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# English for Specific Purposes (ESP): Which Linguistic Skills Improve and which do not Improve throughout the Duration of an ESP Class?

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**English for Specific Purposes (ESP): Which Linguistic Skills Improve and which do not Improve throughout the Duration of an ESP Class?**

by

Audra Mulleneaux

A Thesis

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St. Cloud State University

in Partial Fulfillment of the Requirements

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### **Abstract**

The number of immigrants in the United States workforce has only increased over the past four decades. In fact, “[b]etween 1970 and 2015, the percentage of foreign-born workers in the labor force more than tripled, from 5 percent to 17 percent” (Batalva & Zong, 2017). This statistic brings into question the necessity of English classes for not only day-to-day English, but also specifically for the workplace. English for Specific Purposes (ESP) is a branch of English teaching that is designed to help prepare English Language Learners (ELLs) for a specific career path. This study aimed to analyze the General English (GE) skills for students who participated in an English as a Second Language (ESL) course designed for aspiring Certified Nursing Assistants (CNAs). Students were tested with the BEST Plus verbal and literacy tests before and after participating in the class. A survey with questions regarding students’ educational background and feelings about the CNA ESL class was also distributed. It was discovered that the majority of the students experienced increases in their GE speaking skills. Their literacy skills, on the other hand, did not show much improvement. Regardless of the lack of improvement in their literacy skills, many of the students reported seeing improvements in at least one aspect of their GE skills after taking this class.

### **Acknowledgements**

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## **Chapter 1: Introduction**

### **English for Specific Purposes**

Uprooting and relocating to a different country is an extremely difficult and potentially traumatic task. Each year, millions of immigrants come to the United States with the hope of finding a better life for themselves and their families. Once they arrive, many immigrants seek employment in order to provide for their financial means. Unfortunately, since English is not the primary language for these people, many struggle with finding a job.

English for Specific Purposes (ESP) is designed to give students a crash course in learning about a certain type of English, such as business English, medical English, etc. ESP classes play a vital role in immigrants' integration into American society, helping them to "...function adequately in a target situation" (Hutchison, T. & Waters, A., 1987, p. 12). The "target situation" is the situation in which the students will be using the type of English they're learning. It is important that each ESP class addresses the type of English, jargon, grammar, etc. that the students will use in the workplace.

### **Project Summary**

This study aimed to address and analyze the skills that improved and the skills that did not improve throughout the duration of an ESP course. The ESP course offered during this study was focused on teaching specialized English to ELLs who wanted to become Certified Nursing Assistants (CNA). The English as a Second Language (ESL) CNA class was offered in conjunction with the CNA course that was taught by the state CNA Center.

The medical field can be very demanding. CNAs are expected to learn and perform several patient-care skills, discuss various medications with nurses and doctors, and

communicate with patients as well as with each other. These tasks can be daunting for a native English speaker, let alone an ELL.

The curriculum used in this study followed the same format as the curriculum used at the state CNA Center. Students went to the CNA center every Saturday for 10 weeks. Along with this Saturday class, they were also taught CNA English from qualified instructors two nights per week. The material in the CNA ESL curriculum focused on both review and preview material.

Before beginning these courses, students were pre-tested on their GE speaking, reading, and writing skills using the BEST Plus Test. After completing the CNA ESL course, the students were post-tested using the same test. The results were analyzed in order to determine the impact of the CNA ESL class on their GE speaking, reading, and writing skills.

## **Chapter 2: Literature Review**

This section aims to review studies pertaining to ESP classes for adult ELLs and the effects ESP has on students' speaking and writing abilities. These studies define and describe the background as well as the purpose and impact of ESP classes on ELLs. This section focuses primarily on the birth of ESP, and the role of the ESP teacher.

### **The Birth and History of ESP**

The birth of ESP is attributed to several different factors, such as the major advancements in technology, foreign students attending school in the U.S, the increased development in international business, and the rise in economic power and influence among oil-rich countries (Rahman, 2015, p. 1). However, ESP didn't gain its distinction in the world of English Language Teaching (ELT) until 1960 (Rahman, 2015, p. 1). For several decades, this branch of ELT has expanded and grown among organizations throughout the world to improve the specialized English speaking skills of employees. Due to this expansion and the high demand of ESP in different nations across the world, many learners' perception of ELT has taken a turn toward obligation, instead of learning English for pleasure or prestige (Laborda & Litzler, 2015, p. 3). In fact, according to Arslan & Akbarov (2012), "...most countries, especially in the developed and developing ones, where English is the foreign or second language the aim to teach and learn English has become purposive." English is an international language, and its instruction is a necessity among non-native English speaking countries.

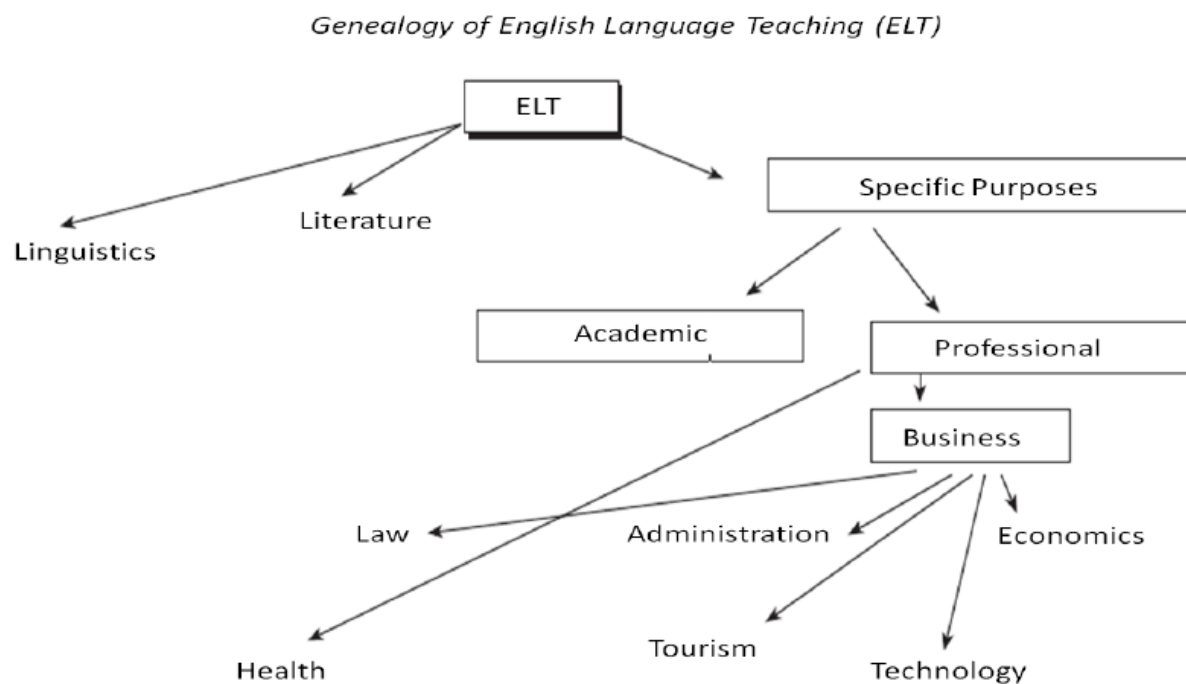
**ESP & General English.** There are two common approaches to teaching ELLs: General English (GE) and ESP. The purpose of GE is to educate the students on how to use English in their daily lives, such as how to greet people, how to shop at a supermarket, how to write a

check, etc. Students do not need prior English knowledge to take a GE course. ESP is very different than GE. The purpose of ESP, by contrast, is to teach ELLs how to communicate about various professional subjects and integrate that knowledge into their professional lives (Rahman, 2015, p. 1). Since ESP has a specific focus and addresses a specific need, it requires students to have some prior knowledge of English and to take a need analysis before instruction begins (Rahman, 2015, p. 1; Ho, 2011, p. 33). ESP students are first and foremost workers, whose secondary obligation is learning English (Ghafournia & Sabet, 2014). Mohan (1986, as cited in Laborda & Litzler, 2015) says, “The main focus of ESP is to help prepare ELLs for chosen communicative environments.” Since every career is unique and has its own jargon, ESP classes help prepare students to enter the workforce in their chosen fields.

