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# A Curriculum for General Academic Preparation

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ABSTRACT


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The curriculum at the English Language Center (ELC) at Brigham Young University (BYU) currently has two programs: Foundations and Academic. In order for students to progress from Foundations to the Academic Program, they must pass their Level Achievement Tests (LATs), which are administered as final exams. Each semester there are students who do not pass their LATs. The question then is what should happen to these students? Should they be asked to leave the ELC, should they have to repeat the same level until they pass, or should they be promoted without passing their LATs?

This project presents an alternative solution to this situation through a curriculum specifically designed for these students. Outlined in this document are the analysis, design, development, and results of implementing that curriculum.

The main elements of the course consist of 3 main classes: Reading, Listening/Speaking, Writing/Grammar, and an individualized Language Learning Plan (LLP) that allows the curriculum to be tailored to meet the individual student needs. These LLPs are an integral part of the curriculum and both the problems and benefits associated with them are set out in this paper. The course is woven together using a themed textbook series, which recycles vocabulary and helps to ensure that the students experience an integrated system despite having 3 separate classes.

Budgeting is always a consideration for any school, and methods to increase the cost effectiveness of the curriculum are also discussed at various points of the document.
Finally, the outcomes and value of the program to the different stakeholders and lessons learned are outlined in order to provide a summary of the overall usefulness and effectiveness of the General Academic Prep (GAP) curriculum.


Keywords: curriculum, academic preparation, language learning plan, LLP, individualized

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I would like to acknowledge my chair Dr. Norman Evans.  He first introduced this project to me while I was part of the curriculum development committee during Summer 2009.  At that time I thought how exciting it would be to participate in its development, and I now thank him for his trust in me, his suggestions, wonderful resources and knowledge, and just being my sounding board when I didn't know how to achieve something or how to proceed next.  I appreciate his confidence in my abilities even when I didn't feel all that confident myself.  This has been one of the greatest growing experiences of my career.

I am deeply grateful to the interns who were such an integral part of this process.  Erin Shaw, Judson Hart and Steve Holland all participated and gave many hours of their time to make this program what it is today.  They went well above and beyond the call of duty.  Many of the best ideas and developments in the program were either made by them or as a result of discussions with them during the implementation phase of the course.  They are the best interns I could have prayed for.

I would also like to express my gratitude to my colleague and friend Jessica McGovern who is the queen of graciousness.  She has been more than helpful in this process; she has been my model and willingly given of her ideas, resources, time, energy, and faith to help me in my quest to develop the best program for my students.  Her work has been the foundation from which I have built, and I am unbelievably blessed to work with such a wonderful, enabling woman.

I would also like to express my gratitude to God for his guiding hand in my life.  This project came about through his intervention, and I have been given ideas and the ability to

develop them throughout the process.  I have had the strength and ability to function as a mother,

student, and employee/teacher all at the same time thanks to his tender mercies.

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# Context

Beginning Winter Semester 2010, the English Language Center (ELC) at Brigham Young University (BYU) changed its curriculum considerably. The previous 5-level system was changed to a new dual focus system. This new system has two programs: a 3-level Foundations Program focusing on general English for lower level students, and a 3-level Academic Program with a specific focus on preparation for study at a college or university where English is the medium of instruction. When the new curriculum was developed, it was decided that in order to pass from the Foundations Program to the Academic Program students would be required to pass the Level Achievement Tests (LATs) at the end of the Foundations Program (Foundations C). This new entry requirement posed an interesting dilemma for the ELC. What would happen to students who did not pass their LATs? Would they repeat their previous level, would they be asked to leave the school, or could another course be provided to assist them? As the ELC is a lab school, the situation provided an effective opportunity for practical learning. Additionally, from a practical perspective it does not make good business sense to turn away clients if there is a possibility of giving them a product that will suit them; therefore, it was decided that a curriculum be developed that would attempt to cater to their specific needs and give them "a second chance" at passing the test. I was offered the opportunity to develop the curriculum for this course as the main project required for my MA degree.

In developing the curriculum for this course, I used the framework of the current ELC curriculum philosophy, which is founded on three interrelated principles: stability, cohesiveness, and responsiveness. The curriculum philosophy states:

Though all effective curricula must embrace some innovation, a *stable* curriculum implements change in a way that is orderly, systematic, and principled. For a curriculum to change in this manner and to remain viable, it must also be responsive to such factors as student needs, institutional and environmental changes, and current research. Without *responsiveness*, a stable curriculum soon stagnates. Finally, a sound curriculum is *cohesive* in that there is internal consistency and continuity between and across the various elements of the curriculum. (Brigham Young University English Language Center, 2008, p. 2)

This philosophy was combined with curriculum design principles as outlined in Nation and Macalister's (2010) Language Curriculum Design. The outline recommends analyzing 3 main areas: Environment, Principles, and Needs. These elements, along with the ELC philosophy, have been the foundational principles on which the Academic Prep curriculum has been developed. This document is presented in stages that relate to the Analysis, Design, Development, Implementation, Evaluation (ADDIE) model, which is frequently used in curriculum development.

### Analysis of Needs – Fall 2009

My initial analysis was performed using approximately 20 colleagues who were teaching classes in either Foundations level C or Academic level A.  This analysis was performed at a large group meeting and companion teachers (teaching different skills to the same students) met together briefly to discuss their students.  These colleagues were asked to jointly identify students who were functioning poorly in their classes and who might be candidates for the future General Academic Prep (GAP) class.  The most salient finding of this discussion was that students who were skilled in one area could easily be

poor in another. It was sometimes impossible for the teachers to agree which students were the lower students because of these skill area differences. We surmised, therefore, that the population of the GAP class would likely consist of students who had varying levels of ability in different skill areas, and possibly a few students who were poor across the board, which did in fact prove to be the case.

The second part of the analysis involved meeting with the Technology and Testing Coordinator for the ELC. In this meeting the coordinator explained how the LATs are conducted and rated. The students' individual skill area results are weighted and scored, which then results in a pass or fail in a particular skill level. At the ELC, the productive skills—speaking and writing, which are usually lower than receptive skills—listening and reading, are weighted higher in order to assure that students who progress on to the Academic Program are able to function productively at that level. This situation suggested that the GAP students would likely require most help with their productive skills.

**Design – Fall 2009**

Three general assumptions oversaw the design process for this project. These three assumptions resulted from the analysis of the situation. Assumption one was that the GAP Program would have students whose skill levels varied greatly and thus the program needed to be as flexible as possible to cater to the variety of skill levels. Assumption two was that most students in the program, at least initially, would not want to be there because of the perceived failure associated with failing their LATs, so whatever was developed must address the issue of motivation. Assumption three was that the focus of the course needed to be on productive skills.

The design approach I chose to take to try and address these issues was to give the students as much flexibility and personal responsibility as possible. The key element to achieving this was the incorporation of individual Language Learning Plans (LLPs) into the course. With these LLPs, I hoped to empower the students with the ability to address their own weaknesses in a scaffolded environment at the ELC. These LLPs were also part of the approach to dealing with student dissatisfaction as students could see that their course would be much more personalized than other courses at the ELC, and that the process of developing their own LLP would help them take more responsibility for their own learning.

In order to address the focus on production, I designed the listening and speaking course to have presentations every week and the writing course to incorporate multiple-draft paragraphs in a number of different genres. The students also have vocabulary words that are associated with the themes of the unit, which they are tested on each week. The focus with these vocabulary words is productive use as the students are encouraged not only to learn the words, but also to use them in their presentations and writing.

**Development – Fall 2009**

In attempting to develop the structure of the course, I relied on many sources. Interviews with Dr. Norman Evans, a member of the Executive Council and the Associate Coordinator for Curriculum at the ELC, and also the chair of the committee for my MA project were very helpful in generating ideas, and finding resources. Concepts and ideas related to the structure and outline for the course were taken from a colleague's work on a Foundations prep class for the ELC, which she was piloting when I began development. Other interviews were conducted with members of the Executive Council

and the Technology and Testing coordinator and resulted in some interesting ideas and resources for the structure of the course.

