THE STUDY OF BILINGUALISM  
IN A FOREIGN LANGUAGE LEARNING CONTEXT

BY

LYNN E. BLACK, B.A., SIMPSON COLLEGE, 1985

THESIS

Submitted to the Department of Academic Affairs
American University of the Caribbean, Les Cayes, Haiti
in partial fulfillment of the requirement for the degree of

MASTER OF ARTS DEGREE,
EDUCATIONAL ADMINISTRATION, POST-SECONDARY

May, 2007

Advisors:
Gerald R. Manning, Ph.D – Primary Advisor
Elke Airone, M.A. – Academic Dean
Janice Davis, M.A., C.A.G.S - Language Specialist
# TABLE OF CONTENTS

## INTRODUCTION

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

## LITERATURE REVIEW

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Bilingualism Debate</td>
<td>4</td>
</tr>
<tr>
<td>Language and Thought</td>
<td>9</td>
</tr>
<tr>
<td>Bilingual Memory and Processing</td>
<td>13</td>
</tr>
<tr>
<td>Bilingual Instruction</td>
<td>20</td>
</tr>
<tr>
<td>Listening Comprehension and Bilingual Instruction</td>
<td>22</td>
</tr>
<tr>
<td>Conclusion</td>
<td>24</td>
</tr>
</tbody>
</table>

## BILINGUAL COMPREHENSION EXPERIMENT

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Design</td>
<td>26</td>
</tr>
<tr>
<td>The Results</td>
<td>30</td>
</tr>
</tbody>
</table>

## APPENDICES

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A: Data Analysis</td>
<td>ii</td>
</tr>
<tr>
<td>Appendix B: Experimental Documentation</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>
INTRODUCTION

University-level study is tedious and time-consuming for students who are studying at home in their primary language. Imagine what a challenge it must pose for students studying abroad, or students who are studying at home in a foreign language where the language of instruction is different from the language of communication outside of the academic context. Study in a foreign country or in a foreign language opens the door to many blessings and benefits; however, this opportunity comes laden with many challenges as well. Initially at least, the single most daunting challenge is the mastery of the language, which is woven into every component of academic study. Students who are inept in the language of instruction are severely disadvantaged in any system of education that relies heavily on one’s ability to grasp linguistic nuances.

Students who choose to study in a foreign educational system are confronted abruptly with the reality that they have little time to master the language and maximize their educational experience. Students, at North-American educational institutions, are generally given one to two years to develop their language skills to the level where they will be able to grasp the linguistic nuances that will determine their academic fate. Even in an environment where the student is immersed in the foreign language (L2) outside of the classroom, it is nearly an impossible feat without academic structure and language supports to foster sufficient second language acquisition.
Over the years, a clear distinction has been made among language professionals between studying English in an English-speaking context (ESL) and studying English in a foreign context (EFL). The reason for this distinction has been made poignantly clear to us at the American University of the Caribbean (AUC) in Les Cayes, Haiti. The students at AUC experience enormous difficulties to understand spoken English in the classroom. They lack ability to conceptualize abstract ideas and to express themselves verbally and in writing in English. These deficiencies inhibit the students’ ability to perform academically. While one may not be able to state categorically that a deficiency of language skills is the only culprit; an improvement in the communication process would undoubtedly reduce the level of difficulty and frustration for these students.

The environment also contributes significantly to the students’ difficulties. There is a lack of motivation to communicate in English and to improve their English skills among the student body. The students’ mother tongue is Creole. At home and with casual friends, Creole is the language used to communicate. French is the preferred national language, which means that the language for business and social affairs. Only on campus are students encouraged or motivated to speak English. In fact, the demand for these students to communicate in English is virtually non-existent except for a few English courses and interaction with administrative staff. Yet, the poor ratio of English-speaking instructors to students further hinders the motivation for students to speak English. In present environment, the students face significant challenges to develop
language/communication skills in English on which they can build for academic study. In this context, their communication abilities in their L1 become extremely important for scaffolding the L2.\(^1\) Utilizing the existing L1 framework is undoubtedly quicker and more efficient than waiting for an entirely new framework to develop. This thesis promotes the hypothesis that bilingualism is an effective tool for smoothing the transition from the L1 to the L2 while accelerating the process of content-learning in a foreign context particularly for academic English students.

**Literature Review**

*Understanding the Bilingualism Debate*

The most recent controversy regarding bilingualism has spread across the United States and Canada. Influxes of immigrants, who do not speak English effectively, have placed considerable strain on the educational system’s ability to integrate foreign language, (also know as Limited English Proficient - LEP), students into the educational mainstream. LEP students are regarded as academically inferior to students in the mainstream. Unfortunately, much of the disagreement centers on socio-political issues rather than on genuine language-learning deficits related to the methods and techniques of bilingual teaching. Mr. Lessel Lamkin, Jr. highlights the role of the media in skewing the “Bilingualism Controversy.” He points out that the media is often guilty of only pursuing stories

---

of social and political controversy related to the debate. Issues that have very little to do with actual classroom policies and practices have often become the scapegoat in the debate. Examples of this kind of controversy are accusations about how bilingualism only maintains the status quo for English language teachers that means it helps them keep their jobs and promotes separatism in the school setting.

However, the bilingual debate takes on a different character and complexion in other parts of the world. In Africa and many other countries, colonialization has stripped the land of its culture and language. As a result, young students suffer enormously from a lack of genuine academic preparation. For example, students in Haiti face a difficult situation in obtaining quality higher education and training. Much of the problem centers on the use of foreign or colonial languages in the educational process. Students often study in a language other than their mother tongue and in a language that is seldom used in casual communication; therefore, it is not a proper second language. In this environment, students are demoralized because of a lack of ability to command the language for academic performance and they resort to rote memorization and other forms of unscholarly conduct to maintain their places in institutions of higher education.

---


For many limited language proficient students, genuine academic success is outside of their grasp because they lack adequate vocabulary and highly developed thinking structures (language development) to be able to identify/describe the fundamental characteristics of an idea or concept (conceptual development) in the language of instruction (L2). However, according to bilingual experts, it is possible to increase learning by employing the use their primary language (L1) as a means of support in the foreign language classroom. From an educational standpoint, this is central issue in the bilingualism debate. There are other issues and benefits related to bilingualism but they are peripheral to classroom learning.

The discussion about bilingualism is important because it is believed that bilingual instruction methods and techniques provide a more stable learning environment for each of the students described earlier. Educators must provide students with every possible advantage to succeed in the classroom. Bilingual education offers several pedagogical benefits that can smooth the transition for students’ studying in a foreign language such as accelerating the process of content assimilation, buttressing the students’ primary language skills, assuring

---


genuine bi-literacy (ability to function academically in both languages), reducing tension in the educational environment, and restoring students’ confidence in their ability to perform academically.\(^5\)

The term bilingualism has many applications.\(^6\) Bilinguals represent a range of individuals who function (read, write, and speak) in at least 2 languages. They may have acquired their language facility in early childhood, or they may be learning a new language as an adult. They may use their second language for special purposes e.g., study or business purposes solely, or they may use their second language for daily communication. Their level of ability may range from beginner to fluency. This study is primarily concerned with beginning bilingual students who are studying in a language other than their maternal language, the dominant language used in their home environment and among casual relations.

Bilingual programs take many different forms. It is important to note that when we speak of a bilingual program, it does not necessarily mean a language training program. However, language training often coexists with bilingual education programs. Krashen defines bilingual education as “using the child’s

<www.multilingual-matters.net/beb/005/0303/beb0050303.pdf >

first language to accelerate the acquisition of English.” While this definition may be short-sighted for our purposes, it does highlight the strong connection in literature between language acquisition and bilingual education. A significant portion of literature on bilingual education is dedicated to the description and analysis of English language acquisition programs. Bilingual education, for our purposes, involves the use of two languages in teaching content-oriented subject matter (History, Social Science, Math, etc) as opposed to language acquisition classes.

The form a bilingual program takes depends on a variety of factors: primary language of the group, program objectives, philosophy and skills of the teacher or administration about how students learn and process information. Robert Linquanti identifies several different types of bilingual programs: Early-Exit Transitional, Late-Exit Transitional, Bilingual Immersion, Integrated Transitional Bilingual Education (TBE), Dual Language Immersion, English Language Development (ELD) or English as a Second Language Pull-Out, and Structured Immersion. These programs represent a range of classroom configurations and teaching techniques employed in the bilingual classroom. Some classrooms are structured around students who all have the same primary language (L1), (Early and Late-Exit Transitional and Bilingual Immersion) while other classrooms are

7 Krashen, Stephen D. “Bilingual Education Accelerates English Language Acquisition”. P.1.
<www.sdkrashen.com/articles/krashen_intro.pdf>

<www.wested.org/policy/pubs/fostering/originals/models.doc>
based on students not having any similarities at all. There are classrooms that are structured around the amount of the primary language that is used in the teaching process. Dual Language Immersion versus Structured Immersion is another vital issue in the bilingual classroom. It centers on whether the English language development or subject-content development is the primary objective.

Successful bilingual programs demonstrate an unswerving commitment to academic excellence and to individual student development. Commitment to excellence and to personalized instruction is illustrated in high academic standards for student performance, intensive staff development programs, frequent student collaboration, and unilateral involvement on the part of all stakeholders. Bilingual programs are structured so that bilingual students are able to keep pace with their peers in the target language step for step. 9

**Language and Thought**

The strength of the bilingual argument obviously lies in understanding how individuals learn and process information (thinking). Learning is the process of building an intellectual/conceptual framework that permits an individual to interact with his environment. Each time an individual receives new information, the brain processes the information to determine how or where in the mental framework the information should be stored or if it should be stored at all.

---

The question that always arises when addressing the question of thought is “what is the mind and what is the interaction between the mind and the brain.” Until recently, it was thought that there was a dimension of life or reality outside of the physical domain or material sphere where the mind lies. Much of the literature then about the relationship between the mind and the brain suggested that the mind was an ether force (spiritual reality) that influenced the brain and ultimately human behavior. Philosophers, psychologists, and religious leaders referred to this force as consciousness.

As a result, some scholars spoke of an innate knowledge or ability to process language that is not dependent on any prior knowledge, Noam Chomsky being the principal scholar. In this view, each individual is born with an innate understanding of “Universal Grammar” principles that permit them to understand any language. These principles are considered universal because they are not specific to any particular language group and may be employed in the acquisition of any language. This fact is observed in the language development of children. Children appear to have a special knack for learning languages up to a certain period of biological development; after which, this ability declines.

---


significantly. While this is not explicitly stated, the natural grammar that these scholars speak of must be human thought.

Human thought is obviously something more than words but what it is exactly is difficult to determine. What is known for certain is that people think in images and logical schemes as well as words.\textsuperscript{12} For example, love is a thought that has no words. It is an image in the mind of individuals to which they attach emotions. Love can be expressed and understood across cultures and languages. People express it and feel it, even if nothing is verbalized. However, communication (thought transmission) has occurred without an exchange of words. The sensation of love has been experienced on both parts and each individual is aware of the communication. While we know that words can generate thoughts, words are not thoughts themselves. Time is another concept that all cultures and people groups understand in some form; yet different cultures have their own way of identifying or signifying time. Lera Boroditsky studies the different ways in which English speakers and Mandarin Chinese speakers view time. Boroditsky notes that English speakers take a linear view of time in contrast to Mandarin Chinese speakers’ spatial view of time. According to Boroditsky, one’s primary language has a strong influence over one’s ability to think abstractly (think in terms of images and concepts).\textsuperscript{13}

\textsuperscript{12} Pinker, Steven. “Language Acquisition”. Massachusetts Institute of Technology Press. 27 April 2007.

Furthermore, how do scholars account for thought generation? From time to time, human beings not only perceive sensations, but they also generate new thoughts or ideas. (They think thoughts that they have never thought before and for which there is no obvious origin.) Will Durant in “The Story of Philosophy,” states that Immanuel Kant alludes to this idea in his “Critique” of pure reason. Durant shows that Kant was extolling the virtues of pure reason, which he saw as a knowledge that was not ascertained through the senses. Pure reason, as Kant saw it, was “a knowledge belonging to the inherent nature and structure of the mind.”

Today, scientists are spending an enormous amount of time and energy explaining away the ether reality by promoting the brain as the single, solitary agent in human thought processing. Much of this orientation is derived from the work of B.F. Skinner and other behaviorists who have sought to view all human behavior as a stimulus-response problem. According to behaviorists, mental (internal consciousness or awareness) should be regarded as non-existent. Human beings are only organisms that are reacting to input stimuli from their environment. To take it one step further, neuro-scientists have developed imagining techniques that map the flow of blood to the brain. This technology is

---


<http://plato.stanford.edu/entries/behaviorism/>
called Magnetic Resonance Imaging (MRI). Functional MRI scans, which produce sharper images, are able to identify where the largest flow of blood is present in the brain. Neuro-scientists posit that areas of maximum blood flow are where thought is generated. While these theories do not solve the problem of memory, they do rule out ether forces. It has established in the minds of scientists in general that the corpus of human activity is within the sphere of the material/physical world.

**Bilingual Memory and Processing**

In this section, it is the intention of the author to describe briefly current, relevant psycholinguistic theories of bilingual processing. Psycholinguistics is a very technical field and to engage in intelligent discussion regarding Psycholinguistics requires special training. Although complicated, addressing these theories is necessary to perform a thorough treatment of the subject of bilingualism.

The essential arguments in the practical debate on bilingualism relies heavily on how language is represented in memory and how processing occurs. There are various constructs related to this discussion. These constructs center on whether bilingual memory can be represented as hierarchical or associative (integrated). Current research offers no definitive answer, but rather highly suggests that bilingual memory may be represented as an integrated system of networks. Kroll and Tokowicz have proposed that one of the major reasons for

---

16 Rajvanshi, p.2.
the difficulty in pinning down the answer to this question of bilingual architecture may be due to the failure of researchers to take into consideration the full scope of activities and interactions occurring at the bilingual level. They point out that the cognitive composition consists of numerous structures and processes that are highly complex and possibly intuitively integrated.17

Bilingual memory architecture was traditionally regarded of as dual in nature. Early research describes bilinguals as utilizing two separate, distinct language dictionaries (lexicons): a lexicon for the primary language (L1) and a lexicon for the target language (L2). 18 Hierarchical models of bilingual memory describe individual spaces for each language and a third location for semantic representations (concepts) that are shared by both languages. The hierarchical models vary depending on the amount of interaction between processing components. As an example, French and Jacobet identify four hierarchical models of bilingual architecture: Word Association Model, Concept Mediation Model, Mixed Model, and a Hierarchical Model. The word association model represents one-way links between the L1 and L2 and conceptual storage; while the Concept Mediation Model represents a direct interaction between each lexicon and the conceptual store. The Mixed Model and the Revised Hierarchical


<http://www.psyc.bbk.ac.uk/people/academic/thomas_m/Thomas_cogsci95.pdf>
Model represent circular connections between the language lexicons and the conceptual storage. The Revised Hierarchical Model permits bi-directional processing as well. It is important to note that while there is interaction between the individual nodes in the hierarchal models, they remain distinct and separate.\textsuperscript{19}

In more recent history, there has been considerable emphasis placed on the interconnectivity and inter-operability of the bilingual language structures. For example, connectionists’ models of bilingual architecture represent bilingual memory in terms of language clusters. The Bilingual Simple Redundant Network (BSRN), the Self-Organization of Bilingual Memory (SOMBIP), and the Thomas Model developed by an Oxford Scholar, M.S.C Thomas, would be examples of such neural networks. The basis of these models is that language structure representation develops through (or as a result of) language processing.\textsuperscript{20} For example, the SOMBIP model uses sounds to cluster words and concepts together. BSRN collects statistical data regarding the regular appearance of words or phrases and associates them together. The Thomas Model employs a tagging system. As input is received, it is processed based on the information that is associated with it or that accompanies it.


\textsuperscript{20} IBID. p.89.
There does not appear any longer to be any strong evidence supporting dual language memory structures. Desmet and Duyuk have completely dispelled the idea of there being dual language systems, “Interactions between languages have been observed on all representational levels of language, even when people were tested in purely monolingual language contexts.” The memory structures discussion appears to be relevant only in relationship to the role of the L1 in facilitating language acquisition and communication as the individual grows older. It may be that the only reason that the language (lexical) separation argument exist is because of the already developed dependency on the L1 for those learning secondary languages in the later stages of life. Also, it does not appear to matter at the very early stages of development whether there are singular or dual networks for processing language. Small children assimilate more than one language easily and quickly, even multiple languages simultaneously, without highly developed structures.

The Bilingual Interactive Activation Model (BIA) and its successor (BIA+) provide the most accepted explanations for lexical selection. Unfortunately though, initially this model concentrated almost purely on word recognition through visual stimuli. The general idea of BIA is that language nodes are responsible for early lexical activation or deactivation. It appears from a study by Biswas and Saha

---


22 Thomas and Plunkett, p.1
that BIA consists of letter matching between the observed stimuli on lower levels of the neural network and word matching further up the pole. The lexical nodes act as filtering agents inhibiting words that are not related to the target language and collecting words that match. Until recently, BIA offered little insight into phonological, semantic, or syntactic structures. BIA+ includes more recent data on phonological and semantic activity during word recognition. One of the difficulties in assessing such a theory is that much of the language is vague and ambiguous.