### **The ESP Curriculum & Teaching Materials**

ESP curricula are unique in that they are designed with the purpose of teaching a specific type of English. No one ESP class is the same. Usually, in order to determine the needs of the students, a needs assessment takes place before the class begins. Research has suggested that ESP programs should be aim-directed, learner-directed, and situation-directed (Javid, 2013). When a needs assessment is carried out before the class begins, the teacher can better determine exactly the kind of help the students need. Figure 1 (Varela Méndez, 2007, p. 329) demonstrates a genealogical development of ESP for certain careers. While ESP curriculum is usually broken down into three different categories: science/technology, business, and social sciences (Garcia Laborda, 2011), the different categories presented in Figure 1 are a few of the many subjects in which ESP can be used to educate ELLs.

Figure 1

*Genealogy of English Language Teaching*

**Curriculum & Teaching Materials Development.** In ESP courses, a great deal of emphasis is put on the exact needs and interests of the students. Sysoyev (2000) emphasizes the importance of paying attention to the interests and needs of the learners: “It is very important to start the course-developing process with an analysis of the target group of students: many problems in L2 classes are a result of teachers not paying attention to learners' interests and ignoring students as a source of essential information.” It is the responsibility of the curriculum developer to adapt the curriculum and teaching materials to the needs of the students. These needs illustrate the “language knowledge that the learner requires for professional development, the language and content knowledge that needs to be added or reincorporated to the learner’s knowledge and the learner’s desires of language or content” (Garcia Laborda, 2011, p. 2).

There are different components that shape and mold ESP curriculum and teaching materials. Garcia Laborda (2011) says these components include:

“1) topic or specialty 2 learners’ situation 3) general and specific proficiency in the language of study at entry and exit levels 4) the students’ previous educational and cultural experience 5) types of skills to be developed (whether reading or writing or speaking or listening) 6) expected outcomes of learning goals.” (p.2).

While these components affect the development of ESP curriculum and teaching materials, it is very important that ESP curriculum and teaching materials contain tasks and exercises that are realistic and relatable to the learners; such tasks increase learner motivation.

### **The Role of the ESP Teacher**

The role of the teacher in an ESP setting is highly significant. ESP teachers help their students develop specialized language skills that will allow them to function and potentially excel in their professional lives. They also prepare their students to pursue academic competence independently (Ghafounia & Sabet, 2014, pg. 1). The role of the ESP teacher is not limited to only classroom or linguistic issues: “An ESP teacher should follow an integrative approach, acting as a simultaneous teacher and counselor” (Ghafounia & Sabet, 2014, pg. 1). ESP teachers should pay close attention to their students’ academic and psychological needs. The ESL teacher also has a responsibility to provide a learning environment that is specialized and geared toward the skills of students.

Technology aids ESP teachers in this quest: “...thanks to extensive access to internet on the part of many learners and ESP teachers in EFL contexts, there is a trend towards working with language that is more real; in this sense, the students are starting to focus more on skills as

opposed to the formal features of the language” (Laborda & Litzler, 2015, p. 5). Focusing on speaking skills is highly important and quite beneficial to the students. By helping the students hone in on their speaking skills, teachers can better prepare students for life in the workforce.

**Cultural integration.** ESP teachers are not only responsible for helping their students learn specialized English. They are also responsible for teaching their students about cultural integration and societal do’s and don’ts. This aspect of ESP education is especially important because some immigrants find it quite difficult to adjust to American culture. Lipson and Dibble (2005, p. 7) define culture as “...the integrated patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, and/or social groups” (as cited in Medlin, 2009). It is important that ESP teachers properly educate their students not only about American culture but also about the specific culture in which they are seeking employment, such as business culture, hospital culture, or some other organizational culture. In particular, ESP teachers need to educate their students about business etiquette and other cultural aspects of the particular field for which the class is being taught.

***Culture of Patient Care.*** Since this study focuses on ESP for Certified Nursing Assisting, certain aspects of patient care culture should be mentioned. These aspects include pain and how to deal with it, personal space, privacy, loss and how to cope with it, among other things. Such issues may be perceived or approached quite differently across cultures. While the teacher educates her students about the specific English that they will use while performing tasks as Certified Nursing Assistants (CNAs), it is also very important that she inform her students

about the various cultural differences they will encounter while carrying out their duties and educate them about how to deal with these differences.



### Chapter 3: Methodology

#### Research Question

The goal of this study was to research the following question: Which linguistic skills improved and which did not improve throughout the duration of an ESP class? This determination was achieved by analyzing student pre- and post-test results.

#### Participants

This study involved a group of seven students, all of whom were enrolled in the Adult Education program at the same school. While all were women from Latin American countries, they came from diverse educational and professional backgrounds. All the students had formal education in their countries. Only two, however, had formal education in the U.S. Since they came to America as adults, their education in the U.S. did not consist of k-12 classes. Regarding English speaking abilities, the students ranged from advanced beginner to intermediate.

Table 1

#### *Student Demographics*

<b>Student</b>	<b>Age</b>	<b>Years of formal Education in the U.S.</b>	<b>Years of formal Education in Mexico</b>	<b>Experience in Healthcare in the U.S</b>	<b>Experience in Healthcare in Mexico</b>	<b>ESL CNA Class Attendance Percentage</b>
<b>A</b>	<b>42 years</b>	<b>0</b>	<b>12</b>	<b>None</b>	<b>2 years</b>	<b>95%</b>
<b>B</b>	<b>32 years</b>	<b>2</b>	<b>14</b>	<b>None</b>	<b>None</b>	<b>65%</b>
<b>C</b>	<b>28 years</b>	<b>0</b>	<b>10</b>	<b>None</b>	<b>None</b>	<b>75%</b>
<b>D</b>	<b>37 years</b>	<b>2</b>	<b>12</b>	<b>None</b>	<b>None</b>	<b>75%</b>
<b>E</b>	<b>40 years</b>	<b>0</b>	<b>8</b>	<b>None</b>	<b>None</b>	<b>85%</b>
<b>F</b>	<b>35 years</b>	<b>2</b>	<b>9</b>	<b>None</b>	<b>1 year</b>	<b>70%</b>
<b>G</b>	<b>34 years</b>	<b>0</b>	<b>15+</b>	<b>None</b>	<b>5 years</b>	<b>100%</b>

## Materials

Three different types of materials were used in this study: (1) The BEST Plus Literacy and Oral Tests, (2) The Certified Nursing Assistant (CNA) textbook and workbook from the state CNA Center, and (3) The ESL CNA curriculum, and (4) a survey written by the researcher. The Certified Nursing Assistant textbook/workbook and ESL CNA curriculum went hand-in-hand as students participated in the study.

**BEST Plus Test.** This test involved two parts: literacy and oral. The literacy part included a timed reading and writing test, while the oral part involved students answering questions which a certified BEST Plus tester asked them. All of the questions presented in both parts of the test were based on general English knowledge.

***BEST Plus literacy test.*** The literacy test “is a competency-based assessment that uses a variety of functional literacy tasks to measure adult English language learners’ ability to read and write in English in authentic situation in the United States” (Technical Report, p. 2). The BEST Literacy tests have a total number of 68 items, which are composed of reading and writing exercises. These exercises feature tasks using different formats and topics. Examples of these include everyday tasks, such as addressing an envelope, writing a check, etc. Table 2 below contains information about the various tasks presented in the BEST Plus literacy tests. (See Table 2 from Technical Report, p.2).

Table 2

*Format of BEST Literacy Test***Format of BEST Literacy**

Part	Domain	Number of Items	Possible Points*	Item Type	Topic
1	Writing	10	10	Complete a form	Personal information
2	Reading	4	4	Find and circle	Calendar
3	Reading	3	3	Find and copy	Food labels
4	Reading	4	4	Find and copy	Clothing labels
5	Writing	5	5	Complete a form	Rent check
6	Writing	2	4	Complete an envelope	Envelope
7	Reading	2	2	Find and circle	Telephone directory
8	Reading	3	3	Find and circle	Train schedule
9	Reading	15	15	3-option cloze	Reading passages
10	Reading	18	18	4-option multiple choice	Ads, signs, notices, etc.
11	Writing	2	10	Extended response	Personal notes

\*Total possible points: reading items = 49; writing items = 29; maximum combined total = 78

The literacy test had three different forms — form B, form C, and form D. The questions were exactly the same in all three forms. The differences were in the content of each question. Each test booklet contains multiple choice questions, circle-the-correct-word questions, and fill-in-the-blank questions.

