect on their students' perceptions of their own value and worth. Table 1 contains a list of methods teachers may employ to encourage self-esteem in students.
Table 1. Methods for Increasing Self-Esteem in Students

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<tbody>
<tr>
<td>1. Value and accept all pupils for the attempts as well as their accomplishments</td>
<td>7. Avoid destructive comparisons and competition; encourage self-improvement</td>
</tr>
<tr>
<td>2. Create a physically and psychologically safe environment for students</td>
<td>8. Accept a student even when his/her behavior or belief is unacceptable</td>
</tr>
<tr>
<td>3. Become aware of personal biases</td>
<td>9. Remember that self-esteem grows from success in the world and from being valued by important people in the environment</td>
</tr>
<tr>
<td>4. Make sure teaching procedures and grouping students are really necessary, not just a simple way to handle difficult situations</td>
<td>10. Encourage students to take responsibility for their choices and reactions to events</td>
</tr>
<tr>
<td>5. Make evaluation standards clear; help students evaluate their own work</td>
<td>11. Set up support groups</td>
</tr>
<tr>
<td></td>
<td>13. Highlight the value of different ethnic groups</td>
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</tbody>
</table>


Culture and Self-Esteem

In culturally diverse classrooms, which are becoming increasingly common in the United States, there is a demand for changes in education that reflect the values, culture, morals, ambitions, parental expectations, etc., of all students. Each student needs to feel supported and affirmed. As Siccone (1995) stated,

In order for [students] to develop a healthy sense of self, they need to experience
themselves as unique individuals who are accepted for who they are. They also need to feel that they belong, that they are important members of their families, their circle of friends, and their communities. (p. xv)

To encourage students to value themselves and their cultural backgrounds, teachers should incorporate exercises that focus on identity, which is the building block of self-esteem. Siccone (1995) proposed a model (Figure 1) that illustrates the different dimensions of one’s identity.

<table>
<thead>
<tr>
<th>Other Interdependence</th>
<th>Social Responsibility</th>
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<tbody>
<tr>
<td>Self Independence</td>
<td>Personal Responsibility</td>
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Figure 1. Siccone’s Model of Self-Esteem

Activities that conjoin identity and interdependence (culture, sharing and support), and personal responsibility (collaboration and contribution) not only help students with their own self-esteem levels, but also expand their view of connectedness with others (Siccone, 1995). An example of a classroom activity that incorporates these aspects is “Name Interviews” in which students must find a partner to interview about each
other's first and last names, making sure they are sitting facing each other "to enhance communication and sense of connection" (p. 14).

Self-esteem is actually an essential ingredient for successful living and achievement. Teachers are not only to make students feel good about themselves, but they are also to build self-esteem in students in order to equip them with real-world skills. Self-esteem involves relationships between oneself and the environment. In other words, what one believes about oneself determines how one relates to others (Siccone, 1995). If the goal of teachers is to prepare students for successful, responsible lives as adults, they must help them acquire healthy self-esteem. Furthermore, teachers must learn to enhance self-esteem in students if they want to foster attitudes of acceptance and cultural toleration.

Siccone (1995) suggested the use of student pen pals to develop self-esteem, kindness, compassion, and acceptance. These pen pals may be in distant countries or within a culturally diverse classroom. The purpose of writing to pen pals is to help students with various backgrounds see the things they have in common with each other, which in turn "humanizes" students who may have previously seemed different or strange.
The Humanistic Approach

In her book *Caring and Sharing in the Foreign Language Class* Moskowitz (1978) proposed the implementation of humanistic education to develop self-esteem in students. Humanistic education strives to create a warm, accepting climate as well as a feeling of closeness among students. This environment nurtures self-esteem and helps students focus on their strengths. Some of the key premises underlying humanistic education are that education should provide an environment that facilitates the achievement of each student’s full potential, that healthy relationships are conducive to learning, and that increasing one’s self-esteem enhances learning.

The activities and assignments used in humanistic education concentrate on intellectual as well as emotional growth, combining academic instruction with exercises aimed at discovering and appreciating one’s identity, supporting social interaction and relationships, and focusing on the positive attributes of each student.

For humanistic education to successfully increase students’ self-esteem and self-concept, teachers must build a climate of acceptance in the classroom. Moskowitz (1978) suggested particular steps instructors should take.
to create this kind of accepting environment. Teachers must emphasize the strengths of students, which then promotes a positive self-image. When students receive positive feedback from peers, they grow to perceive themselves as worthy persons and contributors to the class, and to society. Class activities should always be "low-risk"; that is, they should avoid threatening or overly personal themes that focus on negative experiences or ideas about themselves. Sharing activities are low-risk activities where feelings, experiences, interests, memories, daydreams, and fantasies are shared and discussed with other students, but always with a focus on positive themes.

For students to be successful in these activities, and therefore grow in self-esteem, teachers should be ready to offer help. Most often, English Language Development students will need supplemental vocabulary in order to express their ideas in sharing activities. In addition, successful and meaningful sharing stems from trust, which comes when students feel the teacher accepts all students and does not laugh at them or overly criticize their language errors. Another imperative is that teachers set ground rules in the classroom, clearly stating that every student will be listened to, put-downs
will not be tolerated, and students will have the option of passing on questions that are too personal for them to answer in front of class.

An example of a humanistic class exercise to accentuate a positive self-image is the "success story" (Moskowitz, 1978). In this activity, students brainstorm successful experiences from their lives and share a few of them with other students in small groups. Then students are asked to categorize these successes (for example, athletic, academic or relationships, etc.). Finally, students choose a success story to share with the entire class. Teachers may incorporate writing before or after the oral exercise for more practice with past tense and adjectives.

The humanistic approach to teaching accentuates each student's strengths and positive experiences so students feel affirmed and gradually more confident in future learning and working situations.

Summary

Self-esteem is not just a "touchy-feely" concept; it is a personal quality necessary for motivation, low anxiety levels, and ultimately, achievement. Good teachers incorporate strategies aimed at enhancing self-esteem and self-concept in students to help them find their strengths
and equip them to become responsible, contributing members of their communities.

Motivation and Foreign Language Learning

Students who learn a second language may not consider their learning enjoyable, or even particularly fascinating. However, studies have shown that anxiety, self-esteem, and motivation are all factors that influence success in language learning. The third affective factor under examination is that of motivation and foreign-language learning.

The Definition of Motivation

Motivation is "the impulse, emotion or desire that causes one to act in a certain way" (Diaz-Rico & Weed, 2002, p. 27). Motivation determines the extent to which students become active and involved in their learning. And, conversely, those students who are unmotivated and uninvolved will not fully develop their language-learning skills. Obviously, motivation is of great value to learning. But whence does motivation come? Perhaps motivation originates in the felt needs of individuals. When needs are not met, people feel disharmony or tension, which then leads them to seek a solution or fulfillment. Or, more drastically, if needs continue to be neglected,
people will give up completely and lose all motivation to resolve the problem of felt needs. There are several kinds of needs, of course, which may make it difficult for teachers to pinpoint how to appeal to a particular student. But one can attempt to find those needs language teachers will most likely to be encountered in language learners.

Types of Motivation

Usually motivation is thought of as either a trait or a state. When motivation is a trait, it is a permanent characteristic. In its state form, motivation is rather temporary, but able to be enhanced through good materials, or systems of reward and punishment (Tharp, 1989).

Gardner and Lambert (1972) identified two types of motivation, integrative and instrumental. Integrative motivation is the desire of a student to become a part of another culture or linguistic group, so that they are persuaded to do assignments to become a more successful group member. In contrast, instrumental motivation is the desire for some kind of advantage, be it social or economic standing. It should be noted that students driven by instrumental motivation still identify very closely with their own language and culture. There is no indication that either type of motivation produces better
results than the other. What is a predictor of success is the intensity with which students are motivated. That is, the amount of effort students are willing to invest will determine how successful they are at learning a language.

