The Impact of Cross- Cultural Education on Language Learning and Teaching

تأثير التعليم عبر الثقافات على تعلم اللغة وتعليمها

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Abstract

Language programs are crucial for English as a Foreign Language (EFL) learners as they provide structured opportunities to develop proficiency in English, enhancing both communication skills and cultural understanding. These programs also offer access to resources and trained educators, creating an immersive environment that fosters confidence and fluency in the language. This study investigates the impact of language programs on English as a Foreign Language (EFL) learners of the first year at the university level through a quasi-experimental design incorporating both qualitative and quantitative methods. These language programs are offered by different universities such as the University of George Washington Town and Harvard as an example. The research involves two groups of participants: a control group receiving non language program instruction and an experimental group engaging with an enhanced language program. The sample consisted of 120 students, males and females. The control group which consisted of 60 students, and the experimental group which consisted of 60 students. Data collection includes pre- and post-tests to measure language

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طالبة في المعهد العالي للدكتوراه في الجامعة اللبنانيّة الآداب والعلوم الإنسانيّة-بيروت - لبنان- قسم اللغة الإنكليزيّة

proficiency, along with focus group interviews to capture learner attitudes and experiences. Quantitative analysis of test scores reveals statistically significant improvements in the experimental group's language proficiency compared to the control group. Qualitative findings indicate that participants in the experimental group exhibit greater motivation, confidence, and engagement. These results suggest that comprehensive language programs can significantly enhance EFL learning outcomes at the university level.

Key words: EFL learners, language programs, first year university level, language proficiency, learner attitude

الملخص

تعد بـرامج اللغة ضـرورية لمتعلمي اللغة الإنجليزية كلغة أجنبية لأنها توفر فرصًا منظمة لتطوير الكفاءة في اللغة الإنجليزية، وتعزيز مهارات الاتصال والفهم الثقافي. توفر هذه البرامج أيضًا إمكانية الوصول إلى الموارد والمعلمين المدربين، مما يخلق بيئة غامرة تعزز الثقة والطلاقة في اللغة. تبحث هذه الدراسة في تأثير برامج اللغة على متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الأولى على المستوى الجامعي من خلال تصميم شبه تجريبي يتضمن الأساليب النوعية والكمية. يتم تقديم برامج اللغة هذه من قبل جامعات مختلفة مثل جامعة جورج واشنطن تاون وهارفارد على سبيل المثال. يتضمن البحث مجموعتين من المشاركين: مجموعة ضابطة تتلقى تعليمات برنامج غير لغوي ومجموعة تجريبية تتعامل مع برنامج لغة معزّز. وتكونت العينة من 120 طالبا وطالبة. المجموعة الضابطة تكونت من 60 طالبا، والمجموعة التجريبية تكونت من 60 طالبا. يتضمن جمع البيانات اختبارات قبلية وبعدية لقياس الكفاءة اللغوية، إلى جانب مقابلات جماعية مركزة للتعرف على مواقف المتعلمين وتجاربهم. يكشف التحليل الكمي لدرجات الاختبار عن تحسينات ذات دلالة إحصائية في إتقان اللغة للمجموعة التجريبية مقارنة بالمجموعة الضابطة. تشير النتائج النوعية إلى أن المشاركين في المجموعة التجريبية يظهرون قدرًا أكبر من التحفيز والثقة والمشاركة. تشير هذه النتائج إلى أن برامج اللغة الشاملة يمكن أن تعزز بشكل كبير نتائج تعلم اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي.

الكلمات المفتاحيّة: متعلمو اللغة الإنجليزية كلغة أجنبيّة، برامج اللغة، المستوى الجامعي في السنة الأولى، إتقان اللغة، موقف المتعلم.

Introduction

The world has now become a multicultural unit and English language has always been considered a global language used in various domains to unify a diversity of cultures and civilizations (Creswell, 2014). This makes English language acquisition not only a proficiency in the age of technology and information, but also a language of business, and a prerequisite to any field of study. In addition, it exemplifies a great cultural background and a deep historical importance (Litchman, 2010).

The newly invented modes of technology have opened new horizons for communication in the international job market; Richards (2006), highlights the importance of using language for meaningful communication approaches. Lebanon, as a developing country, needs an enormous and influential step that would support our real aim of implementing a modern, advanced and a well-developed language program that will raise the level of students and teachers' performance to a higher level of proficiency (Rose & Meyer, 2002).

Amari (2015) believes that Lebanon has always played a great role in the cultural and educational fields in the region; a fact that distinguishes it from any other developing country in

the Middle East. There is a resilient relationship between university studies or higher education and cultural and environmental growth. The Lebanese university aims to go back to its previous supreme status where it was the lighthouse of the Middle East. Nowadays, the university lacks a strong and comprehensive language program, to pursue people in charge with the fact that success cannot be approached without employing a high-standardized language program in its curriculum (Laine, 2011).

Hence, the English language learning in the educational institutions is the only weapon to establish the university progression and development in all domains. Unfortunately, a serious problem exists in improving the language programs, and involving the students in EFL programs is one of the best choices to broaden their learning horizon and support them with motivational learning activities (Crystal, 1997).

At Harvard University, there are several programs aimed at enhancing English as a Foreign Language (EFL) proficiency. One notable program is the Teaching ESL Certificate offered by the Center for Public Service and Engaged Scholarship at Harvard College. This program includes a three-hour workshop focusing on

teaching adult learners, providing practical tools and hands-on practice along with an introduction to theoretical teaching methodologies (Public Service at Harvard College) . Additionally, the Harvard Graduate School of Education offers specialized courses on EFL, emphasizing practical classroom strategies and the importance of pronunciation in real-life communication.

