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Teaching Academic Language And Prosody Through Content-Related Collocations

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Teaching Academic Language and Prosody through Content-Related Collocations

by

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For my boys.

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CHAPTER ONE

Introduction

Background

For teachers, each school year brings many changes to the classroom. In my profession, I have noticed that one important change for content classroom teachers is English Learners (ELs) in their classrooms. Meeting the needs of ELs when a teacher's background is content based, not language based, can be very challenging. Teachers of ELs need to be able to not only assess their content learning, but also assess their language when demonstrating content knowledge. All teachers should be language teachers when their students' first language is not English. Discussions with content teachers about feedback and assessment for ELs, along with the increase of students who are mainstreamed into content classes at the urban K-12 charter school where I teach, along with my personal belief of the importance of fostering academic language development and language assessment, lead me to this research and development of an oral fluency language rubric.

ELs are described as students from various language backgrounds who have not yet mastered English and as a result do not meet state standards (U.S. Department of Education, 2014). The U.S. Department of Education uses this description to highlight learning, rather than a deficit in English speaking abilities. ELs encompass a large proportion of the student body in schools across the United States. ELs are the fastest growing student population in the United States, growing 60% in the last decade, as compared to the general student population, which has only grown 7% in the last decade

(Grantmakers for Education, 2013). EL populations are increasing annually in the United States. Current data show that one in ten students qualify for ESL services (Soto, Hooker, & Batalova, 2015) and that ELs make up 10% of the public education system in the United States. The increasing EL population means that all teachers, not just ESL teachers, need to be language teachers.

I am a sixth year middle school teacher at a charter school in Minnesota. The students are predominantly Hmong with a small percentage of Lao, Thai, Karen, and Karenni students. Minnesota has the second highest Hmong population in the United States. Between 2000 and 2010, the Asian population in Minnesota grew 50.9%, due to immigration, births, or migration (Hmong American Partnership, 2012).   The urban K-12 charter school has a 55% EL population and a student body of thirteen hundred. The school expanded in the 2013-2014 school year, increasing the study body from nine hundred to the current enrollment, nearly thirteen hundred. The increase was possibly due to an eighteen million building expansion project. Another expansion is planned for the 2017-2018 school year; the student populations is expected to grow significantly again. When that project is completed, student population is projected to be two thousand. The school is Title 1 with 83% qualifying for free and reduced lunch. Title 1, of the Elementary and Secondary Education Act (ESEA), gives financial assistance to schools with high numbers of children from low-income families to help ensure that children from all demographics meet academic standards. The grant allows schools to hire more qualified teachers to work with the needs of their student body, needs-based supplemental technology and professional development (U.S. Department of Education,

n.d.). Title 1 funds are used to close the gap in academic progress between state education performance and the school's performance.

Fifty-five percent of the students at my school are English language learners. For many of the students, school is the best opportunity for them to speak English as many of their parents do not speak English well. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS), the English language proficiency test, is used to determine students' level of English proficiency. ELs are tested in the four language modalities, (1) speaking, (2) listening, (3) reading, and (4) writing, using ACCESS testing (WIDA, 2014). School-wide, speaking is the domain for which students have the lowest proficiency, according to testing results. The need to improve academic oral language fluency is school-wide. Where I teach, students are placed in mainstream classrooms without an ESL co-teacher when they reach English proficiency levels four and five. Being mainstreamed depends on a variety of factors, such as:

- Minnesota Comprehensive Assessment (MCA) test scores
- Measures of Academic Progress (MAP) test scores
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) test scores
- Teacher recommendations

Students are mainstreamed in content classes at level four; levels one through three ELs are in content classes with other ELs and are taught by ESL teachers or are co-taught classrooms with one content teacher and one ESL teacher. Once EL students reach level four, they are not exited from ESL and still receive ESL support, but are transitioned into

mainstream content classes (e.g. math, social studies, science) alongside native English speaking students. Mainstreamed ELs are taught by content teachers, who may or may not have an ESL background or experience with ELs and are licensed in a content area, other than English as a second language.

The need to do language instruction is not confined to English as a second language (ESL) teachers. It is fair to say all content teachers need to be language teachers. Many colleges and universities fall short when preparing teachers who will have ELs mainstreamed into their classroom (Minnesota Minority Education Partnership, 2012). The National Center for Education Statistics (2002) reports that less than 13 percent of content teachers have received more than eight hours of training on teaching ELs. It is imperative for all teachers to have an understanding of background knowledge, linguistic information, appropriate instructional modifications, and expectations when planning their curriculum in a content area class when there are ELs in the classroom.

Although the school where I teach provides training in the beginning of the school year, with the growing needs of the changing classroom demographics specific feedback and assessment strategies for mainstream teachers are needed so that they can provide more opportunities for language learning for their ELs. Additionally, training for content teachers needs to address assessment strategies.

I am studying both formal and informal assessment methods for ELs in mainstream classes. The purpose of this paper is to design a rubric with which content teachers can monitor, correct, and positively impact their ELs' speaking proficiencies, specifically with prosodic elements in collocations. Merriam Webster defines prosody as "the rhythmic and intonational aspect of language" (prosody. 2016. In *Merriam-*

Webster.com. Retrieved November 12, 2016, from https://www.merriam-webster.com/dictionary/prosody). Prosody is an important aspect of oral fluency and achieving native-like English speaking skills. Without prosody, meaning can be lost. Intonation can indicate a word's part of speech, word and sentence meaning, and punctuation. When students read orally *without* correct prosody, they are spending too much energy on decoding words and not conveying the words with expression; therefore, they are not focused on comprehension. Prosody is an important aspect of the English language and although ELs are mainstreamed and exposed to native English prosodic patterns, this is not enough to expect that they will pick up on these patterns; ELs should be given direct feedback on their prosody so that they can achieve native-like pronunciation. While ELs may have heard prosodic patterns in phrases and sentences, this does not mean that they are able to transfer this into their own language output. Also, students' phrasal meanings can be lost in translation if they are without prosodic patterns; this becomes increasingly important as students grow in their academic career and are exposed to more challenging academic settings and expectations (De Ley, 2012).

I am choosing to focus on the Hmong language because that is the language of the population that I work with currently. The two languages, Hmong and English, are very different. Tones are the foundation of the Hmong language and must be understood to understand the meaning of the words being said; intonation is equally crucial in the English language and prosodic patterns in the language also convey meaning when speaking and can be essential for comprehension in listening.

Collocations are patterns of frequently occurring word pairings in the English language. There are many types of collocations (i.e. verbal phrases, commands, proper

nouns) in the English language. Dickenson (2013, p. 13) describes collocations as "characteristic of co-occurrence patterns of two (or more) lexical items" whereas McKeown and Radev (1997, p. 23) describe the term more loosely, falling somewhere on the spectrum in between idiomatic expressions and common word combinations. Research compiled in 2014 for Pearson International Corpus of Academic English (PICAE) determined that there are over two thousand relevant lexical collocations, both relevant and grammatical, in academic English. I will focus on academic collocations, that is word pairings taken from an academic text, specifically the *Northern Lights* (Kenney, 2013) social studies textbook. I chose to focus on collocations from this textbook because it is part of the sixth grade curriculum. I will create a language rubric that is holistic and leaves room for interpretation for teacher judgment which will give content teachers a framework to assess their ELs' prosody of academic collocations in their classroom. A holistic rubric will enable content teachers to easily adapt the rubric for their needs, rather than a more ridgid analytic rubric that may not be as versatile.

Topic Statement

For this capstone, I will design an oral fluency language rubric for content teachers so that they may assess prosodic elements in collocations. The language rubric can be used for formative and summative assessments and will be written for content teachers who do not have an ESL background and are unfamiliar with teaching fluency.

I will explore the Hmong and English languages for the purpose of comparing the use of prosody, specifically intonation and stress patterns. Comparing the use of prosody in English and Hmong languages will give background information and expected use patterns for students and where they may struggle because of their dominant language

structure. This background information will enable me to refine the assessment so that a linguistic background and context is clear for content teachers. Additionally, this will better inform the teachers' expectations of their students' prosody. I will also explore the use of self-monitoring guides, an important tool for students to be able to measure their own intonation and stress speaking goals. Self-monitoring guides, sometimes referred to as uptake sheets, were first developed by Dick Allwright (1987) as a way to gain insight about ELs' perspectives about their own learning in class. Uptake sheets are given to students and students are asked to monitor their learning (Mackey and Gass, 2005). For purposes of this research, uptake sheets are used to help ELs record and assess their own output of the identified collocations. Having information about the learners' output perceptions versus the teacher's assessment can help teachers give corrective feedback.

Other information topics included in this research is the growing population of ELs in the United States public school system. According to the National Center for English Language Acquisition (NCELA) the ELs populations has increased by 51%, while the general population of students has only increased by 7% in the last two decades. While the populations increases, teacher training is not matched to meet the needs for student performance set by Federal and State laws (Samson and Collins, 2012). A study performed in 2003 by the Los Angeles Unified District found that five components were most critical for mainstream content teachers when teaching ELs in their classrooms: teacher awareness of what they can do and and to exhibit a growth mindset, the ability to communicate with students' families, finding time to include language instruction with content, differentiation for the different levels of English language proficiencies in their classes, and assessment materials and tools to teach ELs.

As content curriculum in mainstream classroom is typically written for native English speakers (not ELs), teachers are challenged with differentiating instruction when it comes to language challenges, which can be more difficult if teachers do not have a language background (Gandara, Maxwell-Jolly, and Driscoll ++2005). Students are important stakeholders in their education and must be able to self-monitor and assess their own learning in school. " Academic self-regulation is not a mental ability, such as intelligence, or an academic skills, such as reading proficiency; rather, it is the self-directive process through which learners transform their mental abilities into academic skills" (Zimmerman and Schunk, p. 5). Constructive feedback is essential to an ELs' language learning; feedback from their teacher can be better informed with a teacher's knowledge of their ELs' perceptions of their language output. A content teacher can set language goals each day for their ELs and then can assess their students' output during the class, use student self-monitoring guides, have the student record their language objectives (i.e. new vocabulary use goals, prosody goals of target phrases in a group), and hold the student accountable for their language production in the class each day.

Research Questions

How can students gauge their own prosody of targeted collocations?

What feedback and strategies can content teachers use to aid students?

Can a holistic rubric aid students' learning to produce academic collocations?

Conclusion

Chapter One introduced the need for development of a rubric for content teachers to effectively measure their ELs' prosody with academic collocations. The background of the researcher and context was presented, and the questions I seek to answer. Chapter

Two will provide a literature review on the topics of professional development for teachers working with ELs, language challenges ELs face, academic language development and collocations, Hmong and English phonology, oral assessment, self-monitoring guides and uptake sheets, and gap in the research. Chapter Three includes the methodology and research that led me to the design the rubric. The fourth chapter will include introducing the rubric to content teachers, implementation of the rubric and uptake sheets, the results of the research, and teacher feedback suggestions. Chapter Five will include a reflection on implications of the research, its limitations, and recommendations for future research.

CHAPTER TWO

Literature Review

The purpose of this research is to develop a speaking rubric to be used to measure prosodic elements of targeted collocations taken from the social studies text book *Northern Lights* (Kenney, 2013)*,* for sixth grade Hmong students who are levels four and five and are mainstreamed into social studies class with their native English speaking (NES) peers. The rubric can be used for formative and summative assessments and will be written for content teachers who do not have an ESL background and are unfamiliar with teaching prosody. In this chapter I will present a literature review on the topics of professional development for teachers working with ELs, language challenges ELs face, academic language development and collocations, Hmong and English phonology, oral assessment, self-monitoring guides and uptake sheets, and gap in the research. I will compare the Hmong and English languages for the purpose of prosody, specifically intonation and stress patterns in the languages.

Professional Development for Mainstream Teachers Working with ELs

Teacher training in working with ELs is needed now more than ever. The United States population is expected to grow over 29% from 2000 to 2030 due to immigration and births According to a 2011 study by the National Assessment of Educational Progress, the gap continues to divide the academic gains of EL and non-EL students in reading and math. These increases directly tie into the need for more teacher training and awareness.

There is a great need for well-trained staff with (1) ongoing professional development to meet student needs, (2) an effective curriculum aligned to state standards that is grounded in best practices, (3) reading that focuses on phonics, phonemic awareness, vocabulary, reading fluency, and comprehension, and (4) oral language skills to meet the needs of the changing demographics of the public school student population. Effective assessments that are equitable for all students will help close the achievement gap (Center for Public Education, 2012).