Another issue for consideration during development was budget. Any class at the ELC must have 13-15 students to be economically viable in a monetary sense. It was not clear initially how many students we could expect would qualify for this program. Therefore, one of the considerations for this course was methods of reducing costs. In interviews with the colleague who developed the Foundations Prep Program we discussed the idea of using interns to defray costs for the ELC, and provide opportunities for students at BYU to do their internships at the ELC under the supervision of an experienced teacher. The Linguistics and English Language Department at BYU runs an internship-style class for graduate students–linguistics 612–every winter semester. These students are usually more experienced as teachers and in life and are better able to handle the requirements of students in the GAP Program than undergraduate interns. On the surface this appeared to be a good choice for the GAP Program, and I chose the Listening/Speaking class as the one to be covered by interns as the format of presentations every Thursday seemed to lend itself to a less demanding schedule than the reading class.

Goals and Objectives were written following the pattern of the Foundations and Academic Program Goals and Objectives document, but adapted to the needs and requirements of the GAP Program. The main emphasis of the goals and objectives for the GAP Program was to help Students develop all necessary skills to transition to the Academic A course and develop a more autonomous approach to language learning by

negotiating a language learning plan with their head instructor (See Appendix A for full text of Goals and Objectives for the GAP Program).

**Description of Classes**

The course as it was developed is comprised of 3 skill classes: Listening/Speaking, Reading, and Writing/Grammar. The students also have a lab hour each school day in which they initially develop and then work on their LLP. The entire course is unified using a themed textbook–NorthStar 2 (2009).

**The Listening/Speaking class**

The Listening/Speaking course was designed, as previously mentioned, with a heavy focus on production. In development it was decided that this course would have weekly presentations which would often take the format of a round robin type event where students would present multiple times to different classmates. The idea being that this would allow students to have sustained focused practice of a similar structure and/or vocabulary in an interesting and functional way.

The class was initially designed to be run by two interns, who would work together to create and present the material to the students based on the goals and objectives criteria and the course book that was chosen (See Appendix A for the course criteria).

During implementation, the intern/teachers developed video journals, where the students had to record their answers to pre-assigned questions using a video recording program available at the ELC computer lab. These journals have pushed the students to produce much more planned speech than many have done before. They also help the

students incredibly with their LATs as the students speaking tests are done in this manner, so the video journals are constant practice for them.

The class also incorporated two community English projects. These projects require the students to enter the community and participate in some way. Some of the projects that past students have performed are: service projects with different community groups, and attending local theater or community event and interviewing a participant in the event. These community projects have helped the students to use English outside of the classroom setting. This has helped to increase their confidence and desire to participate in English in the community.

**The Reading class**

In attempt to address the flexibility issue, the reading class was designed to focus on teaching strategies that students could implement with any level of text. The students would be required to read intensively and extensively. The intensive study in class would, of necessity, focus at a lower intermediate level; however, the extensive reading that the students are required to do on their own could be at the level of their ability. The students could then apply the new strategies they are learning with their extensive texts, which would be more suited to their needs.

The class also requires weekly reading rate checks, which are designed to encourage the students to increase their reading speed, which is also a requirement of the Academic Program at the ELC.

The students also use an English learner newspaper – News for You, which is academic in nature and has online activities that encourage the students to read for meaning and use the strategies they are learning (See Appendix A for the course criteria).

**The Writing/Grammar class**

The inclusion of a lab hour for the students to focus on their individual weaknesses required a change in the usual 4-class schedule used at the ELC. Rather than having the traditional writing and grammar classes, it was decided that the students would have a combined writing/grammar class for 1.5 hours to allow for an hour in the lab every day. This writing/grammar class was designed to focus on paragraph structure and include a heavy focus on production and accuracy through multiple draft paragraphs that the students write. The emphasis on paragraphs rather than longer pieces was chosen for many reasons. One, once mastery of paragraph structure has been achieved, the essay structure tends to be relatively simple as paragraphs are the building blocks of a well crafted paragraphs essay. Two, the students in the GAP Program are required to focus on accurate writing through a correction process which requires them to correct their errors (as identified by the teacher with symbols), log their mistakes, and make a list of their errors with the corrections underneath. The process is much more effective with paragraph length writing as longer written pieces are very time consuming and the students need repeated and focused attention on their errors to improve (Evans, Hartshorn, McCollum, and Wolfersberger, in press; Hartshorn et al. 2010). Three, students at this level still often have many problems with sentence structure issues, and these are best dealt with at a sentence or paragraph level as regular, repeated practice is necessary for improvement.

The writing/grammar class was designed to be taught by an experienced teacher as it requires the most experience to balance both skills together. The grammar taught in this class is often a result of the mistakes that the students make in their paragraph

writing. The variable nature of teaching to the students' mistakes requires a great degree of flexibility on the part of the teacher, so it was decided that this class would be the one to be covered by the lead teacher.

In order to prepare the students for the Academic Program and their LATs at the end of the semester, they write approximately six to seven 30 minute essays over the course of the semester. This allows them to practice the skills they are learning in class in a larger context, and gives them practice for their end of semester tests. Another task that the students are required to do on their written LAT is short a picture description. Students do this activity in class on the off weeks of their 30-minute essay writing.

**The LLP Class**

The LLP class was designed to be conducted in the ELC lab mainly so that the students would have access to resources that would be effective for them when working on their own LLP. The lead teacher is in charge of helping the students develop their LLPs. This is best done during the first two weeks and involves the lead teacher taking extra time during the lab hour to interview and help students. Because the LLP is integral to the effectiveness of the course, it may be necessary for the lead teacher to use some time in the writing/grammar class during the first two weeks to help the students understand the concept and aid in the development of the students' initial plans. Whilst the overall responsibility for this hour rests with the lead teacher, it has been designed so that interns can help implement the course, act as tutors, and monitor and assist the students as they work on their LLPs. As mentioned before, this functions as an effective internship and reduces budgetary costs for the program.

Since vocabulary acquisition is considered a great need for students in the Foundations level, and the GAP students would likely not have extensive vocabularies, I decided to incorporate a vocabulary requirement into the GAP course. The Academic Program at the ELC currently has a vocabulary program in which they teach the Academic Word List (AWL) to their students and recycle it on a rotating schedule. In preparing the GAP students for Academic Program, I decided to incorporate more academic vocabulary into the GAP Program. One of the most effective methods of teaching and recycling vocabulary is through thematic cohesiveness (Gardner, 2008). Thus the method that I chose to incorporate vocabulary into the course was through an integrated course book (NorthStar series, 2009) that would use similar Academic themes—and hence vocabulary—for all the classes in the program. In addition, the interns in the L/S class developed a wonderful online collaborative worksheet, which requires the students to find definitions, part of speech, examples and collocates for each word in their wordlist. This resource has been incorporated into the entire course in the second semester.

**Choosing Materials**

I searched the ELC's Resource Library and received catalogs and samples from many companies before choosing the NorthStar series published by Pearson Education, Inc (2009). The main reasons for this choice follow. The NorthStar series is a fully integrated 5-level series that incorporates themed units and relatively academic vocabulary. It is comprised of two books per level that cover reading and writing, and listening and speaking respectively. For each level, the companion units for the two books have related themes and similar vocabulary; however, they are not exactly the

same and thus avoid the possibility of boredom with repetition of the same topic. The listening speaking book has a section for each unit that has presentation activities, which I deemed would be appropriate for the presentations included in the L/S class. The series also has a companion website that is accessible to students who buy the textbook and provides extra practice for all skills included in the textbooks on the same topic providing more exposure to targeted vocabulary. The NorthStar lab has the ability to give automatic feedback on many sections of the students work and an online homework scheduling tool for teachers. It also has a pronunciation feature that the students can use to practice this skill. This online resource was an added draw card for choosing NorthStar as it would allow students to do activities related to their coursework during their lab hour.