Scores for the test are for both the reading questions as well as the writing questions. There are two scores for each section: the raw score and the scaled score. The raw score is determined by the total number of correct answers the student marks on her test. “Raw scores for the reading and writing sections are totaled separately, then each total is converted to a scale score” (Technical Report, pp. 3). Ultimately, the scale score is the score used in final data collection. Each test has a different score conversion table. A copy of each score conversion table can be found in Appendix B.

***BEST Plus oral test.*** The literacy test assessed a student's listening comprehension, sentence complexity used while speaking, and speaking comprehensibility. This is an adaptive test, meaning the test questions are designed to "build" on each other. For example: if a student answered a question very well, the next question will be a bit more advanced than the previous question. If the student answered the question poorly, however, the next question will be at the same level or slightly less difficult than the previous question.

**Certified Nursing Assistant Textbook & Workbook.** The textbook and workbook the students used during the study were given to them by the state Certified Nursing Assistant Center. The textbook contained highly detailed information about the human body. It also included all of the medical jargon they needed to know in order to become CNAs. A workbook and PowerPoint slides that coincided with the textbook were also used.

**ESL CNA Curriculum.** The curriculum was written by professional ESL teachers. This curriculum went hand-in-hand with CNA classes the students attended every Saturday for 10 weeks. The curriculum included two types of lessons: review lessons and preview lessons. The review lessons contained material that helped students review what they learned in the prior Saturday CNA class, while the preview materials addressed the information in the upcoming Saturday CNA class.

***Review Materials.*** The Tuesday ESL CNA classes consisted of review material from the previous CNA Saturday class. This review material primarily consisted of activities and games that helped the students better understand the material they discussed in the Saturday CNA class. These games and activities focused on the vocabulary words and skills they had learned the previous Saturday. A few of the games that were used were *Around the World*, *Jeopardy*, *Do &*

*Tell*, and *Pair & Share*. *Around the World* focused on individual performance. In contrast, the rest of the games focused on either working in teams or working in pairs. These games not only helped the students' English speaking and literacy but also encouraged the students to develop good teamwork skills. These review activities gave students the opportunity to develop skills vital to their success before entering the medical field.

**Preview Materials.** The preview material covered in each lesson was focused on what the students would be learning in the upcoming CNA class. These lesson materials consisted of intense book work and focused primarily on reading, vocabulary acquisition, and memorization. Sample lessons of both review and preview materials from the curriculum can be found in the Appendix D.

**Survey.** A survey was used to compile data regarding the amount of formal education each student had as well as each student's experience in healthcare. The questions in the survey also addressed the students' thoughts and experiences with the CNA ESL program. All of the questions used in the survey were written by the researcher. The survey used in this study along with the students' responses can be found in the Appendix A.

## **Procedure**

The participants were pre-tested before they began the course. After they were pre-tested, they attended classes at two different facilities. At one of these facilities, they received instruction about becoming a CNA; and at the second, they received special English instruction through an ESP course designed for ELLs who want to become CNAs.

**Pre and Post Testing.** Before the students began the CNA and ESL CNA classes, they were tested on their knowledge of general English using the BEST Plus test. At the conclusion of

the study, when the CNA and ESL CNA courses were both finished, the students were post-tested using this same test. Comparing the results of the pre- and post-tests helped determine the effects of the ESL CNA class on the students' general speaking and literacy skills.

***BEST PLUS Literacy Test.*** The test has 3 forms: B, C, and D. Students did not receive the same form two consecutive times. This was done to prevent students from cheating as well as memorizing the questions. Students had one hour to complete the test booklet. They completed several different tasks such as addressing a letter, writing a check, and writing two paragraphs based on given writing prompts.

Once the students completed the test, the examiner determined the raw score, he then used a score conversion table to determine the scaled score. After the total scale score was determined, the examiner then used the BEST Literacy Scale Scores and SPLs (Student Performance Levels) sheet to determine the student's SPL. A copy of this sheet is located in the Appendix C. Along with information regarding the literacy test scores and SPLs, this sheet also contains valuable information regarding the reading and writing expectations for students at each level.

***BEST Plus oral test.*** The oral part of the test consisted of questions which a certified BEST Plus tester read aloud to the student from a laptop computer. The student listened to the questions and answered to the best of her capabilities. Once the student produced a response, the tester ranked the student on a numerical scale based on her response in the three different categories. The first ranking addressed the student's listening comprehension. The second ranking addressed the complexity at which the student produced her response. The third ranking addressed the comprehensibility of the student's utterance.

Once the student completed the test, the computer program used to issue the test calculates the student's scores.

**Saturday CNA Class.** Every Saturday for ten Saturdays, the students attended CNA class at the state Certified Nursing Assistant Center. The class was taught by a certified instructor who is employed by the center. Each class was eight hours long. During the course, they received verbal and written instruction. They also did hands-on work as they were introduced to the various skills that are required of CNAs. As they progressed, they were tested on the information presented in class.

**ESL CNA Class.** In conjunction with the Saturday CNA class, the students also attended an ESL CNA class. The classes were held on Tuesday and Thursday nights.

**Tuesday ESL CNA Class.** The Tuesday ESL CNA class was two hours long and was taught by a tutor who has experience in nursing assisting. The ESL teacher worked closely with the ESL CNA tutors. After each class, the ESL teacher and ESL CNA tutors discussed what went well and what needed improvement. They also discussed which content that was difficult for the students to understand.

**Thursday CNA Class.** Like the Tuesday ESL CNA class, the Thursday class was also taught by a tutor who has experience in nursing assisting. During the Thursday class, the students learned and discussed all of the new vocabulary words that were to be presented to them during the next Saturday CNA class. During almost every Thursday class, students were assigned to create flashcards with the vocabulary words for the following Saturday CNA Class. Creating the flashcards helped the students retain the new information they learned in class.

By the end of the ten-week CNA course and the ESL CNA course, the ESL teacher collected the results of the pre- and post-tests. These scores were then used to analyze the effects of the ESL CNA class on the students' general speaking and literacy English skills.

**Survey.** A survey was given to all of the students who participated in the ESL CNA course. The purpose of the survey was to assess the amount of formal education each student had as well as each student's background in health education and the medical field.

### **Data Analysis**

The focus of this study was to determine the effects of an ESP class on students' general English speaking, reading, and writing levels. The results of the pre and post BEST Plus tests were analyzed. Since the students received rigorous and intense ESL instruction, it was anticipated that their general English speaking levels would go up. The results of the pre and posts tests helped further the understanding of an ESP class on general English speaking levels.



## Chapter 4: Results

The research in this study addressed the question: Which linguistic skills improved and which did not improve throughout the duration of an ESP course? This study addressed the effects of an ESP class that was designed to prepare non-native English speaking CNA students for entering the workforce.

The ESP class that was used in this study occurred only two days per week. The curriculum used during the class was intense and filled with information. Students were expected to keep up with the material and to communicate only in English during each class. These fast-paced classes forced students to focus and hone-in on their English speaking and literacy abilities. Due to the rigorous demands of this course and exposure to a specialized type of English, it was anticipated that students' English speaking and literacy abilities would improve.

### Summary of Results

Participants in the CNA ESL course were pre-tested before the class began, and they were post-tested when the 10 week course was finished. The testing material used for both pre and post testing was the BEST Plus test, which consists of an oral test and a literacy test.

**BEST Plus Oral Test Results.** The oral part of the test assesses a student's listening comprehension, sentence complexity used while speaking, and speaking comprehensibility. For each category, descriptions of the scoring method, a summary of the pre- and post-test results from each student, and tables that illustrate the students' progress are also provided.

*Listening comprehension.* A student's listening comprehension is assessed by the tester. There are three possible scores the student can receive (CAL Best Plus Scoring Rubric, 2005). If the student understood the question correctly, the tester will give the student two points, which is

the most she can receive. If the student asks the tester to repeat the question or the student's answer reflects some but not complete listening comprehension, the tester will give the student one point. If the student demonstrates complete lack of understanding by not answering the question or by providing an answer that is not at all relevant to the question, the tester will give the student zero points. When the tester gives a student zero points, the student is given a zero; and the tester moves on to the next question.