The gap refers to the differences in proficiencies for ELs and native English speaking students. Nationwide data showed that in fourth grade, 31% of ELs scored at grade-level in reading whereas 72% of non-ELs scored at grade level (Murphy, 2014). In 2011, Minnesota had a 10% high school dropout rate for ELs, six percent higher than non-ELs. Minnesota's adoption of WIDA assessments for ELs is an effort to reduce the graduation gap. A report released by the Minnesota Department of Education (2017) states that the high school graduation rate for ELs continues to climb steadily. The release reveals a positive trend in EL graduation rates; in 2006 45.8% of ELs graduated, in 2011 52.5% of ELs graduated, and the 2016 graduation rate for ELs was 63.2%. Breda Cassellius, the Minnesota Education Commissioner call the trend, "….a crucial step in attaining the dream we all have for success in life" and describes trend as a promising predictor of closing the graduation rate gap for students (Minnesota Department of Education, 2016, n.p.).

It known that that ELs lag behind their native English-speaking peers when it comes to academic English. This is why teachers need a deeper understanding of teaching diverse learners now more than ever before in our country's history. Teachers

need well-developed diagnostic assessment abilities to guide their instruction and decision making (Darling- Hammond, 2012). Effective teachers of ELs must have consideration of their students' diverse linguistic backgrounds.

Language Challenges ELLs Face in the Social Studies Class

Mainstreamed ELs who have not been exited from ESL face a plethora of challenges once merging into content classes with their native English-speaking peers. Challenges specific to social studies content can include abstract processes and ideas, complex sentences, historical and government terms, homonyms and synonyms, syntax, connotative and denotative meaning of words, and use of the passive voice. Many researchers have concluded that incorporating several different speaking activities in content classes are beneficial for student language development. Speaking activities encourage academic language practice and allow students opportunity to perfect their speech, but also listen to others model speech (Orlova, 2003). Although many ELs can feel intimidated and reluctant to speak aloud among their native English speaking peers, many strategies can be used to elicit speech in the classroom setting. Tasks such as group work, choral reading, call and response, and oral reports encourage the use of content vocabulary in the classroom. Rossiter, Derwing, and Manimtim (2010) assert that oral fluency is the most salient marker of language proficiency; however, little research has been written that focuses on what oral fluency entails in content classes. Research alludes to the fact that the phrase "oral fluency" is a rarely used outside of the EL classroom setting. While speaking is encouraged, why it is essential is not consistently transparent.

Developing Academic English

Cognitive academic language proficiency (CALP) is developed in five to seven years and depending on a student's age when beginning EL courses and their first language proficiency (Thomas & Collier, 1989), many are ready to be mainstreamed after spending that amount of time in EL classes. After students are mainstreamed they still need to be closely monitored by their teachers. Student's reading, writing, listening, and speaking skills in an academic setting are still being finely tuned, even after being mainstreamed. Studies have suggested that intonation is the final touch of achieving native-like English accent (Cummins, 2003). Mainstream content teachers must be able to assess their learners' speaking of the content material. Monitoring output and fluency is important for ELs so that their oral fluency can continue to thrive outside of the ELL classroom setting.

Oral fluency encompasses three things: few errors when speaking, prosody, or the intonation and pitch of voice, and pacing. Once understanding is established and the teacher feels that is not the focus, the correct pronunciation of targeted vocabulary and phrases is the next hurtle. With correct prosody, students can feel more comfortable with their language output and confident to produce the targeted words and phrases in the classroom and outside of the classroom as well. Students' awareness and mastery of their output increases their ability to share ideas and focus on understanding, rather than pronunciation. Two types of speaking activities, task-based and topic-based, encourage speaking in the classroom. Task-based activities ask students to accomplish a task by following instructions and promote the use of language that has been presented in class. Topic-based activities allow for more room for interpretation and give students an

opportunity to express their views and opinions. Students who engage in these types of activities have an understanding of the language concepts and can experiment with the use of the targeted language that has been presented (Derwing, Munro, & Thompson, 2008).

Collocations

Collocations are common phrases in the English language and can be found in any context. The term academic collocation was first coined by English linguist John Rupert Firth who said, "Collocations of a given word are statements of the habitual or customary places of that word" (Firth, 1968, p. 181). Many linguistics have followed Firth's linguistic research using statistical approaches to determine collocations. While there is no set number or amount of times that words need to appear together to be considered a collocation, linguist Michael Hoey more recently defines the term as "lexical items appear together than random probability in its (textual) context" (Scott & Thompson, 2001, p. 26) This is the definition that guided the choice of targeted collocations used in this research. The Pearson International Corpus of American English (PICAE) identifies 2,469 academic English collocations.

Prosodic Elements in Collocations

Connotation is an important factor, as stress and intonation patterns used by a speaker will help with comprehending meaning and making inferences. Prosody lends itself to filling in the gaps in the printed language (Erekson, 2010). Linguists have gone to great lengths to analyze corpora of collocations, which has resulted in labeling of collocations based on their frequent pairing and context as negative or positive. Although the targeted collocations may be able to be labeled as either having a negative or positive

connotation and different stress patterns depending on the context, this research will not classify the selected collocations as such, only one intonation and stress pattern for each collocation will be targeted and assessed. Although connotation is an important aspect of the English language, and because collocations are used, connotation should be taken from context, and since phrases, not entire sentences, are being used, assigning a positive or negative connotation to collocations would be premature.

Collocations will be written with stress and intonation pattern guides as determined by their grammatical function. Each of the chosen collocations follow a verb and noun pattern; the part of speech will determine how the stress and intonation patterns for the collocations will be diagramed. A study by Calhoun and Schweitzer determined prima facie that intonation contours can be lexicalized (2012). The study found that stress and intonation patterns for frequently occurring collocations can be stored to long term memory and help with fluency. Readers will encounter the same parts of speech in a different context and they will have greater automaticity with intonation and stress; patterns of stress will be transferred into new language learning experiences for students. The reinforcement of correct intonation and stress patterns by content teachers will have a positive effect of their student's language acquisition overall.

Stress patterns will be different for each word in each collocation. For a verb, the ending syllable will be stressed and for a noun, the beginning syllable will be stressed. For example (the CAPS indicate where stress is placed for a verb or a noun), PROduce is the correct stress pattern for the noun *produce*, fresh vegetables or fruit found at farmer's market or grocery store, and proDUCE is the correct stress pattern for the verb *produce*, or to make or create (Appendix H). The stress placement changes somewhat when

pronouncing words with affixes, but a general guideline is that words stress for verbs occurs at the end of the word and word stress for nouns occurs at the beginning of the word. The stress indicates to the listener the part of speech of the word. The speaker adjusts prominence to convey the word's function or purpose, which is then inferred by the reader. Along with context, stress is an indication of how the sentence is to be interpreted by the listener (Nolan, 2014).

The second component is intonation, or the rise and fall of pitch over the entire phrase. Intonation is the rise and fall of a voice's pitch within a phrase or a sentence. Intonation carries function; there are six functions of intonation described, (1) attitude (for expressing attitude and emotion), (2) grammatical function (to identify grammar structure), (3) focusing (to convey what is known and what is unknown), (4) discourse function (to show how clauses and sentences go together in discourse), (5) psychological function (to organize speech units so that they are easy to memorize), and finally, (6) indexical function (to mark personal or social identity) (Local et. al 2006).   The closest functions this approach subscribes to are (2) grammatical function and (5) psychological function. The intonation, like the stress patterns, are influenced by the word's part of speech. Additionally, intonation patterns used repeatedly can be stored to long term memory and help with automaticity (Calhoun and Schweitzer, 2012).

Hmong and English Phonology

The students that I work with are predominantly Hmong speaking and information about their first language is imperative for teachers and can be helpful in predicting areas where students may struggle. Background knowledge of Hmong language is essential when tasked with assessing students' speaking skills. Important

information about the Hmong language includes vowels and consonants, classifiers, tone and pitch, and grammar structures. Although there is more than one mutually intelligible variation of the Hmong language, Hmong Der (White Hmong language) is most common in the United States and what I used when gathering data. About half of the words in the Hmong language have Chinese origin and share similarities in the grammar structure as well. Words are generally one syllable; although some two and three syllable words do exist, they are not as common. There are 36 consonant clusters in the Hmong language, but 58 consonant sounds; in comparison, English has 24 singular consonants. While Hmong words do not end in consonants, there are no tenses, plurals, pronoun cases, gender markers, suffixes, or articles, the English language has all of these things (Center for World Languages, n.d.).

An analysis of aspects of the Hmong and English languages addresses important factors in development of a rubric for measuring prosody. Comparing the use of prosody, specifically intonation and stress patterns, is essential for Hmong ELs and is an important consideration for all ELs, whatever their first language may be. Intonation and stress can be difficult for Hmong speakers because the Hmong language is tonal. Hmong words are typically one syllable and the stress placed follows the entire word, as there are not syllables to assign stress to. If a teacher has this prior knowledge about their students' first language, they are able to listen to hear if students are in fact using intonation and stress correctly and work with that student on their pronunciation. A background of students' first language will help set expectations, predict errors, and suggest possible areas of reinforcement. Another instance might be if a student is not placing stress on the correct syllable, meaning can be lost for the student, in addition to the listener (for

example the word produce can have difference stress depending on the word's intended meaning. PROduce is a verb, meaning to create and proDUCE is a noun, meaning vegetables and fruit).

There are fourteen vowels, five diphthongs, and two nasal vowels in the Hmong language. Seven tones exist; the pitches are as follows: (1) High Level, (2) High Falling, (3) Mid Rising, (4) Mid Level, (5) Mid Low, (6) Mid Low Breathy, and (7) Low Glottalized (Appendix M). Meaning is not conveyed through intonation; the entire word carries the intonation. There are nine classifiers in the Hmong language; they are: (1) *daim* (used with a noun in that is flat), (2) *leej* (used with important people), (3) *lub* (used with round or large object or buildings), (4) *rab* (used with nouns used with hands or spoon), (5) *tsub* (used with nouns like plants or flowers), (6) *tus* (used with nouns that are long, people, or animals), (7) *txoj* (used for nouns that are abstract) (8) *yav* (used for time of day), and (9) *zaj* (used for nouns like writing or speech) The same word can have many different meanings, all conveyed and dependent on the classifier used when speaking. An example of this is *txiv*, which can mean "father", "fruits", or "husband" depending on the classifier used (Yer Her, personal communication, April 16, 2016). Unlike English, intonation does not occur in the Hmong language (Duffy et. al, 2004). Oral fluency is an obvious challenge for ELs when their first language differs so greatly from the English language. When learning English, Hmong speakers have to think about breaking up words, if you will, into parts to achieve stress and intonation and also adding affixes or other classifiers, which can also influence stress and intonation. Prosody therefore should be continually assessed by EL students' mainstream teachers long after they have been mainstreamed so that they may reach native-like prosody in their oral

speaking. While students may always have an accent, correct, native-like intonation and stress patterns will make it so that the speaker's intended meaning comes across for the listener and is not lost because of misplaced stress or intonation. Prosody is an essential part of language acquisition. While prosody encompasses many aspects, phonological traits of an ELs' first language influences students' impacts their second language proficiency and also informs teachers.

Speaking and Writing Assessment

Speaking and writing rubrics were developed which state the teacher's expectations of the task, outlining the criteria which is observable and measurable, along with degrees of quality. A rubric is generally associated with summative assessment, rather than formative, as it considered a formal or final assessment (e.g. presentation, speech, project, research paper). Formative assessments are generally informal and rely on teacher's observations and judgments versus a listed criteria. While summative assessments are generally associated with analytic rubrics, formative assessments are generally associated with holistic rubrics. Degrees of quality are measured as adjectives (e.g. excellent, good, fair) and criterion are generally listed beneath the quality word are descriptors, specific to the task or assignment the teacher has given and the type of rubric being used to assess; analytic rubrics have multiple individual measures and holistic rubrics look at the whole (Appendices C & D).

Two terms, holistic and analytic, have been used to further describe the types of rubric. Simply put, an analytic rubric is more in-depth. An analytic rubric gives a measure of performance for each criterion for each part of an assignment or task. Advantages of this type of rubric are that the teacher is able to give specific feedback on

each aspect of the task or assignment and strengths and weaknesses are identified. Holistic rubrics look at the whole of the task or assignment. Holistic rubrics are based on an overall judgment of a student's work. Advantages of this type of rubric include that there is an emphasis on what the student is able to demonstrate and can be implemented easily on a regular basis. Both types of rubrics are commonplace in the classroom. Rubrics allow teachers to inform their instruction and discover the extent of their students' learning. Each type of rubric are beneficial and both types of assessment are beneficial for teachers when assessing their students (Schreyer Institute for Teaching Excellence, 2007).