Deciding which level to choose for the class was difficult. The potential range in skill level was problematic. I had to decide what would suit most of the students in the course. This was done in consultation with members of the Executive Council and with the help of a colleague who piloted readings from book 2 and book 3 with her Foundations C class. It was finally decided that NorthStar book 2 would best suit the students in the GAP Program.

The reading class, in addition to the textbook, uses the newspaper "News for You," which has current topics, academic vocabulary, and is written especially for English learners. It also has an online section with activities for students and teacher worksheets. The booklist for intensive and extensive reading has been left to the teacher to decide; however, the current goals and objectives outline the ratio of expository and narrative text and word count.

**Materials for the Lab Class**

It was anticipated that the students would be able to use the NorthStar online lab for their lab class. This site actually proved to be more difficult for our students to access than previously assumed. During the course of the pilot, none of our students were able to access and work through the online lab, so for the second semester we dropped that element of the course until such time as we can work with the company to make the resource effective for our students.

Other materials for the lab hour have been collected from resources which currently exist at the ELC in the self access student center (SASC) and the teachers' resource room. The students in the GAP Program have access to the books and games in a special cupboard in the SASC. In addition a list (divided by skill area) of useful online resources was also compiled by the lead teacher and first lab tutor and is available on the computers in the lab.

## Implementation – Winter 2010

We piloted the GAP course in Winter 2010. This was the second semester of the general curriculum change at the ELC, so there were students who had completed the new Foundations C course and had not passed their LATs. In the pilot study we initially had 13 students: 3 males and 10 females. After the first week we had one more female student added to the class. This student had been on vacation the previous semester and was placed in Foundation C on returning, but advanced by her teachers after initial diagnostic testing in the first week of classes. The breakdown of language backgrounds in the class was: 1 Nepali, 1 Ukrainian, 1 Portuguese, 3 Korean, 4 Japanese, 4 Spanish.

The students varied greatest in the level of their ability in the reading class. They ranged from failing the Foundations C reading LAT to passing it with honors. In the listening and speaking class, most students had failed the speaking section and passed the listening, which was probably because of the weighted testing situation. The writing/grammar class had 13 students who failed their writing LATs, but 5 who passed the discrete point grammar section of the LAT, one with high honors. There was still a marked difference in the quality of the writing, even among students who had all failed their writing LAT. On the whole there were 4 students who were low in most areas; two failed the Foundations C LAT in every skill area but listening. (See Appendix B for a complete breakdown of the students' LAT results).

The author served as lead teacher who taught the writing/grammar class and guided the LLP development. She had an intern who helped with teaching classes, grading student papers, and monitoring in the classroom. The reading teacher was a very experienced teacher. The interns in the Listening/Speaking class were graduate students who were in the Linguistics 612 class being run through the BYU Linguistics and English Language Department. Both interns had previous language teaching experience, and one had also worked in the ELC computer lab for over 3 years previous to interning in this class. The LLP hour was initially to be covered by an intern(s) from the undergraduate program at BYU; however, the time didn't suit the interns who had applied for that semester, and so a tutor from the ELC's tutoring program covered that hour. The tutor was an experienced teacher who has also spent many hours tutoring students one on one.

Meetings were usually held on a weekly basis between the lead teacher and the interns running the listening/speaking class. These meetings proved to be very beneficial

in terms of coordinating our efforts and especially in generating ideas for how to best function as a team and how to most effectively help the students individually.  In these meetings it was possible to discuss individual students and their progression (or lack of) and any problems that they were having.  Some of the ideas generated in these meetings included how to better address vocabulary in the course, how to better facilitate initial development of the LLP with the students, and feedback and suggestions regarding materials that were used.  These meetings proved so useful that were continued into the subsequent semester (Summer 2010) and were expanded to include the reading teacher.

### Lessons Learned in Implementation

As is common in most fields, implementation of a project provides many unexpected challenges that allow for learning and adaptation.  Our program was no different, and the following are some of the lessons that we learned through the challenges and process of implementation.

**Reading class**

The main lesson learned in implementation of the reading class was that the objectives were not clear enough to enable an effective course to be developed.  There were no standards for reading rate or pages for extensive reading. The reading teacher had to do his own research in order to set reading rate goals and extensive reading goals. This oversight was amended and following semester functioned in a much more efficient way based on what we learned during the pilot semester (see Appendix A for specific rates, goals and objectives).

**Listening/Speaking class**

The interns who taught this class were very experienced in comparison to most interns and had some exceptional skills to bring to the situation. They worked very hard to fulfill the objectives of the course, and spent countless hours in preparation of materials and especially grading. Whilst the objectives and goals for the course were more well-defined than the reading class, the development of the syllabus and practical application for implementation still had to be done from scratch. The requirements of the Linguistics 612 class (an internship style class) are far below what these two dedicated intern-teachers completed, and it was decided at the end of Winter 2010 semester that the GAP Listening/Speaking class is probably not suitable as an internship experience currently. The two interns expressed appreciation for the opportunity and learned a lot through the course, but felt they were not given the same opportunities for observing and being observed as their classmates in the usual 612 internship. They also felt that as a class requirement, the workload was far too heavy and was only manageable because of their unique circumstances and experience. (For their complete exit survey write up see Appendix C).

**Writing/Grammar class**

The writing/grammar class was taught by the author, and thus was adapted in minor ways during the course of the pilot semester and again in transition to the current semester. I made the decision to refrain from scoring student paragraphs in the pilot semester. The reasoning behind this was that I didn't want the students to feel more pressured than they already did about writing. I knew that most of my students had failed their writing, and I didn't want to begin the semester by giving them many paragraphs to

write and lots of low scores. However, I discovered that the students wanted and needed

the feedback of a score to motivate them, and also to give them a reasonable sense of

their proficiency level in the writing/grammar class. During the subsequent semester the

students received scores for most of their paragraphs. They produced multiple

paragraphs during the semester, and with at least one of these paragraphs per week were

required to edit and/or revise until it was completely correct.

During both semesters that the GAP Program was implemented, the students were

required to keep an error list taken from their paragraphs, but the second semester they

used this list more often in class as a reference tool when grammar points were taught. In

addition, as the number of paragraphs that the students had to write increased, the length

of the error list also increased. This resulted in the students being able to see the patterns

of their errors more clearly, so the list was more useful.

**LLP class**

The greatest learning curve with this curriculum came in the LLP part of the

program. This type of plan had not been implemented at the ELC, and the author had

little experience in this area. Most of the initial development ideas came from two

sources: Don Snows (2006) book More than a Native Speaker, which has a wonderful

section about developing individualized projects for students, and an article about

distance language learning programs by Andrade and Bunker (2009); A model for self-

regulated distance language learning. These two texts served as the theoretical

background for what I attempted to do with the GAP students. Each student completed

two initial questionnaires that aimed to increase student self awareness. The LLPs

require specific English improvement goals to be set, and to be most effective, those

goals need to focus on the students' weak areas. The questionnaires were designed to cause the students to contemplate their overall goals in regard to learning English, and also what areas of weakness were preventing them from achieving their goals (See Appendix D for the two questionnaires used in the GAP Program). Once students had completed these questionnaires, they were asked to generate ideas about how they could improve in their weak areas and develop a plan for working on those areas.

Following are some lessons learned during implementation.

1. Because of the individualized nature of an LLP, they tend to be "messy." There are methods to control the mess, but it is probably not possible to eliminate it, and teachers should be aware of and plan for that. An LLP probably would not work as well in a class where students expect the teacher to be "in control" all of the time, as it can seem very chaotic when students are working on many different things at the same time.

2. LLPs are time consuming to initiate (and sometimes monitor), but the time spent creating the LLP is vital to its success. The students who performed best created good initial plans, and had effective methods of monitoring what they are doing.