George Washington University (GWU) offers a range of EFL programs through its International Institute of Tourism Studies and the Office of International Programs. These include intensive English programs designed to improve language proficiency for academic and professional purposes. GWU also provides specialized courses tailored to non-native speakers to enhance their communication skills and cultural understanding in various professional fields (Department of English).

Both universities emphasize the importance of cultural awareness and real-life application in their EFL programs, recognizing that language proficiency goes beyond mere grammatical accuracy. Harvard, for instance, integrates cultural discussions and exposure to different English dialects into their curriculum to help students adapt to diverse English-speaking environments. Similarly, GWU's programs aim to prepare

students for global communication challenges by providing immersive language experiences and practical usage scenarios (Department of English).

These programs highlight the significance of EFL education in equipping learners with the necessary skills to navigate and succeed in global contexts. By offering comprehensive training that includes both theoretical knowledge and practical application, Harvard and GWU ensure that their students are well-prepared to achieve high levels of language proficiency and effective communication.

This research is undoubtedly of great significance in the sense that it unifies the technical language activities in both oral and written language skills. It encourages language practicing to achieve fluency. The universities that provide EFL programs such as Harvard and George Washington support to administer such programs to contribute to the improvement of the English language teaching and learning process in different countries around the globe. This research helps find solutions to the problems and obstacles that prohibit the language standard from progressing.

This study aims at finding the impact of language programs on English as a Foreign Language (EFL) learners of the first year at the university level.

It proposes that if EFL learners of the first year at the university are engaged in different language programs, their language skills will be enhanced. This study answers the following questions:

1. Is there a significant difference between the scores of the language proficiency tests of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs?

2. Is there a significant difference between the attitude towards language proficiency of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs?

Therefore it is hypothesized that when EFL learners take part in EFL programs, they will develop better results in language proficiency. In addition, they will have better attitude towards language usage and proficiency.

Literature Review

American universities frequently require intensive English as a foreign language (EFL) courses for incoming international students before they can engage in full academic studies. However, the assumptions that standards of English proficiency reliably predict academic success and that intensive EFL programs are the most effective way to enhance English skills are debatable (Mason, 1971). English as a Foreign Language (EFL) programs have become increasingly vital in non-English-speaking countries, aiming to enhance learners' proficiency in English. These programs are designed to meet various educational and professional needs, and their effectiveness has been the subject of extensive research (Broughton, 1994).

Importance of English as a Foreign Language (EFL) Programs on Language Proficiency

English as a Foreign Language programs are significant for language proficiency. Such programs have global communication opportunities, cognitive and academic benefits, and cultural and awareness competence (Lankshear & Knobel, 2011).

Global Communication and Opportunities

EFL programs are crucial for enhancing language proficiency, especially in today's globalized world where English serves as a lingua franca. Proficiency in English opens up numerous opportunities for individuals, ranging from higher education to international career prospects. Graddol (2006) underscores the importance of English in global

communication, noting that proficiency in the language is often a prerequisite for participation in international business, science, and technology. EFL programs equip learners with the necessary language skills to compete and collaborate on a global stage, thereby enhancing their personal and professional development (Dawson, 2012).

Cognitive and Academic Benefits

Beyond the practical advantages, EFL programs also contribute to cognitive and academic development. Studies have shown that learning a foreign language can enhance cognitive abilities, such as problem-solving, critical thinking, and memory. For instance, Bialystok (2001) found that bilingual individuals often exhibit greater cognitive flexibility and are better at multitasking. Additionally, proficiency in English can support academic success in various fields, as many academic resources and research publications are available primarily in English (Clayton, 2003). Thus, EFL programs not only improve language skills but also promote overall cognitive and academic growth.

Cultural Awareness and Competence

EFL programs play a significant role in fostering cultural awareness and competence. As learners engage with the language, they also gain insights into the cultures of English-speaking countries. This cultural competence is essential in an increasingly interconnected world, where understanding and respecting cultural differences can enhance interpersonal relationships and professional interactions. According to Byrnes (2008), EFL programs that integrate cultural education help learners develop a more nuanced understanding of global perspectives, promoting empathy and cross-cultural communication skills (Herrington, Reeves & Olvier, 2014). Consequently, these programs prepare individuals to navigate diverse cultural contexts effectively.

Curriculum design plays a crucial role in the success of EFL programs. Research indicates that well-structured curricula that incorporate both language skills (listening, speaking, reading, and writing) and cultural competence tend to yield better proficiency outcomes. For instance, Richards (2017) emphasized the importance of integrating authentic materials and real-life communication scenarios, which help learners apply their knowledge in practical contexts. Furthermore, EFL programs that are tailored to the specific needs of

learners, such as business English or academic English, have shown higher levels of engagement and proficiency gains (McKay, 2002).

The effectiveness of instructional methods in EFL programs is another critical area of research. Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have been highlighted as particularly effective approaches. According to Lightbown and Spada (2013), CLT focuses on meaningful communication and interaction, which enhances learners' ability to use English fluently and appropriately. TBLT, which involves learners completing specific tasks using the target language, has also been shown to improve proficiency by providing practical and contextualized learning experiences (Porter, 2000).

Gray & Silver- Pacuilla (2011) believe that the integration of technology in EFL programs has transformed language learning, offering new opportunities for improving proficiency. Studies have shown that the use of multimedia resources, language learning apps, and online platforms can significantly enhance language acquisition. For example, a study by Chinnery (2006) found that mobile-assisted language learning (MALL) provides flexible and personalized learning experiences, which can lead to improved proficiency in listening and speaking skills. Additionally, virtual reality (VR) and augmented reality (AR) tools are emerging as innovative methods for immersive language practice (Gray & Silver- Pacuilla, 2011).

Learner motivation and attitudes towards English learning are pivotal in determining the success of EFL programs. Dörnyei (2001) posited that motivated learners are more likely to engage with the language and persist in their studies, leading to higher proficiency levels. Factors influencing motivation include personal goals, perceived relevance of English, and positive learning environments. Studies have shown that EFL programs which foster a supportive and interactive classroom atmosphere can boost learner motivation and consequently, language proficiency (Cohen, 2014).