Assessing a student is vital to a teacher and student's view of what is being learned. A rubric that lists components of assessment and the degrees of quality of the student that is being assessed is a clear way to communicate expectations and degrees of competition for a student. For my research I used a holistic speaking rubric to measure the student's oral prosody. A holistic rubric provides a measure of what each student is able to demonstrate orally. The use of a rubric guides my research on how content teachers can appropriately gauge their student's oral fluency. Additionally, I also used handout that I created that shows the expected oral prosodic patterns (intonation, high & low pitch) for each collocation being assessed (Appendices H& I) to show students the up and down patterns used for the collocations. For the purposes of this study, the speaking rubric will focus on four areas related to language complexity, usage and control (WIDA) (Appendix B). The speaking components that will be assessed are clarity and errors. Clarity in speaking refers to the understandability of the collocations.

Through oral language proficiency assessment, teachers are able to measure their students' learning and comprehension. Assessments are broken down into two types: formative and summative. Formative assessments take place during learning and is performed multiple times throughout a lesson. The goal is to closely monitor student understanding of the content and adjust instruction based on student need. Summative assessment typically takes place at the end of a unit or lesson and is equal to an evaluation compared to the targeted standard or benchmark (Carnegie Mellon University, n.d.). The combined forms of assessment are critical to inform a teacher's classroom instruction and mastery of skills. Students' personal assessment of their own progress with learning via the self-monitoring sheets can additionally inform a teacher's assessment of their EL student's understanding. Assessments are an important aspect of teaching; studies highlight the value of gauging student progress both from the student's perspective and the teacher's (Varela, 2010 and Deno, 2003). Assessments are often gauged with rubrics. Rubrics are used to grade student work and are used to teach and evaluate. Research maintains that rubrics articulate criteria for assessments and levels of quality; not only do rubrics outline what the teacher will be looking for from the students, but they also give students a framework for expectations (Andrade, 2000). While rubrics can be concrete and finite for project based assignments that are tangible, a speaking rubric is judged by the assessor's ear. With a speaking rubric it is important to review the expected output with students prior to assessment so that students know what mastery sounds like to the assessor.

Self-Monitoring and Uptake Sheets

Self-monitoring guides, sometimes referred to as uptake sheets, were first developed by Allwright (1987) as a way to gain insight about ELs' perspectives about their own learning in class. These guides are given to students in order to monitor their perceptions of their own learning (Mackey and Gass, 2005). For the purpose of this research, self-monitoring guides are used to help ELs record and assess their own output of the identified collocations. Having information about the learner's output perceptions versus the teacher's assessment can inform a teacher's feedback. Research has identified the importance of student progress monitoring through the use of self-monitoring techniques along with teacher assessment. Used simultaneously, teachers are able to identify their students' goals more accurately and adjust instruction accordingly (Deno, 2003).

Uptake sheets are forms that allow students to monitor what is being said in the classroom during instruction. These allow for students to report on their own observations and learning. Often they are provided before the start of instruction and the students' task, for example, maybe to mark how many times they heard and or said something (e.g. target vocabulary, tense). After instruction, teachers collect these forms and compare their lesson output to their learners' perceptions. Like assessments, these forms help inform and guide teachers' instruction and align with their students' views of the content or targeted material. Uptake sheets allow for students to monitor their input and output, or what they heard or what is said (Mackey & Gass, 2005).

The purpose of the uptake sheet is so that the student can monitor their speech, what and how many times collocations are said, and rate their oral fluency of intonation and stress with each collocation. The use of an uptake sheet allows me to research how

students can self-assess the prosody of their output of the targeted collocations. The uptake sheet will be returned in to the teacher; the information provided by the student can help the teacher determine their feedback and assessment. The use of this measurement simultaneously is twofold. First, the uptake sheet will inform the teacher of the student's perceived fluency and secondly, the uptake sheet will track student's output and helps the student self-monitor. The targeted amount of output will allow for further practice and goals to achieve native-like fluency with the collocations. Students have benefited from assessment of their speaking outside of their English classes. It has been shown that teacher support in all content areas will help the student achieve native-like intonation and stress fluency with academic language more quickly.

Gap in the Research

There is little literature about teaching prosody to native Hmong speakers. Further, I was unable to find research specific on the context of non-ESL content teachers teaching prosody to non-native English students in their mainstream content classrooms.

Research Questions

My research seeks to answer: How can students gauge their own prosody of targeted collocations?, What feedback and strategies can content teachers use to aid students?, and Can a holistic rubric aid students' learning to produce academic collocations?

Conclusion

This chapter presented a literature review on the topics of professional development for mainstream teachers working with ELs, language challenges ELs face, academic language development and collocations, Hmong and English phonology, oral

assessment, self-monitoring guides and uptake sheets, and gap in the research. The next chapter presents the methodology for creating the curriculum assessment rubric. Additionally, the third chapter will address the specific speaking standards and Common Core State Standards (CCSS), as well as the intonation and stress patterns for the targeted collocations.

CHAPTER THREE

Methods

It is imperative for mainstream teachers to learn to assess the language skills of their students. In addition to the knowledge that a student will master in a content class, the language of that content area and being able to make that language a part of a student's lexicon is just as important as the content itself so that students' can continue to grow their academic English vocabulary. Teachers must promote mastery of the language of their content area and offer opportunities for students to practice their language goals and assessment. This study is designed to explore the use of a holistic oral language rubric to measure prosody to assess academic collocations. A case study was developed for this research; I met with six students, with English proficiency levels four and five, three times. Tools for measuring data that I created specifically for this research include a student self-assessment and a holistic oral language rubric for teachers. This chapter describes the research method used and characteristics of the methodology, as well as a rationale. I will detail my data collection and procedures, give an analysis of the data collection and data verification.

Qualitative Research Paradigm

Qualitative research seeks to gain understanding by gathering descriptive data. Qualitative research focuses on process, implementation, and interpretation with the expectation that data will inform modifications to continue to seek answers to research questions (Denzin and Lincoln, 2011). Characteristics found in qualitative research include: description of results through ratings and scores, holistic measurement of results,

small group setting, assessment with an emic perspective, and adaptability based on need. A case study is the appropriate type of qualitative study for my research because I aim to provide a holistic setting for language learning, where I can focus on a small group of students (Mackey & Gass, 2005).

Data Collection

To answer my research questions, I developed a holistic oral language rubric for content teachers to measure prosody of targeted collocations for the purpose of measuring their ELs' oral language skills.   This rubric is intended to be easily adaptable for teachers so that they can easily use it for different targeted language. I also created a student self-assessment; students had to measure their own perception of their language prosody in writing, additionally they had transcribe an audio recording of themselves saying the targeted language using upper and lowercase letters to indicate prosodic patterns in their output. Lastly, I researched the students' first language, Hmong, and compared it to English language to identify expected errors and specific feedback strategies to address those errors.

Participants

Six students were selected as a sample of convenience; all students are in sixth grade, were born in the United States, and are level four and five ELs. These students are all in mainstream content classes (science, math, and social studies), but are not in mainstream English class. There are two boys and four girls; two of the girls are twin sisters. All students have permission from their parents to participate in my research. The students' length of time at the school where I teach ranges from four years to first year students.

WIDA uses Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) testing to assess a student's English proficiency level in the domains of reading, writing, speaking, and listening. Each domain (speaking, listening, writing, and reading) is assessed and a weighted average score determines a student's overall English proficiency level. Six levels of proficiency are defined as (1) entering, (2) emerging, (3) developing, (4) expanding, (5) bridging, and (6) reaching. (WIDA, 2014, n.d.). The ACCESS testing is done in the spring of each school year.

Table 1

Student Data History

Student	2016-2017 6th Grade Proficiency Scores	2016-2017 English Proficiency Level	Grade Level Equivalency
E.M.	204	4	4th
C.T.	200	4	4th
N.C.T.	213	5	6th
Z.V.	193	4	3rd
Ua.Y.	189	4	3rd
Ui.Y.	182	4	2nd

Source: NWEA MAP RIT Norms 2015

Table 2

ACCESS Data

Student	Grade	Speaking	Listening	Writing	Reading	Overall	ELL Level
E.M.	6	5.3	5	3.7	3.8	4.4	4
C.T.	6	5.4	5.4	4.1	4	4.7	4
N.C.T.	6	6	6	5.4	4.6	5.5	5
Z.V.	6	6	5	5	3.1	4.4	4
Ua.Y.	6	5.1	4.2	4.2	3.4	4.2	4
Ui.Y.	6	6	6	4.3	3.7	4.9	4

Setting

The setting for the study is an urban K-12 Title 1 charter school with a 55% EL population of predominantly Hmong students. The meeting location took place in a sixth grade middle school classroom. The meetings occurred during homeroom on Mondays and Tuesdays in the afternoons approximately from 1:00 – 1:30. While a homeroom class was in session, Mondays and Tuesdays are quiet study, so it was quiet in the classroom. I worked alone with the students in the back of the classroom during quiet study. We worked at a table and I had a white board available to write on when I worked with the students.

Data Collection Technique 1

The first data collection done with the small group of ELs was teacher observation at the beginning of the lesson, specifically when the students were chorally reading the collocations (1) assume responsibility for, (2) contain information, (3)

encourage the development of, (4) experience difficulties in, (5) establish a relationship with, (6) provide resources for, (7) make a contribution to, and (8) take responsibility for, off of a handout showing the correct stress pattern for the verb and noun in each collocations (Appendix H). While students were doing this, I was listening for prosodic errors. The students were given a handout (Appendix J) with which they copied the collocations on, wrote definitions for each collocation, and finished sentence starters with the targeted collocations. In addition to the observation of the students speaking, the students' levels of written work was also a form of formative assessment. The link between reading and writing was first acknowledged in 1932 by the National Conference on Research in English Charter (Petty, 1983). A longitudinal study of fourth, sixth, and ninth grades by linguist Walter Loban (1976) determined that students that were proficient writers were equally proficient in their reading skills, and that the reverse was true. Researchers have long asserted that the two skills are so closely related because they are both based in meaning and understanding, and also following structure and set of rules (Indransiano and Squire, 2000). Due to the fact that there is so much research available to substantiate that writing and reading skills are closely linked, I felt comfortable as a researcher collecting their writing samples and forming an inference about their reading skills. A background of the students' first language's grammar rules also helped me understand and gave context for any errors that the students made.

Data Collection Technique 2

The second data collection was done at the second meeting with the students. Students read an excerpt from their social student textbook, *Northern Lights* (Appendix K); the excerpt chosen contains all of the predetermined targeted collocations. At this

meeting students were given a self-monitoring sheet (Appendix L); on this handout they were asked to check off two boxes to monitor the two times they said each collocation.

Self-monitoring guides are given to students in order to monitor their perceptions of their own learning (Mackey and Gass, 2005). I used self-monitoring guides are used to help ELs record and assess their own output of the identified collocations used in my research. Research has identified the importance of student progress monitoring through the use of self-monitoring techniques along with teacher assessment. Used simultaneously, teachers are able to identify their students' goals more accurately and adjust instruction accordingly (Deno, 2003). Students also had to highlight the part of the noun and verb in each collocation that were stressed when said, and finally, students had to rate their perception of the collocations on a scale. The scale was from one to five: (5) this is easy, (4) I think I got it, (3) some phrases are hard and some phrases are easy, (2) most of these phrases are hard for me to pronounce correctly, and (1) this is very difficult for me. Again, I observed and listened to the students speaking by leaning into each one of them while they read, listening for specific errors. Again, a background knowledge of the students' first language was helpful in listening for anticipated errors. With the self-monitoring guide (Appendix L) I was able to make students accountable for tracking their own output and also identifying correct stress patterns for the verb and noun in each collocation. With knowledge of the students' perceptions about correct stress placement I was able to informally assess their prosody both audibly and in writing.

Data Collection Technique 3

At the third and final meeting, I was able to collect writing samples, with which to formally assess their writing skills with the academic collocations using a holistic writing

rubric that I created. Additionally, I recorded the students individually at this meeting so that I could listen to the students at a later time and formally assess their prosody of the targeted collocations using the holistic oral language rubric. Again, a background of the students' first language was helpful in anticipating errors and giving targeted feedback on areas where the student can improve his or her prosody.