3. Some students struggle with taking the responsibility for their own learning. (Some of the Winter 2010 students couldn't/didn't make themselves follow their plan during lab hour, and others work much slower than they would with supervision – self motivation is hard for most people in general).There has to be a balance between holding the students accountable and taking the responsibility from the students. I don't have a clear answer to address this problem, but perhaps Steven Covey's (1997) approach to handing over responsibility is a possible solution. Covey takes time to

train, hands over the responsibility and then follows up with stewardship interviews. The GAP Program has attendance, interviews with the teacher, and required written plans to try and account for the students' lab hour. Even with all these things, some students from Winter 2010 semester did not perform well with their LLP. In Winter 2010 there was no method of "grading" the students daily efforts to follow their plan. A more effective daily log system was a new inclusion in the Summer 2010 semester. This system requires students to demonstrate what they are working on in order to have their daily log signed by their teacher.

4. This is a new concept for most students, and good models of what an LLP could look like are very helpful. Because it is so new and unfamiliar, development (at least the first time) is often slow and awkward as students try to figure out how their LLP should function.

5. Motivation plays a key role in the success or failure of an LLP. It needs to be dealt with in the development stage, but also many times during the course of the project. Methods to address motivation issues need to be part of the LLP, and reviewed as part of regular interviews. Students need to be made aware of the challenges with this type of study and plan how they will deal with their own lack of motivation when it happens. (i.e. How will they make the project fun? How will they report to make sure they are on track etc?)

6. A Metacognitive journal is an important part of the process as it helps students become aware of what works for them and what is not as effective. This Metacognitive knowledge helps them become more autonomous as learners. Some students struggle with writing this journal because they perceive that the topic is the

same every week.  One new development that is being implemented during Summer 2010 is reminding the students of what strategies have been taught during the week, and any different experiences they might have had or activities they might have done with their classes.

7.  LLP's are highly motivating when students "catch the vision" of what they can do. Some Winter 2010 GAP students worked very well in their lab hour and considered it very valuable time.

8.  LLP's enable much greater individualization for students.

9.  LLP's have the ability to create better attitudes within the students because they come to see that ultimately they are responsible for their own learning.

10. LLP's create autonomous learners who are much better able to assess and plan their own learning once out of the classroom.

11. Time to "work" the plan is important.  The lab hour in the GAP Program gives the students a set time to work on their plan.  If students had to work this plan outside of a class, it would be more difficult to maintain and need more follow up to make sure it was working.  In this circumstance, a specific time to implement the plan would be vital to its success.

12. A place to "work" the plan and resources like computers are also very important for success.  The GAP students have access to the ELC lab for approximately 1 hour each day.  Whilst some do activities like speaking groups that do not use the computer or internet, many students use the computers every day to facilitate their learning.

13. LLPs may be more difficult to implement in a 4-skill (4-teacher) program because one overall LLP is better than 4 different plans.  The LLP works for the GAP

Program because there is one lead teacher and one (or more) intern(s) who work together, with the lead teacher responsible for guiding and implementing the LLP. The reading and listening/speaking teachers can offer suggestions to the students during development, but they are not "required" to do anything. In this way, there are not 'too many cooks'. However, once a plan is prepared and written out, it could work well with a log for any of the teachers to monitor, but I feel there should be one teacher who is responsible for the LLP or it will "get lost" amongst all the other things that teachers need to do.

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**Evaluation of Outcomes**

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The results of this project must be assessed in regards to the different stakeholders or participants. Thus, the results have been divided into outcomes—both general and specific—for the students, as well as specific outcomes for the other participants or stakeholders involved in the project.

**General Outcomes for Academic Prep Students**

1. In general, students in the Academic Prep Course of Study have the advantage of a curriculum that can be tailored specifically for them and their weaknesses. An informal survey was administered at the end of the pilot semester to check student perceptions and attitudes about the course and while many of these students were initially disappointed at being in the GAP Program, most have expressed satisfaction with the system and its ability to focus specifically on their needs—especially their weak points, teach them skills, and give them more autonomy in their learning (See Appendix G for questions used in survey).

2. Depending on the number of interns involved each semester, there can be almost unlimited opportunities for the GAP students to receive tutoring during the lab hour.

3. They have the opportunity to work specifically on individual areas of weakness and thereby gain the skills they need to qualify for Academic A.   Nor are they restricted to progressing just to Academic A; one student in the Academic Prep Program in Winter 2010 scored well enough to be put into Academic B.

**Outcomes for Individual Students – Winter Semester 2010**

There were 14 students in the GAP Program in the first semester.  One student was dismissed at midterms for attendance and other citizenship issues.  Of the 13 remaining students 2 more were dismissed for citizenship issues at the end of the semester, and 1 for lack of improvement.  This particular student came into the program having failed all skill area tests, and we were aware at the outset that it would be very difficult for her to improve enough over the course of one semester to pass in all skill areas.  She did improve one level in her writing, and half a level in her reading, but this was not sufficient to pass her LATs, and she was asked to find another school that better suited her needs.

Of the 13 students who took their final LATs 8 qualified to move on to the Academic Program based on their test results.  The grading scale of the ELC LATs goes from 0-8. The ELC rating system requires students who are to move forward to the Academic Program to receive a score of 4.0 or higher in all skill areas.  However, the ELC double rates the students speaking samples and essays, and it was decided that any student who had split results (i.e. 3 from one rater and 4 from the other resulting in 3.5 cumulative score) on their ratings would be scored at the higher rating and moved up, so the final

results reflect this decision.  The scores roughly correspond to the level that the students are in at the ELC.  Thus Foundations C, which is considered the third level at the ELC, takes students who are rated as a level 3 in their skills tests.  Likewise Academic A—the next level up—takes students who are rated as a level 4.  Table 1 shows the LAT results for the students in their receptive skill areas at placement and at the final based on these level scores, and Table 2 shows results for the productive skills both at placement and final.

Table 1
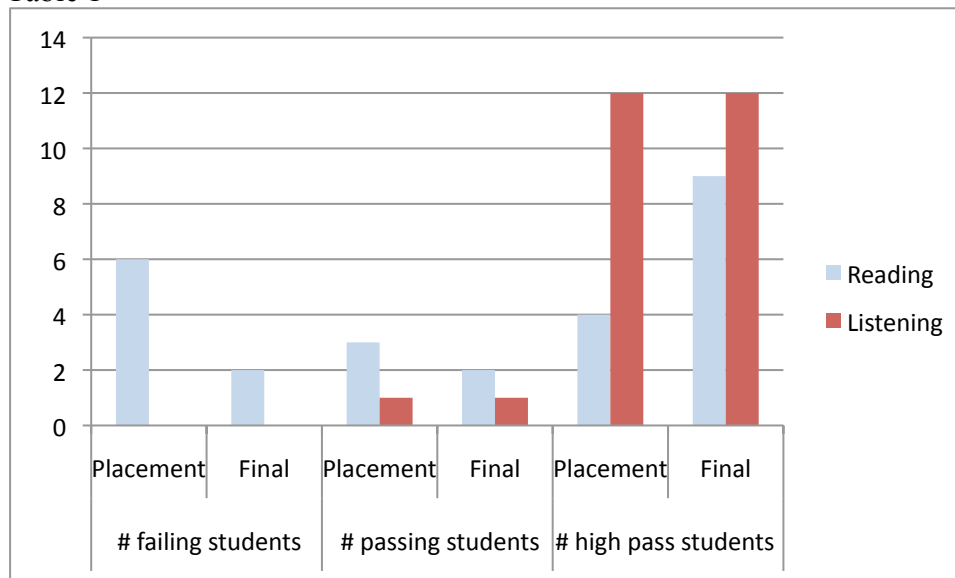


* 1 student was on vacation the previous semester, and the results were not included
failing = score of 3.0 or lower
passing = score of 3.5 or higher
high pass = 4.5 or higher