Effective assessment and feedback mechanisms are essential for tracking progress and guiding learners in EFL programs. Formative assessments, which provide ongoing feedback, have been shown to be particularly beneficial. According to Brown (2004), formative assessments help learners identify their strengths and weaknesses, enabling targeted improvement.

Moreover, peer assessment and self-assessment practices have been found to encourage learner autonomy and self-regulation, further enhancing language proficiency (Brown, 2004).

Cultural immersion is another significant factor in EFL proficiency. Programs that incorporate cultural elements and encourage interaction with native speakers can provide learners with a deeper understanding of the language context. Coleman (1997) highlighted that cultural immersion experiences, such as study abroad programs, lead to substantial improvements in both linguistic and intercultural competencies. These experiences expose learners to authentic language use and cultural nuances, which are often missing in traditional classroom settings (Coleman, 1997).

Borg (2006) states that despite the positive impacts, EFL programs face several challenges and limitations. Issues such as large class sizes, limited resources, and varying levels of student proficiency can hinder the effectiveness of these programs. Additionally, the quality of teacher training and professional development plays a crucial role in the success of EFL instruction. Borg (2006) suggests that ongoing professional development and support for EFL teachers are necessary to address these challenges and ensure high-quality language instruction.

EFL programs have a significant impact on language proficiency, influenced by factors such as curriculum design, instructional methods, technological integration, and learner motivation. While these programs offer substantial benefits, addressing challenges related to resource allocation, class sizes, and teacher training is essential for maximizing their effectiveness. Future research should continue to explore innovative approaches and best practices in EFL education to support learners in achieving higher levels of English proficiency.

Research Methodology

To investigate the reliability of the variables mentioned in the hypotheses, the research is based on experimental method which "tests for the presence of a distinct cause and effect relationship (Salkind, 2012). The research is based on the use of the quasi- experimental quantitative and qualitative model which focuses on collecting data through qualitative tool such as pre and posttests. It also uses a qualitative tool such as focus group interviews.

The research aims to investigate the impact of language programs

on English as a Foreign Language (EFL) learners of the first year at the university level. The method in this research is characterized by collection and analysis of quantitative data relying on the pre and posttests. In addition, the research depends on the qualitative data that is collected through the pre and post focus group questions which is used with the experimental group. The reason for choosing the mixed method is to make the results more comprehensible by supporting the quantitative and qualitative data.

To answer the first research question, i.e. whether there is a significant difference between the scores of the language proficiency tests of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs, the students' scores in the pre and post tests were studied and analyzed.

To answer the second research question, i.e. whether there is a significant difference between the attitude towards language proficiency of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs, the students' answers to the focus group questions were obtained.

Research Sample

The research was held at the Lebanese University in Beirut faculty of Humanities in 2023-2024. Participants were 60 first year EFL English Literature and Linguistics students. The subjects were all females, and their age ranged between 18 and 20 years. The students have been studying English Language at school for almost 12 years. The participants were split randomly into two groups, 30 students in the experimental group and 30 students in the control group.

Groups	Number of Students
Control	30
Experimental	30
Total	60

Table 1 Number of Participants in the Study

Research Instruments

The research is conducted by using qualitative tool such as pre and posttest and qualitative tool such as pre and post focus group questions.

1. The pre-test is the first step in which the students are involved in the treatment. It is for both groups. The objective of the pre-test is to measure the level of the learners' proficiency before the treatment. It is made up of four sections: 10 questions for reading skills, 15

questions for sentence meaning, 15 questions for language use, and 10 questions for writing. (Appendix A)

2. After the treatment, a post –test is conducted to investigate the outcome. It takes place during the 12th week of the experiment and consists of four sections: 10 questions for reading skills, 15 questions for sentence meaning, 15 questions for language use, and 10 questions for writing. (Appendix B)

3. The pre-focus group questions is one of the instruments that is used at the beginning of the treatment. It is conducted for the experimental group. The objective of the pre-focus group questions is to allow the researcher know more about the students' attitude towards their language proficiency skills. It consists of five questions. (Appendix C)

4. The post- focus group questions is conducted after the treatment to investigate the outcome. It takes place in the 12th of the experiment. It consists of five questions. (Appendix D)

Procedure

In this research, participants were divided into two groups; Group A and Group B, by the researcher, who is their instructor. Group A was the control group who was not involved in any EFL programs. Group B was the experimental group who was involved in EFL program.

Being involved in EFL program was investigated for two hour-session weekly. It was carried out over 12 weeks, i.e. for a period of three months in order to collect and gather all the information needed. The first session was allocated to set a unified pre-test for all the participants. The results were collected and calculated to attain the language proficiency of each student. After the pre-test, students in the experimental went through the pre-focus group questions. It was used to inspect students' attitude towards their language proficiency. Later, students in the experimental group were engaged in a treatment where they part of EFL program that focuses on language proficiency.

The researcher, who is the instructor of the students in the first year of the English Language and Literature, instructed both groups; the experimental and the control group. The procedure went into three steps as the following:

1. The researcher carried out the pretest for both groups the control and the experimental in the first week of the experiment. The pretest

is designed to measure the level of the learners' proficiency before the treatment. It consists of four parts: reading skills, sentence meaning, language usage, and writing. It has a total of 50 questions with a score of 100 (2 points for each question).

2. The researcher engaged the students in the experimental group with the pre- focus group questions in the first week of the experiment. The objective of the pre-focus group questions is to allow the researcher know more about the students' attitude towards their language proficiency skills. It consists of five questions.

3. The researcher engaged the students in the experimental group in the suggested EFL program for language proficiency for a period of 10 weeks. The program focuses on the enhancement of the language proficiency in four language aspects: reading comprehension, vocabulary, language conventions, and writing.