Data Collection Technique 4

The last portion of lesson three was the students' summative self-assessments which were done independently by each one. I emailed each student the recording of themselves and they were instructed to a) rewrite the collocation with uppercase and lowercase letters to indicate the stress patterns they heard in their voice on the recording and b) rate their perception of themselves speaking the collocations on a scale of one to five. The first portion of their self-assessment, was most helpful because I could compare what they heard themselves say to the correct stress patterns. The ability to compare the information informs instruction for teachers.

Procedure

Six sixth grade ELs in the mainstream social studies class were identified. I met with these student three times; lesson one was an instructional lesson focusing on meaning with scaffolding and the proper intonation and stress of the targeted collocations. Lesson two was a review of lesson one and instruction on how students could use uptake sheets to monitor their oral prosody of the targeted collocations. It is during this lesson that we referred to their social studies textbook, *Northern Lights*, where we found the collocations and discussed them in context. The third meeting was used to assess the students, with an oral and written assessment. The oral assessment was used to

gauge the student's prosody and ability to use the collocations and the written assessment was used to identify if students were able to transfer their collocation knowledge into syntax, paying careful attention to the collocations with irregular prepositions, verbs, and tense. An audio recording of the students was made so that the researcher could assess each student at a later time and so that individual recordings could be sent to students so that they could play the audio recording and self-assess their prosody.

This research uses sixth grade social studies standards, in addition to the speaking ELD standards set forth by WIDA. It should be noted that although I completed these lessons outside of social studies classroom time, I used materials (Northern Lights) that the students were currently studying during the course of my research. I did this so that the collocations would be relevant and so we could also discuss them in context. This research was done in a small group setting outside of the classroom, therefore this required preplanning with the social studies teacher. The sixth grade textbook, *Northern Lights* (2013), was used to determine the collocations and is part of the sixth grade curriculum.

The eight academic collocations taken from the sixth grade social studies textbook *Northern Lights* is comprised of a preposition, verb, and noun and were chosen based on the number of times they appear in three chapters that are covered over the course of one unit and that focuses on Minnesota's Native American heritage. For the purposes of this research, a text excerpt is included (Appendix K) and was modified to include all of the collocations in one passage. The Pearson International Corpus of American English identifies 2,469 academic English collocations (Pearson, 2014). The collocations that were chosen for my research are on this and in the sixth grade text book,

Northern Lights (Pearson, 2015). This research focuses on eight collocations which were found in the sixth grade text *Northern Lights.* The collocations chosen are as follows: (1) assume responsibility for, (2) contain information, (3) encourage the development of, (4) experience difficulties in, (5) establish a relationship with, (6) provide resources for, (7) make a contribution to, and (8) take responsibility for. Each of the eight collocations follow a verb noun preposition pattern and stress patterns are according to their part of speech (verb or noun). Common Core State Standards (CCSS) for sixth grade social studies class are used, along with the WIDA speaking rubric to design the rubric. The CCSS and WIDA ELD speaking standards for levels four and five are attached (Appendices A & B).

Data Analysis

The student data collected in each of the meetings was analyzed and assessed using a holistic speaking and writing rubric (Appendices N & Q). The rubrics and self-monitoring sheets for students which I have created seek to better understand the complexities of student perception and learning, as well as shape teachers' perception of what and how their students hear and learn prosody and collocations.

Verification of Data

To help ensure internal validity, a peer reviewed my summative assessment using the holistic rubrics for speaking and writing after I had scored them. Additionally, I used triangulation, or collecting data over multiple interactions, in order to validate the summative assessments.

Ethics

This study employed the following safeguards to protect the participants' rights:

1. Research objectives were shared with the participants and their parents/guardians.

2. Written permission was obtained from participants' parents/guardians, with translations provided in native languages if needed.

3. Human subjects review permission was obtained from Hamline University, and the school district and school in which the research was carried out.

4. Pseudonyms were used for participants.

5. Paperwork was kept in a locked desk drawer.

6. Recordings were kept on a private computer with a passcode.

Conclusion

In Chapter Three, I presented the data collection procedure, information about Common Core State Standards and EL levels, teacher assessment and self-assessment methods. I also gave an academic snapshot of the students involved in the study. This research will seek to answer my research questions and identify methods for content teachers to appropriately gauge their EL students' oral fluency and also provide a method for students to assess their own prosody. Chapter Four will present the results of the student self-assessments, the researcher's assessment using the holistic rubrics created specifically for this research of the students' oral prosody of the targeted collocations and also their written use of the targeted collocations. In addition to a summary of the data collected, I will address any patterns or trends that resulted, expected errors compared to the results, and evaluation of the methods used in the data collection process.

CHAPTER FOUR

Results

The purpose of this research was to design and develop a form of assessment for content teachers that would enable them to monitor their students' oral prosody of targeted academic collocations, while simultaneously teaching content. The case study results completed for this research are attached as individual data sets (Appendix S). The student data sets are presented in the following order:

A. C.T.

B. E.M.

C. N.C.T.

D. Z.V.

E. Ua.Y.

F. Ui.Y.

Individual participants' data sets results are comprised of 1) Lesson 3 student questions for written response 2) Holistic written response rubric 3) Holistic speaking rubric and 4) Student recording self-assessment and are attached (Appendix S).

Research Questions

How can content teachers appropriately gauge their student's oral fluency? What feedback and strategies can content teachers use to aid students? How can students gauge their own prosody of targeted collocations? After I present the findings, trends and patterns, I will discuss feedback and strategies that content teachers can use with their EL students whose first language is Hmong.

Table 3

Writing and Speaking Results Snapshot

This table represents the individual writing and speaking scores and percentages for each participant. I have also included the average score and percentage for both domains.

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
C.T.	45/60	75%	57/60	95%
E.M.	42/60	70%	57/60	95%
N.C.T.	51/60	85%	60/60	100%
Z.V.	42/60	70%	57/60	95%
Ua.Y.	51/60	85%	57/60	95%
Ui.Y.	42/60	70%	57/60	95%

Average Writing Score and Percentage	Average Speaking Score and Percentage
45.5 / 75%	57.5 / 95%

Findings

Participants' results are included (Appendix S). While all students passed both the speaking and writing assessment, the writing assessment scores overall were much lower than the speaking scores. The use of the collocations was the major difference in the two domains' scores. Students had greater trouble using the collocations in written responses; either students completely omitted the collocation or the collocation was shortened. Other patterns that emerged from the writing assessment were incomplete sentences, lack of subject-verb agreement and lack of correct tense. Additional errors that were not graded or included in the assessment were spelling and capitalization errors, possessives, and pluralizing irregular nouns.

Patterns

Certain patterns did appear with some of the questions after further analysis of the speaking data. For question number two, "*What is something you own that contains information about your culture?"* four students dropped the final /s/ sound on the word *contains* and used "*contain information"* in their responses instead. Two students made the same mistake for question number five, *"What is something you have experienced difficulties in, in your own life?,* and dropped the plural *ies* on *difficulties* and responded *"I experienced difficulty…".*

These are a common issues for native Hmong speakers because there are no verb conjugations or suffixes in the Hmong language.

On question number three, one student pluralized the word contribution but kept the singular article "a" in his response to the question, "*How do you make a contribution to your family?",* and responded *"I make a contributions by…".* Similarly, on question number seven, *"What is one thing you can do to encourage the development of your academic success?",* one student dropped the preposition *of* in his or her response and omitted the article "a". While the English language uses an article to quantify a noun, Hmong does not use articles.

Additionally, one of the two students changed the preposition *in* and used *with* instead, responding *"I experienced difficulty with my life when I learn new things".* Although not correct, the change of the preposition is acceptable and did not hinder what the speaker was trying to convey.

Three students made errors on question number six, *"How might you provide resources for someone who needs help in school?"* in their responses. Students used

incorrect stress on the word provide (the correct stress is proVIDE) and said PROvide

instead. Additionally, students also dropped the /s/ ending on resources and also changed

the preposition in their response to *to*, not *for*. On question number eight, *"What is*

something you can do to establish a relations with your academic advisor?" students

modified the entire collocation in their responses, the first dropped *"a relationship with"*

in the response and the second dropped the preposition *with* and used *to them* instead.

A consistent pattern was heard on questions seven and eight. The questions

"What is one thing you can do to encourage the development of your academic success?

and *"What is something you can do to establish a relationship with your academic*

advisor/CP teacher?" Both ask for *"something you can do"* or *"one thing you can do"*

(an action) in the response to describe how they encourage the development of

(something) and establish a relationship (with someone). The questions ask for an action

that the student can do to encourage the development of (something) and establish a

relationship (with someone). All but one student answered both questions with the

phrases *"I can establish a relationship with my teacher by…"* and *"I can encourage the*

development of my academic success by…" Students mostly changed the question and

responded using a modal (*can*) before the collocation and adding the preposition *by*.

The writing analysis is more complex and includes several errors, only a few strong

patterns emerge. The biggest patterns that are evident are lack of use of collocations in

their written responses, tense of collocations when they were used, and subject verb

agreement. Other mistakes were common, but I omitted from my analysis since I was not

assessing those. Two students used no collocations in their written responses, one

student wrote two, or used collocations in 25% of their responses, one student wrote

three, or used collocations in 37.5% of their responses, one student wrote four, or used collocations in 50% of their responses, and one student wrote eight collocations or used collocation in 100% of their responses. The discrepancy between use of collocations use in written and oral responses is vast.

In regards to student patterns; the one level five EL, who on her most recent NWEA MAP test scored at grade level in reading, got the highest scores in both speaking and writing and also was the only student to use all eight collocations in her written responses. The other five students all had significantly higher speaking scores and the errors were more consistent across the board. The lower writing scores of the five students were due to a plethora of errors and also harder to assess, simply because the majority of them used little to no collocations in their written responses, which was the main component that I was assessing for. Although these five students are level four ELs, the data for their writing on their ACCESS tests is lower than a four and it's the other three domains' scores (listening, reading, speaking) that boost their average.

Students completed a self-assessment twice. The self-assessments were the same and asked students to gauge how they thought they sounded when speaking the targeted collocations. The first one was completed at the end of our first meeting together and the second one was completed after the students listened to their recording that was made at the final meeting.   On average, students scored themselves a four for both assessments. Overall their comments reflected confidence. The feedback that students gave me personally was that they liked grading themselves, with many saying it was their first time grading their own speaking.

Conclusion

In this chapter I presented a summary of the procedures of the case study and analyzed individual student participant results and transcriptions (Appendix S). I provided group data and a summary of patterns in both the speaking and writing assessments. In Chapter Five I will discuss the major findings, their limitations and implications. Additionally, I will connect errors with the students' first language, Hmong, identifying any linguistic features from their first language transferred to their writing and speaking in English. I will also discuss how teachers can use these assessments in their classroom and suggest strategies to improve students' speaking and writing skills based on my findings. Finally, I will connect my research to my research questions.

CHAPTER FIVE

Conclusions

For my research I attempted to answer the questions: "How can content teachers appropriately gauge their student's oral fluency?", "What feedback and strategies can content teachers use to aid students?" and, "How can students gauge their own prosody of targeted collocations?"

To answer the first question, "How can content teachers appropriately gauge their students' oral fluency?", I created two holistic rubrics; one for speaking and one for writing. Both rubrics were created specifically for content teachers. With the growing population of ELs, all teachers are language teachers and should be cognizant of their students' first language background, so that they may continue to help their ELs grow in their academic oral and writing proficiencies based on their specific needs. The teacher's job is no longer solely to assess content material, but also their academic language skills (The National Center for Education Statistics, 2002). Content teachers can easily use the holistic rubrics I made for the purposes of this case study. The rubrics I created can easily be used in different contexts. The rubrics are holistic, not analytic, on purpose; a holistic rubric is subjective and looks at the whole of the product, not individual criterion for each descriptor on a rubric. Additionally, holistic rubrics are easily adaptable to assess different content. Research has advocated for the use of holistic rubrics because they clearly outline the grading criteria and give a framework for students (Andrade, 2000). The rubric can easily be used to gauge students' prosody of targeted language.

