

# **TOWARDS AN INTEGRATED ENGLISH COMPETENCY PROGRAM AT THE UNIVERSITY OF PUERTO RICO RÍO PIEDRAS CAMPUS\***

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## **Introduction**

At present, at least one-third of the student body graduating yearly from the University of Puerto Rico, Río Piedras campus, can be described as having limited English proficiency. Within the context of this campus, *limited English proficiency* is best defined operationally as placing below 5 on the Humanities English Placement Test. This test is required of most of the students who took basic English during freshman year as a guide to placement into their second and generally final year of English at the University. An immediate consequence of scoring 1 to 4 on this test is that students are not able to take academic courses in English in literature, linguistics, or speech communication within the Humanities English Department, where most students generally take their 2nd-year English courses. These academic courses require that a student place level 5. Unfortunately, the special courses into which students who score below level 5 are placed, although suited to their levels, cannot bring those who score levels 1, 2 and 3 up to level 5 in two semesters. These students graduate, therefore, with limited English proficiency.

To address this situation, a special ad hoc committee from the Colleges of General Studies and Humanities has been working to pool resources in order to create an intensive English learning experience geared towards developing English competency. This

experience is a step towards insuring that students who graduate from the Río Piedras campus will have attained sufficient mastery of English to be able to use it as an academic tool during their undergraduate studies, as well as successfully compete in the post-graduate business or academic world, insofar as English proficiency is required.

A preliminary pilot study was designed to target a pool of incoming freshmen who most needed help, as evidenced by their low English scores on the College Board. This project, currently at its half-way mark, is being funded by the Presidency of the University of Puerto Rico.

### **Study Design**

The two-year pilot study covering the 1997-98 and 1998-99 academic years, known by its Spanish acronym, PICI (Programa Integrado de Competencias en Inglés) was designed to use available resources as much as possible. The basic design involves students' taking twice as much English as is normally required.

A group of freshmen with low-level English skills takes the reading-and-writing-focused basic English course normally taken during freshman year. In addition, these students take the conversational English course they would normally take during their sophomore year on alternate days. During the second year of the project the same pattern is repeated: this same group of students takes an English course whose principal focus is reading and writing, and on alternate days, a conversational English course. At the end of two years these students will have taken 24 credits of English. This group constitutes the experimental group.

The English progress of this group is compared to the progress of a matched group of students who take the normal English requirements, which are 6 credits of Basic English during freshman year, and another 6 credits of English after freshman year, for a total of 12 credits of English. This group constitutes the control group.

In May of 1997, letters of invitation were sent out to all incoming freshmen who obtained less than 440 on the English-as-a-Second-Language Test (ESLAT) of the College Board, but who scored at least 490 on the Spanish test of the College Board. The

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English score placed them in the lowest level of Basic English (INGL 3003-4). Those students who responded to the letter by coming to a meeting were explained the program. If they were interested in participating, they were administered the Humanities English Placement Test. Those who placed above Level 1 were not accepted.

A group of 68 incoming freshmen (Aug. 97) that met our criteria was chosen. Each student was assigned to one of the five experimental sections of the Basic English course they would normally take during their freshman year (INGL 3003-04). In addition, they were placed in one of five experimental sections of Conversational English Level 1 (INGL 3031-32), the course they would normally take during their second year, on alternating days. Each professor from General Studies was paired with a particular professor from Humanities so that both had basically the same group of students. The few exceptions were due to students' scheduling problems. For example, a student might have the General Studies class on Mondays and Wednesdays, the Humanities class on Tuesdays and Thursdays, plus lab on Fridays. Thus, each student received seven class-hours a week of English.

Half-way through the second semester, after a fruitful meeting with the Vice-President of the University, we were able to use some of our leftover funds to hire two university students who were native speakers of English for the purpose of leading informal conversational groups of two to five students. These groups met two half-hours a week. Unfortunately not all the students went regularly to their conversational groups; but for those that did, this increased their exposure to English to eight hours a week.

There were six English professors involved in the first year (1997-98) of the PICI project, three from General Studies and three from Humanities. Two out of the three from each college had two experimental PICI sections each, while the third professor from each college had one. These constituted five experimental sections in each college.

The six professors working in the project also had one regular section each of INGL 3003-3 (General Studies) or INGL 3031-2 (Humanities). These six sections (three from General Studies and three from Humanities) constituted our control groups. The General Studies group represented students beginning their university

English, while the Humanities group represented students completing their university English requirements. The students in both control groups had an average of four class-hours of English per week (three hours of class plus an hour of lab). They received basically the same type of English instruction in either INGL 3003-4 or INGL 3031-2 as the students in the experimental group.

### **Evaluation procedures**

Internal evaluative procedures for the purpose of assigning grades were similar to those normally used, for both experimental and control groups. Additional instruments of different types were also administered as external quantitative measurements of English proficiency, for the purpose of evaluating the success of the program. Different types of tests are being used because, due to the complex nature of language, there is no one perfect test as yet. The tests are:

- 1- The Institutional *PreTOEFL*: This test was purchased from the Educational Testing Service, which also produces the TOEFL (Test of English as a Foreign Language), a highly reputable standardized test used world wide. The PreTOEFL is a version of the TOEFL which discriminates better among lower-level students. It tests listening comprehension, reading comprehension and grammatical structures.
- 2- The *SPEAK*: The Speaking Proficiency English Assessment Kit, also produced and sold by the Educational Testing Service, is a semi-direct (not face-to-face) test of speaking proficiency. The student audio-tapes require a variety of linguistic functions such as narrating, persuading, explaining, giving opinions, etc.
- 3- The *HEPT*: The previously mentioned Humanities English Placement Test consists of a dictation of a paragraph in English, administered through earphones in the lab. The students hear phrases, clauses, or sentences of increasing length and complexity which they write down. In a dictation test of a foreign language, a student does not merely copy down what is actually said, but writes what he or she thinks is said. To do this requires complex phonological, morphological, and syntactic processing which is reflected in the number of

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lines correct. This in turn indicates a certain level of development in the student's non-native language. Dictation tests, therefore, can be valid indicators of gross non-native linguistic proficiency.

In addition to the above quantitative measures, a questionnaire was distributed to the PICI students containing open-ended questions as to their feelings about the program, both in terms of their own progress and in terms of their opinions about different aspects of the program.

### **Preliminary results and discussion**

At this moment we can provide preliminary results with regard to the HEPT data obtained after the first year and half-way mark of the PICI project. The HEPT which the experimental (PICI) group took for the purpose of selection of subjects in June, 1997 was used as the pretest. The one-year mark posttest was taken by this group in the general administration for freshmen in April, 1998. Sufficient time had elapsed to remove any practice effect. The experimental group was compared to the three sections of the control Humanities students. The pretest HEPT of these second-year (and beyond) students was taken in April of their respective freshman year, which placed them in the Level 1 sections of Conversational English. A posttest was administered in the lab in April, 1998.

A statistical analysis of the results indicate that the PICI students *as a group* far surpassed the control group in gross English proficiency as measured by the HEPT.<sup>1</sup> What is the difference between the two groups due to? The following variables are considered:

- 1- *Type of instruction:* Although the basic books and materials used were the same for each section of a particular class (the General Studies class or the Humanities class), whether control or experimental, no attempt was made to make uniform the manner in which the professors presented the material. The individual style of each professor was respected, and a professor could introduce any type of supplementary material of his or her choosing. While professors differed from each other, they generally taught their experimental and control groups in a similar fashion.