In a study of three high schools in America (French classes) and one in the Philippines (English classes), Gardner and Lambert (1959) used standardized tests combined with attitude and motivation measures to test the link between motivation and language learning. Their conclusion was that where there is an urgency to learn the second language. For example, in the Philippines, or with linguistic minority groups, instrumental motivation is more effective. On the other hand, where the language learning process is a form of enrichment, as in the case of foreign language programs, integrative motivation produces better results.

Though Gardner and Lambert concentrated on motivation and their research must be included in any discussion of that subject, there are those who disagree with their conclusions. Pierce (1995) argued that the term "motivation" does not convey the complex relationship of learners to a target language. In addition, she charged that second-language-acquisition theorists have yet to come up with a truly comprehensive explanation for how the
social world affects individual identity. Pierce studied immigrant women in Canada and their experiences as they learned the English language. Journals, questionnaires, and interviews were used to focus on the natural-language-learning experiences of these women in their "real-life" situations (i.e. home, work, community). Through this study Pierce realized language is part of one's identity, which is constantly changing; therefore, one cannot be placed strictly in one fixed category or another. The concept of learning language solely for integrative or instrumental purposes is unrealistic. She suggested that Gardner and Lambert's work did not address or include issues of power or identity that figure into language learning.

For example, language learners may appear unmotivated, quiet and anxious at one time, and then just the opposite at other times. The difference, says Pierce, may be due to hidden power relationships or social structures between speakers. Sometimes it is difficult to understand students' resistance to learning or practice, but teachers must realize students have complex histories and social issues that can help explain their occasional ambiguous or conflicting desires to use the target language.
In a similar attempt to that of Gardner and Lambert's to categorize motivation, Deci, Vallerand, Pelletier, and Ryan (1991) also found two basic types of motivation: internal and external. Internal, or intrinsic, motivation begins within the individual and is harmonious with the individual's perceptions of self and purpose. Students who are intrinsically motivated to learn are interested in the material at hand simply because they enjoy learning, or desire to be intellectually stimulated. On the other hand, external/extrinsic motivation moves individuals to act for reasons other than a real interest or internal desire.

There are three sub-categories for extrinsic motivation (Deci, Vallerand, Pelletier, & Ryan, 1991). The first is external regulation, which is the furthest from intrinsic motivation. This represents motivation stemming from simply getting a better job or some other reward. There is no real sense of interest in the subject; it is only a necessary rung to climb in order to achieve higher status or pay. The second class of extrinsic motivation is introjected regulation, where a student is motivated to do well in a class due to a deep fear of failure, rather than a real interest in the task. Finally, identified regulation is very close to intrinsic motivation because students do have an interest in the activity or subject,
but the action is not initiated by oneself, there is some external factor that motivates the individual to take part in the activity.

A student’s approach to learning is comprised of a combination of motive and strategy. Wong, Lin and Watkins (1996) proposed three such approaches: surface, deep, and achieving. Surface learning is based on fear, or extrinsic motivation, in which students expect some reward for good performance, and choose to learn in order to get ahead financially or socially. Deep learning is based on more intrinsic notions, involving interest and curiosity. The achieving approach is an additional source of motivation that does not correlate to the work of Gardner and Lambert. This third approach is based on ego-enhancement from visibly achieving recognition, for example, through high grades or teacher praise.

Sources of Motivation for Learning

Achievement motivation is apparent in people who work hard just for the sake of achieving excellence or attaining a high standard. Some students have an internal need for accomplishment even if there is no external reward. Some psychologists suggest this kind of motivation comes from family or cultural origins. If achievement is encouraged at home and provides room for children to solve
problems on their own early in life, they will develop this need for achievement (McClelland & Pilon, 1983).

The second major source of motivation most relevant for teachers and students is the need for self-determination, or choice. Many learners have a strong sense of control, and are threatened by those people or other outside influences that might take it away. To express the differences between self- and other-determination, deCharms (1976, 1983) used the metaphors origins and pawns. Origins are people who perceive themselves as the source of their intention to behave in a certain manner. Pawns see themselves as powerless and controlled participants in an activity. When students perceive that they are given individual freedom and can set their own goals for learning, they are more motivated and have higher self-esteem, which lead to better achievement scores on tests and class grades (deCharms, 1976).

There are other specific factors that will determine what kind of motivation drives students and to what extent. Genessee, Rogers, and Holobow (1983) studied learners older and younger than 25 years of age to determine if there were differences in motivation, and what factors related to success. They found differences in
factors relating to success between the two age groups. Most important for this project, the results showed that for the mature learners over the age of 25, ideas about the teacher's skills and attitude were predictive of success, while their perceptions of methods and materials, repetition and review were all predictors for a lack of success.

Arousing Motivation in Students

If motivation is such an integral factor in language learning, it is important for teachers to understand how it can be stimulated in students. There are three fundamental sets of motivational elements in the learning situation. The first is concerned with the course; the second, the teacher; and the third, the cooperative group.

The course-related set covers motivation stemming from teaching methods and tasks. Crookes and Schmidt (1991) also added the components of interest, relevance, expectancy, and satisfaction in the course. Interest in a course means it appeals to students' curiosity and desire to learn something. Students are also motivated when they find the course content relevant, or applicable, to their personal experience and purpose. Equally important is a learner's expectancy, or their view of how probably success in the course will be for them. Here it should be
noted that expectancy does not mean that courses should seem easy. In fact, Brehm and Self (1989) suggested motivation is aroused by perceived challenge. It is important for teachers to realize why students may be sensitive. Students will become overwhelmed and therefore, unmotivated even to try, should the challenge seem too great or impossible. However, it is often the case that people work harder when faced with a significant challenge. Finally, if students feel they will be satisfied with the course, either from extrinsic reward or from intrinsic enjoyment, they will be motivated to achieve.

The second set of motivational elements is teacher related. The personality and teaching style of the instructor, feedback from the teacher, and the relationships formed with students promote motivation. In this case, students are not only looking for an extrinsic reward for completing a task correctly, but are also moved by the intrinsic reward of acceptance and approval.

Finally, group-related motivation includes goal structures, group cohesion, reward systems, and goal orientation (McGroarty, 1993). Group work, or cooperative learning, can be a very powerful tool for motivating students. When this strategy is employed, goal orientation
helps to train groups to work together to define goals for learning. Next, goal structures are established within a group which promote positive attitudes and relationships with peers and the teacher. Once these goals and relationships are formed, group cohesion takes place. Extraordinary unity is possible, which is an important motivation factor (Dornyei, 1994). Because of the unity between group members, a desire arises to succeed and obey the rules of the group in order to please each other. A reward system, made without input or instruction from the teacher, is used to specify acceptable behaviors. This is the fourth motivational factor in a group-related situation because when a member deviates from the acceptable norm, the group punishes, or conversely, rewards appropriate and supportive actions.

Locke and Latham (1990) also found that students with clear, weighty goals perform better than those with nonspecific, easy goals. When learners set difficult goals, they are more likely to persist longer on a task because they perceive a challenge, which arouses their interest.

Summary

Though it is unknown which comes first, it is widely accepted that motivation and success go hand in hand.
Studies have shown the significance of motivation in language learning. It could very well be the most important factor in how well students learn language, and therefore, should receive a great deal of attention. Teachers must focus on student motivation so that it can be developed in those who have little, and enhanced in those who already possess much.

Attitudes of Language Learners

It is a commonly accepted notion that a student’s attitude will influence how well he or she performs in school, or in any other function. Language learning is no exception. The attitudes of language learners may have a great impact on their ability to acquire a second language. And while the connection between attitude and achievement may seem obvious and undeniable, researchers and educators in the field of second-language acquisition (SLA) have studied further the issues of what attitudes, specifically, affect language learning, where these attitudes come from, and what teachers can do to encourage positive attitudes in their pupils. Richard-Amato (1996) identified six different types of attitudes found in second-language learners, which include attitudes toward self, one’s first language, the target language, the
speakers of the target language, the teacher, and the classroom.