To answer the second question, "What feedback and strategies can content teachers use to aid students?", I researched properties of the case study's participants' first language, Hmong, and compared it with English language properties in an attempt to predict and explain possible errors of transfer of the students' first language in speaking and writing English. Based on the results of this case study, I can suggest strategies that aim to improve student oral language prosody and writing skills. The self-monitoring guide can be used as a strategy to target specific language skills. Activities requiring speaking in-class incorporated into classroom instruction are beneficial for students because it fosters their language development in two ways; it allows ELs the opportunity to practice speaking and it gives ELs an opportunity to hear others' model their speaking (Orlova, 2003). Little research exists that focuses on oral fluency in content classes and the phrase "oral fluency" is rarely used outside of the EL classroom. Research states that oral fluency is an indicator of language proficiency, therefore opportunities to speak in the classroom are essential for language development (Rossiter et. al., 2010). Activities such as call and response, choral reading, group work with roles, oral reports and summaries, shoulder share or turn and talk are all good examples of strategies and activities teachers can use to encourage speaking. The results of the speaking assessments in my research were far more successful than the writing. Students were coherent, used the collocations correctly with a preposition, spoke in complete sentences, and used the correct tense. Very few errors were heard in stress and intonation of the targeted collocations. Recorded errors included dropping the final /s/ sound and changing and or omitting the preposition. The evidence from my research supports that speaking accuracy does not carry over into writing.

Finally, to answer my last question, "How can students gauge their own prosody of targeted collocations?", I created student self-assessments with which participants had to rate their oral language prosody on a scale from one to five and explain their self-score in writing. Cognitive and constructivist theories have long been proponents of student self-assessment. Self-assessment asks students to pay deliberate attention to their learning, form connections, and engage in metacognition (McMillen and Hearn, 2008). Metacognition, or thinking about your thinking, is an important skill in language acquisition. Research has indicated that students' who monitor their own learning take a greater responsibility in their academic goals (Mackey & Gass, 2005).

In this chapter I will discuss the major findings, limitations of the case study, Hmong and English language connections, implications for teachers, and give suggestions for further research.

Major Findings

Analysis of the data collected from the student questions for written response using the holistic written response rubric (Appendix Q) show that the majority of students did not use the targeted language in their written responses. Their responses were logical, however that alone is not enough to determine that they understand the meaning of the targeted collocations. Although there were a plethora of errors, meaning was not lost; however, that alone is not enough to determine mastery of usage of the targeted academic collocations in the participants' writing.

Analysis of data from the student audio recording using the holistic speaking rubric (Appendix N) to assess the students' oral prosody in responses to questions connecting the targeted collocations to their experiences showed mastery of prosody.

While errors were evident, and patterns did emerge, meaning was not impeded. Although I note many errors, they were not on the rubric and therefore I did not reduce the students' scores based on those errors.

Analysis of the student self-assessment (Appendix R) shows that students were comfortable with the targeted language and gauged their language output successfully. Compared with my judgment of their output of their speaking and writing, students are not aware of the small errors that they made and seemed to have focused on the collocation itself, rather than the whole of their speaking and writing.

English and Hmong Language Connections

Comparison of Hmong and English, like comparison of any language to English, can reveal areas that students will possibly struggle with. The errors that students exhibited throughout their written work repeatedly can be directly tied to features that their first language does not use. Evidence includes omission of final /s/ pluralizing and articles *the* and *a*. The Hmong language does not use articles, but instead uses classifiers, and also plurals are not indicated by a /s/ suffix; again classifier and quantifiers are added before the word, no suffixes are used (Yer Her, personal reference). Additional errors were grammatical and syntactic; incorrect pluralization of irregular nouns (i.e., mens, womens), subject-verb agreement, omission of part of the targeted collocations, incorrect use of possessives, misspellings, and overuse of ambiguous pronouns. Other indications of Hmong language features present in the participants' audio recording include subject-verb agreement, in the Hmong language verbs are not conjugated and are always in the infinitive form and do not change based on the subject. Omitting prepositions was another commonality among the participants' results. The English language has many

prepositions to show relationship, and misuse is a common error for ELs (Echevarria and Bear, n.d.).

Conclusions that I can draw from my case study results in relationship to my research questions are that a holistic speaking rubric can be easily used and connected with content learning by content teachers to assess oral academic language prosody. A background knowledge of the ELs' first language is necessary so that contrasts can be drawn between their first language and English. The speaking assessment was a huge success, as was the student self-assessment. I feel it was a success because students used the targeted collocations with correct stress and intonation in their audio recordings and I also feel that our lessons were effective because students were able to demonstrate that they understood the targeted language by making a connection to their personal life.

I learned that the writing component of this case study needs more work. The students did not demonstrate mastery as I had hoped; however, the knowledge I gained from implementing the writing assessment is valuable nonetheless.

Feedback Strategies

To address the incorrect stress placement as was heard in the case of PROvide (correct stress placement is proVIDE) teachers can use choral reading and reader's theater to encourage correct stress placement, or teachers can simply practice with their ELs in class or assign practice as homework (Blanchowicz & Moskal, 2006). Teachers can also have students clap out syllables to encourage students to concentrate on their stress of each syllable. Oral prosody can be practiced using fluency stations in the classroom, and students can audio record themselves to continue to self-monitor their language output. Fluency station ideas include reader's theater, where partners are actors

in a play and use emotion in their speaking voice to increase their prosody, and choral

reading where students get a chance to listen to themselves and their classmates read in

unison, with a teacher leading and modeling correct intonation and stress. This strategy

forces ELs to pay deliberate attention to their output and compare it to the output of those

around them.

Limitations

Limitations of this study are obvious on the holistic writing rubric used for

assessment; only specific descriptors were assessed, and although many errors occurred,

students were not marked for them negatively because it was not on the rubric. In

hindsight, I would have included more information on syntax and grammar on the writing

rubric specifically, as the results were so varied, more descriptors and criterion on the

rubric would have given a more accurate assessment of the participants' use of the

targeted collocations in their writing. The writing rubric did not assess enough factors to

conclude without a doubt that the students understood the meaning of the collocations

and could apply them in their writing. If the study were repeated I would choose to take

out the writing component entirely and focus solely on assessing the speaking.

Another limitation is that the amount of participants in the case study was

relatively small; a larger group would further solidify my findings. Although I had a peer

look over my grading and assessments, the rubrics are holistic and therefore the

interpretations of the assessments are subjective and can be biased if not followed

closely.

Finally, a future limitation will occur when content teachers modify and

implement the use of self-monitoring and holistic speaking and writing rubrics, and that

is that the content teacher may not be specifically trained, or may have limited training, in working with ELs' language acquisition and phonology, and this may skew their assessments of their students.

Implications

Implications of this research lead me to believe that content teachers can assess their ELs oral prosody of targeted language in different contexts with a holistic rubric. Additionally, teachers should encourage the use of student self-assessment in their classroom so that they may monitor their ELs' perceived output and compare it with their assessments and use strategies to encourage growth in their language acquisition. Teachers can encourage and foster metacognition for their students; this skill is essential for an academic career (Orlova, 2003).

Further Research

Further research and development of the rubrics are needed to improve student mastery of outcomes. While I am extremely happy with the outcome of my case study, issues that arose, such as the lack of subject-verb agreement and misuse of articles, leads me to believe that further developed lesson plans could address these issues and be included in the final assessments of the students' writing and oral prosody. I would like to know if more time spent with students working on the trends that surfaced in my case study might lead to better native-like English grammar in students' output. I believe that my research and the assessments that I created can be helpful for content teachers with ELs in their mainstream classroom.

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Appendix A

Grade 6 Minnesota Studies Social Studies Objective

6.3.4.10.1	The meaning, use, distribution and importance of resources changes over time.	Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time
6.4.1.2.1	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about what happened in the past, and how and why it happened.	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
6.4.4.15.1	North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent.	Compare and contrast Dakota and Anishinaabe nations prior to 1880; describe their interactions with each other and other indigenous peoples.

| 6.4.4.15.1 | Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations and produced regional societies and economies that included imported slave labor and distinct forms of local government. | Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries. |

Appendix B

WIDA Consortium Speaking Rubric

ELL Level	Linguistic Complexity	Vocabulary Usage	Language Control
4	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; grouping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and

			may be typical of those an English proficient peer might make
4	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; grouping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Source: http://tesolresources.weebly.com/uploads/5/8/7/3/5873833/wida_speaking_rubric.pdf

Important Definitions of Descriptions

Language Complexity – the amount of quality of speech for a given situation

Vocabulary Usage – the specificity of words or phrases for a given context

Language Control – the comprehensibility of the communication based on the amount and types of errors.

Appendix C

Analytic Rubric Example

Descriptions on the quality of performance

Components	Level 1	Level 2	Level 3	Level 4
Dimension #1	performance descriptors	performance descriptors	performance descriptors	performance descriptors
Dimension #2				
Dimension #3				

Scale examples:
- advanced, intermediate high, intermediate, novice
- needs improvement, meets expectations, exceeds expectations
- exemplary, proficient, marginal, unacceptable
- distinguished, proficient, intermediate, novice
- accomplished, average, developing, beginning
- mastery, partial mastery, progressing, emerging

Example: content knowledge, pronunciation, grammar, vocabulary, strength of argumentation, reflectivity, task completion, etc.)

Source: curry.virginia.edu/uploads/resourceLibrary/Info_on_Rubrics.docx

Appendix D

Holistic Rubric Example

	Criteria
Level 5	Overall description of Level 5
Level 4	Overall description of Level 4
Level 3	Overall description of Level 3
Level 2	Overall description of Level 2
Level 1	Overall description of Level 1

Source: www.oregon.gov/ode/educator-resources/.../rubrics_template_worksheet.docx

Appendix E

First Meeting - Lesson Plan One

Duration 30 minutes

WIDA Language Domain Objectives

Vocabulary Usage	Specific and some technical language related to the content area; grouping for needed vocabulary may be occasionally evident
Language Control	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
Linguistic Complexity	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity

Grade 6 Minnesota Studies Social Studies Objectives

6.3.4.10.1	Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time
6.4.1.2.1	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
6.4.4.15.1a	Compare and contrast Dakota and Anishinaabe nations prior to 1880; describe their interactions with each other and other indigenous peoples.
6.4.4.15.1b	Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries.

Materials

Stress Patterns Handout (Appendix H)

Intonation Patterns Handout (Appendix I)

Student worksheet (Appendix J)

Student objectives: Use prior knowledge to scaffold and infer meanings of targeted

collocations and practice saying collocations using correct intonation and stress.

Teacher Statements

Good afternoon everyone, thank you for taking the time to meet with me today. Today

our goals are to define these phrases (point to collocations on board) and practice saying

these phrases with each other. These are all phrases because they are more than one

*word, but not a sentence – they are groups of words that we call phrase***s***. Here are two*

handouts, each demonstrating the pronunciation of the phrases with capital letters,

lowercase letters, and lines (HAND OUT STRESS AND INTONATION PATTERN

HANDOUTS TO EACH STUDENT). These phrases, or their more academic term,

collocations, were chosen from your social studies textbook Northern Lights and are

found in the chapters you are currently studying in your Native American unit. First I

will read aloud these phrases so that you can listen to my voice as I model how to say

them, please follow allow on your handouts.... (STATE COLLOCATIONS

SIMULTANIOUSLY POINTING EACH ONE ON THE HANDOUT AS IT IS SAID AND

UNDERLINE THE STRESS OF EACH WORD)… The first phrase is assume

responsibility for (AGAIN, POINT TO WORD AND UNDERLINED STRESSED

PORTIONS OF THE PHRASE)*; when I think of responsibilities I think about the most*

important things in my life that I do or take care of, for example my job and my children.

I think most people have responsibilities either with taking care of themselves or others,

and you get more responsibility as you grow up too. Do you agree? (STUDENTS

RESPOND) When I think about the word assume I think about accepting something… I

assumed that you all would be here today because we planned to meet, right?