In line with BIA, is the Spreading Activation Theory that purports that lexical activation spreads from one node to the next automatically. This theory has been used to demonstrate associative lexical priming. Spreading Activation Theory suggests that when one node in a network of nodes is activated, the remaining connected nodes are automatically activated. The nodes are connected by orthographic, phonetic and semantic similarities. Prior activation speeds up the process of lexical access.

Researchers have generally used two main tasks upon which they have established much of early theory about bilingual memory and lexical activation:


priming and word pairing. Priming tasks involve determining whether recognition of a word in one language produces recognition of a word in another language. Pairing involves the process of determining whether there are word forms that exist in each language for which pairs can be found. Pairs may represent words that have the same form and meaning in contrast to words with the same form but not the same meaning. Efficiency determinations are made based on frequency of occurrences and response timings. While these methods may reveal associations, these associations hardly represent concrete facts about the inner workings of the mind/brain.

In my view, there is another possible explanation for the construction and operation of language. The body is composed of neural sensors and transmitters that transfer electronic messages to the brain. Within the brain, there exist encoding and decoding components that translate or convert sensory information (electronic impulses) into imagery irrespective of its origin. Images are stored in non-selective memory spaces with relevant morphological, phonological, syntactic information for later activation and/or retrieval. Even words and groups of words are converted to images. New information is matched with existing images to determine their relevance and validity. These systems are activated or deactivated as needed depending on the stimuli received. The auditory system sends messages (information) that are not language specific to the brain for processing and storage. Language represents those experiences and events

---

25 IBID. p.9.
that individuals have been trained to associate with various images. The semantic system processes images based on image identification (matching). (see figure 1) The speed of processing the images may depend largely on where they are located in memory and how they are tagged. Recent images are more likely to be readily available due to the fact that the neural path to those images is recently energized or because the images have been stored in short-term memory. This view is more clearly seen in the language processing of children and appears to be more in line with the reality rather than there being separate systems for processing different languages or features of language. The debate over the Whorf-Sapir Hypothesis has made it abundantly clear that language (words and their meanings) is socially and possibly individually constructed. Meaning (words) is attached to images based on the experience and training of the individual.

26 Caliope, p.76-77.


<http://www.geocities.com/CollegePark/4110/whorf.html>
Bilingual Instruction

One of the primary goals of any bilingual program must be to improve the students’ comprehension in the foreign language. It is an established fact that students who do not understand what they are studying will perform poorly.\textsuperscript{28} The single most important and vital way of ensuring that understanding occurs with students studying in a foreign language is by employing the use of their maternal language in the process of education. Mother tongue instruction has long been seen as a necessary ingredient in successful education programs. In South Africa and many other African countries, mother-tongue instruction has been

\textsuperscript{28} Benson. p.303.
promoted since the demise of formal colonialism in the 1950s and 1960s.\textsuperscript{29} Even the United Nations recognizes the importance of mother-tongue instruction for proper educational development as acknowledged in their 2003 report “A Multilingual Lingual World.”\textsuperscript{30}

The implementation of bilingual instruction occurs in a couple of ways in the classroom. The first method is “Structured Bilingualism.” Structured bilingualism involves the performance of academic activities in dual languages. Examples of this process might be storytelling, brainstorming, translation, or cooperative learning activities that can be organized for effective learning in a dual language setting.\textsuperscript{31} Both languages may be used in completing the required tasks. It stands to reason that students conducting research in a foreign language will encounter difficulty to assemble and assimilate information unless they are fairly fluent in the foreign language. The use of his or her mother tongue will aid the student in completing the task and relieve the student of enormous frustration.

\begin{flushright}
\end{flushright}

\begin{flushright}
<www.hsrcpress.ac.za/download.asp?filename=2034_03_Researching_Mathematics_Education~04022005094929AM.pdf>\end{flushright}

\begin{flushright}
\textsuperscript{30} Naab. p.1.
\end{flushright}

\begin{flushright}
\textsuperscript{31} IBID. p.5.
\end{flushright}
The second method of bilingual implementation is code-switching. Code-switching entails changing languages during the same conversation, sometimes even in the same sentence.\textsuperscript{32} Code-switching is used for multiple purposes in the classroom. It permits the teacher and student to develop a strong identification and maintain more fluid communication; it also aids the students in grasping difficult or unknown concepts that they have not encountered during their education in their primary language. It also permits repetition and reinforcement of ideas and promotes group unity and identity.

Code-switching is an established practice in many multilingual societies. In South Africa and Kenya, code-switching has been used effectively in the classroom. R. Adendorf observes that “code-switching enables students and teachers to accomplish a considerable number and a wide range of social and educational objectives in the classroom.”\textsuperscript{33} In India, code-switching is very common. Even Hindi movies use code-switching for identification and inclusion purposes.

\textit{Listening Comprehension and Bilingual Instruction}

\textsuperscript{32} IBID, p.6

Listening comprehension is a vital and necessary skill in language acquisition as well as in academic assimilation. A large amount of the interaction in the classroom is verbal/aural and depends on the students’ ability to receive and interpret aural messages. In higher education particularly, much of the instruction is dispensed in lecture form: the teacher prepares and delivers a speech on a given subject. In group interaction, a significant amount of listening is also required.

Listening involves recognizing sound patterns, associating the sound pattern with prior knowledge and contextual clues, and negotiating meaning. Prior knowledge is a key element in reading contextual clues and negotiating meaning. For students who are studying in a foreign language, an adequate level of prior knowledge in the foreign Language (L2) is often lacking. It is at this juncture that the primary language (L1) assists the students in interpreting the aural stimuli. This is the reason that early foreign language students spend a considerable amount of time translating from one language to the other. Research in listening comprehension has borne this out. Nakic and Hadfield demonstrated that supplying meaningful contextual information before reading a passage increased students’ comprehension.


35 IBID. p.17.
Conclusion

Bilingual education and instruction offers many advantages and benefits for students studying in a foreign language setting. Bilingual instruction aids comprehension and increases the students' participation in the teaching-learning process. Further work must be done to ferret out the true nature and inner-workings of bilingual memory and lexical access.
BILINGUAL COMPREHENSION EXPERIMENT

This experiment was conducted at the American University of the Caribbean (AUC) in Les Cayes, Haiti. The participants are English preparatory students. The students are second-semester English as a Foreign Language (EFL) students preparing to study Agroforestry or Computer Science/Information Technology. All of the students are Haitian students whose first language is Creole and who have conducted their education in French until now. They have chosen to study at AUC because they desire to study in English and because they desire to study in the American system of education in order to increase their career opportunities.

It is significant to note that all of participating students are studying in a foreign environment. None of the students are required to communicate in English outside of the campus. At home, in the workplace, and/or other formal settings, the students communicate in Creole with some exceptions. There are situations where students would be required to communicate in French and are more prone toward using French on a daily basis than English. The university promotes bilingualism, (i.e., courses are offered not only in English, but in French and Creole as well), despite the fact that it is an American institution. The language of the instructor is the language utilized in the classroom. Therefore, even on campus students are not really required or even strongly encouraged to use English as a means of communicating except in a select number of courses.
where English is the native language of the instructor. As a result, the students’
comprehension of verbal English is low and presents significant difficulties for
them in courses where English is the language of instruction. At the outset of the
experiment, students were administered a listening comprehension exam that
was scored on a 1-point basis as a control variable. There were 40 questions
overall. The mean for the group was 12.9 out 40 questions. The maximum
score was 21. This represents a significant deficiency in verbal comprehension
for students beginning university-level courses in the fall semester.

**Experimental Design**

The experiment was designed to ascertain whether bilingual instruction in
content (subjects such as math, history, and social and natural sciences) learning
would improve or make a significant impact on academic performance, i.e.,
performance on exams. It was hypothesized that bilingual instruction would have
a significant effect on student performance than English-only instruction.

This experiment was conducted with a College Success class. The student
population consisted of 44 students. However, some students were dropped from
the final analysis due to absence or tardiness from one or more of the exams.
The final total number was 30 participants. The control factors were group, age,
sex, social class (# of meals per day), and a listening comprehension exam. Out
of the 44 students, there were only 5 women. The students ranged in age from
19 - 33 and they were all first-time university students. The average age was
25.7 years. Determining their social class was difficult because of the problems of obtaining accurate financial information from the students. Therefore, social class was determined by the number of meals consumed on a daily basis (1 – 4 meals per day). The purpose of the listening comprehension exam was to ascertain the level of English ability of the students at the beginning.

The students were divided into 3 groups: English-only, Bilingual, and Creole-only. The groups all received the lecture in English; however, each group was administered a different exam. The English-only group received a written exam that was all in English. The Bilingual group received a written exam in English with bilingual cues and the Creole group received a written exam that was all in Creole. A Creole translator was hired to translate the English exams into Creole and to add the cues to the bilingual exams based on their knowledge of the Creole language and evaluation of the difficulty of the concepts. Creole was chosen over French because it is the Haitian mother-tongue and is more commonly utilized in the southern department than is French. Randomization of the groups was conducted by assigning a group number to each individual on an alphabetized list without respect to any of the control variables.

The experiment consisted of 5 lectures to be administered over the course of the semester. The lectures were approximately 15 minutes long and a pretest and posttest were administered before and after each lecture. The lectures were pre-recorded to ensure standardization in delivery to each student. The lecture was
played only once. The pretests and posttests were exactly the same. The exams consisted of 20 questions based on the lecture material. The students were allotted 15 minutes to complete the pretests and posttests respectively. Students were not allowed to see the exam before the class, nor were they allowed to discuss it during the exam. The exams in no way affected the students’ grade for the course other than a score was given equally for class participation. The students were continually discouraged from guessing.

The comprehension tests were composed of various types of questions. There were questions that centered on word recognition (vocabulary). Some questions tested the student’s ability to compare and contrast of similar ideas. There were questions that asked the opinion of the author/lecturer. Questions were included that required the student to recall specific information about concepts.

One of the difficulties of conducting an experiment of this nature is maintaining consistency in the number participants for each phase of the experiment. Some of the irregularities that occurred in the process were that 3 students did not take the listening comprehension exam at the beginning of the experimental process and were thereby withdrawn from the study. There were 7 students who were either late or absent from the administration of one of the lectures. Their scores were also dropped the experimental results. After completing this process, it was discovered that the language groups were uneven. The decision was made to remove the excess number of students from each group in order to make the
groups even. This process was done by removing the individuals alphabetically, by last name, from the bottom of the groups disregarding of any of the control data.

Along with this, there were a number of complaints about the difficulty of the lectures. While this element was not tracked individually, it was easily identifiable based on the scores of the participants. The means, out of 20 questions for each of the post exams, were College Career 10.2, Critical Thinking Skills 7.7, Reading Skills 9.6, Presentation Skills 9.4, and Writing Skills 9.2 for an overall mean of 9.2 for all of the posttests.

This reduced my sample size to 30. It is understood that this is a very small sample number and that it will be very difficult to draw firm conclusions based on this data. However, the process itself may yield indications as to what direction any future studies may take.
One final note on the administration of the experiment is that initially it was thought that bilingual translation would be administered orally during the exam. However, none of the students were eager to ask for help on the first exam. Therefore, the translation was included in the remaining tests by way of bilingual cues. These were words or concepts that were deemed by the translator difficult or uncommon in the Creole language.

**The Results**

The comparison of the averages for the language groups was predictable in that the Creole group faired better overall than the other two language groups. The overall averages for the five exams were English 8.7, Bilingual 8.3, and Creole 10.5. (see Appendix B - Language Comparisons)

![Comparison of Language Groups](chart.png)

The regression plot (shown below) shows a small positive relationship between the language groups and the aggregate scores. The correlation coefficient was
calculated at .39. This means that there is the likelihood that the type of instruction has a bearing on the student’s performance. The “F” statistic, .034, represents the probability that there is a 3% chance in 100 that one could arrive at a correlation of 39%. However, further testing would need to be conducted to verify these findings. (See Appendix B – Regression Analysis)

![Regression Plot](image)

Correlations were conducted for all of the variables in the study. No significant relationships were observed between any of the other combinations of variables in the study.

A history of the exam administrations reveals that the content of the Introduction to College exam was easiest and Critical Thinking Skills exam was the most difficult in terms of overall averages. Student performance was relatively the same on all of the remaining administrations of the experiment in terms of average performance of the three groups. The standard deviation on individual scores was 9.52. This represents a large variation in the number of incorrect answers overall for each individual.
An Analysis of Variance Test was performed on the post scores. The F ratio for the relationship between language instruction and post scores is 4.0. (see Appendix A – Regression) It appears that the relationship between language groups and post scores can be generalized to a larger population. However, a much larger sample would be needed to draw any sound conclusions.

A T-test comparison of means was used to compare averages between pre and post tests. The Pearson Correlation shows that a strong relationship exists within the Career (.67), Critical Thinking (.51), and Writing exams (.63). The relationship was moderate within the Reading (.47) and Presentation exams.
While these percentages were not extremely high, we can surmise that there was individual improvement on each of the tests. An average improvement of 2 mean points for all of the tests was noted. (see Appendix A – Pre and Post Test Comparisons) It is very difficult to determine the individual development in this experiment because the tests themselves are not related. There is no intended progression from the first exam to the last one. Each lecture has its own vocabulary and conceptual knowledge base.

Also, the fact that the scores were extremely low for all of the tests inhibits any strong assertions about the quality of the exams themselves. Even the Listening Comprehension Exam used as a control measure at the outset revealed poor listening comprehension skills. Since this was not a language acquisition class, the emphasis was not on acquisition of language but rather to evaluate the students’ listening comprehension skills.

Interestingly, the actual group differentials on each of the exams tell a different story than what appears on the surface. The group differentials represent the individual gains or losses achieved on each exam. There was approximately a 2 point performance increase overall. However, when comparing the group performance for each of the exams, it appears that on average the bilingual

---

group outperformed the other two groups by approximately half a percentage point. (See Appendix A – Language Comparisons)

Gender – There were a relatively small number of females that participated in the study. On average the women did better on the post tests than the men, 9.45 to 8.7 respectively. However, since there was such a small number of females, it was impossible to compare the females against the men, woman to man. In that case, the group of four women was paired against groups of 4 men. With the exception of one of those groups, the women scored higher on average than the men by 1-2 points difference. (see Appendix A – Gender Comparisons)

It is also of note that 4 of the 5 post tests, the average of the women was higher than that of the men. Unfortunately, none of the women were represented in English-only group (group 1) and only 1 woman was represented in the Creole group (group 3).
The ages of the students ranged from 19 – 33 as was stated earlier. The mean age was 25.7. The median and mode were 25 concurrently. The students were divided into age groupings: 18-21, 22-25, 26-30, and 31-33. The group averages were as follows:

The averages are lower in the middle ranges most likely due to much larger number of students in those ranges. For example there were approximately 4 – 5 student scores in the 19 – 21 and 31 - 33 ranges; while in the 22 – 25 and 26 – 30 ranges, there were 11 and 10 respectively. Apart from this, the scores appear to be evenly distributed within the age ranges. (See Appendix A - Age Distributions) It is interesting that only a small difference (.2) exists between the groups that have similar numbers of students.

In the social status category, the regression statistics show a weak correlation (.20) between social status and post scores. There was not much variation in the social status category. Most of the participants reported to eat approximately 2
meals a day. Approximately five participants reported to eat 1 meal a day and two participants that reported to eat 3. The average score for those who eat one meal a day was 40, two meals a day 47.4, and those who eat 3 meals a day 44.5. It is clear from these averages that those who eat more regularly performed moderately better.

The regression correlation (.11) for the comprehension exam administered at the outset was again very weak. The statistical significance level (.54) was quite low as well. The average score (27.4) on the listening comprehension exam represents .69 percent of the total possible score (40). The range of scores on the listening comprehension exam was from 21 – 35. The median and mode score was 27. There is no identifiable pattern on the listening comprehension in relationship to the post test scores. Those students who scored highest (between 30 – 35) on the listening comprehension score have a range of scores from 44 - 61 on the post tests aggregates. Likewise, those who performed the poorest (21 – 25) on the listening comprehension exam exhibit a similar range in scores.