4. The researcher carried out the posttest for both groups the control and the experimental in the twelfth week of the experiment. The posttest is designed to measure the level of the learners' proficiency after the treatment. It consists of four parts: reading skills, sentence meaning,

language usage, and writing. It has a total of 50 questions with a score of 100 (2 points for each question).

5. The researcher engaged the students in the experimental group with the post focus group questions in the twelfth week of the experiment. The objective of the post-focus group questions is to allow the researcher know more about the students' attitude towards their language proficiency skills. It consists of five questions.

Results and Analysis

To answer the first research question if there a significant difference between the scores of the language proficiency tests of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs, the subjects' scores in the pre and post tests were obtained.

In order to measure both the control and experimental group level in language proficiency, a unified pre-test was taken by both groups in the first week of the study. The test included 50 multiple choice questions. Each correct answer was graded with a score of 2. So, the total score for all correct answers was 100. The students' scores in the pre-test were recorded in an excel sheet. (Table 3- Appendix F)
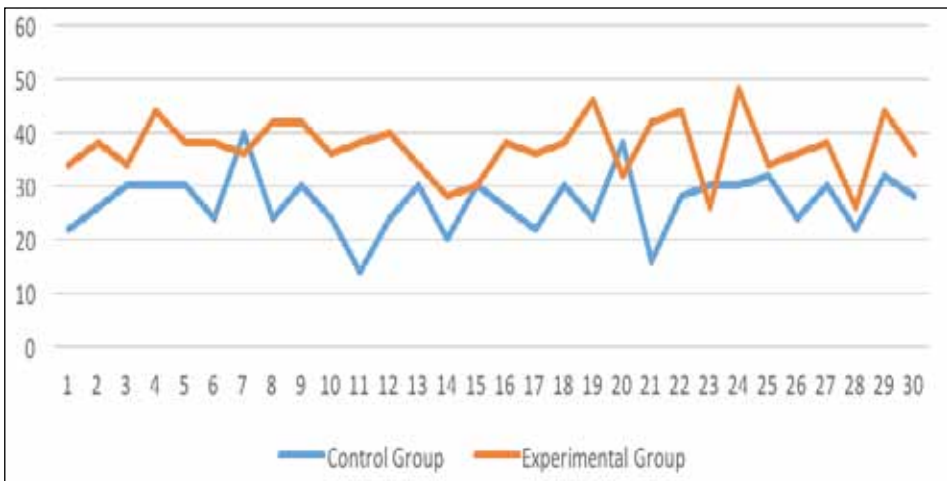
Figure 1: Pre- Test Scores of Control and Experimental Groups
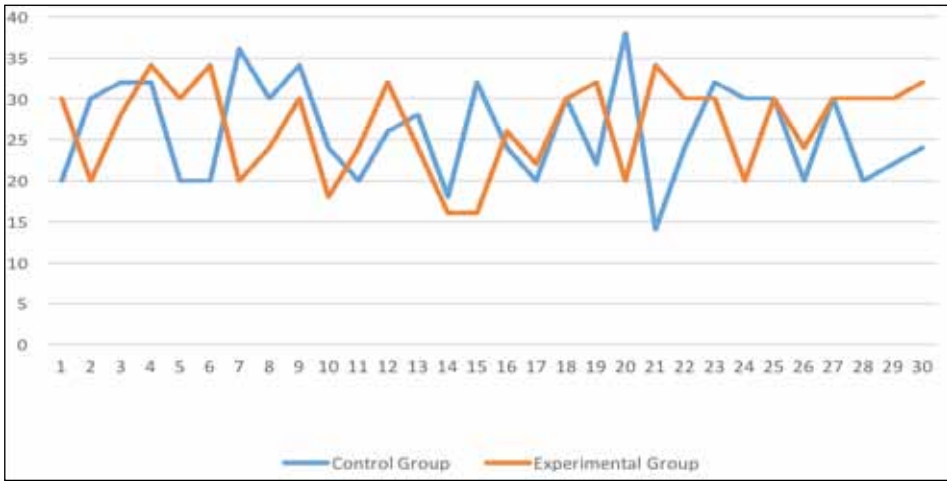
In figure 1, the two graphs corresponded to each other and intersected in many points. This showed that the students in the control group and the experimental group took somehow the same scores in the pre-test.

Figure 2: Post- Test Scores of Control and Experimental Groups

In figure 2, the two groups did not correspond with each other as they did in the pre-test. They did not intersect in many points. The indicator of the experimental group is higher than that of the control group. This indicates an improvement in the grades of the learners in the experimental group after the treatment. The gap in grades between both groups indicated that the learners in the experimental group had improved in their language proficiency. The students' scores in the post-test were recorded in an excel sheet. (Table 2- Appendix E)

Figure 3: Pre- Test and Post- Test Results in the Experimental Group

In figure 3, the two indicators do not match. They do not intersect in many points. This shows that there was a difference in the scores of the experimental group students in the pre- test and post- test. Students improved and gained higher scores after they were engaged in an EFL program.

This means that students who were engaged in an EFL program showed better achievement in language proficiency than those who were not. This proved the first hypothesis and answers the first research question.

To answer the second research question if there a significant difference between the attitude towards language proficiency of the experimental group who are engaged in EFL programs and the control group who are not engaged in any EFL programs, the students who were in the experimental group were engaged in the pre and post focus group questions to identify their attitude towards their language proficiency.

The answers of the pre-focus group questions of the students in the experimental group indicate that the students have low motivation and limited proficiency in English Language. Here is an analysis of the key themes and insights from the students' answers:

1. Lack of Intrinsic Motivation

Students began studying the language due to external requirements (e.g., school) rather than a personal interest or desire. This lack of intrinsic motivation likely contributes to their minimal engagement and effort in improving their proficiency.