(STUDENTS RESPOND) *I assumed traffic would be bad this morning because it always*

is… To assume responsibility I think means to accept responsibilities (WRITE ON

BOARD AS DEFINITION). Have you assumed responsibilities for someone or

something? I have accepted responsibility for my work computer, by having a

Chromebook, have you assumed responsibility? (SOLICIT RESPONSE & WRITE ON

BOARD AS EXAMPLE SENTENCE). *Note the word for at the end of the phrase. This*

is called a preposition and its purpose is to state what or whom you have taken

responsibility for. I have assumed responsibility for my work computer. Let's define the

second phrase together. The second phrase is contain information about. Turn to your

neighbor and discuss the word contain (30 SECOND PARTNER SHARE. SOLICIT

RESPONSE) *Excellent, The word contain reminds me of the word container. Books*

contain information. (WRITE ON BOARD FOR EXAMPLE). I think contain means to

keep information. Do we all know what information is (SOLICIT RESPONSE) Yes,

information is what you know or learn, facts, etc? Have you ever had to contain

information about someone or something, like a secret? (SOCLICIT RESPONSE). *Okay*

let's do the next six in pairs (PASSOUT HANDOUT. ASK STUDENTS TO FIRST

WRITE DEFINITIONS AND EXAMPLE SENTENCES FOR FIRST TWO PHRASES

WE DEFINED ALREADY – ALLOW STUDENTS TO WORK FOR TEN MINUTES

THEN TAKE TURNS CALLING ON STUDENTS,WRITE DEFINITIONS ON

BOARD; ENCOURAGE STUDENTS TO WRITE DOWN ALTERNATIVE

DEFINITIONS AND/OR EXAMPLES TO THEIR WORKSHEET, ESPECIALLY SO

IF A PHRASE IS DIFFICULT FOR THE STUDENT)

*Copy of student hand out (*Appendix J*) and expected answers*

Collocation	Expected Definition/Response (will vary)	Expected Example (will vary)
Assume responsibility for	*Accept responsibility*	*I assume responsibility for my Chromebook.*
Contain information about	*Keep information*	*My textbook contains information about science.*
Encourage the development of	*Want something to grow/get bigger, take care of something so it will become what you want*	*My teachers encourage the development of reading.*
Experience difficulties in	*Have problems or issues*	*I experience difficulties in relationships when I argue.*
Provide resources for	*Give help somehow*	*My teachers provide resources for me to study.*
Make a contribution to	*Help out by doing something or giving something, like money*	*I make a contribution to my family by helping to clean.*
Take responsibility for	*Accept responsibility for someone/something*	*I take responsibility for my homework.*

Exit

For our exit we are going to chorally say each phrase. Say each phrase chorally when I point to it; I will do the first two with you. (DISCUSS CHORAL READING IF NEEDED. BEGIN CHORAL STATING COLLOCATIONS. SAY THE FIST TWO CHORALLY WITH THE STUDENTS, THEN LISTEN TO THE STUDENTS' PRONUNCIATION CLOSELY AS THEY STATE THE REMAINING COLLOCATIONS – TAKE NOTES ON ANY STUDENT MISPRONUNCIATION)

Thank you for meeting with me today, please keep your worksheet and practice saying each sentence aloud ten time before I see you next. Also, be on the lookout for these

phrases in your Northern Lights textbook. We will discuss "Investigation 3" about the

Dakota, found in chapter three, next time we meet. Goodbye!

Appendix F

Second Meeting - Lesson Plan Two

Duration 30 minutes

WIDA Language Domain Objectives

Vocabulary Usage	Specific and some technical language related to the content area; grouping for needed vocabulary may be occasionally evident
Language Control	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
Linguistic Complexity	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity

Grade 6 Minnesota Studies Social Studies Objectives

6.3.4.10.1	Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time
6.4.1.2.1	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
6.4.4.15.1a	Compare and contrast Dakota and Anishinaabe nations prior to 1880; describe their interactions with each other and other indigenous peoples.
6.4.4.15.1b	Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries.

Materials

Stress Patterns Handout (Appendix H)

Student worksheet (Appendix J)

Northern Lights text excerpt (Appendix K)

Paper & pencil

Students' self-monitoring sheet (Appendix L)

Caveat: After the first meeting, students' homework was to practice stating each collocation ten times and be on the lookout for collocations, specifically within "Investigation 3" found in chapter three of the *Northern Lights* textbook.

Student goals: Recognize collocations in text, use correct stress and intonation when speaking, label stress patterns for targeted collocations, and monitor language output.

Teacher Statements

Good afternoon everyone! I hope you all had a chance to practice saying these phrases, or collocations, since I last saw you (POINT TO HANDOUT SHOWING STRESS PATTERNS OF EACH WORD). *Were you able to practice?* (SOLICIT RESPONSE) *Today we are going to again practice speaking and we are also going to read a part of your text, Northern Lights, and discuss the phrases along with the Native Americans when we're finished reading. Before we begin reading the text I want to give you a new handout, it's called a self-monitoring sheet. Students use this sheet to keep track of what they are saying, in your case you will mark down, or track, when you say one of the phrases today.* (HAND OUT SELF-MONITORING HANDOUT TO STUDENTS AND GO OVER DIRECTIONS) *Here is the handout, let's look at the directions together before we begin. The directions say to mark the first column with an 'X' after we practice saying the phrases together chorally before reading, then to mark the second column with an 'X' after you have read the phrase aloud during reading. It looks like*

your goals is to say each phrase twice today. Finally, when we are finished reading you

will take one of these highlighters (POINT TO HIGHLIGHTERS*) and highlight the part*

of the word that is stressed. Look at your handout with the phrases to guide you if you

are unsure where to place stress. We'll talk more about that last part on the directions

when we're finished reading. Does anyone have any questions? (ANSWER

QUESTIONS IF NEEDED) *Like the directions say, let's practice saying each phrase*

together before we read, remember to mark an 'X' in the first column after you have said

each phrase. (PROMPT STUDENTS TO BEGIN CHORALLY READING

COLLOCATIONS) *Great! Let's quickly look at our stress patterns handout.* (TAKE

OUT TEACHER COPY AND HOLD UP SO ALL STUDENTS CAN SEE) *Turn to your*

shoulder partner and state why some letters are capitalized and why some are not.

(GIVE 30 SECONDS FOR STUDENT DISCUSSION) *Why are some letters capitalized*

and why are some not? (SOLICIT RESPONSE FROM A COUPLE OF STUDENTS

AND DISCUSS) *Great answers, yes, the letters are capitalized to show which part of the*

word is stressed. This is done to help learners know how to pronounce a word correctly.

(HAND OUT TEXT EXCERPT) *We are going to chorally read the portion of the text*

titled "Investigation 3" that I am handing out right now. Remember to have your self-

monitor sheet and something to write with ready. (GIVE TIME FOR STUDENTS TO

CHORALLY READ, MAKING SURE TO LISTEN TO EACH STUDENT'S

PRONUNCIATION, TAKE NOTES IF NEEDED MAKE SURE STUDENTS ARE

MARKING AN 'X' AFTER THEY HAVE SAID THE COLLOCATIONS)

Great job everyone! Now I am going to give you highlighter; please go through the

passage and highlight each phrase – they are in the text in the order that they appear on

your self-monitoring sheet. (GIVE TIME FOR STUDENTS TO HIGHLIGHT) I am going to ask you some questions with the phrases that we've been practicing in them; make sure that when you answer to use full sentences, including the phrase we've been practicing. (AMOUNT OF QUESTIONS USED DEPEND ON TIME) Who can tell me how nature provided resources for the Dakota? (SOLICIT ANSWER) Who can tell me what types of things, similar to the designs that were painted, might contain information about the Native American culture? (SOLICIT ANSWER) How did the Native Americans make a contribution to trade when trading with European Americans? (SOLICIT ANSWER) In what ways did the Native Americans assume responsibility for nature? (SOLICIT ANSWER) Give an example of how Native Americans experienced difficulties during the fur trade. (SOLICIT ANSWER) For your exit, I want you to look at your self-monitoring handout and do number 3, which says to highlight the part of the word that is stressed when you say the phrase aloud. (GIVE TIME & GIVE FEEDBACK ON WORK) Now please turn over your self-monitor sheet and rate yourself and also explain your choice. (COLLECT SELF-MONITOR HANDOUT FROM EACH STUDENT). Thank you for coming today, you did a great job.

Appendix G

Third Meeting – Lesson Plan Three

Duration 30 minutes

WIDA Language Domain Objectives

Vocabulary Usage	Specific and some technical language related to the content area; grouping for needed vocabulary may be occasionally evident
Language Control	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
Linguistic Complexity	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity

Grade 6 Minnesota Studies Social Studies Objectives

6.3.4.10.1	Describe how land was used during different time periods in Minnesota history; explain how and why land use has changed over time
6.4.1.2.1	Pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings.
6.4.4.15.1a	Compare and contrast Dakota and Anishinaabe nations prior to 1880; describe their interactions with each other and other indigenous peoples.
6.4.4.15.1b	Describe European exploration, competition and trade in the upper Mississippi River region; describe varied interactions between Minnesota's indigenous peoples and Europeans in the seventeenth and eighteenth centuries.

Materials

Questions used for oral assessment (Appendix P)

Questions for written assessment (Appendix O)

Audio recorder (Researcher's IPhone)

Students' self-monitoring sheet for Lesson 3 (Appendix R)

Caveat: After the first meeting, students' homework was to practice stating each collocation ten times and be on the lookout for collocations, specifically within "Investigation 3" found in chapter three of the *Northern Lights* textbook.

Student goals: Answer questions orally and make connections using targeted phrases. Write responses to questions using complete sentences with targeted phrases included in response.

Teacher Statements

Good afternoon everyone! We have met two times to discuss eight collocations, or phrases, which are in your social studies textbook, Northern Lights. Today we are going to do something a little different; you will be giving oral answers to some questions that I will ask you and also you will do some writing too. When we are finished today, I will email you the recording of yourself and your job will be to critique, or judge, your own speaking of these phrases7. We will talk more about this at the end of our meeting. For now, I am going to talk with you individually, which means while I'm working with one student and recording, the rest of you can begin writing your answers to the questions on loose leaf. A friendly reminder to use complete sentences when you answer the questions, and also be sure to use the italicized phrase in the question in the answer too. Does anyone have any questions? (SOLICIT RESPONSE)

Meet with students individually & Ask questions (Appendix P)

Thank you all for answering my questions and allowing me to record you. I will email you your recordings individually. Please listen to yourself with headphones if you can. While you listen I want you to use this self-assessment. Here you can see I have listed the phrases, how we use them in sentences which means they have the word for, with, in, etc. at the end. The next two columns show which part of the two main words in the phrase, the verb and the noun, sound using capital letters. The capital letters indicate stress in each word. You are going to write the same way, meaning, you will write with capital letters to show stress that you used in your speaking voice when you said these specific words which you will hear in your recording. I have included the correct stress on your handout; you are simply going to write out how you hear it in your own voice. You might hear in your voice that you do have the correct stress patterns for some words and you may find that you don't for others. Just write what you hear; remember this is a study and there is no right or wrong, I am simply gathering information. Does anyone have any questions? (SOLICIT RESPONSE*) Expect my email Saturday and please complete your self-assessment over the weekend and turn it in to me on Monday. For those who have finished their written responses, I will take those and if anyone needs to stay to finish that's fine. Thank you again for helping me with my research!*

(COLLECT WRTTEN RESPONSES FROM STUDENTS)

Appendix H

Academic Collocations' Stress Patterns

Collocation	*Verb with stress and pattern*	*Noun with stress pattern*
Assume responsibility for	assUME	responsBILity
Contain information about	conTAIN	inforMAtion
Encourage the development of	enCOURage	deVELopment
Experience difficulties in	exPERience	DIFFiculties
Establish a relationship with	esTABlish	reLAtionship
Provide resources for	proVIDE	reSOURces
Make a Contribution to	MAKE	contriBUtion
Take responsibility for	TAKE	responsiBILity

Key
Stress is indicated with capital letters

Appendix I

Academic Collocations' Intonation Patterns

Collocation	*Verb with stress and pattern*
Assume responsibility for	Assume responsibility
Contain information about	Contain information
Encourage the development of	Encourage (the) development (of)
Experience difficulties in	Experience difficulties
Establish a relationship with	Establish (a) relationship
Provide resources for	Provide resources
Make a Contribution to	

	Make (a) Contribution
Take responsibility for	Take responsibility

Key

        Indicates high pitch

        Indicates low pitch

Appendix J

Lesson One Student Handout

Name: _____

Directions: Complete the example sentences and define the phrases.

Collocation	Example	Definition
Assumed responsibility for	**I assume responsibility for** _____.	
Contains information about	**_____ contains information about** _____.	
Encourage the development of	**My teachers encourage the development of** _____.	
Experience difficulties in	**I experience difficulties in** **when**_____.	
Provide resources for	**My teachers provide resources for** _____.	
Make a contribution to	**I make a contribution to my family by** _____.	
Take responsibility for	**I take responsibility for** _____.	
Establish a relationship with	**I established a relationship with when**	

	——————————————————————.	

Appendix K

Lesson 2 *Northern Lights excerpt Investigation 3*

People on the move

Life was well-organized in the tipi, with a definite place for everybody. The members of their family had their own spaces where they habitually sat, ate, slept, and worked. Everyone kept his personal things in skin containers, which were always ornamented, sometimes handsomely. These were secured only as far as strings could make them so. There were no locks and keys, but they were not missed. A good relative did not open another's things. Even small children were gently but firmly warned to leave things alone."