Table 2
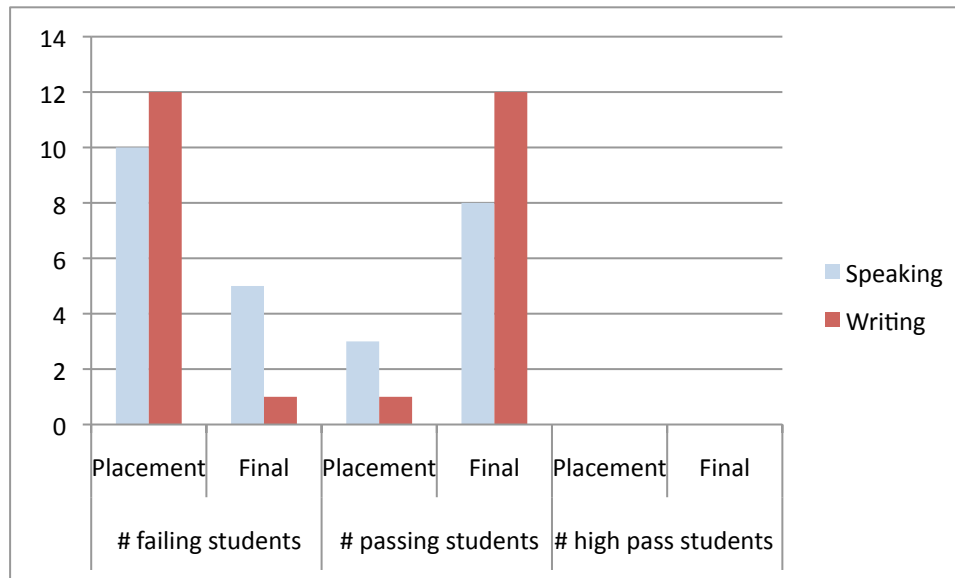
NB 1 student was on vacation the previous semester, and the results for this student were not included
failing = score of 3.0 or lower
passing = score of 3.5 or higher
high pass = 4.5 or higher

While the data above does reflect the overall picture accurately, Table 2 shows an anomaly: the lack of any scores in the high pass category. This is an effect that resulted from the LAT exam that the students took. The top score for the Foundations Program LATs for speaking and writing is a 4. When students achieve this score they are promoted to the Academic Program. The GAP students take the Foundations Program LATs, and because of this ceiling, none of the students could receive a score higher than 4 in their productive skill LATs, though in some cases it would probably have been given; one student was advanced two levels into Academic B when her case was reviewed based on very good results in all the skill areas.

It should also be recognized that individual students performed extremely well in specific areas. This is perhaps due to the overall focus on production in the course or could also be due to the extra practice students undertook in their individual weak areas. For example, in writing, 3 students progressed the equivalent of 1.5 to 2 full levels (i.e.

from a 2.0/2.5 to a 4.0), and in speaking 1 student progressed the equivalent of 1.5 levels. The data suggest that the course was at least moderately effective for the majority of the students. Only 1 student was dismissed for lack of sufficient progress, suggesting that the course increased students' skill levels in most cases. (See Appendix C for complete table of student results)

In addition to the improvement in skills, students in the program were generally happy with their progress and the course as designed. Students who participated well in the LLP part of the program were particularly pleased with their new ability to develop a program for themselves and continue studying on their own.

**Outcomes for the English Language Center**

There are some benefits that the GAP course provides to the ELC in general.

1. It allows the ELC to retain students who wish to attend whilst maintaining the "gate" to the Academic Program. This maintains the integrity of the ELC programs by helping to provide a more homogenous group of students for the higher levels. It also gives all concerned options other than dismissal or promotion when inadequate ability in the language is demonstrated.

2. It provides a service to the students at the ELC by providing an opportunity to learn in a more individualized environment, and a second chance at entrance to the Academic Program. This extra service creates a more robust curriculum for the ELC, as it caters to more individual student needs.

3. It does not run at a loss. Student numbers have been above the break-even point both semesters the course has run, and past student numbers indicate it is also likely to

function this way in the future.  Utilizing interns in the lab hour contributes to cost effectiveness while providing valuable experience for the interns and students.

**Outcomes for the Interns**

1. Using undergraduate interns at the ELC was initiated in the Foundations Prep Program.  Because that process was so effective, it was adapted and used in the Academic Prep Program with graduate students.  Whilst teaching the whole class proved to be overwhelming for the class requirement, the interns involved in the program during winter semester enjoyed the experience and felt that they profited greatly from it despite the extra effort involved.  The program activities and opportunities have been changed slightly and are different from the original design; however, there are still opportunities for interns to work with students in a classroom setting as teaching assistants or in a tutoring setting and as such presents a valuable opportunity.

2. This semester the GAP Program has expanded and begun using interns from the undergraduate program.  Currently an undergraduate intern is functioning as the intern for the lab hour and has prepared mini lessons, worked with the students in one on one tutoring sessions, and performed personal interviews.  She has functioned extremely well, and more interns could easily be used as additional tutors or facilitators when available.

<div align="center">

**Suggestions for the Future**

</div>

As is common during and after implementation, changes have already been made in the program to better serve the needs of the students.  Some of those include:

1. Clearer guidelines for the Reading class

2.  A paid teacher for the Listening/Speaking class

3.  More regular scored writings for the Writing/Grammar class

4.  A course-wide vocabulary testing program

5.  More structured LLP reporting

Whilst these changes have improved the program for the students, there is more that could be done.  The current course-wide vocabulary program has been developed using the NorthStar 2 series, but it could also benefit from a regular spaced repetition program as is currently used in the Academic Program.

The LLP class has been improved using better prepared resources and ideas for the students to develop their plans from.  However, if the LLP class had more interns who could function as tutors, the students would be able to have much more individualized help with their weak areas.  The undergraduate TESOL interns have provided a wonderful tutor/intern as a resource this semester.  That usage could be expanded to provide more opportunities for interns to come in and work with individual students.

### Conclusions

Considering the effort and expense that has gone into this project, it is important to consider if this Academic Prep course is worthwhile and effective in achieving its aims. The GAP course has provided a number of benefits that suggest that it has been a worthwhile investment for all concerned, and will continue to be so in the future.

The Academic Prep class functions well as an opportunity for students who have not passed their exams.  It strengthens the Academic Program of the ELC by reinforcing the requirement for a specific skill level, while still allowing students more time and an individual focus to help them improve.  In addition, it strengthens the overall ELC

curriculum by providing a valuable service to a select group of students that would otherwise be turned away to another school. Moreover, the students' results have suggested that they are indeed improving and developing well as a result of the training they receive in the GAP course, thus providing another validation of the program's value.

Thus far the program has run within the acceptable budget range, even with three qualified teachers, and it should continue to do so in the future if the current trend continues. Thus far, students have generally felt very happy with the level of individualized service that they get, and are generally satisfied that the instruction that they receive is helping them to improve their language skills, especially their weak points (See Appendix G). This suggests that the GAP course provides income for the ELC as well as a valuable service for its clients.

Part of the function of the ELC is as a lab school for trainee teachers, and the GAP course provides more diverse opportunities for the ELC lab school teachers and valid options for tutors, both graduate and undergraduate, to learn through practical experience with students.

As mentioned previously, the ELC functions as a lab school, providing teaching experience and other research opportunities for students associated with the school. This project has been one of the greatest learning experiences of my career. My career teaching English has provided many opportunities for learning on the job; however, this has been one of the best experiences I have ever had. I have been able to work relatively autonomously, but with the greatest backup and assistance I could ask for. The environment that I have worked in has been exactly what I have tried to replicate for my students in the GAP Program. I have been able to learn in a completely scaffolded

environment whereby I have been able to, with assistance, produce a product of which I am proud, and which I firmly believe is a valuable service to the students at the ELC.