2. Significant Challenges and Limited Solutions

The primary challenge mentioned is a lack of motivation, compounded by the perceived difficulty of the language. Students have not found effective strategies to address these challenges, indicating a potential gap in accessible and engaging learning resources or support.

3. Limited Use of Resources

Students relied mainly on mandatory classes and traditional textbooks. The lack of exploration into alternative resources, such as apps, online courses, or language exchange partners, suggests a limited approach to language learning. This could be due to a lack of awareness or interest in discovering new methods.

4. Low Confidence and Avoidance

Students feel confident only in very basic, scripted interactions and avoids using the language in more complex or spontaneous situations. This avoidance is likely due to fear of making mistakes and a lack of practice, which reinforces their low confidence and proficiency.

5. Need for Personalized Support

Students recognize the potential benefit of personalized help, such as a tutor, to make lessons more engaging and relevant. They also acknowledge the need for more speaking practice in a less intimidating environment. This suggests that personalized and supportive learning environments could significantly benefit their language acquisition.

6. Perception of Language Learning as a Chore

Students perceive language proficiency as a useful but not personally valuable skill. Their attitude remains unchanged over time, viewing the language as a difficult requirement rather than an enjoyable or enriching endeavor. This perception likely hinders their progress and willingness to invest time and effort into learning.

The answers of the post focus group questions of the students in the experimental group indicate that the students are motivated and have achieved a significant level of proficiency in English Language. Here is an analysis of the key themes and insights from these answers:

1. Intrinsic Motivation and Goal-Oriented Approach

Students began studying the language out of a personal interest in travel and cultural experiences.

This intrinsic motivation has grown over time, suggesting a deepening appreciation and enjoyment of the language. Additionally, recognizing the language's career value indicates a goal-oriented approach.

2. Effective Challenge Management:

Students acknowledge specific challenges, such as building vocabulary and understanding native speakers, and have implemented effective strategies to overcome them. This includes immersion through media and practical practice with native speakers, indicating a proactive and adaptive learning approach.

3. Diverse and Effective Learning Methods:

The use of varied learning methods, such as language apps, conversation classes, language exchange programs, and spaced repetition software, shows a comprehensive and multifaceted approach to language learning. This diversity helps in addressing different aspects of language acquisition, from vocabulary building to practical speaking skills.

4. Confidence and Practical Application

Students feel confident in casual conversations, traveling, and even in professional settings, demonstrating a solid level of proficiency. The focus on continuous improvement, particularly in technical and formal language skills, highlights a commitment to mastering the language comprehensively.

5. Recognition of Ongoing Support Needs

Students recognize the importance of ongoing practice and feedback from native speakers. The desire for more advanced classes and participation in a community of learners indicates a commitment to continuous improvement and a strategic approach to learning.

6. Positive Attitudes and Perceptions

Students perceive language proficiency as highly important and rewarding, noting tangible benefits and new opportunities. This positive attitude likely fuels their motivation and effort, creating a reinforcing cycle of improvement and satisfaction.

This means that students who were engaged in an EFL program showed better attitude towards their language proficiency than those who were not. This proved the second hypothesis and answers the second research question.

Discussion

In general, the results of the pre and posttests for the experimental group indicate that the students showed progress in the language proficiency when they were engaged in an EFL program. In addition, their attitude towards their own language proficiency was enhanced.

Thus, the hypotheses of the research are accepted. When EFL learners are engaged in an EFL program, they will develop better results in language proficiency. In addition, they will have better attitude towards language usage and proficiency.

Given this foundational review, the study of the impact of involving EFL learners at the first year at the university in EFL programs to enhance language proficiency was conducted. The researcher applied the research on 6o students who are studying English as a foreign language. The students were divided into two groups: the experimental group who were engaged in EFL programs to enhance their language proficiency, and the control group who were not. Both groups did the pre-test and the post- test to check their language proficiency level and their progress. Students of the experimental group were involved in the pre and post focus group questions before and after the treatment to determine their attitude towards their language proficiency.

The results of the research showed that the students have a better attitude towards learning English Language when they were engaged in an EFL program than those who were not. In addition, students, who were engaged in the treatment, achieved better results in terms of language proficiency test. The findings at the end of the study succeeded in providing clear answers to research questions.

Finally, the study contributed to the notion that involving students in English Foreign Language programs at different universities have a positive impact on students' language proficiency and their attitude towards that.

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Appendix A-B
Pre-test & Posttest

Reading Skills Questions

Read the information below, then choose the best answer.

> Television has been introduced to almost every country in the world, reaching a large number of viewers on every continent. About 600 million people saw the first person walk on the moon, and a billion people watched the twentieth Olympic Games.
>
> Television has in many ways promoted understanding and cooperation among people. It does this by showing educational and cultural programs.

1. From this passage, a reader can most reasonably conclude that the author believes that
A. people spend too much time watching television
B. not every country needs to have television
C. television can unify people from around the world
D. television is as important as schools

> People have different ways of learning. Some are better at making mental pictures of new ideas. Others are more comfortable with writing lists of things to memorize.
>
> Certain people can learn best when listening to music, while others need silence to concentrate.

2. Which of the following is the main idea of the
3. passage?
A. Mental pictures help many to learn.
B. Some people prefer lists to making mental
C. pictures.
D. To learn well you need to be comfortable.
E. Different individuals have different ways of acquiring information.

> If you hold a piece of copper wire over the flame of a wooden match, heat will be conducted by the copper wire to your fingers, and you will be forced to drop the wire. You will, however, still be able to hold the match because wood is a poor conductor of heat.

4. According to the passage, snakes are

A. uncommon pets

B. likely to be found in a household with dogs

C. found only in zoos

D. not allowed in people's homes

Many people own different pets. Dogs, cats, birds, and fish are common household pets. Other pets are considered to be exotic animals. These include snakes, lizards, and hedgehogs.