In analyzing this data, we find that there was an improvement overall in the learning process. Each group experienced an increase in aggregate averages. Also, we recognize that the bilingual group experienced the most significant increases over the Creole group and the English-only group. A T-test was conducted comparing the pre and post test means. There exists a very weak
correlation (.17) between the English and Bilingual scores. The t-test produced a
t-statistic of -.31. (See Appendix A – Pre and Post Test Comparisons) This
statistic indicates that there is an insufficient evidence to draw a conclusion about
the efficacy of bilingual instruction based on this set of data.

t-Test: Paired Two Sample for Means

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Bilingual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>43.6</td>
<td>41.9</td>
</tr>
<tr>
<td>Variance</td>
<td>114.9333</td>
<td>88.1</td>
</tr>
<tr>
<td>Observations</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-0.1738</td>
<td></td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>0.348458</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.367754</td>
<td></td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.833113</td>
<td></td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.735509</td>
<td></td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.262157</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix A: Data Analysis**

Normalized Data

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>Gender</th>
<th>Age</th>
<th>Meals</th>
<th>Listen</th>
<th>Exam</th>
<th>Career</th>
<th>Thinking</th>
<th>Reading</th>
<th>Present</th>
<th>Writing</th>
<th>Post</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>21</td>
<td>2</td>
<td>23</td>
<td>12</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>13</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td>10</td>
<td>6</td>
<td>5</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>22</td>
<td>2</td>
<td>24</td>
<td>10</td>
<td>7</td>
<td>12</td>
<td>6</td>
<td>7</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>26</td>
<td>2</td>
<td>28</td>
<td>8</td>
<td>9</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>1</td>
<td>28</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>24</td>
<td>2</td>
<td>26</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>7</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>32</td>
<td>2</td>
<td>34</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>15</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>2</td>
<td>29</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>5</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>1</td>
<td>26</td>
<td>3</td>
<td>29</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>8</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>2</td>
<td>27</td>
<td>2</td>
<td>29</td>
<td>11</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>10</td>
<td>48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>2</td>
<td>26</td>
<td>2</td>
<td>28</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>8</td>
<td>9</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>2</td>
<td>24</td>
<td>2</td>
<td>26</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>1</td>
<td>23</td>
<td>2</td>
<td>25</td>
<td>11</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>1</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>15</td>
<td>10</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>2</td>
<td>32</td>
<td>1</td>
<td>33</td>
<td>8</td>
<td>5</td>
<td>11</td>
<td>7</td>
<td>11</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>2</td>
<td>27</td>
<td>1</td>
<td>28</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>7</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>10</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>2</td>
<td>25</td>
<td>2</td>
<td>27</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>2</td>
<td>21</td>
<td>2</td>
<td>23</td>
<td>14</td>
<td>8</td>
<td>13</td>
<td>7</td>
<td>14</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td>2</td>
<td>30</td>
<td>2</td>
<td>32</td>
<td>13</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>2</td>
<td>24</td>
<td>3</td>
<td>27</td>
<td>14</td>
<td>7</td>
<td>14</td>
<td>10</td>
<td>11</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>2</td>
<td>24</td>
<td>2</td>
<td>26</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>8</td>
<td>9</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>3</td>
<td>1</td>
<td>19</td>
<td>2</td>
<td>21</td>
<td>14</td>
<td>7</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>3</td>
<td>2</td>
<td>33</td>
<td>2</td>
<td>35</td>
<td>13</td>
<td>7</td>
<td>11</td>
<td>9</td>
<td>9</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>3</td>
<td>2</td>
<td>26</td>
<td>2</td>
<td>28</td>
<td>14</td>
<td>9</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>3</td>
<td>2</td>
<td>28</td>
<td>2</td>
<td>30</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>3</td>
<td>2</td>
<td>32</td>
<td>2</td>
<td>34</td>
<td>12</td>
<td>11</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>2</td>
<td>20</td>
<td>1</td>
<td>21</td>
<td>12</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>13</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Language Comparison Data

Post Test Scores

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Bilingual</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>9.6</td>
<td>8.2</td>
<td>12.7</td>
</tr>
</tbody>
</table>

| Thinking|       |         |        |
|         | 1      | 2       | 3      |
| 1      | 11     | 6       | 8      |
| 2      | 1      | 6       | 8      |
| 3      | 7      | 11      | 7      |
| 4      | 7      | 8       | 9      |
| 5      | 9      | 10      | 7      |
| 6      | 9      | 11      | 7      |
| 7      | 7      | 5       | 9      |
| 8      | 6      | 6       | 6      |
| 9      | 8      | 8       | 11     |
| 10     | 6      | 7       | 10     |
|        | 7.1    | 7.8     | 8.2    |
## Language Comparison Data (Cont’d)

### Reading

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>9.4</td>
<td>7.9</td>
<td>11.4</td>
</tr>
</tbody>
</table>

### Presentations

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>9.6</td>
<td>9.2</td>
<td>9.3</td>
</tr>
</tbody>
</table>

### Writing

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>7.9</td>
<td>8.8</td>
<td>10.9</td>
</tr>
</tbody>
</table>

### Overall

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.72</td>
<td>8.38</td>
</tr>
</tbody>
</table>
Language Comparison Data (Cont’d)

Language Comparisons

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Bilingual</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>9.6</td>
<td>8.2</td>
<td>12.7</td>
</tr>
<tr>
<td>Thinking</td>
<td>7.1</td>
<td>7.8</td>
<td>8.2</td>
</tr>
<tr>
<td>Reading</td>
<td>9.4</td>
<td>7.9</td>
<td>11.4</td>
</tr>
<tr>
<td>Present</td>
<td>9.6</td>
<td>9.2</td>
<td>9.3</td>
</tr>
<tr>
<td>Writing</td>
<td>7.9</td>
<td>8.8</td>
<td>10.9</td>
</tr>
<tr>
<td></td>
<td>8.72</td>
<td>8.38</td>
<td>10.5</td>
</tr>
</tbody>
</table>

Differentials

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Bilingual</th>
<th>Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.8</td>
<td>2.6</td>
<td>2.8</td>
</tr>
<tr>
<td>Career</td>
<td>2.3</td>
<td>2.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Thinking</td>
<td>0.7</td>
<td>2</td>
<td>2.7</td>
</tr>
<tr>
<td>Reading</td>
<td>1.7</td>
<td>2.8</td>
<td>0.9</td>
</tr>
<tr>
<td>Present</td>
<td>1.1</td>
<td>0.9</td>
<td>0.3</td>
</tr>
<tr>
<td>Writing</td>
<td>1.72</td>
<td>2.2</td>
<td>1.58</td>
</tr>
</tbody>
</table>
### Pre and Post Test Comparisons

<table>
<thead>
<tr>
<th>Pre Totals</th>
<th>Post Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.6</td>
<td>60</td>
</tr>
<tr>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>40</td>
<td>38</td>
</tr>
<tr>
<td>45.8</td>
<td>42</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>52.4</td>
<td>50</td>
</tr>
<tr>
<td>38.8</td>
<td>34</td>
</tr>
<tr>
<td>34</td>
<td>43</td>
</tr>
<tr>
<td>48.2</td>
<td>61</td>
</tr>
<tr>
<td>42.8</td>
<td>41</td>
</tr>
<tr>
<td>30.4</td>
<td>33</td>
</tr>
<tr>
<td>54.6</td>
<td>48</td>
</tr>
<tr>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td>33.2</td>
<td>35</td>
</tr>
<tr>
<td>40</td>
<td>57</td>
</tr>
<tr>
<td>46.6</td>
<td>56</td>
</tr>
<tr>
<td>40.2</td>
<td>42</td>
</tr>
<tr>
<td>33.8</td>
<td>36</td>
</tr>
<tr>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>31.6</td>
<td>29</td>
</tr>
<tr>
<td>51.6</td>
<td>56</td>
</tr>
<tr>
<td>66.6</td>
<td>57</td>
</tr>
<tr>
<td>50.8</td>
<td>56</td>
</tr>
<tr>
<td>56.4</td>
<td>51</td>
</tr>
<tr>
<td>57.8</td>
<td>55</td>
</tr>
<tr>
<td>48.2</td>
<td>49</td>
</tr>
<tr>
<td>64.6</td>
<td>53</td>
</tr>
<tr>
<td>45.4</td>
<td>44</td>
</tr>
<tr>
<td>59.8</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Pre tests</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Mean</td>
<td>45.62</td>
</tr>
<tr>
<td>Variance</td>
<td>95.18717</td>
</tr>
<tr>
<td>Observations</td>
<td>30</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.76989</td>
</tr>
<tr>
<td>Hypothesized Mean</td>
<td>0</td>
</tr>
<tr>
<td>Difference</td>
<td></td>
</tr>
<tr>
<td>df</td>
<td></td>
</tr>
<tr>
<td>t Stat</td>
<td>-0.31804</td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.376368</td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.699127</td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.752736</td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.04523</td>
</tr>
<tr>
<td>Age</td>
<td>Post Totals</td>
</tr>
<tr>
<td>-----</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>19</td>
<td>26</td>
</tr>
<tr>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>30</td>
<td>33</td>
</tr>
</tbody>
</table>
Regression Analysis

SUMMARY OUTPUT

<table>
<thead>
<tr>
<th>Regression Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple R</td>
</tr>
<tr>
<td>R Square</td>
</tr>
<tr>
<td>Adjusted R Square</td>
</tr>
<tr>
<td>Standard Error</td>
</tr>
<tr>
<td>Observations</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1</td>
<td>396.05</td>
<td>396.05</td>
<td>4.959592</td>
<td>0.034164</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>28</td>
<td>2235.95</td>
<td>79.85536</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>2632</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Anova: Single Factor

SUMMARY

<table>
<thead>
<tr>
<th>Groups</th>
<th>Count</th>
<th>Sum</th>
<th>Average</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column 1</td>
<td>30</td>
<td>60</td>
<td>2</td>
<td>0.689655</td>
</tr>
<tr>
<td>Column 2</td>
<td>30</td>
<td>1380</td>
<td>46</td>
<td>90.75862</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>29040</td>
<td>1</td>
<td>29040</td>
<td>635.1131</td>
<td>6.21E-33</td>
<td>4.006873</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2652</td>
<td>58</td>
<td>45.72414</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31692</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Pre and Post Tests Comparisons

<table>
<thead>
<tr>
<th>Variable</th>
<th>Career: Paired Two Sample for Means</th>
<th>Presentation: Paired Two Sample for Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>7.433333333 10.16666667</td>
<td>7.566666667 9.366666667</td>
</tr>
<tr>
<td>Variance</td>
<td>10.11609195 9.385057471</td>
<td>4.943678161 6.86091954</td>
</tr>
<tr>
<td>Observations</td>
<td>30 30</td>
<td>30 30</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.668275915</td>
<td>0.383475206</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>df</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>t Stat</td>
<td>-5.882031678</td>
<td>-3.639538515</td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>1.10127E-06</td>
<td>0.000527122</td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.699126996</td>
<td>1.699126996</td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>2.2054E-06</td>
<td>0.001054245</td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.045229611</td>
<td>2.045229611</td>
</tr>
</tbody>
</table>

### Critical Thinking: Paired Two Sample for Means

<table>
<thead>
<tr>
<th>Variable</th>
<th>Critical Thinking: Paired Two Sample for Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.633333333 7.7</td>
</tr>
<tr>
<td>Variance</td>
<td>4.654022989 4.631034483</td>
</tr>
<tr>
<td>Observations</td>
<td>30 30</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.517703988</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
</tr>
<tr>
<td>df</td>
<td>29</td>
</tr>
<tr>
<td>t Stat</td>
<td>-5.349106126</td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>4.80758E-06</td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.699126996</td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>9.61517E-06</td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.045229611</td>
</tr>
</tbody>
</table>

### Writing: Paired Two Sample for Means

<table>
<thead>
<tr>
<th>Variable</th>
<th>Writing: Paired Two Sample for Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>8.433333333 9.2</td>
</tr>
<tr>
<td>Variance</td>
<td>6.805747126 8.648275862</td>
</tr>
<tr>
<td>Observations</td>
<td>30 30</td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>0.62655919</td>
</tr>
<tr>
<td>Hypothesized Mean Difference</td>
<td>0</td>
</tr>
<tr>
<td>df</td>
<td>29</td>
</tr>
<tr>
<td>t Stat</td>
<td>-1.737609721</td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.04644516</td>
</tr>
<tr>
<td>t Critical one-tail</td>
<td>1.699126996</td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.09289032</td>
</tr>
<tr>
<td>t Critical two-tail</td>
<td>2.045229611</td>
</tr>
<tr>
<td></td>
<td>Variable 1</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>7.766666667</td>
</tr>
<tr>
<td><strong>Variance</strong></td>
<td>6.254022989</td>
</tr>
<tr>
<td><strong>Observations</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Pearson</strong> Correlation</td>
<td>0.466082939</td>
</tr>
<tr>
<td><strong>Hypothesized</strong> Mean Difference</td>
<td>0</td>
</tr>
<tr>
<td><strong>df</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>t Stat</strong></td>
<td>-3.622555041</td>
</tr>
<tr>
<td>P(T&lt;=t) one-tail</td>
<td>0.000551439</td>
</tr>
<tr>
<td><strong>t Critical one-tail</strong></td>
<td>1.699126996</td>
</tr>
<tr>
<td>P(T&lt;=t) two-tail</td>
<td>0.001102878</td>
</tr>
<tr>
<td><strong>t Critical two-tail</strong></td>
<td>2.045229611</td>
</tr>
</tbody>
</table>
### Gender Comparisons

<table>
<thead>
<tr>
<th>Group</th>
<th>Gender</th>
<th>Career</th>
<th>Thinking</th>
<th>Reading</th>
<th>Presentations</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Pre-Test</td>
<td>Post-Test</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>23</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>37</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>26</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>25</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>17</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>40</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>33</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>22</td>
<td>41</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>32</td>
<td>3</td>
<td>2</td>
<td>12</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>24</td>
<td>36</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>39</td>
<td>3</td>
<td>2</td>
<td>13</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>26</td>
<td>35</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>27</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>28</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>29</td>
<td>20</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>30</td>
<td>38</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>4</td>
</tr>
</tbody>
</table>

**Women**

- Pre-Test: 7.4, 8.8, 8.75, 8.8, 12.5, 7.10, 10.3, 50.25
- Post-Test: 9.04

**Men**

- Pre-Test: 7.5, 10.2, 5.7, 7.6, 8, 9.692, 7.4, 8.88
- Post-Test: 8.65, 9.04, 45.35

xii
Appendix B: Experimental Documentation

Embarking on Your College Career

College or University is considered a career because students will spend a significant portion of their life in college. North American professionals (professional status means that one has achieved a masters degree or higher) today spend approximately 6 – 10 years after secondary school studying and preparing for a career in their chosen field of study.

Next, college is considered a full-time job and is generally chosen as an option in lieu of going directly from high school to full-time work while obtaining special skills or job preparation. Therefore, college is an investment that one is making in their personal future development.

There is no questioning that the benefits of a college degree are enormous. College graduates in North America earn twice as much as high school graduates, not to mention the social benefits to the individual such as increased social opportunities, more social status, increased tax revenues, increased productivity, and increased consumption to name a few. (Porter, “The Value of a College Degree.”) These are all very good reasons to take your college career very seriously and make the most of your time here.

Students who opt to study at AUC generally choose to study here for two reasons: first, they want to study in English. English is the language of international business today and Haiti has a significant need to facilitate trade with its English-speaking neighbors. Even in Haiti, due to the presence of a large number of international, non-governmental organizations, the more meaningful opportunities are apportioned for college graduates who can communicate well in English. Therefore, students see themselves as having greater opportunity to work upon completion of their undergraduate degrees. Second, students opt to study at AUC because they want to study in the American system of education. The American system of education, which emphasizes critical thinking skills development and interactive and cooperative learning, offers Haitian students the greatest possibilities for determining their own destinies and changing their nation.
Here is some advice that will help you to make the most of your time here and assist you in maneuvering through the challenges and pitfalls of studying in an American college as well as in a foreign language.

**Understanding the American System of Education**

The American system of education distinguishes itself from other systems by permitting flexibility, appreciating diversity, and encouraging innovation. The American system of education offers students innumerable options for study. Students choose their major based on personal and career interests and have the freedom to change at any point in their development. This is a very significant hallmark of the American system. There are very few systems throughout the world that offer such flexibility. Also, the American educational system is designed to appreciate individual differences. In collaboration with their faculty advisors, students can design a study program that is uniquely catered to their specific interests and objectives. Finally, the American system of education encourages students to explore new territory and expand their frontiers of knowledge particularly in the area of research.

The American system of education is based on the concept of credits for classroom hours. Each credit is equivalent to approximately 15 classroom hours per quarter or semester. Classroom hours represent 50 minutes of teacher-student contact. The number of credits is assigned to a course based on the total number of contact hours. Forty-five contact hours for a semester translates to 3 credits for the course. For instance, this course (College Success) meets for 2 contact hours per week for approximately 13 weeks. This means that the course is worth 1 credit hour because the students receive less than 30 contact hours of instruction throughout the semester. The credit system also has meaning because tuition is charged, up to a point, by the number of credit hours that a student undertakes in a semester. For example, a credit hour in many North American colleges and universities is on average $300 - $500 depending on the size and popularity of the institution.

Class attendance is also an important cornerstone of the American system of education. Since credits are determined on the number of contact hours, then it is important for students to have completed the specified
number of contact hours to be given the full credit for the course. Therefore, it is assumed that students will come to class regularly and on time, prepared to learn. Students who come to class late disrupt the class upon entry and often force the class to recover ground that it has already covered during that student’s absence. A student may be dropped from the attendance roll or given an “F” for excessive absence.

The Grade Point Average (GPA) system is used for tracking students’ progress. Each letter grade that one receives for a course represents a specified number of points. For example, “A” = 4, “B” = 3, “C” = 2, “D” = 1, and “F” = 0. The number of grade points for each assigned letter grade is multiplied by the number of credits for the course. Each semester, the Registrar calculates each student’s total grade points for the semester and then divides the sum by the total number of credits completed. This gives a Grade Point Average (GPA) for the semester. Each semester the grade point average accumulates as well; meaning that after the first semester, students will receive a GPA report that includes both the semester GPA and the cumulative GPA. Special academic recognition is awarded on this basis and scholarships also are granted based on outstanding GPA scores.

The grade point average is extremely important for students to monitor and maintain their academic progress. At any time that a student’s grade point average drops below 2.0 for a semester, the student is considered to be failing academically and is placed on academic probation. If a student fails to achieve a 2.0 GPA for 2 consecutive semesters, the student is suspended from school for a semester and must reapply for admission if he or she wants to return. Also, students who intend to further their academic study beyond undergraduate schooling should be aware that the standard GPA for graduate-level admission is on average a 3.0. A few schools will admit a student on probationary status with a 2.5 if their scores on standardized tests indicate that the student has the potential to succeed or if a student has relevant prior work experience. However, this is uncommon.