***Student score differentials for listening comprehension.*** Most of the students improved their test scores in this category. Of the seven students, student C had the highest increase in points in this category. Student G had the second highest increase of points. Students D and E were the only two students who actually lost points in this section of the post-test.

Table 3

*Oral Average Listening Comprehension Scores*

Name	Pre-test	Post-test	Points lost/gained
Student A	1.86	1.92	0.06
Student B	1.92	1.96	0.04
Student C	1.42	1.70	0.28
Student D	1.88	1.84	-0.04
Student E	1.96	1.88	-0.08
Student F	1.72	1.76	0.04
Student G	1.70	1.80	0.10

**Sentence complexity.** A student's level of sentence complexity is determined by the elaboration of her responses to the examiner's questions. There are five possible scores the student can receive (CAL Best Plus Scoring Rubric, 2005). If a student's answer to a question is incomprehensible or inappropriate to the question, then she will earn a zero. Should that student's response consist of words, phrases, or a simple sentence, then he or she will earn a one.

To earn a two, the student’s answer must demonstrate the use of long strings of phrases or complex sentences that provide additional detail (e.g., a sentence with “because,” “if,” “but”). A three is earned when a student uses several sentences and phrases to provide detail (e.g., prepositional phrases, adverbial clauses, subordination); in other words, the student provides an answer that goes beyond minimum. The final scoring option, a four, is given when the answer provided by the student “sustains a variety of structures; develops an idea in detail (using reasons, examples, explanations, descriptions, etc.); vocabulary more precise; response is cohesive and often organized” (CAL Best Plus Scoring Rubric, 2005).

*Student score differentials for sentence complexity.* The majority of the students improved their scores for sentence complexity. Student A had the highest increase in points in this category, and student G had the second highest increase. Student E, on the other hand, was the only student to lose points

Table 4

*Average Sentence Complexity Scores*

<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Points lost/gained</b>
Student A	1.38	2.24	0.86
Student B	1.36	1.48	0.12
Student C	0.84	1.00	0.16
Student D	1.16	1.40	0.24
Student E	1.90	1.76	-0.14
Student F	1.24	1.36	0.12
Student G	1.22	1.80	0.58

**Speaking comprehensibility.** The final category in which a student’s answer is scored is speaking comprehensibility. For this category, the examiner determines how well the student

communicates her answer to the questions. There are four possible scores the examinee can receive (CAL Best Plus Scoring Rubric, 2005). If the student does not provide a response, or the response is incomprehensible to the examiner, the student will earn a zero. Should the student provide a response that is comprehensible but difficult for the examiner to understand, the student will earn a one. A two is earned if the student provides an answer that is comprehensible, but difficult to understand at times: “From time to time the listener needs to fill in to understand meaning” (CAL Best Plus Scoring Rubric, 2005). The highest score a student can receive is a three. A three is earned when a student’s response is easy to understand by the examiner (despite some mistakes or inaccuracies).

*Student score differentials for speaking comprehensibility.* The majority of the data collected for this category demonstrates little to no improvement from pre-test score to post-test score. Student C significantly outperformed her peers and had the highest increase in points in this category. Student G had the second highest increase of points in this category. Students D & E experienced a drop in their performances in this category.

Table 5

*Average Speaking Comprehensibility Scores*

<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Points lost/gained</b>
Student A	2.52	2.72	0.20
Student B	2.84	2.88	0.04
Student C	2.21	2.87	0.66
Student D	2.88	2.80	-0.08
Student E	2.65	2.64	-0.01
Student F	2.64	2.64	0.00
Student G	2.37	2.64	0.27

**Points total.** While significant changes in scores were not very apparent by the data received in the individual categories of the test listed above, the student score differentials presented in *points total* below better illustrate the students' achievements.

*Student score differentials for points total.* All but one student showed improvement in her total points earned on the test. Students A, E, and G showed significant improvement in their points gained. These students made gains of at least 95 points or more. Student C was the only student to experience a drop in the total points earned on her pre- and post-tests. Table 6 illustrates this information.

Table 6

*Oral Test Total Points*

<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Points lost/gained</b>
Student A	531	630	99
Student B	559	578	19
Student C	504	478	-26
Student D	539	564	25
Student E	504	600	96
Student F	531	566	35
Student G	496	596	100

**Level gains.** A student's level is determined by the total number of points earned on the BEST Plus oral exam. All point calculations are made by the testing system and are shown to the examiner once the BEST Plus oral test is completed.

*Student score differentials for level gains.* Like the information presented above in students' total points earned, the data shown below illustrates significant improvement from most of the students. All but two students had level gains. Students B and C were the only two students who remained at the same level. Student E had the most impressive level gain of the

class. Table 7 illustrates these findings.

Table 7

*Oral Test Level Gains/Losses*

<b>Name</b>	<b>Pre CNA ESL Class</b>	<b>Post CNA ESL Class</b>	<b>Levels lost/gained</b>
Student A	6	8	2
Student B	7	7	0
Student C	5	5	0
Student D	6	7	1
Student E	5	8	3
Student F	6	7	1
Student G	5	7	2

**Group data.** Of the two parts of the BEST Plus test, the post-test results of the oral test showed significant increases from the pre-test results for certain students. Students A, E, and F had significant improvement, while student G had the most improvement.

Table 8 below illustrates all of the pre and post-test data, including the differences between the scores. The differences are given in percentages. The first line of data next to the student's "name" is the pre-test score. The line below it contains the post-test data

Table 8

*Oral Test Group Data*

	Avg.	Difference	Avg.	Difference	Avg.	Difference	Pnts	Difference	Level
Name	List. Comp.		Sent. Complex.		Speak. Comp.		Total		Gains
Student A	1.86	3%	1.38	62%	2.52	8%	531	19%	6
	1.92		2.24		2.72		630		8
Student B	1.92	2%	1.36	8%	2.84	1%	559	3%	7
	1.96		1.48		2.88		578		7
Student C	1.42	20%	0.84	19%	2.21	30%	478	5%	5
	1.70		1.00		2.87		504		5
Student D	1.88	-2%	1.16	21%	2.88	-3%	539	4%	6
	1.84		1.40		2.80		564		7
Student E	1.96	-4%	1.90	-7%	2.65	-1%	504	19%	5
	1.88		1.76		2.64		600		8
Student F	1.72	2%	1.24	10%	2.64	0%	531	7%	6
	1.76		1.36		2.64		566		7
Student G	1.70	6%	1.22	48%	2.37	11%	496	20%	5
	1.80		1.80		2.64		596		7

**BEST Plus Literacy Test Results.** The BEST Plus Literacy Test is used to evaluate the students' abilities in reading and writing. Students are given a booklet of questions, which they have one hour to complete. There are three different test booklets. The questions vary slightly among the different forms, but each booklet tests the same skills. The pre- and post-test results for reading and writing differ drastically from the pre- and post-test results for listening comprehension, sentence complexity, and sentence comprehensibility.

**Reading.** The reading portion of the tests helps determine the students' ability to comprehend written material. Since the scaled score is the final score used in testing data calculation, the following summary describes the increases and decreases in the pre and post-testing process for the CNA ESL class.

***Student score differentials for reading.*** Three of the seven students experienced a decrease in their reading scores; these students were D, E, and F, and they did not perform well in this category of the test. Students C and G, on the other had experienced point gains, while students A and B scored the same on their pre- and post- tests. The maximum possible score for this portion of the test is 49 points.

Table 9 below illustrates the pre- and post-test reading test scores on the BEST Literacy test. The table also includes information regarding the each test form used for the pre- and post-tests.