5. Which of the following is implied in the passage above?

A. Copper is a good conductor of heat.

B. Wood and copper conduct heat equally.

C. Wood is an excellent conductor of heat.

D. Matches should be made of copper.

Cesar Chavez was an influential leader for farmworkers. He fought for their rights and better working conditions. Chavez led many strikes that angered farm owners. Eventually he succeeded in getting increased wages and better living situationsfor farmworkers.

6. The passage indicates that Chavez changed lives by

A. helping to end the farmworkers' strikes

B. fighting for the rights of farm owners

C. working on the farms every day

D. improving the conditions for farmworkers

7. What is the main idea of the passage?

A. *Peanuts* was the world's most widely readcomic strip.

B. Schulz was a very famous cartoonist.

C. Schulz turned the pain of his youth into success asan adult.

D. The comic strip *Peanuts* featured children as its only characters.

When cartoonist Charles M. Schulz was a boy in elementary school, other boys teased him for being small and not very good at sports, and his art teacher told him he had no talent for drawing. He had few friends and was too shy to talk to a red-haired girl he admired. Later in life, Schulz used his childhood experiences in his comic strip *Peanuts*: the strip's main character, the sad and lonely Charlie Brown, represents Schulz as a little boy. *Peanuts* was unique at the time because it contained no adult characters. Readers fell in love with Charlie Brown, and *Peanuts* eventually became one of the most popular comic strips of all time.

8. The author of the passage probably assumes that
A. cash will become virtually obsolete in the near future
B. using cash will become popular again
C. paying with credit cards all the time is dangerous
D. societies that do business online will struggle

Money has been used for thousands of years in nearly every culture as a means of exchange. However, today, the use of cash is becoming less and less common in modern societies all over the world.

Every year, a higher percentage of purchases are made online, and even in stores customers are now using credit cards more often than cash. Many people today do all their banking on the internet rather than going to the bank in person.

9. According to the passage, it is wrong to
A. use first aid on an accident victim without medical training
B. attempt to help an accident victim without permission
C. help a victim before an ambulance arrives
D. call for an ambulance instead of helping the victim

Before giving first aid to an accident victim, you should obtain his or her consent. Asking for consent takes a simple question. Say to the victim, "I know first aid, and I can help until an ambulance arrives. Is that okay?"

10. According to the passage, Dr. Ochoa is the first

A. Hispanic person to travel into space

B. inventor to travel into space

C. woman to travel into space

D. Hispanic woman to travel into space

Dr. Ellen Ochoa is an inventor and is also the first female Hispanic astronaut. Her inventions include technology to help robots inspect equipment in space to maintain safety and quality control on spacecraft. Before retiring, she logged more than 1,000 hours in space across several space missions.

11. From this passage a reader can conclude that

A. owning a cat requires less work than owning a dog

B. people who are away from home during the day should not own a cat

C. people who like to play with their pets should own a cat

D. owning a cat is more responsibility than owning a dog

Dogs and cats make very different types of pets. Before deciding whether to buy or adopt a dog or a cat, prospective owners need to carefully consider their own lifestyles and personalities. Dogs may make more affectionate companions, but they require more care and attention. They must be taken out several times a day and should not be left alone for more than a few hours. Larger dogs require significant exercise to remain fit and healthy. Cats are usually more independent in nature and interact less with their owners. Also, a cat can be left on its own all day, or even for several days, as long as it has food and clean water to drink.

Sentence Meaning Questions

Directions for questions 1–8

Choose the word or phrase that, when inserted in the blank space, makes the sentence meaningful and correct.

1. Shikibu Murasaki, who wrote almost a thousand years ago, was one of the world's novelists.

A. most early

B. too early

C. more early

D. earliest

2. The Chang children their parents by
making sandwiches for the whole family.

A. helped out

B. helped with

C. helps for

D. helps to

3. As demonstrated by his last album, which was releasedafter his death, Ibrahim
    Ferrer one of the
most beautiful voices in Latin music.

A. had

B. have

C. have had

D. having

4. After we saw the play, we had different opinions
_____ Vincent's performance.

A. about

B. at

C. for

D. to

5. Having recorded many of the most beloved songs of the 1940s, jazz singer
    Ella Fitzgerald one
of the most prominent musical performers of her time.

A. had been

B. has been

C. was

D. will be

6. As we drove through the darkness, we saw another carcoming the bend in the
    road.

A. through

B. under

C. over

D. around

7. Sonia is so determined and stubborn that she never

_____ until she gets exactly what she wants.

A. gives up

B. gives out

C. gave in

D. gave away

8. At only 43, John F. Kennedy was the _____

American president ever to be elected.

A. most young

B. more young

C. youngest

D. younger

Directions for questions 9–15

Read the sentence below, then choose the best answer to the question.

9. Elena found a tomato that was much bigger than all the others in the garden.

How did the tomato compare to the others in the garden?

A. It was the smallest.

B. It was not very large.

C. It was larger than some.

D. It was the largest.

10. When the popular entertainer canceled her appearance, the Latin American festival was postponed indefinitely.

When will the festival likely take place?

A. Tonight

B. Tomorrow

C. Next week

D. Many weeks later

11. Jasmine is never late to meet her friends and sometimes arrives a few minutes early.

Which best describes Jasmine?

A. Lonely

B. Punctual

C. Talkative

D. Tardy

12. Bram Stoker is best known for his classic horror novel
   Dracula, which was published in 1897.

What did Bram Stoker do?

A. He was a doctor.

B. He was a merchant.

C. He was a writer.

D. He was an engineer.

13. Exhausted from her transatlantic flight, Judy could not stay up past 9 p.m.

What did Judy do at 9 p.m.?