Another element in the American college experience is the degree plan. The degree plan represents the student’s journey from start to finish in his or her program. The degree plan is the roadmap that informs the student what courses are required to complete their degree program and helps the student keep track of
where they are in the overall process of completing their degree e.g., these are the courses that I have taken and these are the ones that I have remaining. Students should keep and maintain a copy of their degree plan in order that they remain aware of their progress towards completing their degree.

**Developing Good Personal Habits**

In college-level study, students will encounter a number of significant challenges. There will be constraints placed on the student’s time and financial resources as well as having a considerable amount of pressure to achieve as well. All of these pressures add up to a significant amount of stress being placed on a student. Stress from internal and external pressures can be a tremendous debilitating factor and just may be the greatest impediment to a student’s success. Therefore, it is a necessity that students learn to manage the stress as well as their academic responsibilities if they intend to excel.

There are 4 keys to managing stress: 1. Plan your time wisely; 2. organize your workload; 3. Plan times for relaxation and recreation; 4. and finally, establish healthy, daily routines.

The first thing that one must understand is: time is a resource that we have a limited amount of. Twenty-four hours, 1440 minutes, 86,400 seconds in a day is all the time that we have. Therefore, the better we manage our time, the more successful we will be in accomplishing our goals. Time and workload management go hand in hand. Managing one’s time means managing one’s workload and ensuring that you have adequate time to complete each academic task along with your daily responsibilities. Students who fail to manage their time may perform inadequately, not because of a lack of academic ability, but rather because of poor management of their responsibilities. The foremost challenge of being good time manager is that we must learn to live by the clock. Developing a daily schedule helps us stay aware of our responsibilities and the time in which they must be performed.

In the fight against laziness and disorganization, it is imperative that one establish daily routines. Routine seems to have become a bad word for many of us today; however, routine can be healthy and good in terms of organizing one’s life and time. Alec R. MacKenzie, in his book, “The Time Trap” has aptly identified
the necessity for establishing daily routines. He says, “Many people waste time and energy making
decisions each day that ought to be a matter of routine.” He uses the illustration of making the decision to
go to bed each night. He points out that time and energy are lost each night making a decision about what
time to turn in for bed. One can end up staying up an hour or two later than desired wrestling and struggling
over what is the right time to turn in. From his point of view, this decision ought to be a matter of routine.
Set a time to go to bed each night and keep it. This approach eliminates the need to have to figure out each
night what time will be appropriate. Similarly, study-time ought to be a matter of routine. Students should
fix a schedule and hold to it to ensure that they have adequate time to study each day. We can miss the
opportunity to study waiting on the right time to come.

Prioritize! Prioritize! Prioritize! This is a good motto to have for staying on-task. Throughout your day, a
zillion things will compete for your time and attention such as friends, interruptions, family, extraneous
interests, etc. It is extremely important to understand that nothing meaningful and important will be
achieved if one does not put a priority on achieving those things that are truly important and meaningful.
There will always be something or someone else screaming for attention. Therefore, one should prioritize
and determine what things are truly important and worthy of one’s time that day and what things can wait.
The Italian Sociologist, Alfredo Pareto, has suggested that “truly important things generally constitute a
small number of a group of things.” According to Mr. Pareto, the ratio of truly important things to urgent
demands on one’s time is about 20/80 respectively. This is called the Pareto Principle or the 80/20
Principle. Managing one’s time successfully is a matter of using blocks of time normally wasted and
learning to do more in less time.

Procrastination, the culprit of poor time management, parades in many disguises. “I know that I have
assignments to complete, but not today. I can always do that tomorrow.” “I really don’t feel like working
today.” “Hey, I just need a minute to talk to my boyfriend or girlfriend.” “Wanna’ hang out with the gang.
We’ll go to the beach for some R&R (rest and relaxation).” This is the essence of procrastination. All of
these are perilous excuses for not doing what one knows that he or she should do when he or she is
supposed to do it. When we enter the mode of procrastination, there is a universal law that takes over. It’s
called “Murphy’s Law.” Murphy’s Law states, “Everything that can go wrong will go wrong when one waits until the last minute to accomplish something.” “One is rushing at the last minute to turn in a paper; the printer does not work; or, the file contracts a virus; or, my little brother ate my paper.” All of these are excuses that, while they may seem plausible, are only excuses for poor planning. One procrastinates because they have no plan or refuse to follow it. In either case, the situation could be avoided or resolved by planning.
A Healthy Mind, Body, and Spirit

A healthy mind, body, and spirit are the means or tools to achieve and excel academically. While the mind, body, and spirit are able to withstand and overcome extreme pressure, they often do not perform well over sustained periods of stress. As a carpenter sharpens his tools before a job or a painter cleans his brushes at the end of a job, so students must be diligent in ensuring that they stay in a state of harmony with themselves. Staying healthy is the means to ensuring that your academic tools are properly cleaned and honed, prepared for use. Students who neglect their health may experience difficulty in performing their academic responsibilities. Students often experience fatigue, poor concentration, depression, headaches and disorientation from poor health. Students need to take a holistic approach to their college career. It is not just academics that matters; it’s the whole person that one is educating.

There are 3 important factors in maintaining a healthy lifestyle: diet, exercise, and sleep. When a person does not eat regularly and or adequately, the body lacks proper nutrients to function normally or at its best. Hence, a person may feel sluggish or impotent to perform their daily tasks. Students should eat a well-balanced diet each day for optimal physical and mental performance. A well-balanced diet consists of adequate daily proportions from the 4 major food groups: meats, fruits and vegetables, milk products, and carbohydrates. Moreover, exercise is necessary for proper digestion of food intake and maintaining proper blood flow throughout the body each day, particularly to the brain. The blood is responsible for carrying oxygen to the brain; therefore, good circulation must exist for the brain to receive sufficient oxygen to function normally. Obviously, oxygen plays a vital role in your perceptual and analytical thinking processes. Finally, the body and mind were not made to operate on a 24-hour a day basis. Placing the body and mind under continual stress may cause very adverse reactions, such as sickness, forgetfulness, and some people even become accident-prone due to extreme fatigue resulting from overwork. Sleep affords both the body and the mind rest from the stresses of the day and time for renewal. It is suggested that the average person should acquire 8-10 hours of sleep a day. Students should be more inclined towards 10 hours for optimal functioning. While in my own undergraduate studies, I conducted a time management experiment after reading Mr. MacKenzie’s book. I discovered that when I ate properly and slept
adequately, I consistently had more energy and mental wherewithal than needed for the day’s responsibilities.

Making time for relaxation and recreation is also an important habit to develop. There is a very old adage, “all work and no play makes Jack a dull boy and Jane a dull girl.” (Unknown) Recreation and regular periods of distraction help to renew our perspective and allow us to return to our work with renewed vigor. However, these times must be planned and taken at times when they do not conflict with other tasks or responsibilities. A day at the beach, a trip to the ice cream shop, a night out at the movies can all be refreshing experiences especially when they are done to reward one’s self for a job well done.

In dealing with opposition, problems or challenges, whatever the case may be, it always helps to know your enemy. Academic study is a formidable challenge for most people and requires a strategic approach to overcoming the difficulties that it presents.

The moral of the story is “a healthy mind and body and a well-organized life produce beautiful academic results. Students who desire to excel should consider the effects that stress has on their academic performance and how to combat it. Also, they should leave nothing to chance. They must plan it.
Comprehension Exam

1) College is called a career because:
   A) People often have a second job.
   B) When you finish, you enter your profession.
   C) College study is considered a full-time job
   D) Careers are for smart people.

2) “Interactive and cooperative learning” might mean
   A) Participatory learning
   B) Teacher-directed
   C) Purposeful and meaningful
   D) Flexible learning options

3) A major is:
   A) Military rank
   B) Course of study
   C) An approach to learning
   D) A faculty advisor

4) A course with 45 contact hours would be a credit course.
   A) 1
   B) 2
   C) 3
   D) 4

5) The lecture says that “excessive absence” is
   A) Absent 3 times
   B) Absent a lot
   C) Absent more than others
   D) Does not say

6) A good “grade point average” says
   A) You are eligible for a scholarship
   B) You have chosen the right school
   C) You will be president of your class
   D) You have successfully completed your courses

7) Probationary status is
   A) For students who entered school late
   B) For students who performed poorly and who are failing academically
   C) For students who had high GPAs
   D) Only for students going to graduate school

8) Every student should maintain a degree plan because
   A) It is a good personal habit
   B) It eases stress
   C) It helps one know what courses they still have to complete.
   D) Helps one manage their time.

9) “Time and workload management go hand in hand” might mean
   A) Time is workload’s buddy
   B) One depends on the other.
   C) Time and workload management are the keys to academic success
   D) Time and workload take a walk together.

10) Routine decisions are
    A) Decisions made by someone else
    B) Decisions that you would not make otherwise
    C) Decisions based on daily habits
    D) Decisions that are difficult to accept.

11) “Living by the clock” might mean
    A) One is always looking at his or her watch
    B) One never sleeps
    C) One sets their alarm
    D) One plans their daily activities on a tight schedule

12) Prioritizing involves
    A) Ordering tasks in terms of importance
    B) Staying alert in class
    C) procrastination
    D) Welcoming interruptions

13) “Staying on-task” involves
    A) Asking friends for advice
    B) Completing your assignments
    C) Staying healthy
    D) Maintaining good personal habits

14) The 80/20 Principle is
    A) Many things, little time
    B) Lots of things, lots of time
    C) A small number of things in a large group
    D) Always look for the large things in a group

15) “My little brother ate my paper” in the context of the lecture probably means
    A) My little brother literally ate my paper for lunch
    B) My paper was not long enough
    C) My little brother delivers papers each morning
    D) I never wrote a paper.

16) Procrastination reveals itself in a(n)
    A) Clown suit
    B) Inability to plan
    C) Sensational style
    D) Hopeful attitude

17) Staying healthy ensures that your “academic tools are properly cleaned and honed” might mean
    A) One has a new tool set
    B) One is under a lot of stress
    C) One is prepared to study
    D) None of the above

18) Oxygen is
    A) important for brain functioning
    B) important for blood flow
    C) important for a well-balanced diet
    D) important for proper digestion of food intake

19) “Leaving nothing to chance” means
    A) Not procrastinating
    B) Going on vacation
    C) Planning everything
    D) Taking risks

20) This lecture was about
    A) How to eat a healthy diet
    B) Planning one’s future
    C) Understanding the GPA system
    D) Facing academic challenges
1) Yo konsidere Fakilte tankou yon karyè paske :
   A) Moun yo toujou gen yon 2èm djòb.
   B) Lè w fini, ou jis antré nan pwofesyon w
   C) Etid invitésè se tankou yon djòb plen tan
   D) Karyè se pou moun ki entèlizan.

2) Apantisaj entèaktiv e kowooperatif ka siyifi :
   A) Aprantisaj nan patisipasyon tout moun
   B) Pwofèse a ap dirije
   C) Li gen yon objektif ak yon siyifikasyon
   D) Se yon opsyon aprantisaj ki fleksib

3) Yon espesyalizasyon se yon :
   A) Yon nivo militè
   B) Yon etid de yon kou espesyal
   C) Yon apwòch aprantisaj
   D) Yon konseye nan fakilte a

4) Yon kou ki dire 45 è de tan bon jan kontak ka yon kou ki vo _____ kredi
   A) 1
   B) 2
   C) 3
   D) 4

5) Teks la di ke Tròp absans se :
   A) absan 3 fwa
   B) absan anpil
   C) absan plis pase lòt yo
   D) Li pa di anyen sou sa

6) Yon bon mwayèn total (GPA) vle di
   A) Ou ka jwenn yon eskolachip
   B) Ou chwazi bon lekòl la
   C) Ou pral prezidan klas ou a
   D) Ou komplete kou avèk siksè

7) Pwobasyon se
   A) Pou etidyan ki ranre lekòl ta
   B) Pou etidyan ki pa byen travay e ki ap echwe o nivo akademik
   C) Pou etidyan ki gen GPA ki wo
   D) Sélman pou etidyan ki pral fè metriz

8) Chak etidyan dwe kenbe yon kourikouloun paske
   A) Se yon bon abitid pèsonèl
   B) Li rann strès pi fasil
   C) Li ede yon moun konnen ki kou li retè pou l’ pran
   D) Li ede moun jere tan yo

9) Jesyon tan ak chaj travay ale men nan men ka siyifi
   A) Tan se chaj travay yon moun
   B) Youn depann de lòt
   C) Bon jesyon tan ak chaj travay se kle sikès akademik
   D) Tan ak chak travay ou pwomne ansanm

10) Desizyon routin yo se
   A) Desizyon ki pran pa yon lòt moun
   B) Desizyon ke w pap jann rive pran
   C) Desizyon ki baze selon abitid chaj jou w yo
   D) Desizyon ki difisil pou aksepte

11) Viv selon lè nan revèy la ka siyifi
    A) Yon moun ki toujou ap gade nan mont ou
    B) Yon moun ki pa jann domi
    C) Yon moun ki mete mont li sou alam
    D) Yon moun ki planifye tout aktivite li gen chak jou yo selon yon bon kaladrye

12) Bay Privorite vle di
    A) Fè aktivite yo selon enpòtans yo
    B) Tou jou prè nan klas la
    C) Pwokrasinisasyon
    D) Aksepte entèripsyon

13) Toujou Rete sou aktivite vle di
    A) Mande zanmi konsèy
    B) Fin fè tout devwa w yo
    C) Rete an sante
    D) Gade bon abitid pèsonèl

14) Prencip 80/20 an se
    A) Anpil bagay, ti kras tan
    B) Anpil bagay, anpil tan
    C) Yon ti kras bagay nan yon group ki laj
    D) Toujou chache bagay ki laj yon an yon gwoup

15) Ti frè m nan te manje devwa m nan, nan konteks
    A) Ti frè m nan manje papye ki te gen devwa m nan kòm dine
    B) Dvwa m nan trò long
    C) Ti frè m nan al bay papye chak maten
    D) Mwen pat jann fè devwa a

16) Pwokrasinisasyon revele tèt li nan
    A) Yon kostim plezantri
    B) Pa konn planifye
    C) Stil sansasyonèl
    D) Atitid esperans

17) Retè an sante se asirans ke zouti akademik ou pwòp e byen file ka siyifi
    A) Yon moun ki fenk gen bwat zouti
    B) Yon moun ki anba anpil stress
    C) Yon moun ki prepare pou li etidye
    D) Sè pa youn nan sa anlè yo

18) Oksigèn
    A) Enpòtans pou bon fonksyònman sèvo a
    B) Enpòtans pou fè san an koule
    C) Enpòtans pou yon dyèt ki byen balanse
    D) Enpòtanpou bon dijesyon manje nou manje yo

19) Pa kite anyen fèt sou chans vle di
    A) Pa fè pwokrasinisasyon
    B) Ale nan vakans
    C) Planifye tout bagay
    D) Pran risk

20) Teksa te pale de
    A) Kouman pou gen yon Dyèt an sante
    B) Kouman pou planifye demen w
    C) Konprann sistèm GPA a
    D) Kanpe devan tout defi o nivo akademik yo.
Critical Thinking Skills

North American college or university systems are established on the principle that students have developed critical thinking skills and personal discipline by the time that they reach college or university. Much of the theoretical basis for this educational system is found in the work of Jean Piaget, a Swiss philosopher, scientist, and psychologist. Dr. Piaget surmised that people pass through 4 stages of cognitive development: sensorimotor thinking (infant-2 years), preoperational thinking (2-7 years), concrete operational thinking (7-11 years), and formal operational thinking processes (11-adulthood). The sensorimotor stage involves developing a physical/spatial knowledge of the world. It is a coordination of the infant’s vision and motor abilities. The pre-operational stage consists of children using symbols properly to represent real objects and organizing objects according to their characteristics. Concrete operational thinking includes the proper use of logic to understand and interact with their environment. Formal operational thinking assembles the earlier skills and abilities in order to permit the individual perform abstract thinking and draw conclusions. It is important to note that each stage builds upon the previous stage. It is not possible to achieve the next level without adequate maturity in the previous level. (Stages of Cognitive Development) 37

In the primary years of one’s education, individuals acquire the cognitive skills and abilities to manipulate the world around them, i.e., language and math. Along with this ability, they also acquire some basic historical knowledge and scientific facts that permit them to identify and classify objects and experiences, which become their foundations for understanding the way their world operates. Toward the end of their primary years, just entering secondary school, individuals begin to recognize and become cognizant of the larger world. They begin the process of learning to perceive the world from other people’s point of view. Secondary students now have an adequate basis for understanding and absorbing conventional wisdom about the world. “Conventional wisdom” was coined by an economist named John Kenneth Galbraith. It represents the ideas and explanations that have become generally accepted by the public as true.

(Conventional Wisdom) For example, the ideas that “smoking is harmful to one’s health”, “everyone deserves a fair trial” and “the world is round,” are all conventional wisdom. Society accepts that these facts are true based on pre-established techniques and methods for distinguishing truth. This process is called epistemology (The study of how you know what you know). As a result of this process, individuals develop a world view and a set of skills and abilities that permits them to participate effectively in the processes of the larger society. Such knowledge also permits individuals to know what behavior is good and acceptable in the eyes of society and what the consequences are for refusing to “play by the rules.” Secondary education reinforces these ideas in the minds of individuals and instructs individuals how to use the same methods and techniques of knowing to arrive at sound (similar) conclusions based on a given knowledge about the world or a given set of data. It is this knowledge along with the discipline of home-training that prepares one for college.