Table 9

*Literacy Test: Reading Scores*

	<b><u>Pre Test Data</u></b>		<b><u>Post Test Data</u></b>		
<b>Name</b>	<b>Test Form Used</b>	<b>Scaled Score</b>	<b>Test Form Used</b>	<b>Scaled Score</b>	<b>Points lost/gained</b>
Student A	B	43	C	43	0
Student B	B	46	C	46	0
Student C	D	33	B	41	8
Student D	C	45	D	44	-1
Student E	C	40	B	36	-4
Student F	D	35	B	36	-1
Student G	B	41	C	45	4

**Writing.** The writing portion of the test helps determine the students' writing abilities. Below is a summary of the pre- and post-test scores for the questions regarding writing. Since the scaled score is the final score used in testing data calculation, the following summary describes the differences in the pre- and post-test scaled scores.



***Student score differentials for Writing.*** The majority of the students experienced little or no improvement in their writing scores. Student A was the only student whose post-test score was lower than her pre-test score. Students C and D did not lose or gain any points. In stark contrast to her peers, student G's score increased by 10 points on her post-test score, causing her to have the highest level gain in the class. The maximum possible score for this portion of the test is 29 points

Table 10 below illustrates the raw and scaled pre and post-test writing test scores on the BEST Literacy test. The table also includes information regarding each test form used for the pre- and post-tests. The scaled score is used in all record keeping and data collection.

Table 10

*Literacy Test: Writing Scores*

Name	<u>Pre Test Data</u>		<u>Post Test Data</u>		Points lost/gained
	Test Form Used	Scaled Score	Test Form Used	Scaled Score	
Student A	B	29	C	28	-1
Student B	B	25	C	28	3
Student C	D	27	B	27	0
Student D	C	29	D	29	0
Student E	C	26	B	27	1
Student F	D	27	B	28	1
Student G	B	19	C	29	10

**Total points.** The total points is found by determining the scaled scores for both reading and writing and then adding them together. Once the two scaled scores are added together, the tester uses the sum of the scores to determine the total points. The total points help determine the students' literacy levels.

*Student score differentials for total points.* Of the seven students, student G had the highest increase in her total points gained. Student C was not too far behind with the second highest increase in total points gained. Students D and E both experienced a decrease in their total points. Table 11 illustrates these findings.

Table 11

*Literacy Test: Total Points*

<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Points lost/gained</b>
Student A	72	71	-1
Student B	71	74	3
Student C	60	68	8
Student D	74	73	-1
Student E	66	63	-3
Student F	62	64	2
Student G	60	74	14

**Level Gains.** A student's level is determined by the sum of the scaled reading and writing scores. Once this sum is calculated, the examiner uses this number and a chart to determine the student's level. The chart is located in Appendix C.

*Student score differentials for level gains.* Unlike the students' level gains for the speaking portion of the post-test, their post-test scores for the literacy portion did not show significant improvement. Student G had the most level gains while three of her peers remained at the same level. Student A was the only student whose level decreased. Table 12 illustrates these findings

Table 12

*Literacy Test Level Gains*

<b>Name</b>	<b>Pre CNA ESL Class</b>	<b>Post CNA ESL Class</b>	<b>Levels lost/gained</b>
Student A	6	5	-1
Student B	5	6	1
Student C	4	5	1
Student D	6	6	0
Student E	4	4	0
Student F	4	4	0
Student G	4	6	2

**Group Data.** The group data for the BEST Literacy test and the BEST Speaking test differ greatly. Students did not perform as well with the literacy portion of the test. Tables 13 below illustrates these findings. The information provided in table 13 below includes the literacy test form students used on the pre- and post-test, scaled scores, the difference between the scaled scores, the total points, the total points improvement or lack of improvement, and level gains. The differences are given in percentages.

Table 13

*Group Literacy Data*

	Test Form	Reading Scaled Score	Difference of Scaled	Writing Scaled Score	Difference of Scaled	Pnts Total	Difference of Pnts Total	Level Gains
<b>Name</b>								
Student A	B	43	0%	29	-3%	72	-1%	6
	C	43		28		71		5
Student B	B	46	0%	25	12%	71	4%	5
	C	46		28		74		6
Student C	D	33	24%	27	0%	60	13%	4
	B	41		27		68		5
Student D	C	45	-2%	29	0%	74	-1%	6
	D	44		29		73		6
Student E	C	40	-10%	26	4%	66	-5%	4
	B	36		27		63		4
Student F	D	35	3%	27	4%	62	3%	4
	B	36		28		64		4
Student G	B	41	10%	19	53%	60	23%	4
	C	45		29		74		6

**Survey Results.** The survey yielded informative results regarding the educational and professional backgrounds of each student. All seven students had at least eight years of education in Mexico. Four of the seven students completed high school in Mexico. Three students have had two years of formal education while living here in the United States. Three of the students were in at least one health education class before they participated in the CNA ESL class; one of these three students had extensive health education and was a licensed nurse in Mexico.

The survey also discussed the professional backgrounds of the students, addressing whether or not any of the students have had any experience in healthcare either here or while they lived in Mexico. Three students have experience working in healthcare in Mexico. None of the students have professional experience working in healthcare in the United States. Further data analysis also revealed that all of the participants were of the opinion their linguistic skills in at least one area of GE improved after participating in the class. The actual survey results can be found in Appendix A

## Chapter 5: Discussion

### Implications

The group data for the BEST Literacy test and the BEST Speaking test differ greatly. Students A and G have had experience working in healthcare in Mexico before coming to America. Pre- and post-test data indicates that these two students saw significant improvement in their oral communication skills. Since these two students had prior experience and knowledge regarding healthcare, they seemed to grasp concepts presented in the CNA ESL class more quickly than their peers.

Unlike the data presented regarding the BEST Oral Test, the data for the literacy test illustrates a lack of improvement in some of the students' literacy skills. While there is some improvement, the results were not nearly as impressive as the results of the pre- and post- tests results for speaking. The BEST oral test asks general questions of the student. When answering these types of questions, students' background knowledge, or knowledge they already possess, is activated.

Other ESP studies besides the current study of discussion indicate that educators and students see an increase in students' English abilities while participating and engaging in ESP classes and activities. Much like the current study of discussion, Rodriguez (2014) used specialized ESP readings to deepen law students' understanding of their field and increase vocabulary acquisition among students (Rodriguez, 2014, pp. 109). In both Rodriguez's (2014) study and the current study of discussion, various activities were used to help students develop their speaking abilities. Rodriguez (2014) indicated that the various activities used in the study demonstrate "how students gained in fluency through *authentic speaking practice*" (Rodriguez,

2014, pp. 112). In both studies, students read specialized material and participated in discussions in English. The researchers in these studies report increases in students' oral fluency.

In 1985, Hansen and Marston developed an ESP curriculum for refugees who were licensed practical nurses (LPNs) and needed to better develop their English skills. One of the differences between Hansen and Marston's (1985) study and the current study is that Hansen and Marston (1985) incorporated a grammar component to their curriculum while the curriculum in the current study did not. In their study, it is mentioned that this grammar component became more prevalent than the researchers had originally planned (Hansen & Marston, 1985, pp. 36). This component helped their students better understand the more technical language that was later introduced (Hansen & Marston, 1985, pp. 36-37). Had the current study incorporated a grammar component, perhaps it could have possibly proven beneficial to the students' literacy test scores.

In addition to the grammar component discussed above, perhaps the incorporation of a case study component to the current study could have helped to provide better post-test results. In a paper written by Rodgers (1993), the case study method of instruction in business classes is discussed. Adapted from the Harvard Business School approach to teaching (Rodgers, 1993, pp. 2), the case study method's suitability also spans to the ESL-Business classroom (Rodgers, 1993, pp. 2). According to Rodgers (1993), "this approach motivates their students while turning their classrooms into laboratories of communication and language learning" (Rodgers, 1993, pp.2). The cases are composed of different activities regarding contract negotiations, marketing schemes, and other pertinent business material. The justification of such activities is "that realistic cases provide an opportunity for hands on experience which allows students to apply

their theoretical knowledge and develop managerial skills” (Rodgers, 1993, pp. 3). While the current study helped students develop their discussion and verbal communication skills, it lacked a case study component, which could have helped the students to further develop their communication skills.