A. Leave work

B. Come home from the airport

C. Get on an airplane

D. Go to bed

14. Eliot sleeps late whenever he can, leaves work early, and never does anything
   unless he absolutely has to.

Which best describes Eliot?

A. Boring

B. Lazy

C. Selfish

D. Tired

15. Juanita rushed to her dance class and burst through the door in the nick of
   time.

When Juanita got to her dance class, she was

A. very early

B. very late

C. nearly late

D. a little late

Language Use Questions

Directions for questions 1–10

Each sentence has a blank space. Choose the word or phrase that makes a grammatically correct sentence.

1. _____ washing his sweater, Jacob hung it up to dry.
A. After
B. Before
C. By
D. Until

2. Dr. O'Hara is certain that someday, people will
_____ to Mars.
A. travel
B. travels
C. traveling
D. traveled

3. Water   at a temperature of zero degrees
Celsius.
A. having frozen
B. freezing
C. freeze
D. freezes

4. you get a new haircut?
A. Have
B. Does
C. Are
D. Did

5. Jacques Cousteau will be remembered for his inventions and for to marine
science.
A. dedication
B. his dedication
C. being dedicated
D. his being dedicated

6. The children, who were tired of traveling, kept asking, "When we get to the
hotel?"
A. have

B. will

C. did

D. are

7. Galileo is most famous _____ that Earth revolves around the Sun, rather than the other way around.

A. for having discovered

B. for discovery

C. his discovery

D. in discovering

8. Some people have difficulty understanding one another because they _____ differently.

A. communicate

B. communicated

C. have communicated

D. communicates

9. _____ you can speak more than one language, you have the opportunity to make more new friends.

A. So

B. Before

C. When

D. Though

10. Light _____ faster than sound, which is why you see lightning before you hear thunder.

A. traveling

B. travels

C. having traveled

D. will travel

Directions for questions 11–15

Read the two sentences below and choose the best way of combining them.

11. Lisa plays the piano. Her sister Kelly plays the piano too.

A. Lisa and her sister Kelly plays the piano.

B. Both Lisa and her sister Kelly play the piano.

C. Lisa plays the piano, and Kelly plays the piano.

D. Lisa and Kelly too play the piano.

12. Kazuko took her dog for a walk. They went to the park.

A. Kazuko, going to the park, took her dog for a walk.

B. Kazuko took her dog for a walk to the park.

C. Kazuko took her dog for a walk because they went to the park.

D. Kazuko and her dog went to the park, where she and the dog walked.

13. We knew it might get chilly at the football game. We brought along some extra blankets.

A. We knew it might get chilly at the football game when we brought along some extra blankets.

B. Bringing along some extra blankets, we knew it might get chilly at the football game.

C. We brought along some extra blankets because we knew it might get chilly at the football game.

D. It got chilly at the football game, and we brought along some extra blankets.

14. Juan loves to play baseball. His friend Miguel enjoys baseball too.

A. Both Juan and his friend Miguel enjoy playing baseball.

B. Juan and his friend Miguel enjoys playing baseball.

C. Juan enjoys playing baseball and his friend Miguel too.

D. Juan loves baseball and Miguel too enjoys baseball.

15. Wolves travel in packs. They are rarely spotted alone.

A. Wolves are rarely spotted alone if they travel in packs.

B. Because they travel in packs, wolves are rarely spotted alone.

C. After traveling in packs, wolves are rarely spotted alone.

D. Wolves are rarely spotted alone, although they travel in packs.

Writing Questions

Read the following early draft of an essay and then choose the best answer to the question or the best completion of the statement.

(1) The prevalence of nectarines in US supermarkets today is directly related to the company started by two unrelated men who shared a last name, an inventive bent, and a drive to succeed. (2) Moving from Korea to the United States

in 1914, Ho "Charles" Kim founded the Kim Brothers trucking company in California in 1921 with his friend Harry Kim. (3) Much of the freight their trucks carried in the early years were fruit grown in the San Joaquin valley. (4) Kim Brothers soon expanded to include nurseries, orchards, and fruit-packing sheds. (5) Eventually the operation became a major employer, providing year-round jobs for about two hundred people and up to four hundred part-time jobs during harvest season coming after growing season. (6) Kim Brothers succeeded even in the face of the Great Depression of the 1920s and 30s because the company produced and sold the first commercially viable nectarines. (7) The nectarine is a hybrid fruit. (8) It combines peach and plum, with the taste and texture of the former and the smooth skin of the latter. (9) With the help of a staff horticulturalist, Kim Brothers developed and patented the "fuzzless peach" known as the Sun Grand nectarine. (10) Though not the first nectarine—the fruit had existed in China for two millennia; the Sun Grand was unique in being hardy enough to ship great distances. (11) By the 1960s, Kim Brothers included more than five hundred acres of farmland and grossed more than $1 million annually. (12) Charles and Harry Kim were eventually recognized as the first millionaires of Korean descent. (13) They were also known for giving back to their community. (14) Charles was also instrumental in helping to create Los Angeles's Koreatown (home today to more Koreans than any place other than North and South Korea).

1. Which is the best version of the underlined portion of sentence 3 (reproduced below)?

Much of the freight their trucks carried in the early years were fruit grown in the San Joaquin valley.

A. (as it is now)

B. have been

C. are

D. was

2. Which is the best decision regarding the underlined portion of sentence 5 (reproduced below)?

Eventually the operation became a major employer, providing year-round jobs for about two hundred people and up to four hundred part-time jobs during harvest season coming after growing season.

A. Leave it as it is now

B. Revise it to "when the crops were ready to pick."

C. Revise it to "after the produce had ripened."

D. DELETE it and end the sentence with a period

3. Which is the most logical placement for sentence 7 (reproduced below)?

The nectarine is a hybrid fruit.

A. Where it is now

B. After sentence 3

C. After sentence 10

D. After sentence 11

4. Which is the best version of the underlined portion of sentence 10 (reproduced below)?

Though not the first nectarine—the fruit had existed in China for two millennia; the Sun Grand was unique in being hardy enough to ship great distances.