In the final stage of cognitive development, formal operational thinking, individuals learn to assimilate the acquired knowledge into a coherent framework that permits them to draw conclusions about various facets of life and make determinations about what the correct behavior for living in society is. It is also toward the end of this stage that creativity and innovation (unconventional thinking) blossom. While this process begins at the onset of puberty, according to Dr. Piaget, many adults never fully achieve maturity in this level of cognitive development. (Stages of Cognitive Development)

Piaget’s theory is significant because the university system of education in North America is based on the idea that students are developing adequate cognitive and affective abilities to participate in the production of knowledge. Therefore students must command the thinking skills and abilities to develop personal judgments and original opinions, which are the exigencies of a democratic society. Defining or redefining the existing body of knowledge, as the case may be, is viewed as one of the ultimate goals of tertiary (higher) education.

---


39 Stages of Cognitive Development.
Another very influential thinker in the development of the current approach to American education was a man named Benjamin Bloom. Dr. Bloom was an Educational Psychologist. He is noted for his work in categorizing educational objectives for the maximum development of individual talent. (Benjamin Bloom)

It is called “Bloom’s Taxonomy.” Dr. Bloom organizes his taxonomy of human skills into three categories: cognitive, affective, and psychomotor. The cognitive domain represents abilities required to understand, organize, synthesize, analyze, and apply information to related tasks or situations. The affective domain characterizes abilities in distinguishing or appraising the value of experiences and events. Finally, the psychomotor domain includes skills for coordinating physical activities by the mental faculties.

Dr. Bloom’s approach to educational development informs us that there are multiple learning objectives and that they are not of equal value. (Bloom) For example, synthesis (building a structure from diverse/different parts) and analysis (separating a problem into its parts) are higher order thinking skills and require more ability to execute than recognition (identifying a piece of information) and recall (retrieving a piece of information). Likewise, internalizing a conviction requires more ability than identifying/classifying one’s reaction to the experience or event. How does one prioritize the activities of the day? Is this the same as deciding when to go to bed or deciding not to smoke? Controlling one’s emotions may be one of the most difficult skills in life to master; however, it requires greater higher order thinking skills to prioritize the activities of a day than to decide when to go to bed or not to smoke.

Dr. Bloom’s sets of cognitive (mental, emotional) skills have become known as critical thinking skills because these are the skills that are required for independent thinking and evaluation, and creative decision-making. Failure to acquire higher order thinking skills relegates individuals to servitude and invokes a robotic existence. What this means is that individuals without the skills to think and evaluate for themselves are left at the whims of life and society without any recourse. In this situation, the main goal of

---


41 IBID.
education, which is empowering individuals to take control of their lives and engineer their destinies, is undermined. Individuals become helpless to understand the forces that are impinging upon their lives and unable to resist them.

Critical thinking is a skilled that is learned! (How to Think Critically) 42 It is more than just the ability to criticize. Critical thinking at its core is the ability to process the information that you hear and read to determine its validity (soundness, legitimacy) and veracity (truthfulness). What is important to understand is that society is constantly sending (the public) messages in order to sway the emotions of the people and force them to make decisions that are not in their best interests. An unthinking person will never notice the difference. Take the case of the Nazi movement in Germany during World War II, German people were led to believe that as Germans (white people) they were of the Aryan race, a pure race, a superior race; therefore it was acceptable to kill anyone else because they were superior to all other races of people. Or consider the case of the Guyana Incident (Jim Jones). People were brought from San Francisco, California to Jonestown, Guyana in South America under a religious spell and did the unthinkable (committed suicide). While these are extreme cases, it should alert us to the fact that more subtle messages are being sent everyday through our social interaction and through the media. For instance, is homosexuality only an alternative lifestyle? Did God really make Adam and Steve instead of Adam and Eve? How many of you have ever heard the term “Postmodernism?” Are we really living in a post-modern society? And just what is that really, anyway? It’s the belief that God is death and all truth or reality is subjective. (Postmodernism) 43 This means that all truth or reality is determined by the context. Anyone who reports to believe in God is ignorant and unlearned. Is this true? Can a person love God, believe in absolute values, and be very intelligent and highly educated? Are those two things really mutually exclusive (unable to exist together)? Only an inquiring mind will know?


43 “Postmodernism”, Wikipedia, Wikimedia. 27 March
Comprehension Exam

1) “Cognitive development probably relates to:
   A) Different types of knowledge
   B) Mental maturity
   C) A college major
   D) An influential psychologist

2) “Sensorimotor stage” occurs at
   A) Puberty (11-adulthood)
   B) Adulthood (after puberty)
   C) Early childhood (2-7 years)
   D) Infancy (0-2 years)

3) In North American educational systems, primary education consists of
   A) Training in language and math, and limited history and science
   B) Training in critical thinking skills
   C) Training in logical thinking
   D) Training in creative thinking

4) Dr. Piaget’s theory of Cognitive Development is important because.
   A) Individuals must be aware of their level
   B) The educational process must prepare students for college-level thinking
   C) His theory proves adults learn faster than children
   D) His theory explains why some individuals should not attend college.

5) Formal operational thinking occurs when
   A) An individual can think creatively
   B) An individual can think logically
   C) An individual can use symbols
   D) An individual recognizes spatial distances

6) “Conventional Wisdom” probably represents
   A) Social rules
   B) Common, agreed upon knowledge
   C) Study of knowledge (epistemology)
   D) Special revelation

7) Which is most likely the meaning of “sound conclusion?”
   A) An unfounded assumption
   B) A strongly-held value
   C) A difference of opinion
   D) Well-reasoned judgment or determination

8) In university education, the production of knowledge is viewed as
   A) The only goal
   B) The most important goal
   C) An important goal
   D) One in many goals

9) According to the lecture, a taxonomy is a
   A) Tax system
   B) Study system
   C) Intellectual hierarchy
   D) Classification system

10) Benjamin Bloom was primarily interested in
    A) The development of individual talent
    B) The production of knowledge
    C) The development of a new way of thinking
    D) The relationship between vision and body activities

11) “Higher order thinking” might mean
    A) Vertical thinking
    B) Scoring the highest points in a thinking game
    C) Positive thinking
    D) Independent thinking and evaluation

12) “Critical thinking is more than the ability to criticize.” What do you think “criticize” might mean in this context
    A) Persuade
    B) Express opinion
    C) Pass judgment on
    D) Mislead

13) What do the stories of Nazi Germany and Jonestown demonstrate?
    A) An alternative lifestyle
    B) An absolute value
    C) A theory of relativism (relative to the situation)
    D) A hope for the future

14) Based on this article, what would you say the meaning of postmodernism is?
    A) An alternative lifestyle
    B) An absolute value
    C) A theory of relativism (relative to the situation)
    D) A hope for the future

15) “‘Mutually exclusive’ might mean
    A) The same as
    B) Highly educated
    C) All-inclusive
    D) Unable to co-exist (exist together).

16) Critical thinking is an ability to
    A) Create original thoughts
    B) Process information
    C) Give an opinion
    D) Live morally

17) “Failure to acquire higher order thinking skills relegates individuals to servitude and invokes a robotic existence” might mean
    A) One becomes a slave to a social system
    B) One becomes dysfunctional
    C) One is not eligible for university study
    D) The individual comes from another planet.

18) “Internalizing a conviction” might mean
    A) Putting a belief into practice
    B) Preaching to someone about sin
    C) Taking in your environment
    D) Having a change of heart

19) What would you say is the difference between “synthesis” and “analysis?”
    A) They are the same
    B) Their methods of each
    C) Their goals of each
    D) We are unable to compare them

20) According Bloom’s taxonomy, controlling one’s emotions would be part of which domain?
    A) Cognitive
    B) Affective
    C) Psychomotor
    D) All of the above
1) “Cognitive development (devlopman mantal) probably relates to:
A) Different types of knowledge
B) Mental maturity
C) A college major
D) An influential psychologist

2) “Sensorimotor stage” (Etap developman tout sans nou yo) occurs at
A) Puberty (11-19 adulthood)
B) Adulthood (after puberty)
C) Early childhood (2-7 years)
D) Infancy (0-2 years)

3) In North American educational systems, primary education consists of
A) Training in language and math, and limited history and science
B) Training in critical thinking skills
C) Training in logical thinking
D) Training in creative thinking

4) Dr. Piaget’s theory of Cognitive Development (teyori developman mantal Dr. Piaget a) is important because.
A) Individuals must be aware of their level
B) The educational process must prepare students for college-level thinking
C) His theory proves adults learn faster than children
D) His theory explains why some individuals should not attend college.

5) Formal operational thinking (Panse fòmèl e byen ekipe) occurs when
A) An individual can think creatively
B) An individual can think logically
C) An individual can use symbols
D) An individual recognizes spatial distances

6) “Conventional Wisdom” probably represents
A) Social rules
B) Common, agreed upon knowledge
C) Study of knowledge (epistemology)
D) Special revelation

7) Which is most likely the meaning of “sound conclusion?” (Finalite parallèl)
A) An unfounded assumption (Ipotèz, sipozisyon san fondman)
B) A strongly-held value
C) A difference of opinion
D) Well-reasoned judgment or determination

8) In university education, the production of knowledge is viewed as
A) The only goal
B) The most important goal
C) An important goal
D) One in many goals

9) According to the lecture, a taxonomy is a
A) Tax system
B) Study system
C) Intellectual hierarchy
D) Classification system

10) Benjamin Bloom was primarily interested in
A) The development of individual talent
B) The production of knowledge
C) The development of a new way of thinking
D) The relationship between vision and body activities

11) “Higher order thinking” (Moun ki byen analize) might mean
A) Vertical thinking
B) Scoring the highest points in a thinking game
C) Positive thinking
D) Independent thinking and evaluation

12) “Critical thinking is more than the ability to criticize.” What do you think “criticize” might mean in this context
A) Persuade
B) Express opinion
C) Pass judgment on (Fè yon bon jijman)
D) Mislead

13) What do the stories of Nazi Germany and Jonestown demonstrate?
A) How gullible (siseptib) and naïve people are
B) How mean and evil people can be
C) How religious groups operate
D) When to keep your mouth shut

14) Based on this article, what would you say the meaning of postmodernism (modènizasyon avanse) is?
A) An alternative lifestyle
B) An absolute value
C) A theory of relativism (relative to the situation)
D) A hope for the future

15) “‘Mutually exclusive’ (Ekslizivite mityèl) might mean
A) The same
B) Highly educated
C) All-inclusive
D) Unable to co-exist (exist together).

16) Critical thinking is an ability to
A) Create original thoughts
B) Process information
C) Give an opinion
D) Live morally

17) “Failure to acquire higher order thinking skills relegates individuals to servitude and invokes a existence” robotic (“egzistans otomatik) might mean
A) One becomes a slave to a social system
B) One becomes dysfunctional
C) One is not eligible (kalifye) for university study
D) The individual comes from another planet.

18) “Internalizing a conviction” (Admèt yon konviksyon kòm verite) might mean
A) One becomes a slave to a social system
B) One becomes dysfunctional
C) One is not eligible (kalifye) for university study
D) The individual comes from another planet.

19) What would you say is the difference between “synthesis” and “analysis?”
A) They are the same
B) Their methods of each
C) Their goals of each
D) We are unable to compare them

20) According Bloom’s taxonomy, controlling one’s emotions (kontwol emonw yo moun) would be part of which domain?
A) Cognitive (mantal)
B) Affective
C) Psychomotor (Mouvman sikologik)
D) All of the above
1) "Devlopman mantal" ta sanble gen memn relasyon ak
A) Diferan tip de konesans
B) Matirite mantal
C) Yon lisans inivèsitè
D) Yon enfliyans sikologik

2) Etap "devlopman sans yo" fèt nan epòk :
A) Pibèt (11 zan- nan laj adilt)
B) Laj adilt (aprè pibèt)
C) Laj timoun (2-7 lane)
D) Laj bebe (0-2 zan)

3) Nan sistèm edikasyon ki fèt nan pati Nò nan Amerik la, edikasyon prensipal la gen ladan l’ :
A) Ansèyman lang ak matematik, kèk ti istwa ak ti etid syantifik ki limite.
B) Ansèyman sou panse kritik
C) Ansèyman sou panse logik
D) Ansèyman sou panse kreyatif

4) Teyori Dr. Piaget a s ou devlopman mantal an epòtan paske :
A) Tout moun dwe konsyan de nivo yo
B) Pwosesis edikatif la dwe prepare etidyan yo pou yo panse nan nivo inivèsitè
C) Teyori li a prouve ke adilt yo aprann pi vit ke timoun yo
D) Teyori l la eksplike poukisa kèk moun pa dwe ale nan fakilte.

5) Nou ka konnen ke yon panse fòmèl epi byen ekipe se lè:
A) Yon moun ka pan se de fason kreyatif
B) Yon moun ka fè logik
C) Yon moun ka itilize senbòl yo
D) Yon moun identifye distans nan lespas

6) Sajès konvansyonèl reprezante
A) Lwa sosyal yo
B) Konesans ki komen e ki aprouve
C) Etid konesans (epistemology)
D) Revelasyon espesyal

7) Kisa ki pi prè siyifikasyon sa Konklizyon ki paralèl"
A) Yon lòt stil de vi
B) Yon valè total
C) Yon moun ka itilize senbòl yo
D) Yon moun identifike distans nan lespas

8) Nan edikasyon inivèsitè, nou wè pwodiksyon konesans lan tankou
A) Sèl objektif la
B) Objektif kòm ki enpòtan an
C) Yon objektif enpòtan
D) Yon moun plizyè objektif

9) Daprè tèks la, yon taksonomi se yon
A) Sistèm taks
B) Sistèm etid
C)Echèl entèlektyèl
D) Sistèm klasifikasyon

10) Benjamen Bloom te entèrese prensipalman nan
A) Devlopman talan endividylèl
B) Pwodiksyon konesans lan
C) Devlopman de yon lòt fason de panse
D) Relasyon ant vizyon ak tout aktivite kò a.

11) "Lide pou byen analize” ka siyifi
A) Panse vètikal
B) Fè pi gro pwen nan yon jwe ki mande pou panse anpil
C) Panse pozitif
D) Panse ak evalasyon endependan

12) "Yon bon Panse kritik pò fò pase yon attid pou kritike”.
Kisa w panse mo “Kritike” a ka siyifi nan kontèks sa la?
A) Pèsyade
B) Bay opinyon
C) Fè yon bon jijman
D) Bay manti

13) Kisa istwa Nazi Germany ak Jonestown demontre?
A) Kouman moun moun ki sitepib ak moun ki nayif’ yo ye
B) Kijan moun ka ye
C) Kijan group reliyje yo fonksyone
D) Kilè pou kijan bouch ou fémen

14) Daprè atik sa, yon pepli sa ka di "modénizasyon avanse” vle di
A) Yon lòt stil de vi
B) Yon valè total
C) Yon moun ka itilize senbòl yo
D) Yon espwa pou demen

15) "Ekklizivite mityèl” ka siyifi
A) Memm jan ak
B) Byen edike
C) Konplè
D) Enkapab pou egziste ansam

16) Panse avèk yon lespris kritik se yon kapasite
A) Yon moun ka itilize senbòl yo
B) Depleve enfòmasyon
C) Pèsepsyon
D) Pev avèk moralite

17) "Ekklizivite mityèl” ka siyifi
A) Moun nan vin esklav yon sistèm sosyal
B) Moun nan vin pa fonksyone
C) Moun nan ka kalifye pou etid inivèsitè
D) Moun nan soti nan yon lòt planèt

18) "Admèt yon konviksyon” kapab siyifi
A) Pratike yon kwayans
B) Preche yon moun sou peche
C) Rantre nan anvirònman w
D) Gen yon chanjman ki fèt nan kè w

19) Kisa w panse ki ka fè diferans ant "’Sentèz” e ‘“analiz”
A) Yo gen memn siyifikasyon
B) Mefòd yo chak
C) Objektif yo chak
D) Yon nan plizyè objektif

20) Daprè taksonomi Bloom nan, lè w kontwole emosyon
yo moun, sa ka fè pati de ki domèn”
A) Pèsepsyon
B) Afektif
C) Devlopman sikologik
D) Tout sa ki anlè yo
Academic Reading

Academic reading is an art and a skill. It is the most important skill required in educational success. Academic reading is required in the performance of almost every academic task from preparing for an exam and organizing a project to writing a research paper. A lack of ability to master the particulars of effective reading severely hampers a student’s performance and endangers an individual’s academic success. Students, who have not developed the ability to read effectively, have difficulty to perform on exams; lack ability to express themselves orally and in writing; have difficulty obtaining, analyzing, and organizing information. These students lack adequate vocabulary and they lack life experiences that would permit them to command the language for academic success. 44

The very first consideration for a student who wants to acquire the art of reading is that it is a habit that must be developed. One does not learn to read effectively overnight. Some never learn to master the art of reading in a lifetime. It requires diligence and discipline (practice) to acquire bits of information without spending an enormous amount of effort and energy reading unnecessary text. Students must learn what is important and what to look for. Once a student is able to identify what is important and what information is necessary to understand the text that he or she is reading, reading goes much faster and becomes much more pleasurable. Even information that is not particularly interesting can be absorbed quickly and painlessly using the appropriate techniques.