In another research study that is similar to the current study, Baron (2013) conducted a research project that aimed to improve vocabulary and reading comprehension among students at a police training institute in Columbia. Baron (2013) created and implemented reading comprehension workshops for the students. Unlike the current study, these workshops were based on the cognitive language learning approach (CALLA). CALLA helps “students both learn essential academic content and language, and become independent and self-regulated learning though their increasing command over a variety of strategies for the acquisition of knowledge” (Baron, 2013, pp. 142). The current study lacked variety, especially in the CNA ESL preview lesson plans. At the conclusion of her study, Baron (2013) reported that several of her students said beneficial reading materials would include real-life, crime-based scenarios and would be guided by a teacher (Baron, 2013, pp. 145). The current study also lacked reading materials based on real-life medical situations. Much like the current study, however, Baron’s (2013) students also reported the importance of guidance from a teacher, and they felt most comfortable when working collaboratively with a teacher (Baron, 2013, pp. 146).

### **Recommendations**

Due to the lack of improvement among many students’ literacy levels, it is recommended that revisions be made to the curriculum, specifically to the literacy component of the curriculum. While designing the curriculum used for the CNA ESL class, it was considered that



the amount of verbal communication students would have with future patients would be greater than the amount of reading and writing students would do while working. For this reason, verbal communication development was a higher priority than literacy development. Supplemental literacy exercises will be added to the curriculum. Such activities will include material that focuses on reading, reading comprehension, writing, and grammar. Additional activities will include real-life scenarios as well as case studies in which the students will use discussion and role-play.

The testing method used did not specifically address medical jargon or vocabulary the students learned while participating in the CNA ESL course. Consequently, the students were not pre- and post-tested on this information. Moving forward, a vocabulary pre- and post-assessment will be included in the CNA ESL curriculum.

An additional resource that will be made available to students in the future is a copy of the textbook in their native language. This resource will aid the students as they learn all of the new vocabulary and medical concepts this class teaches. It is anticipated that these added activities, testing materials, and resources will increase the intensity of the class; but they will help the development of students' literacy skills, thus improving their literacy test scores on the post- test.

## **Conclusion**

Information from the Migration Policy Institute states that “Immigrants accounted for nearly 17 percent (26.7 million) of the 160.6 million workers in the civilian labor force in 2015” (Batalova & Zong, 2017). Due to the high number of immigrants in the United States workforce, it is imperative that ESP classes are available. ESP is meant “to help prepare ELLs for chosen

communicative environments” (Mohan, 1986, as cited in Laborda, J. G., & Litzler, M. F., 2015). The communicative environment chosen for this study was English for Certified Nursing Assistants. Data analysis of the students’ pre- and post-test scores illustrated changes in students’ GE skills; however, more research is needed in order to determine why some of their GE skills improved while other skills did not improve.

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## Appendix A: Survey Questions & Results

### Survey questions:

How many years of formal education did you complete in your country? Please circle the correct number below.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+

How many years of formal education have you completed while living in the United States? Please circle the correct number below.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+

How many formal health education classes have you taken before beginning the ESL CAN class? It does NOT matter in which country you took these classes

Please list the classes:

---



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Do you have experience working in healthcare? Circle: YES NO

How many months/years did you work in healthcare?

\_\_\_\_\_ Months/Years outside U.S.

\_\_\_\_\_ Months/Years in the U.S.

What did you like about the CNA ESL curriculum?

What did you dislike about the CNA ESL curriculum?

In your opinion, which of your English skills improved and which did not improve during the CNA ESL class?

## Survey Results

How many years of formal education did you complete in your country? Please circle the correct number below.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+

<u>Answers:</u>	Number of Students	Years completed
	1	15
	1	8
	1	14
	1	12
	1	9
	1	10
	1	12

How many years of formal education have you completed while living in the United States? Please circle the correct number below.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+

<u>Answers:</u>	Number of Students	Years completed
	4	0
	3	2

How many formal health education classes have you taken before beginning the ESL CNA class? It does NOT matter in which country you took these classes

Please list the classes:

<u>Answers:</u>	5 Students:	zero classes before beginning ESL CNA class
	1 Student:	This student was a licensed nurse in Mexico
	1 Student:	This student was a CNA in Mexico

Do you have experience working in healthcare? Circle: YES NO

<u>Answers:</u>	Number of Students	Yes/No
	3	Yes
	4	No

How many months/years did you work in healthcare?

\_\_\_\_\_ Months/Years outside U.S.

\_\_\_\_\_ Months/Years in the U.S.

<u>Answers:</u>	Number of Students	Years
	1	2 years
	1	5 years
	1	1 year
	4	0 each

What did you like about the CNA ESL curriculum?

Answers:

-I think this course helped me to improve my English. And in the future I'll make more money.

-I like how it helped me with everything. It helped with more comprehension.

-It helped me.

-I liked everything about the CNA ESL curriculum.

-I liked the people I worked with.

-I liked all about the CNA ESL class

-The tutors were very patient

What did you dislike about the CNA ESL curriculum?

<u>Answers:</u>	Number of Students	Dislikes about the CNA ESL curriculum
	6	Nothing
	1	The class was very fast. Missing one day made it hard to catch up.

In your opinion, which of your English skills improved and which did not improve during the CNA ESL class?

<u>Answers:</u>	Number of Students	English skills improved
	1	Listening and writing
	1	Reading, writing, and listening comprehension
	3	Communication
	2	Speaking and writing

## Appendix B: BEST Literacy Score and Conversion Tables

## Appendix A. BEST Literacy Score Conversion Tables



FORM B

## Score Conversion Table Form B

READING		WRITING	
Raw Score	Scale Score	Raw Score	Scale Score
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	9
9	9	9	10
10	10	10	11
11	11	11	12
12	13	12	13
13	14	13	14
14	15	14	15
15	16	15	16
16	17	16	17
17	18	17	18
18	19	18	19
19	20	19	21
20	20	20	22
21	21	21	24
22	22	22	25
23	23	23	27
24	24	24	27
25	25	25	28
26	26	26	28
27	27	27	29
28	28	28	29
29	29	29	29
30	30		
31	31		
32	32		
33	33		
34	34		
35	35		
36	36		
37	37		
38	38		
39	39		
40	40		
41	41		
42	42		
43	43		
44	44		
45	45		
46	46		
47	47		
48	48		
49	49		

**Procedure for obtaining a scale score:**

1. Find the correct Score Conversion Table located in the *BEST Literacy Test Manual (2008)* Appendix A for the test form that was used (Form B, C, or D).
2. On the table, locate the test taker's raw score for the separate reading comprehension and writing sections.
3. On the Score Conversion Table convert the raw score to its corresponding scale score.
4. Combine the two scale scores into a single total scale score for measuring student performance or accountability reporting.





**Score Conversion Table Form C**

READING		WRITING	
Raw Score	Scale Score	Raw Score	Scale Score
0	0	0	0
1	1	1	1
2	3	2	2
3	4	3	3
4	5	4	4
5	6	5	5
6	7	6	6
7	8	7	7
8	9	8	9
9	10	9	10
10	11	10	11
11	11	11	12
12	12	12	14
13	13	13	15
14	14	14	16
15	15	15	17
16	16	16	19
17	17	17	20
18	18	18	22
19	19	19	24
20	19	20	25
21	20	21	26
22	21	22	27
23	22	23	28
24	23	24	28
25	24	25	28
26	25	26	29
27	26	27	29
28	27	28	29
29	28	29	29
30	28		
31	29		
32	30		
33	31		
34	32		
35	33		
36	34		
37	35		
38	36		
39	37		
40	38		
41	39		
42	40		
43	41		
44	43		
45	44		
46	45		
47	46		
48	47		
49	49		

**Procedure for obtaining a scale score:**

1. Find the correct Score Conversion Table located in the *BEST Literacy Test Manual (2008)* Appendix A for the test form that was used (Form B, C, or D).
2. On the table, locate the test taker's raw score for the separate reading comprehension and writing sections.
3. On the Score Conversion Table convert the raw score to its corresponding scale score.
4. Combine the two scale scores into a single total scale score for measuring student performance or accountability reporting.