- *These words were written in 1944 by Ella Deloria, a Yankton Dakota, in her book Speaking of Indians.*

"The Dakota where a people on the move. In springtime certain bands went to sugar camps to tap maple trees and make sugar. They returned to permanent villages in the summer to grow crops. At the summer's end and some bands travel to lakes to harvest rice so that they could continue to make a contribution to the food supply. Throughout the fall they were on the move hunting deer and bison. Even in the deepest snows of winter, the Dakota sometimes moved camps to be closer to the wild animals they hunted in order to survive.

What was it like to live a life on the move? How did the Dakota move camp and bring home heavy loads of meat? What did they use to store and carry things? On the next few pages are examples of containers, bags, and carrying packs Made by the Dakota within the last 200 years. You will also find accounts written by Dakota people and

others who witnessed the traditional Dakota way of life. As you investigate these primary sources try to imagine what life might have been like for the Dakota centuries ago.

(POINT TO PICTURE ON PAGE 45 AND DISCUSS CAPTION)

Caption under image… If you had to carry everything you owned from place to place, what would you keep? What would you give up? Study the containers and bags on the next few pages, and think about something you own that is important enough to carry from one home to another.

Moving Camp

In order to live close to food resources such as maple forests or ricing lakes, he Dakota had to pack and move their whole household. Dakota women-owned the tipis and everything in them. Typically, women assumed responsibility for the packing and moving. Moving camp was hard, especially during the winter. Starting at daybreak, women and children packed and carried heavy bundles through snow and icy water, if the streams were not frozen. The missionary, Samuel Pond, who established a relationship with and traveled with the Dakota in the early 1800s, never forgot what it was like to set up camp in winter:

> *"Fourteen teepee [tipi] poles were to be found and dragged often a considerable distance through the snow, making two or three heavy loads or a strong woman. The tent was then erected, and dry grass cut up from some swamp was brought and put all around the tent or teepee on the outside, for the Indian women would not bank their tents with snow lest it should melt and injure the tent. Hay was also strewn inside to spread on the beds, for the frozen ground was hard and cold. Then wood was brought for the fire, very dry or they burn no other. The woman*

worked all day to provide resources for their new home. Last of all water was

brought and hung over the fire to warm or cook the supper, which by this time

was well earned if ever suppers are."

After the Hunt

Dakota men traveled great distances to hunt, and wounded animals often led hunters

even farther. After the hunt, the heavy work began. First, the hunters gave thanks for the

many things the animal would provide to the people. Then, they cut up the animal and

carried it back to camp, often many miles. Hunters sometimes slipped and fell while

carrying heavy loads through forest or swamps. If a hunter was injured or killed, his

companions carried him home, no matter how far the other hunters would take

responsibility for their companion. After the men hunted bison in the snow, they cut them

up and carry the meat home on sleds pulled by dogs. Ohiyesa (oh-HEE- yay-sah), later

known as Charles Eastman, recalled the extra challenges that hunters faced during the

winter:

> *"....Sleds were made of [bison] ribs in hickory saplings, the runners bound with*
>
> *rawhide with the hard side down. These slipped smoothly over the icy crust. Only*
>
> *the small men rode on the sleds… Although, the men had their bows and arrows*
>
> *and a few had guns, they still experienced difficulties in their travels. The huge*
>
> *animals could not run fast in the deep snow. [The bison] all followed the leader,*
>
> *trampling out a narrow path. The dogs with their drivers soon caught up with the*
>
> *bison on each side, and the hunters brought many of them down. I remember*
>
> *when the party returned, late in the night. The men came in single file, well*

loaded, and each dog followed his master with an equally heavy load. Both men

and animals were white with frost."

Precious Cargo

Of all the things he read, the most precious wear their babies.' Infants were very tenderly

cared for', recalled Samuel Pond, a European American who lived among the Dakota

people beginning in the 1830s whose work encouraged the development of relationships

between European Americans and Native Americans.. Dakota infants were kept on a

wooden cradleboard for most of their first year. They were wrapped in blankets and

secured to their upright cradles by strips of cloth or hide. The infants' faces were

protected by a wooden frame, which was also used to hang toys and small objects to

entertain the baby. According to Pond, 'Nothing better than this cradle could have been

contrived for the comfort and safety of the infants. There was no other way in which they

could be carried on their frequent journeys with safety.'

Dakota Containers

The Dakota need many specialized containers, like the cradleboard, to make packing and

travel easier. Storage containers were made from materials available in the natural

world. Different materials add different benefits. Bark containers were lightweight and

held up well in wet and damp weather. Bags woven from reeds were easy to pack and

could be dyed beautiful colors. Animal hides were readily available and made strong,

waterproof containers. One kind of hide container was called a parfleche (PAHR-flesh)

Parfleche containers were made from folded and painted rawhide, which was stiff and

very strong. Parfleches were made in four basic shapes: a box, an envelope, a flat case,

and a cylinder. To make a parfleche, a woman began with a fresh hide from a bison, elk,

or moose. She removed the fur and then scraped or 'fleshed' the inside of the skin to

remove the tissue and fat. Next, she washed the skin, staked it down, and painted it with

geometric designs using colors such as red, black, yellow, and green. The different colors

and designs contained information about the owner.

Source: Northern Lights, 2013. Portions of this text were modified from its original

version.

Appendix L

Lesson 2 Student Uptake Sheet/Self-Monitoring Sheet

Name:_____

Directions: 1) Mark the first column after you have practiced chorally reading the phrases. 2) Mark the second column after you have read it in the text with your partner. 3) With a highlighter, highlight the part of each word that is stressed when you say it.

1st	2nd	Collocation
		Make a contribution to
		Assumed responsibility for
		Established a relationship with
		Provide resources for
		Take responsibility for
		Experienced difficulties in
		Encouraged the development of
		Contained information about

Exit

Reflection – Rate your ease in pronouncing these phrase using correct stress and intonation on a scale of one to five (5 – this is easy 4 – I think I got it 3 – Some phrases are hard and some phrases are easy 2 – Most of these phrases are hard for me to pronounce correctly 1 – This is very difficult for me

1 2 3 4 5

Write a statement explaining your number choice (minimum 2 sentences; use the word *because* to explain your choice). If you scored yourself lower than a 3, state which phrases were hardest for you and why.

Appendix M

Hmong Language Tones

Tones

ʋ̊	ʋ̊	ʋ̊	ʋ̄	ə	ə̊	ə̄	ə̊
-b	-m	-d	-j	-v	-Ø	-s	-g
[-˥]	[-²˩]	[-˧˦]	[-˥˩]	[-˦]	[-˧]	[-˨]	[-̤˩]
high	low	low	high	mid	mid	low	falling
level	glottalized	rising	falling	rising	level	level	breathy

Source: http://www.omniglot.com

Appendix N

Holistic Speaking Rubric

Important Definitions of Descriptions

Language Complexity – the amount and of quality of speech

Vocabulary Usage – the use of words or phrases for a given context

Language Control – the comprehensibility of the communication

Connections & Understanding – the ability to use targeted language in responses out of context

Score	Language Complexity	Vocabulary Usage	Language Control	Connections & Understanding
15	Demonstrates a variety of sentence lengths; gives detail to support answers logically	Uses targeted collocations (8) in responses	Demonstrates correct stress & intonation of targeted collocations; uses correct tense	Uses collocations responses to prompts; makes connections to own life
12	Demonstrates some variety of sentence lengths; gives some detail to support answers	Uses some targeted collocations in responses	Demonstrates correct stress & intonation of targeted collocations inconsistently; uses correct tense at times	Uses some collocations in responses to prompts; make some connections to own life
9	Demonstrates little to no variety of sentence length; gives little to no detail to support answers	Uses little to no targeted collocations in responses	Demonstrates incorrect stress & intonation of targeted collocations mostly; uses incorrect tense consistently	Uses little to no collocation in responses to prompts; makes little to no connections to own life

First three descriptors taken from WIDA 2014

*Note the similarity of Vocabulary Usage and Connections & Understanding – each serves a different purpose; Vocabulary for content and Connections & Understanding for understanding of content. It is intended for the graded rubric to be seen by teacher's students and therefore should be broken down so it is student friendly. Additionally, because this rubric is written for content teachers without a language background, the breakdown may be easier for them as well.

Appendix O

Lesson 3 Student Questions for Written Response

Name: _____

Directions: Please write your responses on loose leaf. Remember to use complete sentences when answering the questions.

1. How did the Dakota women *assume responsibility for* setting up camp?

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

5. State one thing the Dakota did to *provide resources for* their families.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

7. How did the Dakota *encourage the development of* human capital?

8. What is one way that trading helped *establish a relationship with* Native Americans and European Americans?

Appendix P

Lesson 3 Oral Assessment Questions

1. What do you *assume responsibility for* in your life?

2. What is something that you own that *contains information about* your culture?

3. How do you *make a contribution to* your family?

4. How do you *take responsibility for* your education?

5. What is something you have *experienced difficulties in*, in your own life?

6. How might you *provide resources for* someone who needs help in school?

7. What is one thing you can do to *encourage the development of* your academic success?

8. What is something you can do to *establish a relationship with* your academic advisor/CP teacher?

Appendix Q

Holistic Written Response Rubric

Important Definitions of Descriptions

Language Complexity – the amount and of quality of writing

Vocabulary Usage – the use of words or phrases in writing for a given context

Language Control – the comprehensibility of the writing

Connections & Understanding – the ability to use targeted language in written responses

to content

First three descriptors taken from WIDA 2014

Score	Language Complexity	Vocabulary Usage	Language Control	Connections & Understanding
15	Uses a variety of sentence lengths; demonstrates reasoning and cohesion, supports answers	Uses targeted collocations (8) in responses	Comprehensible, uses correct tense & subject verb agreement	Uses collocations in written responses to questions; makes connections to text
12	Uses some variety of sentence lengths; gives some detail to support answers	Uses some targeted collocations in responses	Comprehensible at times, uses correct tense & correct subject verb agreement at times	Uses some collocations in written responses to questions; makes some connections to text
9	Uses phrases, not sentence; gives little to no detail to support answers	Uses little to no targeted collocations in responses	Mostly incomprehensible; uses incorrect tense & incorrect subject verb agreement consistently	Uses little to no collocation in written responses to questions; makes little to no connections to text

Appendix R

Student Recording Self-Assessment Speaking Rubric

Directions: Listen to your recording and write down the stress you hear in your own voice. To show your stress, use capital letters.

Collocation	Verb with stress and pattern	Noun with stress pattern	My Stress Patterns (capitalize the letters to indicate stress in your voice)
Assume responsibility for	assUME	responsBILity	
Contain information about	conTAIN	inforMAtion	
Encourage the development of	enCOURage	deVELopment	
Experience difficulties in	exPERience	DIFFiculties	
Establish relationship with	esTABlish	reLAtionship	
Provide resources for	proVIDE	reSOURces	
Make a Contribution to	MAKE	contriBUtion	
Take responsibility for	TAKE	responsiBILity	

Student Recording Self-Assessment Speaking Rubric Continued

<u>Overall self-score</u>: Thinking about all of the phrases you said in the recording, rate your speaking on a scale from 1 (poor) to 5 (great). 1. Write two sentences explaining the score you gave yourself using the word because. 2. Write one sentence stating one thing you could do better next time to improve your speaking skills. Use the space below to write.

| 1 2 3 4 5 |

Appendix S

Individual Student Data Sets

Student C.T. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student C.T. Appendix O – Student Questions for Written Response

1. How did the Dakota women *assume responsibility for* setting up camp?

   They bring the teepee and pack food along.

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

   Bead work contains hard work and a lot of talents and practice.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

   They would go more wild hunting and food supplys.

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

   When moving in winter kids take heavy bundles.

5. State one thing the Dakota did to *provide resources for* their families.

   They hunt Buffalos.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

    They carry them and take care of them or they will die.

7. How did the Dakota *encourage the development of* human capital?

    They trade goods.

8. What is one way that trading helped *establish a relationship with* Native Americans and European Americans?

    When they trade the Europeans get fur for coats, hats, and just clothes and the Native Americans get goods like pots and pans, beads, knives, bowls, just finish goods.