One of the biggest mistakes that students make is assuming that they must read every word of a text to know and/or understand what the text is about. This is a miscalculation. While from time to time you will be required to read a text thoroughly, more often than not, only small amounts of text are required to make sense of an idea or an article. Even a book can be read relatively quickly and effectively if one has a system for identifying what the book is about and where to concentrate their efforts.

The book, “How to Read a Book,” identifies three levels of readers: elementary readers, inspectional readers, and analytical readers. Elementary readers represent individuals who have mastered only the ability to recognize symbols on the page. They have not yet developed an ability to extract information from the text or to interact with the writing. The next level of reading is inspectional reading. At this level, readers are able to draw a skeleton of the book or article, identifying its major components. Also, inspectional readers are able to extract bits of information related to the reader’s purpose and or the book’s outline. The third and most advanced level involves the ability to interact with the author. The reader is able to identify the author’s point of view, respond to any particular conclusions and or biases, and critique the author’s style. College students are expected to have achieved the most advanced level or to be well on their way to achieving it.

This brings us to the process of reading. There are different kinds of reading depending on the type of material one is reading and the purpose of the reader. Some common purposes for reading might be: to preview the material before a lecture, to prepare for a discussion, to find specific information, to read for assignments, and to prepare for exams. For each of these purposes the approach may be different depending on how much information is required by the reader. If a student is preparing for a lecture, a cursory examination of the material should be sufficient. However, if one is doing a book report, then a more intensive review is required. In this case, it is not necessary to read every word. If one is seeking command of specific details or critiquing a book, it may be necessary to read large amounts of text. For example, if one is required to read the Company Standard Operating Procedure (SOP) Manual or the student handbook, then it is essential that the individual read every part for a thorough, comprehensive knowledge of its contents. The reader’s purpose will ultimately decide how much detail the reader needs and guide the reader in choosing an effective strategy.

45 IBID.

Specific reading techniques are employed depending on the reader’s purpose. For finding a specific answer to a question or for determining the relevance of a passage, the reader may scan a text. Scanning involves looking for key words or phrases in the table of contents, index, or in the text that points to a specific concept and then quickly glance over that section looking for relevant information. Skimming is utilized to obtain a general outline of a book or article and to familiarize themselves with the subject matter of each chapter. After skimming the title page, the publisher’s blurb, table of contents, preface and possibly the index to identify the scope and purpose of the book, the reader should review each heading and sub-heading of each chapter in the book, exploring unfamiliar topics by reading the first and last sentences in a paragraph. At this point, the reader may want to take some notes regarding the structure of the book and its general content. Finally, the reader may feel that the material requires a more thorough review. In this case, the reader will want to read more carefully and reflectively. Reflective or critical reading involves interacting with the text and the author. This may include identifying and vetting arguments, evaluating evidence, asking questions of the text and answering them from the text, exploring the author’s points of view or biases, and or evaluating the readability of the article or book.  

Speed reading is a desirable trait. The average person is said to read at between 200-350 words per minute with about 60% comprehension. The ability to read and comprehend material at a rate upwards 1000 words per minute positions an individual to read enormous amounts of material in a short period of time. This can only be an advantage in academic study. Speed reading requires an ability to see and assimilate large amounts of text at a glance. To achieve this goal, individuals must learn to overcome bad habits developed from early reading training fixating on a passage, rereading the passage, and sub-vocalizing. Fixating is when the eyes become focused on a segment of the passage for a sustained period of time and is generally tied to rereading a passage. Actually a reader is blind while moving along the page until a stop.

---

47 Taylor, Angela and Judy Turner. “Effective Academic Reading.” University of Reading. 2003. 4 April 2007. <www.reading.ac.uk/libweb\Reading\Reading.mht>

Sub-vocalizing involves sounding out words in one’s head as one reads. 49 These hindrances prevent individuals from maintaining a steady pace in their reading.

It is agreed among reading experts that reading hindrances are overcome mostly by learning techniques for skimming and scanning reading materials. 50 As stated earlier, one of the mistakes that individuals make is to think that they must read every word. Skimming and scanning are techniques for identifying key parts or portions of text and ignoring others. By this method, individuals can conserve time and energy while obtaining a pretty good idea of what the author is trying to communicate or obtaining required information. If individuals want to develop their reading ability beyond this must enroll in special eye movement training courses. In this case, one should identify books or programs that will help them to train their eyes to maintain steady movement across a line or down a page.

The amount of reading required in college is enormous. It is very difficult to keep pace with one’s responsibilities if an individual reads slowly or poorly. There are times when a professor will request that students read a book or multiple chapters in a night. Obviously, this is an impossible task to accomplish reading word for word. Students must find strategies for managing large amounts of information quickly and easily if they are going to achieve the highest levels of success in college.

---

49 Adler and Van Doren, p. 40.
50 “Speed Reading”
Comprehension Exam

1) In relationship to reading, “recognizing symbols on a page” might mean
   A) Identifying words and their meanings
   B) Identifying special copyright symbols
   C) Interpreting the context of the passage
   D) Identifying street signs

2) Adequate vocabulary means
   A) Not enough vocabulary
   B) Too much detailed knowledge
   C) Words large enough to impress people
   D) Enough words to clearly express an idea

3) A command of the language could be
   A) Mastery of the use of words
   B) Creation of new words
   C) Daily practice
   D) Reading faster

4) A miscalculation is
   A) a misunderstanding
   B) an error in judgment
   C) a time lapse
   D) a population explosion

5) “Drawing a skeleton of a book” probably means
   A) Outlining the book
   B) Interacting with the author
   C) Judging the book dead
   D) Reading the table of contents

6) Scanning is for the purpose of
   A) Extracting specific bits of information
   B) Grasping the authors point of view
   C) Vetting arguments
   D) Critiquing a book

7) Reading
   A) Is not important in educational success
   B) Is important but not crucial
   C) Will be required for almost all academic tasks
   D) Is only for intelligent people

8) Fixation occurs when
   A) One reads word for word
   B) Stops too long over a part of a passage
   C) A reader sounds out words mentally
   D) A reader examines the author’s biases

9) If a student is conducting a book review, they should
   A) Read every word
   B) Scan only for bits and pieces of information
   C) Skim the main points of the book
   D) Rewrite the book

10) Based on this text, what might be inferred from “reading is an art”
    A) It is a talent developed by practice
    B) It is a high-sounding instrument
    C) It is a ability based on formal training
    D) It is a fine art

11) Students who are “average readers” are likely to
    A) Make straight “A’s in college.
    B) Have difficulty in college
    C) Drop out of college
    D) Ask for more money for college

12) Interacting with the author involves all but
    A) Vetting arguments
    B) Looking for key words and phrases
    C) Asking questions of the text
    D) Answering questions from the text

13) Which of these is considered Speed reading?
    A) 250 words per minute
    B) As fast as one can read
    C) 1000 words per minute
    D) Reading some sections faster than others

14) Previewing a text might be used for
    A) Preparing for a lecture
    B) Critiquing a book
    C) Reading a company operating procedure manual
    D) A business contract

15) Sub-vocalizing is
    A) Managing large amounts of information
    B) Listening to different speakers
    C) Sounding out words mentally
    D) Reading word for word

16) Experts believe that improving one’s reading speed largely involves
    A) Enrolling in specialized speed reading courses
    B) Learning skimming and scanning techniques
    C) Enrolling in a community college reading course
    D) Reading more

17) Critical reading involves
    A) Reading only headings and sub-headings
    B) Reading the publisher’s blurb
    C) Reading the table of contents and the index
    D) Interacting with the author

18) What might be inferred from the statement, “one does not learn to read effectively overnight?”
    A) Reading effectively requires lots of practice
    B) Reading effectively can only be learned at night
    C) Reading effectively is the only skill required for success in college
    D) Reading effectively is as old as time itself.

19) This lecture is important because it
    A) Encourages students to read more
    B) Teaches students how to manage large amounts of information
    C) Gives students new ideas about college professors
    D) Opens doors of opportunity in college

20) What is important in deciding which method to use when reading a book or an article?
    A) a goal to read so many pages
    B) instructions from your teacher
    C) your purpose
    D) nothing, read all books the same
Comprehension Exam

1) In relationship to reading, "recognizing symbols on a page" (rekonèt senbòl yo ki nan yon pafs) might mean
A) Identifying words and their meanings
B) Identifying special copyright symbols (senbòl ki bay dwa legal)
C) Interpreting the context of the passage
D) Identifying street signs (siy kin an lari yo)

2) Adequate vocabulary means
A) Not enough vocabulary
B) Too much detailed knowledge
C) Words large enough to impress people (etone moun)
D) Enough words to clearly express an idea (pataje lide)

3) A command (kontwòl) of the language could be
A) Mastery (metriz) of the use of words
B) Creation of new words
C) Daily practice
D) Reading faster

4) A miscalculation (move kalkil) is
A) a misunderstanding
B) an error in judgment
C) a time lapse (tan pèdi)
D) a population explosion

5) "Drawing (trase) a skeleton (eskèlèt) of a book" probably means
A) Outlining (fé plan) the book
B) Interacting with the author
C) Judging the book dead (sa ki annwiyan)
D) Reading the table of contents

6) Scanning (fè yon kout je nan liv la) is for the purpose of
A) Extracting (pran, tire) specific bits of information
B) Grasping byen konprann) the authors point of view
C) Vetting (fé yon tès) arguments
D) Reading a company operating procedure (metòd) manual (gide)

7) Reading
A) Is not important in educational success
B) Is important but not crucial (fondamantal)
C) Will be required for almost all academic tasks
D) Is only for intelligent people

8) Fixation occurs when
A) One reads word for word
B) One Stops too long over a part of a passage
C) A reader sounds out (sonde, analize) words mentally
D) A reader examines the author’s biases (pati pri)

9) If a student is conducting a book review (analize), he should
A) Read every word
B) Scan (senp kout je) only for bits and pieces of information
C) Skim (li yon jan pi fon) the main points of the book
D) Rewrite the book

10) Based on this text, what might be inferred (sipoze) from “reading is an art”
A) It is a talent developed by practice
B) It is a high-sounding (ekstravagan) instrument
C) It is a ability based on formal training
D) It is a fine art

11) Students who are “average readers” are likely to
A) Make straight “A’s” in college.
B) Have difficulty in college
C) Drop out (abandon) of college
D) Ask for more money for college

12) Interacting with the author involves all but
A) Vetting (fè yon tès) arguments
B) Looking for key words and phrases
C) Asking questions of the text
D) Answering questions from the text

13) Which of these is considered Speed reading?
A) 250 words per minute
B) As fast as one can read
C) 1000 words per minute
D) Reading some sections faster than others

14) Previewing (avan gou) a text might be used for
A) Preparing for a lecture
B) Critiquing a book
C) Reading the table of contents and the index
D) Answering questions from the text

15) Sub-vocalizing (sou vocalize) is
A) Managing large amounts of information
B) Listening to different speakers
C) Sounding out words mentally
D) Reading word for word

16) Experts believe that improving (amelyore) one’s reading speed largely involves
A) Enrolling (enskri) in specialized speed reading courses
B) Learning skimming and scanning techniques
C) Enrolling in a community college reading course
D) Reading more

17) Critical (serye, enpòtan) reading involves
A) Reading only headings (tit yo) and sub-headings (sou tit yo)
B) Reading the publisher’s blurb (anons editè a)
C) Reading the table of contents and the index
D) Interacting with the author

18) What might be inferred (sipoze) from the statement, “one does not learn to read effectively overnight (rapid, imediatman)?”
A) Reading effectively requires lots of practice
B) Reading effectively can only be learned at night
C) Reading effectively is the only skill required for success in college
D) Reading effectively is as old as time itself.

19) This lecture (tèks sa) is important because it
A) Encourages students to read more
B) Teaches students how to manage (jere, kenbe) large amounts of information
C) Gives students new ideas about college professors
D) Opens doors of opportunity in college

20) What is important in deciding which method to use when reading a book or an article?
A) a goal (objektif) to read so many pages
B) instructions (direksyon yo) from your teacher
C) your purpose (lide w)
D) nothing, read all books the same
Examen konpreyansyon

1) Nan Lekti, lè yo di w rekonèt tout senbòl ki nan yon paj sa ka vle di
   A) Idantifiye mo yo ak tout siyifikasiyon yo
   B) Idantifiye tout senbòl espesyal ki ki bay tout dwa legal
   C) Entèprete kontèks pasaj la
   D) Idantifiye tout siy ki nan lari a

2) Vokablè ki sifizan vle di
   A) Vokablè ki pa ase
   B) Tròp konesans ki detaye
   C) Anpil gwo mo ki bay moun bèl enpresyon
   D) Yon kontite mo ki sifizan pou ka komiènik eksepte

3) Yon kontwòl sou lang lan kapab
   A) Gen yon bon metriz de itilizasyon tout mo yo
   B) Kreyasyon nouvo mo
   C) Pratike chak jou
   D) Li pi rapid

4) Yon move kakil se
   A) Yon move konpreyansyon
   B) Yon eré nan jijman
   C) Yon tan pèdi
   D) Yon eksplozyon de popilasyon

5) ‘‘Trase eskèlè yon liv’’ ka siyifi
   A) Fè plan liv la
   B) Gen entèraksyon ak otè a
   C) Jije tout sa ki pa intèresan nan liv la
   D) Li tab dè matyè a

6) Fè yon senp kout je nan yon liv se nan objektif pou
   A) Pou pran bon jantite enfòmasyon ki egzat
   B) Byen sezi lide otè a
   C) Fè yon test sou agiman yo
   D) Pote kritik sou yon liv

7) Lekti
   A) Pa enpòtan pou gen sikèse nan edikasyon
   B) Li enpòtan men li pa esansyèl
   C) Va yon bagay ki obligatawa pou prèske tout travay akademik ou pral gen pou fè
d) Fèt sèlman pou moun ki entèljen

8) Gen fikasyon se lè
   A) Yon moun ap li mo apè che
   B) Yon moun pran twòp poz nan yon pati nan pasaj la
   C) Yon moun k’ap sonde oubyen analize mo yo nan lesprì l’
   D) Yon moun k’ap analize pati ki otè a

9) Si yon etidyan ap fè analiz yon liv, li dwe
   A) Li tout mo nan liv la nèt
   B) Fè yon senp kout je nan liv la pou li chèche
   C) Fè yon bon kout lekti nan liv la pou pran tout wken ki enpòtan yo
   D) Ekri liv la anko

10) Dapré tèks sa, kisa nou ka sipoze nan fraw sa
    ‘‘Lekti se yon bagay atistik’’
    A) Se yon talan ki develope lè w pratike l’
    B) Se yon enstriman ekstravagan
    C) Se yon kapasite ki baze sou apratisaj fòmèl
    D) Se yon bagay atistik ki debyen

11) Etidyan ‘‘ki nan nivo mwayen nan lekti’’ ta sanble
    souvan
    A) Fè nòt ‘‘A’’ nan fakilte
    B) Gen anpil difilkite nan fakilte
    C) Abandon etid yo nan fakilte
    D) Ap mande plis lajan pou fakilte

12) Entèraji ak otè a gen tout bagay sa yo ladan l’exekte
    A) 250 mo chak minit
    B) Pi rapid ke yon moun ka li
    C) 1000 mo chak minit
    D) Li nou li këk sekosyin pi rapid ke lòt yo

13) Kilès nan siyfiyasyon sa nou konsidere kòm bon rapidite nan lekti ?
    A) 250 mo chak minit
    B) Pi rapid ke yon moun ka li
    C) 1000 mo chak minit
    D) Li nou li këk sekosyin pi rapid ke lòt yo

14) ‘‘Bay yon avan gou de yon tèks’’ fraz sa ka itilize pou
    A) Preparasyon de yon lekti
    B) Kritike yon liv
    C) Li yon gid ki montre metod de travay yon kompayi
    D) Yon kontra sou yon biznis

15) Sou-vokalize se
    A) Jere bon jan kantite enfòmasyon
    B) Tande plizye prezantatè
    C) Sonde mo yo nan lespri w
    D) Li mò pou mo

16) Ekspè yo kwè ke pou amelyore rapidite yon moun nan fè lekti sa mande pou
    A) Enskri yon kòm ou espesyal ki baze sou rapidite lekti
    B) Aprann tout teknik voye kout je ak fè bon jan lekti yo
    C) Enskri yon kòm lekti nan yon fakilte nan komiènik a
    D) Li plis

17) Bon jan lekti ki serye mande pou
    A) Li tit yo ak sou tit yo sèlman
    B) Li ansos editè a
    C) Li tab dè matyè a ak endèks la
    D) Entèraji ak otè a

18) Ki sipoziyson nou ka fè de deklarasyon sa ‘‘pa gen yon moun yon moun ki aprann li byen imedyatman’’
    A) Yon bon lekti mande amipil pratik
    B) Ou ka aprann fè yon bon lekti sèlman lannwit
    C) Fè yon jan lekti se sèl abilite yon moun bezwen pou li gen sikèse nan fakilte
    D) Bon jan lekti a li gen menm laj ak tan an

19) Tèks sa enpòtan paske li
    A) Ankouraje etidyan yo pou yo li plis
    B) Montre etidyan yo kouman pou yo kenbe bon jan kantite enfòmasyon
    C) Bay etidyan yo yon lòt lide de profesè nan fakilte yo
    D) Ouvri pòt opòtinite yo nan fakilte

20) Kisa ki enpòtan lé w’ap deside ki metòd pou itilize lé w’ap li yon liv oubyen yon atik
    A) Yon objektif pou li anpil paj
    B) Direksyon nan men profesè w la
    C) Lide pa w
    D) Anyen, li tout liv yo memm jan
Conducting Presentations

Public speaking presentations are germane to both education and to many semi and professional-level jobs. For this reason, public speaking training is viewed as part and parcel of a liberal arts education. In college, students are required to conduct presentations from time to time. Also, it is estimated that a significant number of college graduates will be responsible for conducting public speaking presentations throughout the course of their professional career.\(^51\) The ability to report one’s research findings in a precise and coherent manner is integral in scientific research and academic discovery.