**Attitude Toward Self**

Attitude toward self is revealed when students ask themselves if they like themselves intellectually and socially. If students believe they have a strong mind and are liked by their peers they will be more likely to take risks in learning and to handle the sometimes humbling language learning experiences. For this reason, Moskowitz (1978) developed what she termed “humanistic techniques.” Humanistic teaching attempts to encourage personal growth and understanding while teaching aspects of normal English language learning curriculum. It is said to ease cultural fears by using interactive strategies to reduce tension and enhance academic achievement:

> When given the opportunity to talk about themselves in personally relevant ways, students tend to become much more motivated. The result is that they want to be able to express their feelings and ideas more in the target language. They want to communicate. When this happens, growth becomes a reciprocal process: enhancing personal growth in the foreign language. (Moskowitz, 1978, p. 235)

An activity Moskowitz recommends for this purpose is called “What Made Me Me” (p. 131). Students must think back to their earliest memories and recall the important positive experiences that influenced their personalities.
and personal growth. They should then write them up and share them in groups of four, where only one person is allowed to speak at a time, for four minutes at a time.

Teachers must remember that they are to educate and help students develop as whole persons. This is achieved through the use of humanistic teaching strategies that foster positive attitudes toward the self, which will, in turn, lead to a more positive learning environment and learning experiences.

**Attitudes Toward One’s First and Target Languages**

Attitudes toward language usually have their roots in students' experiences with those who speak those languages and the circumstances under which the languages must be spoken. For example, while some parents refuse to speak their native language in their homes for the sake of teaching their children English, the students suffer from a lack of understanding of their first language and culture, which are a part of their identities. When this happens, students may actually begin to resent learning English or they may be viewed as traitors by other members of their families or ethnic communities (Richard-Amato, 1996). In addition, if negative stereotypes are given to language learners, they may become stifled. These stereotypes can provoke negative reactions from students,
and encourage negative attitudes toward the language and culture.

**Attitudes Toward Target-Language Speakers**

Attitude toward those who speak the target language can also influence language acquisition. If students resent the people who speak the target language, they will be less likely to apply themselves to all the tasks necessary to learn a language. Aware of this correlation, Starkey and Osler (2001) focused on strategies to combat stereotyping when learning about a new language and culture. In their study, they found that typically language courses did not present issues of race and racism in any complexity; and that the materials and activities that are used only reinforced stereotypes of the target culture. After reviewing a given advanced French course, Starkey and Osler commended the program because it included a unit on multiculturalism in France, delving deeply into issues of racism and tension between the major and minor ethnicities within the country that are often ignored. However, close investigation of the exercises revealed that often the learning tasks reinforced stereotypes about minorities or negative ideas about immigration.
For example, in order to teach verb tenses, the sentence, "If immigrant families had spoken French on arrival, they would have adapted more easily to their new life," was used in spite of the fact that it infers immigrants were to blame for their lack of fluency in French, and their own difficulty adapting to their new environment. In order to avoid negative stereotypes, the researchers suggested the program would be improved if teachers spent more time "integrating the linguistic exercises so that they reinforced the socio-cultural content of the course rather than undermined it" (p. 328).

Inversely, if students perceive English speakers as friendly and admirable, they will be more eager to study and take part in class activities, which will usually lead to more efficient and expedient learning. This was shown in Matsui's study of Japanese women studying English (as cited in Kobayashi, 2002). After studying the completed questionnaires of over 300 Japanese high school females, she found that because they saw America as a country where they could experience freedom from gender inequality and because they idealized American white males, they were more likely than Japanese men to study English abroad in America.
Attitudes Toward Teacher and Classroom

One’s attitude toward the English teacher and the class are profoundly important. Because teachers and students may have different values and teaching methods in their respective cultures, the classroom can become a sensitive environment (Richard-Amato, 1996). Students can develop a lack of respect for their teachers shown, for example, when students refuse to participate in a game because they do not value competition in their own culture. A teacher may develop a distrust of students who see no problem with working together, while the teacher views it as cheating. It is, then, important that teachers discuss these cultural learning differences openly so that misunderstandings do not arise. Scarcella (1990) recommended four strategies to avoid miscommunication between teachers and students. First of all, instructors should encourage the development of friendship; secondly, emphasize commonalities; thirdly, create a place in which the experiences, capacities, interests and goals of every classroom member are simultaneously utilized for the benefit of all; and finally, teach all students how their communication styles might be misinterpreted (p. 104).

In addition to the importance of maintaining communication and respect between teachers and students,
there is another factor that affects learner attitudes in the classroom. A link has been established between autonomy and increased positive attitudes toward learning. A study of English-language students at a Hong Kong university showed that even students who had been taught with traditional, authoritative teachers, preferred learning autonomously (Chan, 2001). After studying surveys of 20 second-year language students, it became clear that these students felt they were entitled to be involved in selecting learning tasks and activities and to select course content. A large majority said they liked to be responsible for their own learning and assessment. If these students indicate a highly positive attitude toward learning autonomously, one can assume this would be the same, even more so perhaps, for students in countries which tend to highly value independence and individuality.

Summary

Though perhaps intuitively teachers have realized that the attitudes of their students determined achievement, they may not have recognized how various those attitudes were or from where they came. But most importantly for teachers is the fact they themselves have the ability to influence students' attitudes, for better or worse. Students may bring attitudes with them to the
classroom, but teachers are capable of shaping students’ attitudes through their own relationships and teaching strategies. Attitudes can change.

Self-Directed Learning

In each section of this project thus far, a commonality has surfaced. To reduce anxiety, to promote healthy self-esteem, to motivate learners, and to encourage positive learner attitudes, one particular method of teaching is necessary. That is the kind of teaching that is engaging and interesting; not just involving book learning, but authentic, experiential learning that students find interesting and personally relevant. Instruction of this kind is commonly referred to as “self-directed” or “autonomous” learning. Studies on self-directed learning reveal an increase in productivity, higher motivation, and lower stress (Gardner & McIntyre, 1991).

Definition of Self-Directed Learning

When the student is autonomous, learning builds on experience, is internally motivated, and is task-and-problem-centered, rather than referent-centered. This kind of instruction allows for student choice, and for students to become their own teachers, while the
person in the traditional teacher role becomes a guide or facilitator to provide advice and resources for students in their educational journey.

Autonomy and motivation are very closely linked. Students who are encouraged to become autonomous learners are more likely to become intrinsically motivated to learn a particular subject because they are allowed to choose a focus that interests them. In addition, self-directed learners perceive that control over their academic achievement is located internally (Fazey & Fazey, 2001). This is significant because students who perceive an external locus of control over their academic success tend to be less motivated.

In language classes, students claim to feel more comfortable and determined when their reasons for learning a language are internalized. According to Noels, Pelletier, Clement, and Vallerand (2000) this pattern may suggest that students who are allowed to learn a language in an autonomous situation in which teachers give regular and productive feedback will feel more competent and thus find language studies more pleasurable. Additionally, students will feel less anxious in their studies and be less likely to give up.
However, teachers of English learners must remember that not every culture values independence as do Americans. In her study of successful Korean business women, Yoonkyeong (1999) noticed that though her subjects could be characterized as self-directed learners, the emphasis in their learning processes was quite different from that American education. Rather than focusing on personal development or interests, most Korean subjects noted that their personal education goals were focused on serving their communities. Korean students do not usually worry about, and do not desire, becoming independent from family and mentors. In fact, Korean students are willing to be interdependent as well as independent and autonomous. For students who come from cultures who value interdependence and community, self-directed learning should help them work toward goals that center around other learners and their community. Teachers must also allow students to become learning resources for each other. Yoonkyeong also recommended that educators urge self-directed learners to think in terms of how to benefit a group of others and to explore other contexts and conditions outside their own.
Self-Directed Learning for Adults

Literature promoting the use of self-directed learning in adult education is ubiquitous. In fact, Candy (1990) declared, “the notion of self-direction has attained something of a cult status in the literature of adult education,” explaining that self-directed learning has become a central theory and practice everywhere in adult education. Therefore, the question is not whether self-directed learning is good for adults, but exactly how, or to what extent, it should be implemented.