This GAP curriculum may provide a starting point for future projects in addition to providing a framework for other curriculum development that will be done at the ELC. Therefore, while the course has proved to be very useful thus far, it will also provide the possibility of future research and projects that will also be a benefit to the ELC and those students and teachers who participate.

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## Appendix A - General Academic Preparation Goals and Objectives

# Goals and Objectives GAP Program

Listening and Speaking class

<u>Course Goal</u>

Students in the GAP Program will develop the necessary listening and speaking skills to transition to the Academic A course.

<u>Objectives</u>

1. Students will be introduced to specially chosen vocabulary (currently from the NorthStar 2 textbook) and required to memorize and know how to use this vocabulary. Students will be encouraged to use this vocabulary in their Thursday presentations (See separate Appendix for this list).

2. Students will use computer programs or other material designed to help them improve in their specific areas of need.

3. Students will participate in class activities following the outline of the textbook, and will participate in practice of the skills of listening and speaking. Because of the design of the placement tests, it will generally be appropriate to place more emphasis on the speaking element of the class if there is a lack of time.

4. Students will participate in speaking presentations every Thursday.

5. Students will practice academic listening by taking notes on short academic lectures, which they will be required to organize and summarize in their writing class.

Details

2. Students will use the computer lab to complete their video journals, which focus on the vocabulary from the course, and provide students with the opportunity to practice speaking in front of a computer. Students can also use the computer to work on the vocabulary component of the course.

    2.1. Currently a Google Doc worksheet has been developed that is shared between the students. This has the advantage of reducing the workload for each individual student while still providing a good resource for learning. This worksheet requires students to find definitions, find examples of the word used in a sentence, find neighboring words (collocates), and synonyms.

    2.2. A set of vocabulary tests come with the textbook. These have been used for the vocabulary tests which the students have after the unit has been presented. Alternatively teachers could make up their own tests for the vocabulary words.

4. The presentation day for the L/S class, for example:

    4.1. A variety of "presentations" could be used. The main idea for all presentations being that the students will take what they have been learning and practice it. They should be encouraged to include the vocabulary from the weekly lists in their presentations. For most of the presentations the students should be repeating their presentation multiple times (at least 2-3) for different classmates. They should also be required to do something after listening to the presentations. This could be as simple as filling in a question sheet about their classmates' presentations, or as complex as taking notes and writing a report on one of their classmates' presentations. Some examples of presentations could be:

4.1.1. A recent news article/story/book they have read or listened to on a theme. The students will listen to or read a news article about a topic. Then the students will share the main ideas from the story/article that they listened to or read. Part of the preparation will involve the students taking notes, making an outline, and practicing pronunciation if necessary. The students will then tell their classmates about the story that they read. They could incorporate pictures if the topic or story fits this. The theme could be similar for all students and have discussion questions afterwards, or it could be completely different of the student's choice, and they just share with each other what they learned. The general concept here is multiple repetitions of the same thing to reinforce the vocabulary, grammar and fluency of the students.

4.1.2. Role play – simulation activities where the students have to find out information or perform a task, then they report (in written or verbal form) to their teacher, or classmates.

4.1.3. Results of a small group discussion or case study they have reviewed about how to solve a problem – this will involve participating in the group discussion task and reporting their results to the rest of the class in the last 20 minutes.

4.1.4. A task that they have been assigned from the book to present to their classmates. For example, one of the units is an advertising unit, and the students could be required to make an ad (role play, poster, etc) and then present it to their classmates

  4.1.5. Short activities (approx 15 minutes) the students have prepared that practice a strategy, vocabulary, or other point, to be done with their classmates. This is quite an involved activity, but very helpful for students to practice what they are learning.

 4.2. These presentations should be coordinated with the lead teacher so that the grammar necessary and writing skills necessary to report on the presentations have been covered in the writing/grammar class before the presentation.

5. This section could be accomplished by having the students take notes during their presentations, and then used in the writing class through writing a summary. It is also possible to have the writing teacher cover this requirement.

## Reading class

<u>Course Goal</u>

Students in the GAP Program will develop the necessary reading skills to transition to the Academic A course.

<u>Objectives</u>

1. Students will be required to read 400,000 words of text during the course of the semester.

2. Students will track and improve their reading rate. The students will aim to begin at 175 wpm and progress to 200 wpm by semesters end.

3. Student will be introduced to vocabulary words and required to memorize and know how to use them.

<u>Details</u>

1.1. Students should read 100,000 of their total in focused reading in class. Students will participate in focused reading from the textbook. The current class is using the reading half of a combined textbook (NorthStar 2 Reading and Writing).

1.2. Students will participate in an extensive reading program. They should read approximately 300,000 words over the course of the semester, with a ratio of approximately 2 to 1 expository to narrative.

1.3. The reading will be supplemented with "News For You" newspaper that should be used weekly to push students to more academic use. It has been suggested that the "News For You" paper is a little easy for students in Academic A, so the GAP teacher may need to supplement the material in the paper with other more authentic materials on a regular basis if students are not being challenged.

1.4. Additional books will need to be chosen for the students to use. These could come from the online resources available to teachers, or requiring the students to buy books, or even borrowing from the library. The teacher should keep in mind the academic nature of the course and choose material appropriate to the course structure.

2. Students will track and improve their reading rate.

2.1. A particular textbook should be chosen to regularly check the students reading rate. The students should be encouraged to begin at 175 wpm and progress to 200 wpm by the end of the semester. (The current class uses More Reading Power).

3. Students will be introduced to the vocabulary from the lists in the readings from the textbook. Students can also use the computer to work on the vocabulary component of the course.

3.1. Currently a Google Doc worksheet has been developed that is shared between the students. This has the advantage of reducing the workload for each individual student while still providing a good resource for learning. This worksheet requires students to find definitions, find examples of the word used in a sentence, find neighboring words (collocates), and synonyms.

3.2. A set of vocabulary tests come with the textbook. These have been used for the vocabulary tests which the students have after the unit has been presented. Alternatively teachers could make up their own tests for the vocabulary words.

## Writing/Grammar class

### Course Goal

Students in the GAP Program will develop the necessary writing skills to transition to the Academic A course. The grammar they focus on will be related to mistakes in their written work.

### Objectives

1. Students will be required to write multiple (minimum 1 per week) short papers (100-150 words) that will be corrected to an acceptable level by the students using feedback from the teacher.

2. Students will write approximately 6 30-minute essays over the course of the semester.

3. Students will write approximately 6 5-minute picture descriptions over the course of the semester.

4. Student will be introduced to vocabulary words and required to memorize and know how to use them. Students will also take note of their more basic vocabulary and find replacement academic vocabulary for these words.

5. Students will write a Metacognitive journal approximately once a week, which focuses on what is working well/not working well for the students in their learning.

<u>Details</u>

1. Students will be required to write multiple (minimum 1 per week) short papers (100-150 words) that will be corrected to an acceptable level by the students using feedback from the teacher.

    1.1. The focus of these short passages should be organization and grammar, which students will attempt to use in context. The content of the passages will be related to students reading or listening and speaking activities.

    1.2. Alternatively low level students will do a "ten perfect sentences" activity with the same focus as above, but without the worry of focusing on flow and organization.

    1.3. Students could also be required to "write diamonds" instead of or as well as regular paragraphs in order to push the students to produce more varied and academic style language.

    1.4. Students should receive feedback in the form of correction symbols, which they then work through and correct themselves. These mistakes should be recorded by category on a separate list followed by the corrections so that the students have a list of common errors that they make.

    1.5. Students should have the opportunity to write in several different styles over the course of the semester. The current textbook gives students the opportunity to produce a brochure, flyer, and weblog as part of the unit writings.

2. Students will write approximately 6 30-minute essays over the course of the semester.

2.1. These 30-minute essays are to help students to practice writing longer pieces of work, practice for the LATs, and gain experience with self-revision. The current worksheet requires students to analyze their own writing, revise it, and then have a native speaker analyze it and revise it again. The final piece is handed in after these revisions and the grade is given on the final piece. This is more realistic in terms of academic writing, and allows the students to gain a better score through diligent effort.