Becoming an effective public speaker is a simple process; however, like most other skills, it requires practice to perfect. An effective public speaker has developed the skill of organizing and presenting information in a format appropriate for his or her audience. Two key elements in effective public speaking are developing a clear, poignant message and adapting the message to the audiences’ idiosyncrasies. The ability to communicate effectively and to address diverse audiences is a special skill and is in great demand.

While there are several different reasons for giving a presentation, the principal purpose (goal) should always to be to communicate a vital and/or important message. Organizing what one wants to say is undoubtedly the most important part of preparing a presentation. It does not matter how well you can say nothing, if you have nothing to say. Those who are perceptive will always recognize the nothing that you did not say. Therefore, it is vitally important to be well prepared. Preparation ensures that you know your subject well and that you are clear about what it is that you want to communicate.\(^52\) Effective speakers generally work from a well-organized outline. The outline helps the speaker stay focused on the message that they want to communicate and to maintain contact with the audience rather than on his or her own

---


\(^{52}\) “Better Public Speaking and Presentation”. Mind Tools. 16 April 2007. <www.mindtools.com>
thoughts. It also frees the speaker to work with visual aids without the fear of becoming lost midway through his or her presentation.

A solid outline generally consists of an introduction, three main points of discussion and a conclusion.\(^53\) The introduction accomplishes three goals: it captures the audience’s attention, it shows the importance and relevance of your presentation to your audience, and finally, it gives a synopsis of what the speaker hopes to accomplish in his or her presentation. The attention-getter is vitally important for the speaker. The speaker must engage the audience from the beginning to make certain that the audience will receive the full impact of the message. Another very important part of the introduction is the thesis. The thesis informs the audience of the speaker’s intentions and shows the speaker’s orientation to the subject. For example, there are many approaches that one could take to a presentation on abortion depending on the speaker’s position on the issue. If the speaker is a pro-lifer, the speaker may want to show that life begins at conception; and therefore, any person who commits abortion is killing an innocent child. To the contrary, the speaker may want to demonstrate the need for viable alternatives to abortion rather than persuade the audience of the evils of abortion.

The body of the message represents the evidence that will establish and or prove the speaker’s case. Each point in the outline should support the main thesis and demonstrate why the thesis is true, acceptable, or related to the overall goal of the presentation. All of the points of the body should be organized coherently. There are different styles of organization depending on the effect the speaker hopes to have on the audience: chronological, spatial, topical, causal, compare-contrast, and problem-solution.\(^{54}\) The chronological order represents a historical progression in time or in the order of events. It may illustrate a step-by-step sequence of events or show a time sequence. The spatial method organizes the body of the outline in terms of spatial relationships, i.e., Texas is the largest state in the United States by land area;

\(^{53}\) “Public Speaking”, Canadian Association of Student Activity Advisors. 16 April 2007. www.casaaleadership.ca/sourcebook.html

California is the second largest. The topical order relates independent topics such as different kinds of birth control devices, different types of college students, etc. Causal order demonstrates a cause-effect relationship. Teenage pregnancies exist because …… Women earn a lower wage due to the fact that …… The compare-contrast method identifies the characteristics of one item and the characteristics of another item; and it shows how they are different and what the advantages/disadvantages of one item versus the other item are. Michael Jordan has these qualities as a basketball player; Shaquille O’Neal has these qualities as a basketball player. These are the qualities that Shaquille O’Neal has that Michael Jordan does not have and Michael Jordan has these qualities that Shaquille O’Neal does not have. Therefore, Michael Jordan has these specific advantages/disadvantages and Shaquille O’Neal has other advantages/disadvantages. The State-the-Case (problem-solution) order concentrates on demonstrating why a specific solution is better suited to a particular problem. An example of this kind of presentation would be explaining why legalizing illegal drugs is the best response to the problem of drug trafficking, or legalizing prostitution is the best means of controlling the spread of venereal disease. There are other organizational patterns but these are the most common.

A well-planned organizational scheme will help the presenter decide what information should be included in the outline and where it should be inserted. It may also help the presenter determine what information should be omitted. Always keep in mind that each major point in the outline represents a claim in defense of the thesis. Sub-points are the evidence that substantiates the claim. For example, one claim for the legalization of drugs is increased tax revenues for the government. Then each sub-point under this claim will show evidence in defense of or illustrate how this claim is true and acceptable. For instance, a) taxes from import duties, b) taxes for transportation from port to destination, 3) taxes from sales, 4) business ownership taxes. It is important at this point to pay careful attention to the logic that one is using to ensure that the case is sound and that there is a logical progression in the arguments. This is a good argument for preparing a speech beforehand. It also prevents careless things from being said especially when handling sensitive subject matter.

55 IBID, pp.107-108.
Conclusions are designed to assist the audience in briefly reliving the meaning and purpose of the presentation. It may also recount for the audience the salient points of the presentation and what their relationship is to the goal outlined in the thesis statement. To achieve this, different devices may be used such as a summary, a quotation, an appeal, and visualizing the future. Often these devices can be mixed for the maximum effect.

The delivery of the message is a sensitive area because there are many factors to consider: the audience’s size and characteristics, the location and environment, the character of the message, etc. Central to everything that the speaker will do or say, there must be a sense on the part of the audience that the speaker is relaxed. In this context, “relaxed” means to be comfortable with one’s self, with the message, and with the audience. The “relaxed feeling” communicates with the audience more than anything the speaker will say or do. It is the relaxed feeling that inspires trust in the audience. To the contrary, stage fright (glossophobia) is a common problem that undermines speakers’ good intentions. Volumes upon volumes have been written about stage fright. The important thing to remember is that much of the fear can be overcome by preparation and practice. It does not hurt to practice the delivery of the presentation once or twice before the actual event.

Making the presentation memorable depends largely on the speaker’s ability to deliver the message creatively and colorfully. It has often been said that “a picture is worth a thousand words.” The speaker must be able to create images in the minds of the audience that will go with them when they leave. This can be done in a variety of ways: appropriate life stories, pithy jokes and sayings, theatrical skits, and creative and colorful visual aids. The important and key point is for the speaker to demonstrate identification with the audience at each step.

56 IBID, pp.114-115.
Comprehension Exam

1) “Academic discovery” most closely means
A) Educational misconduct
B) Scholarly exploration
C) Cultural development
D) Social mobility

2) Conducting presentations is important because
A) Many occupations require it
B) People want to be on stage
C) People are seen as more important
D) Many people are afraid of them

3) The main purpose of giving a presentation is
A) Networking (making new business contacts)
B) Showing off
C) Traveling (to other places)
D) Communicating

4) “It does not matter how well you say nothing if you have nothing to say,” means
A) People like to be entertained
B) People will listen to anything
C) People will not listen to someone who is unprepared
D) People do not like being preached to

5) An outline helps the speaker
A) Focus on the message
B) Hurry to the end of the message
C) Forget visual aids
D) Repair the projector

6) Which of these is not part of the outline?
A) Introduction
B) Body
C) Conclusion
D) Presumption

7) The Conclusion of the message represents
A) The speaker’s proposition
B) The speaker’s support for their thesis
C) A summary of the presentation
D) The attention-getter

8) Causal order might be best illustrated by
A) Michael Jordan has certain qualities that Shaquille O’Neal does not have. This gives Michael these advantages over Shaquille.
B) Legalizing drugs is the best response to the problem of drug trafficking.
C) Teenage pregnancies exist because of lack of strong supervision in the home.
D) Psychologists help people overcome their problems

9) Sub-points within the body of an outline represent
A) visual aids
B) audience’s reactions
C) author’s supporting evidence
D) attempts at humor

10) The attention-getter is important because
A) It engages the audience in the message.
B) It helps the audience relax
C) It makes people feel ashamed and condemned
D) It gives hope for the future

11) Regulating prostitution trade is a means of controlling the spread of venereal disease is an example of
A) Causal order
B) Comparison and Contrast order
C) State the Case order
D) Chronological order

12) Organizational pattern is responsible for
A) Logical progression of the ideas
B) Complicating the message
C) Speeding up the message
D) Gives the audience time to catch up

13) Visualizing the future is a technique of
A) the Thesis
B) a Sub-point
C) a the Conclusion
D) a Humor Device

14) Central in the delivery of a presentation is
A) The need for the speaker to speak loudly
B) The need for the audience to give feedback to the speaker
C) The need for the message to be long
D) The need for the speaker to be relaxed

15) “A picture is worth a thousand words” means
A) Mental images make the message memorable
B) The audience needs a lot of visual aids
C) Pictures drive away stage fright
D) The speaker must put on a show.

16) “Glossophobia” is
A) Speaking in a new language
B) A means of controlling venereal disease
C) A pattern of speech organization
D) Stage fright

17) Taxes from import duties, taxes from sales, business ownership taxes are support for
A) Public education
B) Legalization of drugs
C) Universal health care
D) Family planning services

18) Stage fright can be overcome by
A) Raising the pitch of one’s voice
B) Moving around a lot
C) Practicing the presentation beforehand
D) Doing a chicken call

19) The “speaker’s orientation to the subject” is the same as
A) The speaker’s position
B) The speaker’s style of delivery
C) The pattern of organization
D) The speaker’s workload

20) Texas is the largest state by land area; California is the second largest is an example of
A) Chronological order
B) Spatial order
C) Causal order
D) State the Case order
Comprehension Exam

1) “Academic discovery” most closely means
A) Educational misconduct
B) Scholarly exploration
C) Cultural development
D) Social mobility

2) Conducting presentations is important because
A) Many occupations require it
B) People want to be on stage
C) People are seen as more important
D) Many people are afraid of them

3) The main purpose of giving a presentation is
A) Networking (making new business contacts)
B) Showing off
C) Traveling (to other places)
D) Communicating

4) “It does not matter how well you say nothing if you have nothing to say,” means
A) People like to be entertained
B) People will listen to anything
C) People will not listen to someone who is unprepared
D) People do not like being preached to

5) An outline helps the speaker
A) Focus on the message
B) Hurry to the end of the message
C) Forget visual aids
D) Repair the projector

6) Which of these is not part of the outline?
A) Introduction
B) Body
C) Conclusion
D) Presumption

7) The Conclusion of the message represents
A) The speaker’s proposition
B) The speaker’s support for their thesis (tes)
C) A summary of the presentation
D) The attention-getter (atansyon)

8) Causal order might be best illustrated by
A) Michael Jordan has certain qualities that Shaquille O’Neal does not have. This gives Michael these advantages over Shaquille.
B) Legalizing drugs is the best response to the problem of drug trafficking.
C) Teenage pregnancies exist because of lack of strong supervision in the home.
D) Psychologists help people overcome their problems

9) Sub-points (eleman) within the body of an outline represent
A) visual aids
B) audience’s reactions
C) author’s supporting evidence
D) attempts at humor

10) The attention-getter (atrans) is important because
A) It engages the audience in the message.
B) It helps the audience relax
C) It makes people feel ashamed and condemned
D) It gives hope for the future

11) Regulating prostitution trade is a means of controlling the spread of venereal disease is an example of
A) Causal order
B) Comparison and Contrast order
C) State the Case order
D) Chronological order

12) Organizational pattern is responsible for
A) Logical progression of the ideas
B) Complicating the message
C) Speeding up the message
D) Gives the audience time to catch up

13) Visualizing the future is a technique of
A) the Thesis
B) a Sub-point
C) the Conclusion
D) a Humor Device

14) Central in the delivery of a presentation is
A) The need for the speaker to speak loudly
B) The need for the audience to give feedback to the speaker
C) The need for the message to be long
D) The need for the speaker to be relaxed

15) “A picture is worth a thousand words” means
A) Mental images make the message memorable
B) The audience needs a lot of visual aids
C) Pictures drive away stage fright
D) The speaker must put on a show.

16) “Glossophobia” is
A) Speaking in a new language
B) A means of controlling venereal disease
C) A pattern of speech organization
D) Stage fright

17) Taxes from import duties, taxes from sales, business ownership taxes are support for
A) Public education
B) Legalization of drugs
C) Universal health care
D) Family planning services

18) Stage fright can be overcome by
A) Raising the pitch of one’s voice
B) Moving around a lot
C) Practicing the presentation beforehand
D) Doing a chicken call

19) The “speaker’s orientation to the subject” is the same as
A) The speaker’s position
B) The speaker’s style of delivery
C) The pattern of organization
D) The speaker’s workload

20) Texas is the largest state by land area; California is the second largest is an example of
A) Chronological order
B) Spatial order
C) Causal order
D) State the Case order
Egzamen konpreyansyon

21) “Dekouvèt Akademik” prèskse san valè
   a) Edikasyon meprize
   b) Ekplasrayon ekolye
   c) Dèvlopman kultirèl
   d) Mobilite sosyal

22) Prezantasyon condwit se yon bagay ki enpòtan paske
   a) Anpil Okipasyon mande sa
   b) Anpil moun vle’l nan echèl sa,
   c) Anpil moun wè sa kòm pi enpòtan
   d) Anpil moun pè bagay sa yo,

23) Objetikf prensipal pou you prezantasyon se
   a) Fè yon rezo de travay (se fè kontak pou bizinis)
   b) Fè valè sa wap fè-a
   c) Vwayaje ( nan anpil lot plas )
   d) Pataje lide ansamn.

4) « Se pa byen di yon bagay ki enpòtan si ou pa gen
   anyen pou di » sa vle di :
   a) Moun yo renmen amize yo
   b) Moun yo pa pral koute angnen
   c) Moun yo pa pral tande yon moun ki pa te prepare
   d) Moun yo pa renmen egzòtasyon

5) Yon plan byen prepare ede entèvenan :
   a) rete sante sou masaj la,
   b) fe prese pou fini mesaj la,
   c) bliye ed vizyèl la
   d) repare projektrè-

6) Kisa nan fraz sa yo ki pa Fè pati lis sa -a?
   a) EntwodiksyON
   b) Developman
   c) KonklizyON
   d) prezampsyon

7) Konklizyon mesaj la reprezante :
   a) pwopozisyON entèvenan an
   b) Entèvenan ap sipòte tëz li yo
   c) Yon rezime de prezantasyon an
   d) Yon atansyon soutni

8) lòd okazyonèl ki petèt pi byen ilistre pa
   a) Michael Jordan gen yon pon sa masaj la ke Shaquille
   O’Neal pa genyen. Sa ba l’ anpil avantaj sou O’Neal
   b) legalizasyon dwòg la se pi bon repons pou rezoud
   pwoblèm trafik dwòg la
   c) Tout jèn timou ki tonbe ansent avan lè yo, se
   paske yo pa gen yon bon siveyans lakay yo.
   d) Sikològ yo ede moun yo konbat tout pwoblèm

9) Eleman kin an devlopman plan reprezante :
   a) Sipò vizyèl
   b) Reyaksyon odiwa
   c) Sipò evidans ote a
   d) Tante pou fè plezantrin

10) Atrialns ou genyen enpòtan paske
    a) Li angage odiwa nan moun sa
    b) Li eke asistans lan
    c) Li fè moun yo sant yi wont e kondane
    d) Li bay espwa pou lavni

11) fè pwositisyON vin yon komès se yon
    mwayen pou kontwole e pwopaje maladi veneryèn se yon
    egzanzp de : 
    a) lòd okazyonèl,
    b) lòd konpazyon e kontras,
    c) lòd de leta,
    d) lòd kxonolojik

12) Yon oganizasyon modèl responsab pou :
    a) pwopressyon lojik tout lide yo.
    b) Konplike mesaj la,
    c) Kouri ak mesaj la,
    d) Bay odiwa tan pou l’ kapte

13) Vizyone lavni se yon teknik de:
    a) tèz,
    b) yon eleman,
    c) yon konklizyON
    d) yon dispozitif de plezi

14) sa ki santral nan yon prezantasyon se :
    a) bezwen pou entèvenan kapab pale pi fò,
    b) bezwen pou odiwa bay enpresyon pa a entèvenan,
    c) Bezen pou mesaj la la long,
    d) Bezwen pou entèvenan alèz.

15) « yon imaj yo mil mo » sa vle di :
    a) imaj mantal yo fè ‘w memorize mesaj la,
    b) odiwa bezwen gen anpil ed vizyèl,
    c) imaj yo fè w pè,
    d) entèvenan dwe mete l’ nan yon eta pou yo wè l’

16) “Glossophobia” se
    a) pale nan yon lòt lang
    b) Yon fason pou Kontwole maladi veneryèn
    c) Yon oganizasyon modèl nan pawèl.
    d) Etap de perèz.