A. (as it is now)

B. millennia. The

C. millennia—the

D. millennia) the

5. Sentence 13 is reproduced below.

They were also known for giving back to their community.

The writer is considering adding the following text at the end of the sentence.

by building churches, funding scholarships, and establishing the Korean Association of Southern California

Should the writer make this addition there?

A. Yes, because it elaborates on the claim made at the beginning of the sentence.

B. Yes, because it establishes the historical period in which Kim Brothers operated.

C. No, because it introduces details that are irrelevant to the paragraph's focus on nectarines.

D. No, because it fails to explain whether the institutions that the Kims established still exist today.

6. Which is the best version of the underlined portion of sentence 2 (reproduced below)?

These spiders don't simply scurry across the sand on their many legs, like tumbling gymnasts, they propel themselves forward (or backward) in a series of quick flips.

A. (as it is now)
B. legs like tumbling gymnasts;
C. legs; like tumbling gymnasts,
D. legs like tumbling gymnasts,

7. Which choice most effectively combines sentences 5 and 6 (reproduced below) at the underlined portion?

A spider of this species was discovered in the Erg Chebbi. It is a sandy desert in southeastern Morocco.

A. Chebbi,
B. Chebbi—this being
C. Chebbi, and the Erg Chebbi is
D. Chebbi, the Erg Chebbi being

8. In context, which is the best version of the underlined portion of sentence 10 (reproduced below)?

Ultimately, the spider was determined to be a member of a previously unknown species.

A. (As it is now)
B. For example,
C. Nevertheless,
D. At the same time,

9. Which is the best version of the underlined portion of sentence 13 (reproduced below)?

Agile and athletic, C. rechenbergi rear up on their back legs and lash out when attacked—or it somersaults away, rolling like tumbleweed.

A. (as it is now)
B. it will somersault
C. they somersault

D. they were somersaulting

10. Which sentence blurs the focus of the last paragraph and should therefore be deleted?

A. Sentence 14

B. Sentence 15

C. Sentence 16

D. Sentence 17v

Answer Key					
ESL READING SKILLS		**ESL SENTENCE MEANING**		**ESL LANGUAGE USE**	
1.	C	**1.**	D	**1.**	A
2.	D	**2.**	A	**2.**	A
3.	A	**3.**	A	**3.**	D
4.	A	**4.**	A	**4.**	D
5.	D	**5.**	C	**5.**	B
6.	C	**6.**	D	**6.**	B
7.	A	**7.**	A	**7.**	A
8.	B	**8.**	C	**8.**	A
9.	D	**9.**	D	**9.**	C
10.	A	**10.**	D	**10.**	B
		11.	B	**11.**	B
		12.	C	**12.**	B
		13.	D	**13.**	C
		14.	B	**14.**	A
		15.	C	**15.**	B

Writing

1. D   6. C

2. D   7. A

3. A   8. A

4. C   9. C

5. A   10. D

Appendix C
Pre- Focus Group Questions

1. Personal Experiences and Background:

Can you share a little about your background with learning and using English language? What was your initial motivation to learn it?

2. Challenges Faced:

What are the biggest challenges you have encountered in achieving proficiency in English language? How have you tried to overcome these challenges?

3. Learning Methods:

Which methods or resources have been the most effective for you in improving your language proficiency? Are there any particular tools, classes, or practices you find particularly helpful?

4. Usage and Confidence:

In what situations do you feel most confident using English language? Are there specific contexts where you feel less confident, and why do you think that is? How do you perceive the importance of being proficient in English Language in your personal, academic, or professional life? Has your attitude towards learning and using the language changed over time, and if so, how?

5. Support and Improvement:

What kind of support or resources would you find most beneficial to further enhance your proficiency in English language? Are there any specific areas you feel you need more help with?

Appendix D

Pre- Focus Group Questions

1. Challenges Faced

What are the biggest challenges you have encountered in achieving proficiency in English language? How have you tried to overcome these challenges?

2. Learning Methods

Which methods or resources have been the most effective for you in improving your language proficiency? Are there any particular tools, classes, or practices you find particularly helpful?

3.Usage and Confidence

In what situations do you feel most confident using English language? Are there specific contexts where you feel less confident, and why do you think that is?

4. Attitudes in Perceptions

How do you perceive the importance of being proficient in English Language in your personal, academic, or professional life? Has your attitude towards learning and using the language changed over time, and if so, how?

5. Support and Improvement

What kind of support or resources would you find most beneficial to further enhance your proficiency in English language? Are there any specific areas you feel you need more help with?

Appendix E

Students' Scores in the Post-Test (Control and Experimental)

Table 2

Students	Control	Experimental
1	22	34
2	26	38
3	30	34
4	30	44
5	30	38
6	24	38
7	40	36
8	24	42
9	30	42
10	24	36
11	14	38
12	24	40
13	30	34
14	20	28
15	30	30
16	26	38
17	22	36
18	30	38
19	24	46
20	38	32
21	16	42
22	28	44
23	30	26
24	30	48
25	32	34
26	24	36
27	30	38
28	22	26

29	32	44
30	28	36
Total	810	1,116

Appendix F

Students' Scores in the Pre-test (Control and Experimental Groups)

Table 3

Students	Control	Experimental
1	20	30
2	30	20
3	32	28
4	32	34
5	20	30
6	20	34
7	36	20
8	30	24
9	34	30
10	24	18
11	20	24
12	26	32
13	28	24
14	18	16
15	32	16
16	24	26
17	20	22
18	30	30
19	22	32
20	38	20
21	14	34
22	24	30
23	32	30
24	30	20

25	30	30
26	20	24
27	30	30
28	20	30
29	22	30
30	24	32
Total	782	800