3. Students will write approximately 6 5-minute picture descriptions over the course of the semester.

    3.1. This activity models the writing the students have to do on their end of term LATs, and is a good paragraph length piece. Students should be encouraged to use a variety of sentence types, academic, descriptive vocabulary, and when appropriate language from the current unit. Teachers can choose these pictures to relate to the current unit theme, or just randomly.

4. Student will be introduced to vocabulary words and required to memorize and know how to use them.

    4.1. Currently a Google Doc worksheet has been developed that is shared between the students. This has the advantage of reducing the workload for each individual student while still providing a good resource for learning. This worksheet requires students to find definitions, find examples of the word used in a sentence, find neighboring words (collocates), and synonyms.

4.2. A set of vocabulary tests come with the textbook. These have been used for the vocabulary tests which the students have after the unit has been presented. Alternatively teachers could make up their own tests for the vocabulary words.

## LLP class

<u>Course Goal</u>

Students in the GAP Program will develop the necessary skills to transition to the Academic A course through focusing on their weakest skill areas. The students will also develop a more autonomous approach to their language development.

<u>Objectives</u>

1. Students will develop an LLP to address their weak areas.

2. Students will work on the goals that they set in their LLP during the lab hour.

<u>Details</u>

1. Students will develop an LLP to address their weak areas.

   1.1. The LLP class will be covered by the lead teacher and interns. It will involve multiple student interviews where students will work to construct a language learning plan. In order to develop this language learning plan the teacher and student will look at the student's past performance on tests and in class and their weak areas. They will then negotiate a plan to help the student achieve better balance in their English skills. It is also possible the interns could run the LLP Program, with each intern having approximately a certain number of students that they are responsible for. However, depending on the situation, the lead teacher should be responsible for the development of the LLP.

1.2. The LLP should include specific goals that can be measured and assessed, and also set in writing the specific actions that will be taken to achieve that goal.

2. Students will work on the goals that they set in their LLP during the lab hour.

2.1. 11:45-12:45 Lab/self study time will be supervised by interns (or a tutor). Students will create an approved study plan for which the intern will create a reporting system that checks the students are working as they have planned to. The intern will also work with the students to help maintain motivation and guide Metacognitive learning (help students to recognize what strategies they are using, and what is working for them etc).

**Appendix B - Student Results**

Table 1 shows the initial placement scores for 13 students in the GAP Program Winter 2010

| ID | Listening grade | Listening level | Reading grade | Reading level | Writing grade | Writing level | Speaking grade | Speaking level |
|---|---|---|---|---|---|---|---|---|
| 1 | High Pass | 4.5 | Pass | 4 | Fail | 2.5 | Fail | 3 |
| 2 | High Pass | 4.5 | High Pass | 4.5 | Fail | 3 | Fail | 2.5 |
| 3 | Honors | 5 | High Pass | 4.5 | Fail | 3 | Fail | 3 |
| 4 | Honors | 5 | Pass | 4 | NI | 3.5 | NI | 3.5 |
| 5 | Honors | 5 | High Pass | 4.5 | Fail | 3 | Fail | 3 |
| 6 | High Pass | 4.5 | Pass | 4 | Fail | 2.5 | Fail | 2 |
| 7 | High Pass | 4.5 | Fail | 3 | Fail | 2 | Fail | 2 |
| 8 | Honors | 5 | Pass | 4 | Fail | 2.5 | NI | 3.5 |
| 9 | Honors | 5 | Pass | 4 | Fail | 3 | NI | 3.5 |
| 10 | NI | 3.5 | Fail | 1.5 | Fail | 2.5 | Fail | 3 |
| 11 | High Pass | 4.5 | Pass | 4 | Fail | 2.5 | Fail | 2 |
| 12 | Honors | 5 | High Pass | 4.5 | Fail | 2.5 | Fail | 3 |
| 13 | Honors | 5 | Pass | 4 | Fail | 3 | Fail | 2 |

NI = Needs Improvement

Table 2 shows the final LAT scores for 13 students in the GAP Program Winter 2010

| ID | Listening grade | Listening level | Reading grade | Reading level | Writing grade | Writing level | Speaking grade | Speaking level |
|---|---|---|---|---|---|---|---|---|
| 1 | Honors | 6 | High Pass | 4.5 | Fail | 3 | Pass | 4 |
| 2 | Honors | 5 | High Pass | 4.5 | Pass | 4 | NI | 3.5 |
| 3 | Honors | 5 | Fail | 3 | Pass | 4 | Pass | 4 |
| 4 | Honors | 6.5 | High Pass | 4.5 | Pass | 4 | NI | 3.5 |
| 5 | High Pass | 4.5 | High Pass | 4.5 | NI | 3.5 | Fail | 2 |
| 6 | Honors | 5 | High Pass | 4.5 | Pass | 4 | NI | 3.5 |
| 7 | Honors | 5 | High Pass | 4.5 | Pass | 4 | Pass | 4 |
| 8 | High Pass | 4.5 | NI | 3.5 | Pass | 4 | Fail | 2.5 |
| 9 | Honors | 5 | High Pass | 4.5 | Pass | 4 | Pass | 4 |
| 10 | NI | 3.5 | Fail | 2 | NI | 3.5 | Fail | 2.5 |
| 11 | High Pass | 4.5 | High Pass | 4.5 | NI | 3.5 | Fail | 2.5 |
| 12 | Honors | 5 | Honors | 5 | Pass | 4 | Pass | 4 |
| 13 | High Pass | 4.5 | High Pass | 4.5 | Pass | 4 | Fail | 3 |

NI = Needs Improvement

**Appendix C - Interns exit report**

This is the exit questionnaire with answers from the two interns who taught the Listening Speaking class. The questionnaire was completed by the Intern 2, and then forwarded to Intern 1 to complete.

(Intern 1)

Well at the beginning I just want to preface all of my remarks by a few things. I agree with everything that Intern 2 has said; we've discussed these same points at several times during the semester. I also want to say that this whole semester has been a positive experience for both of us.  There have been challenges and difficulties but we've been able to get by this semester.  There are a few reasons why I think that we have been able to manage this semester and our success would not be repeated by future interns.

A.  Intern 2 and I both completed the TESOL minor and have background in some of the things that our classmates learned for the first time during the semester. Also because of the TESOL minor we both completed an internship already and had teaching experience as a result of that. However many students TESOL minor internship is tutoring or teacher's assistantship that doesn't include teaching opportunities.

B.  Intern 2 and I were able to handle the workload because we worked together. One person as an intern either undergraduate or graduate would not be able to, it would be too much new things to handle at once for a new teacher.

C.  Intern 2 and I were able to make it through the semester because of some specifics about us and our situation. 1. Intern 2 works in the computer lab and was able to do much work for the class, answer questions for students and set

things up for our class while he was there. 2. I have 2 years of teaching experience and was able to create a variety of activities for us to do based on past experience.

    D.  In no way am I trying to suggest that we are better than other students and that they're not good enough to be able to handle what we did. I'm only trying to suggest that the situation was manageable this semester because of circumstances particular to us and I don't think it would be wise to repeat. Below include some of my comments in addition to Intern 2's.