17) Enpo dwa dantre, enpo lavant, enpo sou
    pwopriyete zafè, se soutyen :
    a) legal de edikasyon piblik,
    b) legalizasyon dwòg yo,
    c) swen sante inivesèl,
    d) plan sèvis familial

18) etap laperèz la kapab simonte pa :
    a) yon gwo pale fò,
    b) Yon deplasman de tanzantan,
    c) Yon pratik de prezantasyon siège—a devan men w,
    d) Pa yon taktik lè ou ap rele poul,

19) entèvenan oryante siège—a nan memm fason ak :
    a) pozisyON entèvenan,
    b) nan memm stil lap pale-a,
    c) yon oganizasyon modèl
    d) entèvenan fè tout travay fòse,

20) Texas se pi gran eta nan zafè tè e Carllifornia se dezyèm gran
    eta se yon egzanzp de:
    a) klasman kronolojik,
    b) klasman spasyal,
    c) klasman okazyonèl,
    d)klasman odone pa leta
Conducting scholarly research and writing terms papers comprise a large percentage of the assigned work in undergraduate school. Term papers, which are usually a semester research paper or project writing, are given in practically every class. Research papers are scholarly treatises of various topics or independent studies. Term projects are writing assignments as well that report on the progress (success or failure) of a specific practical (hands-on) exercise or undertaking. These assignments allow the student to study a particular topic on their own and draw personal opinions and conclusions about what the subject is all about and how one should view it.

The research paper is the most common by far and engages the student in a study of different kinds of sources. There are primary sources which include first-hand accounts of events or original writings. Secondary sources are writings from people who studied primary sources and or other secondary sources. If one is conducting a study of democratic government, an original source would be “Plato’s Republic” by Plato or Rousseau’s “The Social Contract” by Jean Jacques Rousseau. Secondary sources are critiques of what another author has written or a report on someone else’s statistical data. This is called a qualitative study because the person doing the reporting is not the one who collected the data. The individual is evaluating someone else’s research methods or results.

The research project, as it is termed, is a scientific or practical study of some specific phenomenon. The research project is generally a scientific report on an experiment conducted or a detailed description of a specific social reality, such as an experiment to test how rats behave to shock treatment or a study of how people react to those who are better dressed respectively. The project reports on their individual’s experiences and or observations while conducting the experiment/study. Research projects can be a lot of fun and very rewarding if properly designed. They permit the student to get out of the classroom, into another learning environment and provide maximum opportunity for self-discovery and independent learning. The disadvantage of doing projects is that they are often much more involved and require a more effort and energy than a research paper.
Generally, when one speaks of scholarly research, he or she is referring to formal research. According to Paul Leedy, author of *Practical Research Planning and Design* (1997) “Formal research is "the systematic process of collecting and analyzing information (data) in order to increase our understanding of the phenomenon with which we are concerned or interested (p. 3).”\(^{57}\) Scientific research follows formal, systematic processes for evaluating information that has been collected either through primary or secondary sources to determine is validity and or reliability. When an individual is studying a specific scientific or social phenomenon, the individual must employ experimental design techniques, which permit the individual to collect valid data, describe relationships between variables, and predict outcomes. However, when writing a qualitative research paper, the individual collects information from a variety of sources, evaluates the information for veracity and reliability, and draws conclusions based on a comparison of the information in the literature collected. This is called a literature review. Both methods permit the researcher to obtain a comprehensive understanding of the problem under study.

Essential in conducting any kind of research is the reporting of an individual’s discoveries. A variety of formats have been developed for reporting on various types of research reports. These are called Style Manuals. Some of the more popular style formats are: Modern Language Association Style Manual (MLA), American Psychological Association Style Manual (APA), and The Chicago Style Manual (CSM) also known as the Turabian. This list is by no means comprehensive; these are only the most common ones. Also, there are specialized style manuals for particular disciplines such as chemistry and mathematics. Style manuals provide writers with a uniform means of formatting their documents and documenting their sources.

Every scholar must learn the value of documenting his or her sources. This process is what distinguishes his or her work as scholarly. Scholarly writing is an extrapolation and synthesis of information from a variety of sources. It is extremely important that a researcher gives credit to the source from which he or she obtained his or her information. This process demonstrates the integrity of the scholar. It shows the

\(^{57}\) Leedy, Paul, *Practical Research Planning and Design*, (1997)
scholar’s commitment to doing his or her own work and to avoiding plagiarizing. Plagiarism is an indication of a scholar’s lack of creativity and originality. Plagiarism is the act of using someone else’s work without their permission. In the United States, this is illegal. Individuals lose their jobs, their reputations, and are often required to pay damages to the owner of the material. While Haiti is not governed by international law and therefore not subject to plagiarism laws, plagiarism still represents a significant problem from a scholarly point of view.

Integrating sources into a research paper is a difficult and tedious task for the ignorant and unlearned. It requires skill and finesse to integrate another scholar’s thoughts, opinions, and conclusions into one’s own work. By far, the most difficult part of integrating another’s information is knowing what information to import. Some techniques for integrating sources into one’s work are the: summary, paraphrase, and direct quotation. A summary is a brief description of a passage or book. An example of a summary might be a bibliographic annotation. It describes the contents of a book in a few short words or sentences. A paraphrase is rewording or restating of an author’s ideas using different words. An illustration of a paraphrase would be

“If the solution turns pink, it is worthless, and should be discarded. “

Paraphrase: “When the liquid becomes light red, it is spoiled, and should be poured down the sink.” 58

A direct quotation involves transplanting an author’s words to one’s own writing. Where a summary, paraphrase, or a direct quotation becomes plagiarism is if the author fails to document the source of his or her idea. Here are a few general principles to keep in mind when integrating sources into your paper: 1) the writer should always protect his or her voice in the writing; (It must be the writer’s ideas and opinions that are important.); 2) ensure that the readers always know when it’s the author’s voice and when it is another person speaking; 3) always make clear the meaning of the source’s relationship to one’s own work.59

59 Integrating Sources into a Paper,” <http://www.fas.harvard.edu/~expos/sources/chap1.html>
Finally, for a work to be considered truly scholarly, it must be properly formatted. There are some standard procedures to follow when formally presenting a written work. There are details such as cover page format, font style and size, margins, page alignment, header and footer information organization, as well as source and bibliographic formatting. All of these details go to neatness and readability. The exact details can be found in the particular style manual that the writer chooses to follow. However, it should be noted that there are some common mistakes that students make when writing a term paper or project. Among these mistakes are filling in, misrepresenting data, poor thought construction and idea disorganization.

“Filling in” is a term used by teachers and educators to identify the process of padding one’s paper in order that it appears to be more substantial than it actually is. There are times when students will add flamboyant and colorful graphics, charts and graphs, and other types of graphical displays that do not really add to their work. It only takes up space. This technique is utilized generally when the student has not conducted thorough research and does not really have anything to say. Sometimes students will insert a chart or graph that distorts the meaning or does not accurately portray what the paper was intending to communicate. Sometimes, the data is falsified, meaning that it is not real data. The student conjured it up to make their paper appear more scholarly. Another problem exists when a student fails to clearly understand their subject. The student will talk about things that are unrelated to their subject or things that he or she does not fully understand. Often the student’s thoughts are scattered. There is no unity or coherence to his or her thoughts. In the end, it is not clear what he or she is trying to say because his or her ideas do not follow logically.

Scholarly writing is involved. It takes time and effort to do it right and to do it well. Students should always plan their term papers and projects and give themselves plenty of time to complete them. Proofreading is important to prevent losing points on format and grammar errors. It can also alleviate problems in thought construction and idea organization.
Comprehension Exam

1) A “term project” might be a
   A) scholarly treatise
   B) a detailed description of a social reality
   C) work-study project
   D) semester practicum
2) Secondary sources in scholarly research are
   A) A report of an accident
   B) A comparison of democratic governments
   C) An original writing
   D) A report on someone else’s statistical data
3) “scholarly research” is all of these except:
   A) Systematic
   B) Scientific
   C) Informal
   D) Comprehensive
4) A “style manual” in scholarly research is a
   A) Fashion magazine
   B) Modeling manual
   C) Writer’s manual
   D) Company operating procedure manual
5) Documenting one’s sources is important because
   A) It shows how intelligent you are
   B) It is illegal
   C) It is an international law
   D) It is an avoidance of plagiarism
6) “Integrating sources requires skill and finesse,” finesse means
   A) pomp
   B) ceremony
   C) grace
   D) dishonesty
7) Plagiarism is
   A) Playing a game
   B) Stealing someone else’s writing
   C) Writing someone else’s paper
   D) Lying about cheating
8) Some of the consequences of plagiarism
   A) Writer’s block
   B) Lost job
   C) Lost reputation
   D) Pay damages
9) A paraphrase is
   A) Reworking ideas
   B) Summarizing ideas
   C) Transplanting ideas
   D) Plagiarizing ideas
10) Which idea would not be considered as “formatting”
    A) Setting margins
    B) Outlining a passage
    C) Organizing the cover page
    D) Setting font style and size
11) Proofreading is
    A) Proving your thesis
    B) Checking your paper for errors
    C) Detailing your bibliographic entries
    D) Sorting out sources
12) To keep the writing original, the scholar must
    A) Do not mix too many ideas from other writers
    B) Do not clearly identify others’ ideas
    C) Do not make show relationship of other sources to one’s own writing
    D) Copy information off of the Internet
13) An “bibliographic annotation” might be an example of
    A) A book outline
    B) Thesis statement
    C) A summary
    D) A draft
14) “Filling in” means
    A) Painting a paper a lot of colors
    B) Padding a paper with unnecessary items
    C) Adding extra paper
    D) Adding personal details
15) Formatting rules are for ensuring
    A) A lack of creativity/originality
    B) False data
    C) Neatness and readability
    D) A perfect score
16) Experimental design techniques speak of all of these except:
    A) Conducting a literature review
    B) Collecting valid data
    C) Describing relationships between variables
    D) Predicting outcomes
17) An example of a primary source would be
    A) Plato’s Republic
    B) Newspaper article
    C) Book critique
    D) Bibliographic annotation
18) A qualitative study is conducted by
    A) One who is participant in the study
    B) One who is an observer
    C) One who is evaluating others’ observations
    D) The instructor
19) A research paper are
    A) Experiments
    B) Scholarly exploration of academic topics
    C) Hands-on exercises
    D) Style manuals
20) “Idea organization” requires
    A) Lots of charts and graphs
    B) Veracity of ideas
    C) Coherence to logical pattern
    D) Neatness of form
1) Yon “Projè a tèm” kapab se yon
A) Tèz akademik
B) Yon deskripsyon detaye de yon reyalite sosyal
C) Yon projè asistans nan etid
D) Seyans praktik pou semès la

2) Sous segondè ki fè pati de rechèch akademik yo se
A) Yon rapò de yon aksidan
B) Yon konparezon de gouvvènman demokratik yo
C) Yon tèks original
D) Yon rapò sou done statistik de yon lòt moun

3) “Rechèch akademik” se tout sa ki nan lis sa eksepte
A) Yon bagay metodik
B) Yon bagay syantifik
C) Yon bagay enfòmèl
D) Yon bagay konpreyansif

4) Yon “gid teknikl” nan rechèch akademik se yon
A) Yon magazin ki prezante diferant stil
B) Yon gid ki prezante modèl
C) Gid ekriyen an
D) Gid pratik de travay yon konpayi

5) Li enpòtan pou moun nan dokimante sous yo paske
A) Li montre ke w trè entèlijan
B) Li ilegal
C) Se yon lwa entènasyonal
D) Se yon fason sou imoralite

6) Sous entegre yo mande abilite ak finès, finès vle di
A) Splanè
B) Seremoni
C) Gras
D) Koripsyon

7) Plajye se
A) Jwe yon jwèt
B) Volè tèks yon lòt moun
C) Ekri yon papye pou yon lòt moun
D) Mansonj sou imoralite

8) Kèk konsekans lè yon moun plajye
A) Bloke otè a
B) Pèdi djòb
C) Pèdi repitasyon
D) Peye domaj yo

9) Yon parafraz se
A) Itilize lòt mo pou fè menm lide yon moun passe
B) Fé rezime lide yo
C) Transfere lide yo
D) Plajye lide yo

10) Kilès nan lide sa yo ki pa ta dwe konsidere kòm ‘‘aranjman’’?
A) Lokalize maj yo
B) Fè plan yon pasaj
C) ëganize paj kouvètè a
D) ranje gwosè ak stil lòt yo

11) Lekti de verifikasyon se
A) Prouve tèz ou a
B) Verifye papye a pou korije erè yo
C) Bay datay sou bibliyografi a
D) Triye sous yo

12) Pou kenbe tèks la original, chèchè a dwe
A) Pa melanje tròp lide lòt otè ansamm
B) Pa idantifye lide lòt moun trò klè
C) Pa montre okenn relasyon ki egziste ant lòt sous yo ak pwòp tèks pa w la
D) Kopye enfòmason y ki sóti sou entènèt

13) Yon “nòt bibliyografik’’ kapab yon bon egzanp de
A) Yon plan yon liv
B) Yon Ipòtèz
C) Yon rezime
D) Yon plan

14) ‘‘Komble’’ vle
A) Pentire yon papye ak anpil koulè
B) Plen yon papye ak bagay ki pa nesesè
C) Ajoute plis papye
D) Ajoute datay pèsonèl

15) Lwa aranjman tèks yo se pou asire
A) Yon mank kreyativite/orijinalite
B) Efòmason y ki a vèr
C) Pwòpte ak fasilitè pou li tèks la
D) Yon kantite pwen ekselan

16) Modèl teknik eksperimantal yo pale de tout sa ki anba yo eksepte
A) Fè yon evalyasyon de tèks la
B) Kolekte enfòmason ki legal
C) Dekri relasyon ki genyen ant varyab yo
D) Fè prediksyon de rezilta yo

17) Yon egzanp de yon sous primè kapab
A) Repiblik Plato
B) Atik nan jounal
C) Kritik liv
D) Nòt bibliyografik

18) Yon etid kalitatif kondwi pa
A) Yon senp patisipan nan etid la
B) Yon moun k’ap obsève
C) Yon moun k’ap evalye obsèvasyon lòt yo
D) Enstriktè ya

19) Yon devwa de rechèch se
A) Eksperyans
B) Envestigasyon akademik sou yon sijè akademik
C) Egzèsis praktik
D) Gid teknik

20) ‘‘Lide òganizasyon’’ rekòmande
A) Anpil dyagram ak graf
B) Verite nan lide yo
C) Koyèrens pou model lojik la
D) Plajye nan fòm
Bibliography


<http://www.geocities.com/CollegePark/4110/whorf.html>


“Integrating Sources into a Paper.”
<http://www.fas.harvard.edu/~expos/sources/chap1.html>

“Postmodernism”, Wikipedia, Wikimedia. 27 March

“Public Speaking”. Canadian Association of Student Activity Advisors. 16 April 2007. www.casaaleadership.ca/sourcebook.html>

<http://en.wikipedia.org/wiki/Speed_reading>


<http://llt.msu.edu/vol6num1/belz/default.html >


<www.cse.iitk.ac.in/~hk/cs784/projects/indradeep.pdf >
Bonner, p.3

<www.idealibrary.com>

<ltt.msu.edu/vol6num3/brandl/>

< OtherResources/ACTFLProficiencyGuidelines/contents.htm>

<www.cs.cmu.edu/~ralucav/papers/word-learn-survey.ps.gz>

<brj.asu.edu/content/vol27_no1/documents/art4.pdf>

<brj.asu.edu/content/vol27_no1/documents/art1.pdf>

<brj.asu.edu/vol30_no2/art3.pdf>


Durand, Richard, Revlin, Russell and Havill, Dale "Verbal Comprehension And Reasoning Skills of Latino High School Students". 1995 University California Santa Barbara. <repositories.cdlib.org/crede/ncrdsllresearch/rr13/>


Fitts, Shanan. "Reconstructing the status Quo: Linguistic interaction in Dual-Language School". <brj.asu.edu/vol30_no2/art5.pdf>

Flowerdew, John and Lindsay Miller. “Second Language Listening: Theory and Practice". Vol. 10, No. 3. December 2006. Cambridge University, New York. <eltj.oxfordjournals.org/cgi/content/full/60/2/197>


<brj.asu.edu/content/vol27_no1/documents/art4.pdf>


<journals.cambridge.org/article_S0272263102003017>

Johnson, Carolyn et. al. “Symbol and Structures in Language Acquisition”.

<www.massey.ac.nz/~alock/hbook/kidslang.htm>


<www.scilt.stir.ac.uk/PDFfiles/Immersion/Summary.pdf>


<coe.sdsu.edu/people/jmora/Pages/SEIvCanadian.htm>

<www.sdkrashen.com/SL_Acquisition_and_Learning/index.html>

Krachen, Stephen. “Comments on Johanna Structured English Immersion”.  


<www.sdkrashen.com/articles/krashen_intro.pdf>


Leedy, Paul, Practical Research Planning and Design, (1997)"


Pinker, Steven. “Language Acquisition” 2nd Ed., Vol 1., Massachusetts Institute of Technology. <cogsci.soton.ac.uk/~harnad/Papers/Py104/pinker.langacq.html>
Pinker, Steven. “Language Acquisition”. Massachusetts Institute of Technology Press. 27 April 2007. <\Language Acquisition\Pinker_Language Acquisition.mht>


Spinelt, Emily. “Languages Across the curriculum: A Postseondary Initiative”. 1997 University of Michigan – Dearborn. <wings.buffalo.edu/lxc/>


Taylor, Angela and Judy Turner. “Effective Academic Reading.” University of Reading. 2003. 4 April 2007. <www.reading.ac.uk/libweb\Reading\Reading.mht>


Traci’s Lists of Ten”. 2005.


Wurr, J. Adrian, “Reading in a Second Language: A Reading Problem or Language Problem?” 33, No. 2. 2003.