### Score Conversion Table Form D

READING		WRITING	
Raw Score	Scale Score	Raw Score	Scale Score
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	7
7	7	7	8
8	8	8	9
9	9	9	10
10	10	10	11
11	11	11	12
12	12	12	13
13	13	13	14
14	14	14	16
15	15	15	17
16	16	16	17
17	17	17	18
18	18	18	19
19	19	19	21
20	20	20	22
21	21	21	24
22	22	22	26
23	23	23	27
24	24	24	27
25	25	25	28
26	26	26	28
27	27	27	29
28	28	28	29
29	29	29	29
30	30		
31	30		
32	31		
33	32		
34	33		
35	34		
36	35		
37	36		
38	37		
39	38		
40	39		
41	40		
42	41		
43	42		
44	43		
45	44		
46	45		
47	46		
48	48		
49	49		

**Procedure for obtaining a scale score:**

1. Find the correct Score Conversion Table located in the *BEST Literacy Test Manual (2008) Appendix A* for the test form that was used (Form B, C, or D).
2. On the table, locate the test taker's raw score for the separate reading comprehension and writing sections.
3. On the Score Conversion Table convert the raw score to its corresponding scale score.
4. Combine the two scale scores into a single total scale score for measuring student performance or accountability reporting.

## Appendix C: BEST Literacy Scale Scores and SPLs

### Appendix D. BEST Literacy Scale Scores and SPLs



#### BEST Literacy Scale Scores and SPLs (Effective July 1, 2008)

Total Scale Score <sup>a</sup>	SPL	Reading Descriptors	Writing Descriptors
0	0	No ability whatsoever in English.	No ability whatsoever in English.
1-12	1	Individual recognizes most letters of the alphabet and may be able to read own name or a few isolated words. Has a developing sense of phonemic awareness. Can probably read own address, telephone number, and other relevant numbers.	Individual can copy letters of the alphabet, numbers, own name and address. Individual may have difficulty using a writing instrument.
13-30	2	Individual can recognize upper and lower case letters and environmental print (e.g., common signs, symbols, prices, etc.).	Individual can write basic personal information and numbers and can complete simple forms. Can write sight words and may be able to write simple messages using learned phrases.
31-53	3	Individual can read and comprehend simple learned phrases or short sentences containing familiar vocabulary in familiar contexts (e.g., "Where do you live?") Has a limited understanding of connected prose and may need frequent rereadings.	Individual can write short sentences on basic personal information and on familiar subjects. There is emerging use of punctuation (e.g., period and question mark).
54-66	4	Individual reads and understands simple sentences or short paragraphs or messages on familiar subjects (e.g., people, places, events) containing familiar vocabulary.	Individual can write simple sentences, notes, and messages on familiar subjects; may write simple paragraphs. Has limited grammatical accuracy. Inconsistent use of the mechanics of writing, including capitalization, period, and question mark.
67-71	5	Individual can read simple material on subjects of personal interest that have a clear underlying structure (e.g., main idea and supporting details) and can use some context to determine meaning.	Individual can write simple narrative descriptions on familiar topics (e.g. customs in native country, personal life experiences, note to teacher, etc.) Attempts to elaborate on main idea. Grammar is still inconsistent. Is gaining control of mechanics of writing.

Total Scale Score <sup>a</sup>	SPL	Reading Descriptors	Writing Descriptors
72-74	6	Individual can read authentic instructions, descriptions, and narratives on familiar subjects or from which new vocabulary can be determined by context (e.g., a simple news story). Can recognize logical order and make some minimal inferences. Emerging reading strategies are evident, (e.g., can compare and contrast, sequence information, etc.).	Individual can write simple, multi-paragraph narratives. Can logically organize connected prose. Grammar is more consistent, with some use of transitions (and, but, although, yet, etc.). More control of mechanics of writing.
75-77	7	Individual can read and understand material related to most adult roles. Can interpret descriptive narratives, predict, and infer meaning from material on familiar topics. Can skim and scan for meaning (e.g., consumer information, manuals, memos).	Individual can perform everyday writing tasks and write descriptive and narrative prose for a variety of purposes and audiences. Uses more complex structures. Can elaborate on subject; writing is more fluid. Uses appropriate mechanics of writing.
78 <sup>b</sup>	8	Individual can read and understand authentic material on unfamiliar topics, but may have trouble with difficult vocabulary or grammar. Skims and scans, compares, contrasts, and sequences information with consistency. Understands the purpose of various texts (e.g., editorials, ads).	Individual can write, giving relevant detail, and using appropriate tone and purpose. Writing is fluid. Grammatical errors do not impede meaning. Uses appropriate mechanics of writing.

<sup>a</sup> Scores are given as scale scores; see Appendix A for conversion charts.

<sup>b</sup> If an examinee pretests into SPL 8 with a scale score of 78, use a different ESL assessment that measures higher reading and writing skills to more accurately measure the examinee's language ability. Any examinee who falls into this category at the time of pretesting should be re-tested with another appropriate adult ESL assessment.

## Appendix D: ESL CNA Review and Preview Lesson Plans

### ESL CNA class review lesson plan:

#### C.N.A Class                      Review Lesson

**Lesson Objective:** To review Saturday's CNA lesson, and textbook/Chapter 1 in conjunction with PowerPoint (PPT) #1.

**{Logistics}:** Take 5 minutes and pass out the name and number list. The students on the list are your permanent students. **Remind them that they need to call other students on the list if they miss an ESL CNA class to know about the homework (their responsibility!)**

#### **Objective for today's class (10min):**

**Teacher ->** "Today, we're going to review

- 1) What you learned in your first CNA (Saturday class)
- 2) Power Point (PPT) and chapter 1
- 3) Beginning and ending steps in care procedures"

**Teacher->** Write today's objectives 1, 2 and 3 on the board for the students to see: "Today's objectives are 1..."

#### **Review:**

##### **1 Saturday's CNA class:**

**Teacher->** Create a heading on the board called "Trouble Spots".

"Students, what did you learn from your very first Saturday CNA lesson? What was very difficult?" "Do you have any questions about terms and other concepts you discussed?" Help them deal with their questions.

**(Teacher->** Look at the power points from Saturday's class which is behind *Chapter 1* tab in your binder or chapter 1 in the text book to define and answer questions). Write their questions and concerns on the board, as well as in your journal to us in the folder please.

2. **Review PPT and chapter 1:** There will be 3 parts to this. 1) Group study, 2) think-pair-share and 3) Happy hour.

### 1. 'Group Study' (30 min)

**Teacher->** Group students in 3s. Ask them to pull out their PPT and chapter 1 of their book. Tell them that they have half an hour to review and help each other. Here are the topics they may choose to discuss:

- 5 beginning steps and 4 ending steps.
- Define words
- Characteristics of LTCs
- What LTCs provide
- Describing nurse's role,
- Chain of command,
- Define policies, procedure and professionalism.
- Legal/ethical behaviors
- Resident's rights.
- Abuse and neglect.
- Incident report and what to do.
- How to tell and write military time.
- HIPPA

As the students review their materials, go around to each group and listen and help where it is needed. If something is a major issue for everyone and you feel it should be dealt with as a class, please define or display for them the whole class. Please keep a journal in the folder of what they are particularly struggling with such as words, how to do something etc.

### 2. 'Think-Pair-Share' (30 min)

**Teacher->** Tell the students the rules:

- Hand out 11 cards per person.
  - One side has the questions and the other answers.
  - Ask them to take 10 minutes studying their cards.
  - Ask students to go to find a partner with whom to drill:
    - 1<sup>st</sup> student will show the question part of the card only! The 2<sup>nd</sup> student must read the question and answer it best to their knowledge. If the 2<sup>nd</sup> student gets the answer wrong, doesn't know or gets it partially right, 1<sup>st</sup> student shows the answer to the 2<sup>nd</sup> student, and have 2<sup>nd</sup> student reads loud.
- Example:** 1<sup>st</sup> Ss shows to 2<sup>nd</sup> Ss: "Long-term care" is? -> 2<sup>nd</sup> Ss: 'care for people' -> 1<sup>st</sup> S: shows the

answer to the 2<sup>nd</sup> student reads -> “Care for persons who require 24-hour care and assistance”.

- They will take turns asking and answering all of their 11 cards with the same partner until all 11 are done for both parties and then they must trade their cards at the end.
- Have them find a new partner and repeat until they have all had different partners at least once.
- At the end of Half Hour put all the cards in the bag it came in.