Rather than adults taking complete responsibility for every aspect of their education, Garrison (1992) argued that education should remain a collaborative process between the teacher and student. If students have control over absolutely everything, including the learning content, purpose, evaluative criteria and methods, why do they even have an instructor? In fact, when teaching adults, learners may demand that the teacher “teach” (Nuckles, 2002). Thus it is important for teachers first, not to force unfamiliar methods on students; and second, to remember always to be available to adult students to provide guidance and information that will aid learners in their choices. Self-directed learning does not mean students should simply follow their own will and
intuition. In other words, self-directed learning does not mean self-directed teaching.

To reinforce the notion of collaboration in self-directed learning, Garrison (1992) explained that knowledge is created in collaboration with others. People learn by reading works by "authorities" on various subjects and through discussion with one another. Therefore, learners should not be isolated. On the other hand, in order to develop more meaningful, long-lasting learning, students may be individually responsible for making meaning of knowledge. Learners must make their own critical assessments of information and lesson content. This is where self-direction lies.

Finally, educators must remember the close connection between self-directed learning and humanistic education which values students as whole persons who deserve to be treated respectfully (Nuckles, 2002). Educators who employ the use of self-directed learning techniques recognize student individuality. Because of individual differences, student-centered instruction gives learners options and opportunities to make decisions so they are not coerced in every aspect of their education.
Implications for Teachers

Unfortunately, the portrait of modern education as boring, unchallenging, and alienating is often all too true. To help students become more successful, autonomous learners, teachers must first make information relevant and personal for students. This will be achieved when students practice self-evaluation, time and workload management, and choice of learning strategies (Fazey & Fazey, 2001).

A fine example of self-directed learning is found in the “Harvard Project Zero,” studied in depth by Yair (2000). This and other “multiple intelligence schools” are founded on authenticity, autonomy, and challenging activities. Their premise is that these features will appeal to students’ sense of accomplishment and intrinsic motivation. Yair believed all other educational institutions should follow suit, incorporating instructional diversity, flexibility, and intellectual demand.

To be a good student-centered teacher, according to Nuckles (2002), must have a high level of content mastery in order to not only achieve the objectives of the subject but also to meet the needs and concerns of the individuals in their classes. In addition, student-centered teachers
must regularly assess their own practices and methods be
good models of necessary skills and appropriate attitudes
for self-directed learning.

Teachers must keep in mind that adult learners have a
mission in life; and that learning, therefore, must
support and drive that mission. Kroth and Boverie (2000)
proposed that self-directed learning is the best strategy
for helping students as they attempt to answer the
question, “Why am I?”

...educators can improve the learning process
for adults by providing the means for them to
understand how their life mission relates to the
learning topic... (p. 142)

This linkage would increase the learner’s
self-direction, helping the learner to make meaningful
learning choices and maximizing motivation (p. 142).

Need for Self-Directed Learning

American culture values independence and autonomy,
and businesses seek to employ persons who embody these
characteristics. In a speech presented to Arthur
Andersen’s Global Conference (1999), Egol, the company’s
managing director, spoke of the necessity for transforming
education in the 21st century. He argued that the
Information Age is so fundamentally different than the
Industrial Age that existing education cannot meet the
demands of the pace at which change now occurs. Complexity and uncertainty have increased along with the speed of change. Therefore, students cannot be taught just about facts and ideas; they must be empowered to manage changing information and to make decisions. Rather than teaching students as if they were robots learning a set of buttons, education must give them the ability to find possibilities for both problems and positive opportunities. According to Egol, this kind of education and empowerment is possible only when students are taught “how to learn, how to think creatively, and how to access each other’s knowledge. That requires learning skills, social skills, and personal responsibility for one’s learning.” (Egol, 1999, p. 487)

Similarly, Ausburn (2002) claimed that the phenomenon of mass customization, with its emphasis on personalized service and choice, self-direction, and individualization has affected education. Students want to be assured that they get exactly what they want, and that the education will help them the most after school.

Summary

Self-directed learning has the potential to meet many of the affective learning needs of students, including reduction of anxiety, and increasing self-esteem, motivation, and attitude. It can reduce stress, build
confidence, and encourage more positive attitudes. One must wonder how different education (and schools' detention halls) would be if educators employed self-directed learning strategies. Moreover, learning autonomously is good for all stages and ages of learners. Perhaps it is because it appeals to the innate need of all people for free will and allows learners to use their own unique learning styles. For whatever reasons, self-directed learning can better prepare students for future endeavors in academics and the workplace.
CHAPTER THREE

MODEL FOR THE USE OF SELF-DIRECTED LEARNING AND AFFECTIVE FACTORS AND USE OF SELF-DIRECTED LEARNING FOR ENGLISH LEARNERS

A Second Look at Siccone’s Model

A theoretical framework is needed that combines the key concepts about affective learning and relates them to one another. This project has focused on the emotional and psychological factors of language-learning anxiety, self-esteem, motivation, and attitudes, and how these are modified when self-directed learning is used as an instructional strategy. A graphic depiction of the interrelation of these terms would facilitate understanding of the underlying principles.

Siccone’s model (1995) is a good starting point. This model, shown in Figure 2, is comprised of quadrants relating the dimensions of self and others to the internal and external dimensions of action. This model was also discussed in the “Self-Esteem” section of Chapter Two. Siccone’s model demonstrates the four aspects of one’s self-esteem: interdependence, and independence, social responsibility, and personal responsibility.


Figure 2. Model of Self-Esteem

This model is a good starting point for integrating the key terms of this project because it focuses on the various aspects of the self. It takes into account that all people are complex in identity and there are numerous variables that contribute to one’s self-esteem. However, because the variables studied in this project are affective and relate to only the self, the revised version of the model will show these terms only in the quadrant relating to “Self.”

Using Self-Directed Learning to Modify Levels of Self-Esteem

As discussed in Chapter Two, self-directed learning can be used to enhance self-esteem, motivation, and language-learning attitudes, while decreasing levels of learning anxiety. For any model to represent these effects, it must be assumed that each of these components—self-esteem (including cultural self-esteem), motivation, attitude, and learning anxiety—can be altered
in a language learner. In Figure 2, these four components are depicted as registering at an arbitrary level. Figure 3 shows these same components as they might register after the use of self-directed learning. These affective variables are located in the “Self/Experience” quadrant of Siccone’s model.


Figure 3. Normal Levels of Affective Learning Factors

After self-directed learning is employed, affective learning factors are modified. As Figure 4 shows, self-esteem and motivation is increased, attitudes toward learning a new language are enhanced and language learning anxiety is dramatically decreased.
First of all, the variable of self-esteem (a) is depicted in Figure 3 at a relatively low level. Traditional teaching strategies do not seek to build a students' self-esteem level, and can even do harm to it, as discussed in Chapter Two. In the language-learning classroom, teachers can easily offend or hurt students in their personal mannerisms or their lesson plans.

However, an advantage of self-directed learning is that it allows students more choices in their learning and enhances the feeling of responsibility and authority. There are fewer opportunities for misunderstanding or hurt feelings between teacher and student as well. Therefore,
Figure 4 depicts an enhanced self-esteem in language-learning students after self-directed learning is used.

The component of motivation (b) in Figure 3 is also depicted at a relatively low level. This is because traditional teaching strategies tend to work well only for students who are already highly motivated. Students are not allowed any say in what they will study or who they will study it. Therefore, motivation is not normally engaged.

