

New Section 19.

DTF's

19.1 DTF on English as Second Language Students

MEMO

To: Byron Youtz
From: Stella M. Jordan
Re: Status of English as a Second Language Students

The most important issue concerning the admittance of newly arrived Asian students into Evergreen, as we discussed it, is not whether the student is able to "pass" any screening test, formal or informal. The issue is solely whether the student newly thrust into a second language is able to surmount the barriers of the new language sufficiently to be able to cope with reading, writing, speaking, listening, and understanding in that second language on the complex and abstract level required for college work. For the recently arrived students from Asia, there are several complicating factors. In spite of the fine educational background and capabilities of many Asian students, their exposure to the English language and emersion into it, has often been minimal and of an elementary level, and thus the leap into college level English abstraction and expression becomes a quantum leap. A second difficulty is that the newly arrived Asian student has been educated within a highly traditional, tightly structured system, in contrast to Evergreen's system which demands a sophisticated, independent learning initiative of the student.

So many and so complex are the problems of second language and second culture emersion, that I feel that the student with still minimal English training would not have a fair chance of surviving at Evergreen without a more careful exposure to English language skills first.

cc Provost staff