### 3. ‘Happy Hour’ (1 hr.)

Teacher->

- Have one student at a time come to the front of the class and pick a random card from the baggie.
- If student picks a term, they must read the term and try to define it in their own words. If unsuccessful, have them look at the answer. They must also write that particular word in their notes to study.
- If student picks a word to define and it is an action verb, they must show what it looks like (hands-on).

### Homework for Thursday, 4.9:

- Study all the words you have missed playing tonight’s game.
- Read upon all the skills mentioned in your Certified Nursing Assistant Handbook.
- Look up the **bolded** words in chapter 2.

### Tutors Input:

1. Who was absent?
2. What was completed in the lesson and how did the students fair with the material?
3. Any feedback and/or suggestion about the lesson?
4. Days you will be gone.

**Upcoming:** Preview of Chapter 2 -> Foundations of Resident Care.

## ESL CNA class preview lesson plan

### C.N.A Class                      Preview Lesson

**Lesson Objective:** Familiarize students with the main concepts taught from ‘**Nursing Assistant Care-The Basics**’ book/Chapter 2: ‘Foundations of Resident Care.’

**Objective for today’s class (10min):**

**Teacher ->** “Today, we’re going to discuss new vocabulary words and concepts that will be introduced in CNA Class #2.”

**Presentation/Practice: Chapter 2 - Foundations of Resident Care**

- a. **Teacher** → “We will be learning about:
  - Hand washing
  - Gloves/PPE (personal protective equipment- gowns/masks)
  - Conscious choking
  - Moving/positioning
    - supine
    - lateral
    - fowler’s
    - w/draw sheet
    - chair/wheelchair
  - Vital Sign Practice”
  
- b. **Teacher** → “Turn to pg. 47 in your textbook. At the bottom of the first column, you’ll see the words ‘hand hygiene’ in bold. Will someone please read the definition of hand hygiene?”
  - When the student is finished reading, discuss what that the word ‘hygiene’ means: cleanliness and sanitary.
  - Next, go to the bullet points in the right-hand column. These are the times CNA’s should wash their hands
    - Have the students take turns reading each bullet point aloud and answer any questions they may have. Then have students mimic the motions described in the text.
    - After reading through the bullet points, discuss the pictures on pg. 48. Explain to them that these pictures are depicting very thorough hand washing.
  
- c. **Gloves/Personal Protective Equipment**



- **Teacher**→ “At the top of the next page, you’ll see the words ‘Personal Protective Equipment (PPE)’ in bold. Will someone please read the definition for me?”
  - When the student is finished reading the definition, have students brainstorm PPE that they are familiar with.
  - Address the next two bolded words on the page (don / doff).
    - Ask the students when they think a gown should be worn
  - Have them take turn reading points 1-6 on pg. 49
    - Have them mimic that actions that they have read and study the pictures on that page.
    - Ask them the following questions and discuss:
      1. Do you use the same gown twice?
      2. It is okay to wear the gown if it becomes wet or soiled?
      3. Do you put on your gloves before or after putting on the gown?
- d. Conscious choking
- **Teacher**→ “Now, we’re going to learn about choking. Who can tell me what choking is?” (student answers) “Let’s turn to pg. 36, on the bottom right side of the page and read the definition. Will someone please read the first few lines of this paragraph?”
    - When the student is finished reading, have them say in their own words what choking is.
      1. Then, ask them, “What do people do when they are choking? Do they do something with their hands?”
      2. Demonstrate the universal sign for choking, as found in fig.2-15 on pg. 37 of the text book. Have them look at the picture.
    - “Has anyone ever helped someone who was choking? What do you do to a person who is choking?”
      1. After discussing this, have someone read about abdominal thrusts aloud (located under fig. 2-15).
        1. **Teacher** →”Yes, we perform abdominal thrusts, as shown in fig. 2-16. Before performing abdominal thrusts, **it is very important to ask the person if they’re choking and need your help.** Will two of you please demonstrate abdominal thrusts?”
          1. Help them through the demonstration
- e. Using your book index. The class on Saturday will be presenting moving and positioning. Moving and positioning is NOT IN Chapter 2. It is mentioned in different places in the book. This is a good opportunity to teach students the value of a text book index to find what they need.

- The rest of the points we will be discussing are scattered throughout the book. This is a good time for the ladies to learn how to use their book index.
  1. **Teacher**→ “For the rest of class time, we will be searching for information in our textbooks using the index. The index begins on pg. 254. The topics are in alphabetical order.”
    1. Ask them if they know what ‘alphabetical order’ means. Tell them that the topics are organized based on the order of the letters of the alphabet (i.e. terms starting with the letter ‘a’ are first, ‘b’ second, etc.)

**Teacher**→ “Let’s begin by finding the term ‘positioning.’ Who can find this term first? Find the term in the index and turn to the page it is on in the book.”

2. When they find the term in the index, they will see that ‘positioning’ is covered on pgs. 151-155. The first person to get to the page gets a treat!
  3. Have the person who found the term first read the definition of ‘positioning.’
  4. Next, read the definition for these three types of positions: supine, lateral, fowler’s
    1. Have them examine the pictures
    2. **Activity:** read the name of one positions out loud, and have 2 volunteers demonstrate the position.
2. Continue the index activity by having the students find the below terms in their index and then flipping to where the term is located in the text book. When the term is found, have the person who found it first read the definition aloud
1. Draw sheet
  2. Wheelchair (guidelines for assisting with)
    1. Discuss and read the captions under the pictures
  3. Vital Sign Practice
    1. When discussing this point, have the student read the bullet points in the second column on pg. 168. (Note: rate of respiration means number of breaths per minute)

## 2. Comprehension Check

**Teacher**→ “Who can tell me when you should wash your hands?”

**Answer (pg.47):** Before touching a patient, before/after feeding residents, after touching garbage, after picking up something off the floor, etc.

**Teacher** → “What does PPE stand for?” and “Who can name some PPE items?”

**Answer:** Personal Protective Equipment. Gloves, mask, gown, etc.

**Teacher** → “How do you use the index? Explain how are the words ordered?”

**Answer:** The index is used to find the topic you’re looking for. The topics are in alphabetical order.

**Homework for Tuesday 4.14:**

**Tutors Input:**

4. Who was absent?
5. What was completed in the lesson and how did the students fare with the material?
6. Any feedback and/or suggestion about the lesson?
4. Days you will be gone.

Review of Chapter 2 -> Foundations of Resident Care.

## Appendix E: IRB Approval Document



### Institutional Review Board (IRB)

720 4th Avenue South MC 204K, St. Cloud, MN 56301-4498

### Continuing Review / Final Report

Principal Investigator: **Audra Mulleneaux**

Co-Investigator:

Project Title: **English for specific purposes (ESO): Which linguistics skills improve and which do not improve during the duration of an ESP Course**

If the project has been completed (no longer collecting data on human subjects) please indicate your projects status under Final Report and complete questions 1 through 5. If you have completed collecting data on human subjects but continue to analyze the data, as long as no new data is being obtained, your project would be considered completed.

If the project has not been completed (you are collecting data on human subjects) please indicate the status of your project under Continuing Review/Project Continuation and answer questions 1 through 5.

Final Report

- The Project has been completed.  
 Project has not and will not be conducted. Explain:

Continuing Review/Project Continuation

- Data collection continues with enrolled participants.  
 Participant recruitment continues following approved IRB protocol.

Have any changes been made to your research project (changes in subject recruitment, informed consent documents, design, methodology, procedures, etc.) since it was approved by the IRB?

- No  
 Yes, explain:

Final Report and Continuing Review/Project Continuation, please answer the following:

1. How many participants have participated in your study \_\_\_\_\_
2. Have any adverse events (complaints, unexpected reactions, discomfort, or problems) occurred during this research project  
 No  
 Yes, explain:
3. Have any participants withdrawn from the research, either voluntarily or at the researcher's request?  
 No  
 Yes, explain:
4. Has any new information been identified that may affect the willingness of subjects to participate in this research project?  
 No  
 Yes, explain:
5. Have any changes been made to your research project (changes in subject recruitment, informed consent documents, design, methodology, and procedures, etc.) since it was approved by the IRB?  
 No  
 Yes, explain:

\_\_\_\_\_  
 Principal Investigator's Signature

\_\_\_\_\_  
 Date

**SCSU IRB#: 1653 - 2066**