The component of motivation in Figure 4, however, is depicted at a higher level because self-directed learning is intended to bring about higher levels of motivation in students. When students are allowed to take more responsibility and are able to make more choices in learning that reflect their interests and strengths, they become much more motivated in language-learning classes.

The third component, language-learning attitude (c), is depicted in Figure 3 as relatively low because students do not tend to be enthusiastic about learning something that is dictated to them, using strategies that are not beneficial to them. When self-directed learning is allowed, students are much happier and enthusiastic, as they feel they have some autonomy and are in charge of
what they learn. Therefore, language-learning attitude is shown at a much higher level in Figure 4.

Finally, the component of language-learning anxiety is addressed. Oftentimes in traditional classrooms students become nervous and suffer from much stress. Figure 3 depicts this state of anxiety (d). However, self-directed learning is proven to reduce levels of anxiety in language learners because there is less pressure from teachers on students, and students can choose the learning strategies with which they are most comfortable, which Figure 4 clearly shows.

Summary

By adapting a model from that of Siccone's (1995), one can see that the various affective factors of language learning are relating to the self and can be modified through the use of self-directed learning strategies. The adapted model shows that self-directed learning can raise self-esteem and levels of motivation and positive attitudes, and lower levels of anxiety.
Thus far, this project has reported findings after a review of the literature about self-directed learning and the affective factors of language learning. It has also proposed a model of how each of the key terms relate to one another. The purpose of this chapter is to show how self-directed learning strategies can be incorporated into the regular practice of teaching.

To do so, lesson plans have been designed that demonstrate how self-directed learning may be used in a language class. These lessons have a connection between the subject matter and the affective factors of learning. Therefore, in this chapter, Table 2 shows which of the key terms of this project is addressed or connected to each of the lesson plans provided in the appendix.

The left-most column in the table displays the key concepts of this project. Then, the remaining columns display the lesson plans in a unit on diversity and tolerance. An “X” in the box indicates which of the concepts is connected to which of the lessons.
Table 2. Connections between Key Concepts and Lesson Plans

<table>
<thead>
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<th>Key Concept</th>
<th>Lesson One</th>
<th>Lesson Two</th>
<th>Lesson Three</th>
<th>Lesson Four</th>
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<td>Self-Directed Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

As the table shows, each lesson in the unit Cultural Diversity in Southern California addresses at least one of the affective factors of learning and includes self-directed learning strategies. The first lesson attempts to lessen students' potential anxieties because group work is allowed. Students are less anxious when they are able to collaborate with another student. Lesson One also promotes healthy self-esteem in the warm-up when students are encouraged to share with the class their own cultures, religions, and ethnicities. Designated class time to discuss such matters indirectly tells students that these are valuable aspects of a person and worth discussing. Positive attitudes are encouraged when students complete the Attitudes Survey in Lesson One. Students will have better attitudes through the unit knowing they are free to
express their opinions and because this provides an opportunity for the class to discuss why some people have negative attitudes and how to change them. Finally, because students are allowed to choose a vocabulary word to illustrate and they, not the teacher, are responsible for teaching the word to the class, there is a limited amount of self-directed learning in Lesson One.

In Lesson Two, group work is also promoted, thereby lowering anxiety levels. In addition, students' potential anxieties are lessened when there are clear directions. In this lesson, there are concise, typed copies of step-by-step directions for each student as well as a typed list of organizations students may research on the Internet. Students are less anxious in language learning situations if they know exactly what is required and are not left guessing at how to achieve a good grade or approval from the teacher. Students analyze their own motivations when they are required to tell why they chose the organizations they researched. Lesson Two also includes self-directed learning strategies with the use of a K-W-L chart, the opportunity for students to choose which organizations to research, and the opportunity for students to teach each other about the organizations they
researched. This places the teacher in the role of "guide" rather than the "lecturer."

Group work and clear expectations are, again, an important part of Lesson Three. Students work in pairs to develop a professional business letter. To do so, they are shown an example of a business letter as a model for their letters, typed copies of guidelines as they compose the content of their letters, and a clear checklist of things they must include in their letter so that few questions are left in the minds of students about the requirements. However, although those instructions are detailed, students are allowed some autonomy as they are able to choose which organization they would like to invite to come to the class.

Lesson Four enhances self-esteem through discussion of cultural events--those students already know about from their own backgrounds and those they have attended involving other cultures. Students are able to talk freely about their reactions to those events. Learning anxiety is lowered with the use of group work and clear expectations. Additionally, learning is self-directed when they are able to research events on their own using the Internet during this lesson. Again, the information is coming not only from the teacher; students are expected to find it for
themselves. Finally, students must analyze their attitudes after visiting cultural, religious, or ethnic events that are outside their own backgrounds.

Healthy self-esteem is an important aspect of Lesson Five. Students are shown quotes that reflect positive, inclusive statements about multiculturalism. A discussion follows about the symbol of the American Tapestry and how to promote acceptance among people in America. This will help students realize they are considered an important part of American society and that they have the power to affect other people. As usual, students are grouped together in their work and there are clear expectations for the lesson, which serve to lower learning anxiety. Each student is given a checklist for the graphic organizer they must make and models of different kinds of graphic organizers. Students will have many ideas and examples to help them plan for their own work. At the same time, they are allowed freedom to use any model they prefer; or they may create their own, original model to demonstrate their concepts. Another self-directed learning strategy is the opportunity for students to teach the class when they present their graphic organizers.

Lastly, Lesson Six begins with a brainstorming session of the concepts that have been learned in the
unit. This activity helps to alleviate student anxieties because it gives them a base from which to start for their projects. In addition, students are allowed to work in pairs on their projects, and copies of a detailed rubric for their presentations also helps to guide students.

Self-directed learning is promoted through the ability of students to choose with whom they will work, to make a unique and creative Power Point presentation, and to choose which culture(s) they will feature in their presentation.

The unit, "Cultural Diversity in Southern California," located in Appendix A, demonstrates that self-directed learning is practical and easy for teachers to implement in their teaching. It allows students greater freedom to explore for themselves. Teachers set guidelines and help students learn about strategies they may use, but the learning and meaning-making is left up to the students themselves. As shown in this lesson, self-directed learning makes a subject such as cultural diversity more meaningful and real for students, so that while they are learning English language skills, they also learn about material that is relevant to their lives.
CHAPTER FIVE

ASSESSMENT

The extent to which self-directed learning strategies are successful is documented through the use of assessment after each lesson. In self-directed learning, assessments will often be of oneself or of one's work. Several of these self-assessments can be found at the end of the lessons in the "Cultural Diversity in Southern California" unit located in Appendix A.

As mentioned before in Chapter Two, students are more motivated, are less anxious, and have better attitudes in the language classroom when they feel they have more control over their own achievement. Moreover, if students are given a list of requirements before the assignment is started, students will do a better job in their work and assess their work more accurately. Therefore, assessment is key to student success as well as measuring how well self-directed learning works in the classroom.

One example of an assessment of the affective factors of learning within a self-directed learning unit is found in Lesson One. Near the beginning of the lesson, students complete an Attitudes Survey about statements which reflect the content of the unit. This gives students an
opportunity to explore their own attitudes and to discuss why such attitudes exist, and how negative attitudes might be changed.

Lesson Two includes two more assessments. The first, a "K-W-L" chart, is founded in the theory of self-directed learning. At the beginning of the lesson, students assess what they already know about the subject matter, then concentrate on what they would like to learn in the lesson; and finally, they list the new things they learned by the end of the lesson. Students are allowed to figure out what they want to learn and then evaluate whether they learned it or not, rather than have a teacher test them on the material. The second assessment is an informal evaluation of individual motivation when choosing which organizations they would like to research. Students must explain what motivated them to research particular organizations rather than others on the list.