Student C.T. Transcription of Student Recording

1. What do you assume responsibility for in your life?

    "I asSUME responsiBILity for my homework"

2. What is something that you own that contains information about your culture?

    "Something I own that conTAIN inforMAtion is my tablet"

3. How do you make a contribution *to* your family?

    "I MAKE a contriBUtion to my family by babysitting"

4. How do you take responsibility for your education?

    "I TAKE responsiBILity for my education when I learn at school"

5. What is something you have experienced difficulties in, in your own life?

    "I have exPERienced DIFFiculties in my life when I have to take care of myself and the baby"

6. How might you provide resources for someone who needs help in school?

"I can PROvide reSOURces for a friend by giving them ideas"

7. What is one thing you can do to encourage the development of your academic success?

   "I can enCOURage the deVELopment of my grades by listening and paying more attention"

8. What is something you can do to establish a relationship with your academic advisor/CP teacher?

   "I can esTABlish my CP teacher by helping with stuff"

Student C.T. Appendix R Student Speaking Self-Assessment Results

Student C.T. gave herself a rating score of 3 and wrote, "I chose the number 3 because I say these words I cannot hear stress in it. And on the last one I forgot to say the word relationship".

Student C.T. Appendix Q Holistic Written Response Rubric & Appendix N Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
C.T.	45/60	75%	57/60	95%

Student E.M. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student E.M. Appendix O – Student Questions for Written Response

9. How did the Dakota women *assume responsibility for* setting up camp?

   Womens is cook the food mens hunt.

10. Give an example of how beadwork might *contain information about* a Native American's tribe.

    Each color might means something to them.

11. How do members of the Dakota tribes continue to *make a contribution to* their culture?

    Hunt food for everyone.

12. State an example of how early Dakota *experienced difficulties in* day-to-day life.

    Killing Bison or hunting.

13. State one thing the Dakota did to *provide resources for* their families.

    Feeding food each other.

14. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

    They would take him home.

15. How did the Dakota *encourage the development of* human capital?

    Give them stuff they need and give them what they need.

16. What is one way that trading helped *establish a relationship with* Native

    Americans and European Americans?

    Europeans wasnts fur and Dakota wants finished goods.

Student E.M. Transcription of Student Recording

1. What do you assume responsibility *for* in your life?

    "I assUME responsiBILity for chores and homework"

2. What is something that you own that contains information about your culture?

    "Something that I own that conTAIN inforMAtion about my culture is my family

    secrets"

3. How do you make a contribution to your family?

    "I MAKE a contriBUion to my family by umm helping them when they need help"

4. How do you take responsibility for your education?

    "I TAKE responsiBILity for my education when I'm at home and when I'm at

    school"

5. What is something you have experienced difficulties in, in your own life?

    "I exPERience DIFFiculty when I learn new stuff sometimes"

6. How might you provide resources for someone who needs help in school?

    "I PROvide reSOURce to someone by giving them if they need something"

7. What is one thing you can do to encourage the development of your academic

    success?

    "I can enCOURage deVELopment when I do my work"

8. What is something you can do to establish a relationship with your academic advisor/CP teacher?

   "I can esTABlish a reLAtionship to them by listening to them and helping them"

Student E.M. Appendix R Student Speaking Self-Assessment Results

Student E.M. gave himself a rating score of 4 and wrote, "I can improve my speaking skills by taking time and read more books time by time."

Student E.M. Appendix Q Holistic Written Response Rubric & Appendix N Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
E.M.	42/60	70%	557/60	95%

Student N.C.T. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student N.C.T. Appendix O – Student Questions for Written Response

1. How did the Dakota women *assume responsibility for* setting up camp?

   The Dakota women assume responsibility for packing and moving when daybreak.

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

   Beadwork might contain information about Native American tribe because Native American put bead on their thing and it gives a story.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

   Dakota tribe continue to make a contribution by doing beadwork.

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

   Dakota experience difficulties in their day-to-day life because they don't have goods like us.

5. State one thing the Dakota did to *provide resources for* their families.

   Dakot provid resources by hunting to find food for their family.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

   The Dakota mens take responsibility for other mens when they are hurt or even when they are die.

7. How did the Dakota *encourage the development of* human capital?

   The Dakota encourage the development of human capital are that they gave thing to them and help them live.

8. What is one way that trading helped *establish a relationship with* Native Americans and European Americans?

   The thing that help was fur trade.

Student N.C.T. Transcription of Student Recording

1. What do you assume responsibility *for* in your life?

   "I assUME responsiBILity for cleaning my room and doing homework"

2. What is something that you own that contains information about your culture?

   "Something I own that conTAINS inforMAtion about my culture is my Hmong clothes"

3. How do you make a contribution to your family?

   "I MAKE a contriBUtion to my family by watching my siblings"

4. How do you take responsibility for your education?

   "I TAKE responsiBILity for my education when I bring my things to school"

5. What is something you have experienced difficulties in, in your own life?

   "I have exPERienced DIFFiculties in my own life when I found out my mom was having another baby"

6. How might you provide resources for someone who needs help in school?

    "I can proVIDE reSOURces for my friend by helping them study in CP"

7. What is one thing you can do to encourage the development of your academic success?

    "I can enCOURage the deVELopment of my grades by doing my homework everyday"

8. What is something you can do to establish a relationship with your academic advisor/CP teacher?

    "I can esTABlish a reLAtionship with my CP teacher by talking to them more"

Student N.C.T. Appendix R Student Speaking Self-Assessment Results

Student N.C.T. gave herself a rating score of 4 and wrote, "I mark 4 because I don't think I have the best one. But I think I'm almost there".

Student N.C.T. Appendix Q Holistic Written Response Rubric & Appendix N Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
N.C.T.	51/60	85%	60/60	100%

Student Z.V. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student Z.V Appendix O – Student Questions for Written Response

1. How did the Dakota women *assume responsibility for* setting up camp?

   Dakota women assume responsibility for packing and moving the tipi.

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

   Beadwork contain information and you got to hand make it.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

   Gather food supply and hunt deer and bison.

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

   Traveling.

5. State one thing the Dakota did to *provide resources for* their families.

   Making fire and bringing wood.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

   If one of the Dakota get hurt, their companions carry him home.

7. How did the Dakota *encourage the development of* human capital?

   A relationship between the European Americans and Native Americans.

8. What is one way that trading helped *establish a relationship with* Native

   Americans and European Americans?

   The European Americans wanted fur and the Dakota wanted finish goods.

Student Z.V Transcription of Student Recording

1. What do you assume responsibility for in your life?

   "I assUME responsiBILity for my um schoolwork"

2. What is something that you own that contains information about your culture?

   "Something I own that conTAIN inforMAtion about my culture is telling my brother our secrets"

3. How do you make a contribution to your family?

   "I MAKE a contriBUtions to my family by helping babysit"

4. How do you take responsibility for your education?

   "I TAKE responsiBILity for my education when I study"

5. What is something you have experienced difficulties in, in your own life?

   "I have exPERienced DIFFicutly with my life when I learn new things"

6. How might you provide resources *for* someone who needs help in school?

   "I can proVIDE reSOURce by giving them a pencil"

7. What is one thing you can do to encourage the development of your academic

   success?

   "I can enCOURage the deVELopment of my schoolwork and grades"

8. What is something you can do to establish a relationship with your academic advisor/CP teacher?

   "I can esTABlish um a reLAionship with my CP by teacher by doing what he says to do"

Student Z.V Appendix R Student Speaking Self-Assessment Results

Student Z.V. gave himself a rating score of 3 and wrote, "I chose the score 3 because when I said the phrases I say it in a low voice. I also say the phrases incorrectly but I say some correctly. I can improve my speaking skills by saying the phrases louder and keep practicing the phrases so I can say it better next time".

Student Z.V Appendix Q Holistic Written Response Rubric & Appendix N Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
Z.V.	42/60	70%	57/60	95%

Student Ua.Y. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student Ua.Y. Appendix O – Student Questions for Written Response

1. How did the Dakota women *assume responsibility for* setting up camp?

   They have to put some stuff on the ground so they won't sleep on snow or dirt when the season come.

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

   When the Native American wife and daughter make bead they work togethere and so it could go faster.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

   By not telling different clan about there culture secret.

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

   By season, hunting, packing, and working hard to survive.

5. State one thing the Dakota did to *provide resources for* their families.

   The Dakota provide resources by knowing what to do or tell their clan to help them make thing that Native American needs.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

   The Dakota take responsibility when the Dakota or one Dakota is hunt down the still carry them to their home and family so the family can help them that. Injury or help them whenever they need help.

7. How did the Dakota *encourage the development of* human capital?

   The Dakota encourage the development by help someone do to good thing or teach them how to care about their own family.

8. What is one way that trading helped *establish a relationship with* Native Americans and European Americans?

   The Dakota and Euro-American only be friend because of the trading and trading good to Native American. And Dakota trade Euro-American by giving them non-finishing good.

Student Ua.Y. Transcription of Student Recording

1. What do you assume responsibility for in your life?

   "I assUME responsiBILity for my actions"

2. What is something that you own that contains information *about* your culture?

   "Something that I own that conTAIN inforMAtion about my culture is my sewing because it tells my family story"

3. How do you make a contribution *to* your family?

   "I MAKE a contriBUtion to my family by helping cleaning and cooking"

4. How do you take responsibility for your education?

   "I TAKE responsiBILity by doing my homewok"

5. What is something you have experienced difficulties in, in your own life?

"I exPERience DIFFiculties in language because sometimes I don't understand

what my parents say when they speak a different language"

6. How might you provide resources for someone who needs help in school?

"I can proVIDE reSOURces by explaining what we have to do and helping them"

7. What is one thing you can do to encourage the development of your academic

success?

"I can study to enCOURage the deVELopment of my grades"

8. What is something you can do to establish a relationship with your academic

advisor/CP teacher?

*"I can esTABlish a reLAtionship with my CP teacher by listening to the directions
he told us to do"*

Student Ua.Y. Appendix R Student Speaking Self-Assessment Results

Student Ua.Y. gave herself a rating score of 3 and wrote, "I think I kind of did

good on my speaking. Because I can hear my voice whenever I say something."

Student Ua.Y. Appendix Q Holistic Written Response Rubric & Appendix N

Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
Ua.Y.	51/60	85%	57/60	95%

Student Ui.Y. Appendices and Transcription

Appendices	Title
O	Lesson 3 Student Questions for Written Response
R	Student Recording & Self-Assessment
Q	Holistic Written Response Rubric
N	Holistic Speaking Rubric

Student Ui.Y. Appendix O – Student Questions for Written Response

1. How did the Dakota women *assume responsibility for* setting up camp?

   Women assume responsibility for packing and moving.

2. Give an example of how beadwork might *contain information about* a Native American's tribe.

   The Dakota contain information about their family.

3. How do members of the Dakota tribes continue to *make a contribution to* their culture?

   The Dakota sometimes moved camps to be closer to the wild animals they hunted in order to survive.

4. State an example of how early Dakota *experienced difficulties in* day-to-day life.

   The huge animals could not run fast in the deep snow.

5. State one thing the Dakota did to *provide resources for* their families.

   Last of all water was brought and hung over the fire to warm or cook the supper which by this time was well earned if suppers ever were.

6. How did the Dakota hunters *take responsibility for* one another if someone was hurt?

    Hunter sometimes slipped and fell while carrying heavy loads through forest or swamps.

7. How did the Dakota *encourage the development of* human capital?

    They were wrapped in blankets and secured to their upright cradles by strips of cloth or hide.

8. What is one way that trading helped *establish a relationship with* Native Americans and European Americans?

    The missionary, Samuel Pone, who establish a relationship with and traveled with the Dakota in the early 1800s never forgot what it was like to get camp in winters.

Student Ui..Y. Transcription of Student Recording

9. What do you assume responsibility for in your life?

    "I assUME responsiBILity for my life"

10. What is something that you own that contains information *about* your culture?

    "Something that I own that conTAIN inforMAtion about my culture is my name"

11. How do you make a contribution *to* your family?

    "I MAKE a contriBUtion to my family by helping"

12. How do you take responsibility for your education?

    "I TAKE responsiBILity by doing work"

13. What is something you have experienced difficulties in, in your own life?

    "I exPERience DIFFiculties in language because sometimes I don't know how to do it"

14. How might you provide resources for someone who needs help in school?

"I can proVIDE reSOURces by helping"

15. What is one thing you can do to encourage the development of your academic success?

"I can read to enCOURage the deVELopment of my reading"

16. What is something you can do to establish a relationship with your academic advisor/CP teacher?

"I can esTABlish a reLAtionship with my CP teacher by helping"

Student Ui..Y. Appendix R Student Speaking Self-Assessment Results

Student Ui.Y. gave herself a rating score of 5 and wrote, "I did awesome because I can hear myself saying word clear. I give it a 5 because I can hear myself hearing".

Student Ui..Y. Appendix Q Holistic Written Response Rubric & Appendix N

Holistic Speaking Rubric

Student	Writing Score	Writing Percentage	Speaking Score	Speaking Percentage
Ua.Y.	42/60	70%	57/60	95%