In Lesson Three, working partners are given a checklist to guide them through their work and, finally, to assess whether they have included all the necessary requirements in their assignment. Likewise, Lesson Four includes a team assessment of their final product. This is a relatively objective way of showing students what caliber of work they are creating.
In addition to a checklist, Lesson Four also provides an opportunity for students to visit a cultural event and assess their attitudes during the visit. Students must write a concise journal entry to describe their thoughts and feelings about what they observed or did at the event. If the unit has been truly successful in promoting tolerance among students, this will be revealed in the essay.

Lesson Five includes a checklist self-assessment for the graphic organizer students must create to demonstrate the similarities and differences between two cultures. This ensures that students know what is expected of them and can evaluate their work by themselves. The success of lesson objectives will be demonstrated when students are able to identify and include the required elements of this assignment.

The last lesson has a comprehensive assessment which requires a Power Point presentation that will be graded with the use of a rubric given to the students before they begin the project. This assessment will document that self-directed learning helps motivate students because although they are given guidelines for their work, they must show the ability to choose the focus for their study and to develop a creative piece of work within the
established guidelines. Showing the students the standard by which all projects will be graded also proves effective for promoting students' learning and achievement. But in addition to a project that should demonstrates what was learned throughout the course of the unit, students will complete an assessment of the affective factors tied to the content and activities in the unit. Students will complete a survey of their feelings about themselves during the lessons, their attitudes toward the content, and their levels of anxiety and motivation. Not only does this send a message to students that their feelings are important, but it will also help students make connections between strategies and activities that help them and those that do not work for them. In addition, it will help the teacher assess whether the content of the lesson was meaningful and absorbing to students and how the content, activities and strategies affected students' emotionally.

Thus, on-going assessments throughout this unit will show that as students learn on their own with a teacher as a guide, they will have more positive emotional experiences. As the unit demonstrates, self-directed learning offers more opportunities for students to control their own learning and to develop more positive attitudes,
higher self-esteem, greater motivation, and lower levels of anxiety.
APPENDIX

CULTURAL DIVERSITY IN SOUTHERN CALIFORNIA
LIST OF LESSONS

Lesson One: Metaphors for Diversity ....................... 75
Lesson Two: Diverse Community Organizations ............ 85
Lesson Three: Inviting Guest Speakers .................... 90
Lesson Four: Community Events ............................. 95
Lesson Five: Comparing and Contrasting Cultures ...... 99
Lesson Six: Reflections on Our Diverse Community ...... 105
Lesson One: Metaphors for Diversity

Level: Adult Intermediate High

Unit Objectives: Learners will demonstrate an awareness, tolerance and acceptance of community diversity; learners will develop healthy self-esteem about one's own culture.

Lesson Objectives: Students will see the melting pot and salad bowl metaphors for America; students will be introduced to the topic of unit (covered in six lessons).

Language Objectives: Students will discuss cultural diversity in America and the importance of tolerance; learners will analyze vocabulary associated with racial issues.

Time Frame: 75-minute class period

Materials: Dictionaries
  White Paper
  Colored Pencils
  Focus Sheets 1-6
  Task Sheet 1
  Assessment Sheet 1

Warm-Up: The teacher will show pictures related to cultural diversity (Focus Sheets 1 and 2). Students will discuss the diverse cultures in America and give students an opportunity to talk about their own cultures, religions, ethnicities, etc. The teacher will show Focus Sheets 3 and 4; discuss the difference between the melting pot and salad bowl analogies; discuss the importance of tolerance and understanding of diverse cultures; and give Task Sheet 1, an Attitudes Survey, to fill out and discuss.

Task Chain: Analyze Vocabulary
  1. Teacher will put up list of vocabulary words (Focus Sheet 5); explain that these are terms that are often used in discussions of diversity and will be seen a lot in their studies.
2. Teacher will group students into pairs and allow each team to choose one of the words from the list.

3. Teacher will give each team a sheet of white paper, colored markers, and a dictionary.

4. Students will find and copy the definition of the word at the top of the paper, then draw a picture that demonstrates the meaning of the word, and finally, come up with a sentence of their own using the new vocabulary word.

5. Finally, in groups students will show their work to the class, explaining each vocabulary word; as the presentations are being made, students will take notes so that each person has a complete list of definitions for the vocabulary.

Assessment: Teacher will use Assessment Sheet 1, a short quiz in which students explain connections between vocabulary words.

Follow-Up Note: Teacher will inform students they will have a project at the end of the unit that will require information from several sources. Teacher will tell them that they should save all brochures, notes, pictures, pamphlets they can from the places they visit and the people they talk to.

Task Chain: Create new metaphors

1. Students will work together to create a new metaphor for how they think diversity in American should be conceptualized.

2. Students will use art supplies to illustrate the metaphor.

3. Students will then share their metaphors with the rest of class and explain why it is a good metaphor for American cultural diversity.
Multi-Level Adaptation:

Struggling Students
1. Students can simply explain the vocabulary in their own words or act it out, rather than use it in a sentence.
2. In the assessment, students may explain each word rather than answer the questions.

Advanced Learners
1. Students may use the new vocabulary in original sentences that describe the metaphors.
Focus Sheet 1
Multiculturalism
Focus Sheet 2

Why Should We Celebrate Diversity?
Focus Sheet 3

America: The Melting Pot
Focus Sheet 4

America: The Salad Bowl
Task Sheet 1

My Attitudes About Diversity

Directions: Write A for “agree” or D for “disagree” on the lines for each of the following statements.

_____ I think it is hard to understand and communicate with so many different kinds of people in America.

_____ I think most people in America don’t understand my culture.

_____ I think many people are prejudiced against my culture.

_____ I would like to learn about other races, cultures and religions.

_____ It is not important to learn about other races, cultures or religions as long as you already understand your own.

_____ America is a very tolerant and accepting country.

_____ Multiculturalism makes a lot of problems in America.

_____ It is better for a country to have people that are all the same than to have many different kinds of people.

_____ It is helpful to learn about cultural, religious and ethnic organizations in southern California.

_____ Learning about diversity in America will help me to learn English better.

_____ Learning about diversity will help me to live a better life in America.

_____ Learning about diversity will help me to get/keep a good job in America.
Task Sheet 2

Vocabulary

prejudice
harassment
judgment
values
diversity
ethnicity
multicultural
ethnocentric
racism
equality
respect
justice
discrimination
culture
Assessment Sheet 1

Vocabulary Connections

Directions: Finish the sentences below by telling how the words are alike or are connected to each other. Each number is worth three points.

1. Judgment and prejudice because they come from the root word, _____________.
   Judgment means __________________________.
   Prejudice means __________________________.

2. Racism and being ethnocentric are similar because _____________________________.

3. Diversity and multiculturalism are similar because _____________________________.

4. Discrimination and harassment are similar because _____________________________.

5. Culture and ethnicity are related because _____________________________.

6. Inequality would be an injustice because _____________________________.

7. If I respect a person’s values, how will I act?
   ____________________________________________.
Lesson Two: Diverse Community Organizations

Lesson Objectives: Students will research the organizations in the community that meet the needs of our varied population.

Language Objectives: Students will use the Internet for research; they will read for important information about particular local organizations; take notes; plan and share information with a partner; give presentations to the class.

Time Frame: 75-minute class period

Materials: Notebook Paper
   Pencils
   Computers with Internet access
   Task Sheet 1
   Focus Sheets 1, 2

Warm-Up: 1. Students will use a K-W-L chart (Task Sheet 1) for organizations for diverse cultures in the community, starting with “What I Know,” soliciting information from students about any organizations they are aware of already and then filling in “What I Want to Learn” by brainstorming questions about organization they would like to find. The “What I Learned” section of the chart will be left for the end of the activity.

Task Chain: Research
   1. Teacher will pair up students.
   2. The teacher will give each pair a copied list of organization websites (Focus Sheet 1) and a set of directions (Focus Sheet 2), which outline exactly what information they must find and take notes on.
   3. Students will choose which organization they are interested in researching, one pair per website.
   4. The teacher will read directions with students. Note that students must research the website they choose from the list, and they must also find another organization to research and take notes on; in addition, they must explain why they chose the organizations
they researched and tell what motivated them to learn about those organizations.

Task Chain: Presentation
1. After students have performed research on the Internet, pairs of students will take turns telling the class about the organizations they found and why they chose them.

Self-Assessment: 1. Students will fill in "What I Learned" in their K-W-L chart about the organizations they found themselves and the information presented by other groups in class.

Multi-Level Adaptation:

Struggling Students
1. Students may only have to research one organization, to allow for more time.
2. Teachers may make copies of another student’s notes for struggling students, so that they can concentrate on listening to speakers without being distracted by note-taking.

Advanced Learners
1. Students may research more than one organization if they move through the research quickly.
<table>
<thead>
<tr>
<th>Task Sheet 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I Know</strong></td>
</tr>
<tr>
<td>K</td>
</tr>
</tbody>
</table>

87
Focus Sheet 1

Organization Websites

1. Institute for Global Communications (IGC): www.antiracismnet.org
2. Search to Involve Philippine Americans: www.esipa.org
3. Afrolatino Connection: afrolatino.org
4. Upwardly Global: www.upwardlyglobal.org
5. The National Conference for Community and Justice: www.nccj.org
6. California Minority Counsel Program: www.cmcp.org
7. Capitol Unity Council: www.cunity.org
8. California Tomorrow: www.californiatomorrow.org
9. Latino Coalition for a Healthy California: www.lchc.org
10. Korean American Coalition: www.kac83.org
Focus Sheet 2

Internet Research Directions

1. Go online to find information about the organization you choose from the list AND another local organization.

2. You must take notes on the following information for each organization:

   * The full title (and any abbreviations or acronyms)
   * Where the organization is located and where meetings are held
   * When the organization was begun and who started it
   * The purpose or mission of the organization
   * Which ethnic, cultural or religious groups the organization is intended for
   * What activities the organization sponsors
   * The telephone number and/or mailing address
   * Who is the president or leader of the organization
   * Any other information you think is important

3. You must write down what motivated you to choose the organizations you researched, and be prepared to explain to the class why you chose those groups.
Lesson Three: Inviting Guest Speakers

Lesson Objectives: Students will invite a spokesperson from each researched organization or leader of a group to speak to the class.

Language Objectives: Students will study the format of a professional/business letter and read an example; discuss and negotiate in pairs to write letters to the researched organizations; type letters using word processing; address envelopes to those organizations.

Time Frame: 75-minute class period

Materials: Computers with word processing programs
White typing paper
Notebook paper
Business envelopes
Postal Stamps
Focus Sheets 1, 2
Assessment Sheet 1

Warm-Up: Teachers will engage class in a discussion about Which organizations they are most interested in and why (specifically, what details about the organization appeals to them). Students will list their favorite organizations, so that the total number of organizations listed amounts to half of the class size (because students will be working in pairs).

Task Chain 1: Study business letter model
1. In the same pairs that worked together to research the organizations, students will choose which organization they would be interested in inviting to class.
2. Teachers will give each student an example of a business letter (Focus Sheet 1) and read it together. With a copy of this letter on a transparency, teachers will go back through the letter and label each part of the letter (i.e. heading, inside address, salutation, body, closing and signature); give tips on how to write a letter of invitation or inquiry (Focus Sheet 2).
Task Chain 2: Write a letter of invitation
1. Students will work together to write a rough draft of their letters of invitation. Students will bring rough drafts to teacher for any necessary revisions.
2. Students will move to a computer to word process the letter, using spell- and grammar-check. When the typing and editing is done, students will print out the document, address and stamp an envelope. Teacher will do final assessment and mailing of the letters.

Assessment: See Checklist (Assessment Sheet 3)

Multi-Level Adaptation:

Struggling Students
1. Students may brainstorm as a class common words and phrases used in business letters and letters of invitation.

Advanced Students
1. Put advanced in charge of peer editing the letters.
Katherine Kendricks  
Hendricks & Lewis  
2675 First Interstate Center  
Seattle, WA 98104

Dear Ms. Hendricks:

I am currently a student at Evanston Township High School in Evanston, Illinois, and plan to spend the summer with family in the Seattle area. I am interested in pursuing a career as an attorney and believe that working at Hendricks and Lewis would greatly enhance my understanding of an attorney's life and work.

I understand that your firm will have an opening this summer for a full-time receptionist. I would appreciate your sending me an application, a list of any preparatory requirements for the position, and information regarding your firm. Enclosed you will find a resume of my past work experience and relevant courses I have taken in school. I would also be happy to meet with you in late June for an interview.

Thank you for your consideration. I look forward to meeting you and learning more about your firm.

Respectfully,

Christian Garcia
Focus Sheet 2

Letter of Inquiry or Invitation

* Be brief.
* State your request clearly.
* Give reasons for your request.
* Make your request specific (when and where) and reasonable.
* Include your phone number or a self-addressed, stamped return envelope.
### Assessment Sheet 1

**Business Letter Checklist**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 pts.</td>
<td>Letter contains a heading, inside address, salutation, body, closing and signatures</td>
</tr>
<tr>
<td>20 pts.</td>
<td>Letter clearly explains what we are doing in this class, and why you would like the organization’s spokesperson to visit</td>
</tr>
<tr>
<td>20 pts.</td>
<td>Letter is specific and provides a way for someone from the organization to contact us</td>
</tr>
<tr>
<td>10 pts.</td>
<td>Letter is absent of spelling and grammar errors</td>
</tr>
<tr>
<td>10 pts.</td>
<td>Business envelope is addressed neatly and stamped</td>
</tr>
</tbody>
</table>

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**Total Score**

90 pts.
Lesson Four: Community Events

Lesson Objectives: Students will research community events that foster diversity.

Language Objectives: Students will use the Internet, newspapers and magazines and notes from guest speakers to find information about community events; incorporate information into a calendar of events; collaborate with a partner to share information.

Time Frame: 75-minute class period

Materials: Computers with Internet access
L.A. Times Calendar Magazine
Local newspapers and events publications
Notebook paper
Poster Board
Markers
Focus Sheet 1
Assessment Sheet 1

Warm-Up: Teachers will ask students if they have ever been to an event that celebrates a particular culture. Teachers will also discuss events sponsored by their own cultures; discuss what occurred at those events, and what they thought about them and how it made them; discuss why these events might be important or helpful.

Task Chain 1: Find information about community events
1. Students will choose different partners. Each pair of students will receive a set of directions for researching community events (Focus Sheet 1) and a checklist for their final product.
2. Students may research for about 45 minutes using the computer, speaker notes and outside resources provided by the teacher. Students will take notes as they research.

Task Chain 2: Create a calendar for community events
1. Students will compile all their information and create a Calendar of Events, listing at least 10 events that foster diversity throughout the year. These calendars will be posted around the classroom.
Assessment: See Checklist (Assessment Sheet 1)

Follow-Up:

1. Students will be instructed to attend at least one event held by an ethnic or religious group other than their own and write an analysis of their attitudes towards what they observed and/or did. This must be done by the end of this unit (which would finish in approximately three to four more weeks).

Multi-Level Adaptation:

Struggling and Advanced Students

1. The teacher may assign different roles; allow struggling students to copy down the research their partner has done and decorate the calendar; or have these students do limited research, finding only the time and place of the event, while the advanced learners find the organization, and write the description of the event.
Focus Sheet 1
Research Directions

1. Work in pairs to find information about events in Southern California that promote and encourage diversity. You must look on the Internet and in the magazines and papers I have brought in. You may also use the notes you took from our guest speakers.

2. You must find at least 10 events.

3. For each event, you must find who is in charge of the event and when and where the event will be held.

4. Next, you must write a short description of what will happen at each event.

5. Find a phone number or website people can use to get more information or directions for each event.

6. When you are done researching and taking notes, get a poster board and some markers to create a Calendar of Events of all the activities you have found. Please read the checklist for the calendar before you begin writing on the poster.
Assessment Sheet 1

Calendar of Events

Team Checklist

Each requirement is worth five points.

_____ The words "Calendar of Events" are written in large letters at the top of the poster.

_____ There are at least 10 events featured on the calendar.

_____ The events are listed in chronological order.

_____ Each event is given a title and tells who sponsors the event.

_____ The calendar tells when and where each event will happen.

_____ A short description of each event is given.

_____ A phone number or website address is provided for further details.

_____ The poster is neat and attractive.
Lesson Five: Comparing and Contrasting Cultures

Lesson Objectives: Students will analyze differences and similarities in customs, values and attitudes.

Language Objectives: Students will construct charts that reflect religious and ethnic diversity; read notes, brochures, pamphlets, "Culturegrams," etc.; search information on the internet; give feedback on students products.

Time Frame: Two 75-minute class periods

Materials: Poster-board
Markers
"Culturegrams" (from library)
Religious, cultural encyclopedias and other texts (from library)
Student notes and other saved materials from events and spokespersons
Computers with Internet access
Focus Sheets 1-3
Assessment Sheet 1

Warm-Up: The teacher will show Focus Sheet 1 (as a transparency) and discuss its meaning and implications. Students will discuss how we can understand other cultures and promote acceptance in our community; discuss another metaphor for America: the tapestry.

Task-Chain: Prepare for the assignment
1. The teacher will hand out Assessment Sheet 1, the expectations for the activity.
2. The teacher will show Focus Sheets 3 and 4, models of a chart and a Venn Diagram they may choose for their activity.
3. Students will work individually, using references brought in from the library, notes they have taken, brochures and pamphlets they have saved over the course of the unit, and/or the Internet to find information on two or more cultures.

Task Chain: Creating a Graphic Organizer
1. After researching, students will create their own charts or Venn diagrams to compare and contrast customs, values and attitudes.
2. When students are finished with their charts, they will present and explain them to class. Students will discuss any content that should be added to each other’s charts.

Multi-Level Adaptation:

Struggling Students
1. Students may be allowed to draw pictures of differences.
2. Teachers may provide copies of the Venn-Diagram for students to fill in differences and similarities for only two cultures.

Advanced Learners
1. Students may also write a concise essay using the information in their charts.
Focus Sheet 1

A New Metaphor

"Fortunately, the time has long passed when people liked to regard the United States as some kind of melting pot, taking men and women from every part of the world and converting them into standardized, homogenized Americans. We are, I think, much more mature and wise today. Just as we welcome a world of diversity, so we glory in an America of diversity—an America all the richer for the many different and distinctive strands of which it is woven."

Hubert Humphrey, former U.S. Vice President

www.bartleby.com
Assessment Sheet 1

Graphic Organizers: Compare and Contrast

Checklist

_____ 5 pts. You must represent at least two cultures, religious or ethnic, in your graphic organizer.

_____ 5 pts. You must show differences and similarities in customs and traditions.

_____ 5 pts. You must show differences and similarities in cultural values (What they think is important and good; what they think is not good).

_____ 5 pts. You must show differences and similarities in attitudes (general opinions and feelings and characteristics).

_____ 5 pts. Your organizer must be neat and easy to read and understand.

Total Score 25 pts.
Focus Sheet 2
Comparison Chart

<table>
<thead>
<tr>
<th></th>
<th>Customs</th>
<th>Values</th>
<th>Attitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jamaican</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

103
Focus Sheet 3

Venn Diagram
Lesson Six: Reflections on Our Diverse Community

Lesson Objectives: As a final assessment of what students have learned in this unit, students will work collaboratively to develop a Power Point presentation that reflects the ethnic and religious diversity of the community. Students may choose one or more cultures in Southern California; students will assess their own feelings about their performance and attitudes during the unit.

Language Objectives: Students will practice communication skills in order to collaborate on the project; write and edit captions or paragraphs to be used in slides of the presentation; present their products to the class.

Time Frame: Four 75-minute class periods

Materials: Computers with Power Point programs and Internet access
Disks
Assessment Sheet 1
Assessment Sheet 2

Warm-Up: As a class, list all the cultures that students now know exist in southern California. Discuss what we have learned about those cultures, what organizations and represent them, and what events showcase those cultures.

Task Chain: Instruction and Preparation for Power Point projects
1. The teacher will give students copies of Assessment 1, a rubric for the Power Point presentations. Read carefully and answer questions regarding instructions. Students will choose their own partners.
2. Students will have approximately three class periods to develop their presentations.

Task Chain: Presentations of Power Point projects
1. Students will show their Power Point creations to the class on the last day of the unit. Both students will stand in front of the class and read or explain the content on each slide.
Assessment:

1. The teacher will use Assessment Sheet 1 to evaluate students work as they present their projects.

2. Students will fill out Self-Assessment Forms (Assessment Sheet 2) based on their feelings during the course of the unit.

Multi-Level Adaptation:

Struggling and Advanced Students

1. Rather than allowing students to choose their own partners, the teacher may pair up students at different proficiency levels to give struggling students extra help.
Assessment Sheet 1

Presentation Rubric

Content: 25 points
The project gives a statement of the main idea which is supported by details. The project stays focused on the topic throughout the entire presentation. The presentation is clear, accurate, authentic (no copying!) and verifiable (tell where your information came from).

Delivery: 25 points
Presenters have eye contact with the audience, clear pronunciation, comprehensible speech, a normal to slow speed to talking, vocal intonation, correct usage of grammar, awareness of body language, good posture and proper entrance/exit.

Structure: 25 points
The project shows creative design, clarity, thoroughness, polish, natural flow of ideas, and logical order. The structure of the presentation must include an introduction and conclusion. The slides must use a variety of color and style.

Tools: 25 points
The Power Point presentation must integrate several of the following: audio, visuals, notes, brochures or hand-outs, class activities, quizzes, games, etc.

Impact: 25 points
The presenters must show interaction with the audience. Presenters should ask the audience questions and answer questions satisfactorily, giving clear explanations in unhurried responses. Presenters must be polite to the audience and be relaxed while interacting. Presenters should use friendly facial expressions and tone of voice.

Total Score: 107
Assessment Sheet 2

Unit Self-Assessment

Directions: Circle the words that describe you how much you agree with the following statements.

1. I enjoyed this unit about diversity in southern California.
   strongly agree    agree    disagree

2. I was scared when I presented my work to the class.
   strongly agree    agree    disagree

3. I was scared when it came time for class discussion.
   strongly agree    agree    disagree

4. I was relaxed when I worked with a partner.
   strongly agree    agree    disagree

5. I worked harder because I got to make a lot of my own choices for my projects.
   strongly agree    agree    disagree

6. I felt good about myself when I got to talk about my own culture, religion or race.
   strongly agree    agree    disagree

7. I would want to learn about the information in this unit, even if it wasn’t for a grade in this class.
   strongly agree    agree    disagree

8. I believe that this unit was helpful.
   strongly agree    agree    disagree

9. I did not feel nervous about my work because there were clear instructions and scoring guides.
   strongly agree    agree    disagree

10. I feel good about myself when I think about the diversity in America and the tapestry symbol.
    strongly agree    agree    disagree
REFERENCES


Candy, P. C. (1990). The transition from learner-content to autodidaxy: More than meets the eye. In H. B. Long (Ed.) Advances in research and practice in self-directed learning (pp. 82-83). Norman, OK: Research Center for Professional and Higher Education.