Intern 2

  1.  What have been some of the difficulties associated with teaching the class?

    a.  Starting essentially from scratch. While we appreciated the course objectives that were outlined we had to put quite a bit of development into teaching materials and a sequence of activities that brought the objectives into a daily teachable form. Ditto. We had no idea what direction to go with the class at the beginning and it developed as we went along. We made goals but we didn't really have a framework for them because neither one of us had taught a class at the ELC before or in an IEP before.

    b.  Feedback. Arguably our fault, the course activities that we designed required a fairly high level of feedback that wasn't sustainable. Thankfully we were able to retool through the semester to bring it down to a more manageable level that remained fair and helpful to the students. Also part of this problem was a lack of frame of reference. Because we were inexperienced at the beginning of the

semester we began to get burned out giving so much feedback to help our students it became unreasonable, but that's because at the beginning of the semester we didn't know what to expect.

c. Finding time to meet the course objectives. As I think any listening/speaking teacher will agree, they are dealing with two very critical and weighty skills and finding time to adequately and equitably address both is challenging. Throw in the objective of developing student's vocabulary competence, arguably a worthy skill of its own, and we never had enough time to do all that we wanted. Yes, unfortunately the students didn't learn very much about strategies, we did a little, but we didn't really have time. We devoted one day to each of these skills: Listening, speaking, vocabulary, pronunciation. That gave us one day per class for a whole unit's worth of material on those topics, and that was really hard to cover everything.

d. Balancing production and instruction. We erred on the side of production and I think it was to the benefit of our students and the right call to make but there were times that we wished we had more time to really talk about what we were doing, why we were doing it and what they could do better in the future. I think that the students appreciated the focus on production, I think it's what they lacked in other classes and ultimately it became our saving grace. It was enough to keep our heads above water with keeping the class running.

e. Classroom management: I'll address the demands and pressures of classroom management below and to their credit, our students were generally far better than we anticipated before the class began. However classroom management

demanded more than I had anticipated. I also think that as credibility for the class increases with it being seen as 'established' student rapport will be easier to initiate and maintain. Ok so first day of class students asked both Intern 2 and I how long we had taught at the ELC, wanting to make sure that their teachers were reputable in a class they felt they were too good for. Intern 2 at least could say without lying that he had worked at the ELC for a long time and left it at that. I said I had taught for two years in Provo, generically, though not at the ELC, which is true. Thankfully that was good enough, but credibility is a big issue in the future. They also wanted to know why there were two teachers, why our names weren't on the class, and other things. We were able to fudge by, but I don't know if future interns would be able to. Also classroom management issues were hard, it was hard to have students leave the ELC, and have students who mentally weren't ever in class at all.

f. Intern 2 didn't mention it, but I think he will agree when I say that one of the hardest part of the semester was having to deal with grades and making tests and grading them, and keeping up with grading everything because the students were all so new too it.

g. It was also hard for me to get used to the ELC system . They really do have a whole system of things and way of doing things. I didn't really get a transition period like the other 612 students but I was lucky that Intern 2 always knew what to do.

2. What have been some of the highlights associated with teaching the class?

a. The Students: We saw several students who were really benefited from and engaged themselves in the course. It was rewarding to see their efforts and progress. The class developed a very healthy dynamic between students themselves and the students and us, and I think the students are leaving the class, with few exceptions, very satisfied with what they accomplished and much more confident in their abilities. I agree, there were some students who really took what we gave them and ran with it. It was fun to be with them and see some of them progress.

b. Seeing the course evolve: Many of the difficulties listed above had a very positive element attached. While initially, the barebones structure of the course was intimidating, it ended up being fun to see it take shape and be involved in its evolution. It was fun to be creative and think of new ways we could help our students grow.

c. Production: We got to see our students produce a lot of meaningful language. We know that none of our students would say that they didn't get enough time to practice the language. And I think they are leaving with a lot more of the skills necessary to become more autonomous learners than they had before the semester began. I think going a long with this one highlight of the class was the consistent pattern we had all semester. Students knew what we were going to do on certain days to focus, that they would be producing speech each week and some of them tried really hard to use all of their vocabulary words in their presentations. I think the way we set up the course was a highlight.

d. Collaboration: Intern 1 and I worked really well together. I think we had mutual confidence and respect for each other's classroom experience and expertise. We were able to collaborate well throughout the semester and compliment each other's strengths and weaknesses. <span style="color:red">Agreed, being able to work with Intern 2 and bounce ideas off each other was really helpful and a big highlight I enjoyed teaching with him a lot.</span>

3. How would you evaluate this as an internship for Ling 612?

The internship was a rewarding experience. Although I did feel that I benefitted from the internship as it was arranged and admittedly I don't have any personal experience in the other internship arrangements on which to make a completely objective comparison, taking Intern 1 and myself out of the equation, there are several reasons why I would not recommend that the class be used as a substitute for the current internships in 612.

First and while it should become less this way as the course is more established, the experience was more comprehensive than is reasonable to expect from most students at this point in their graduate studies. In addition to teaching without a model, there was significant investment in materials development for the class, assessment development and execution, and classroom management that would likely be far beyond the scope of experience of future 612 participants. While Intern 1 and I met these challenges, I don't think it would reasonable to bank on finding similar candidates in the future.

Similarly, as I understood it the purpose of the 612 internship is to really focus on the processes of teaching and really refining one's teaching skills through a practical yet sheltered experience. While the internship did allow us a lot of practical teaching experience, it was again so comprehensive in nature that really putting the focus solely on myself as a teacher and the teaching of the class wasn't possible because of the necessary demands in keeping the course functioning. I feel like the internship is meant to be more reflective than was possible in such an unrelenting teaching arrangement.

Also as will be addressed, students in the GAP class deserve a course that remains institutionally cohesive with all other courses taught at the ELC. Having been here for atleast a semester, GAP students bring with them considerable expectations for their teachers and putting a teacher that is clearly foreign to the way things are done at the ELC is a recipe for losing face validity to the students. Luckily, having had significant exposure to the way the ELC functions and what students would expect, I was able to feign a level of experience that was satisfactory. Intern 1 and I knew that from day one we were going to be on trial with the students and that given the chance there would be students that would exploit any apparent weakness as foul or unfair.

From my observations of the rest of the 612 students, Intern 1 and I had a significantly greater amount of independence. We took this as a compliment and felt deserving of such confidence but I do feel that we could have benefited from more of the network of support that is built into the other 612 internship arrangements. Where the other students were developing under an experienced teacher, we were flying solo (albeit in tandem).

Where the other students had an incubation period to observe and ease into the teaching context we had a baptism by fire. Where others were working daily with their mentoring teacher who could make micro-corrections if needed we knew that the buck stopped with us. Even accounting for the fact that Teresa was always available, very responsive and helpful in her suggestions and admittedly while I don't feel like we ever strayed too far, there wasn't a system of checks in place that could prevent that in the future.

Further, the experience slightly alienated us from the rest of our cohort. Because our experience was atypical in its demands and expectations from that of our peers it was difficult not to feel separate from the group as they were able to collaborate through the different phases of their internships.

Lastly the imbalance of time and investment in keeping the quality of the class in congruence with the other courses at the ELC demanded more than I feel is reasonable for the 612 internship. Not only did we have an additional 10 days of instruction at the end of the semester beyond that of any other intern. We began full instruction from day one, had classroom requirements that brought us in five days a week. Combine this with the other aspects of classroom management and we far exceeded the investment with questionable benefits to that of our peers.

I started off at the beginning with a few comments about why I think it would not be a good idea to do this again, but let me reiterate what Intern 2 has said and emphasize a few of the points.

The point of the 612 internship from my understanding is to build our confidence teaching in a structured environment so that we can focus on our teaching and put into practice the things learned in 610 and 611.  I did not feel like I had an equivalent experience to my classmates. While I enjoyed my experience, I did not get to watch an experienced teacher work with a class for half of a semester and see how he or she handled problems, grades, lesson planning etc. I also was not observed on a daily basis by an experienced teacher to be able to rate my progress. I did not get to teach a community class and have that experience of teaching outside of an academic context and to non-traditional students. I also felt like I spent so much time on other things and that we had so much to teach there weren't many times I got to focus on teaching and how to teach and create new lesson plans. This is in addition to Intern 2's comments of additional days, investment of time and isolation from our classmates and their experiences.

But more than anything else I feel like the students in this class are paying tuition like other students and deserve a teacher who can give them full attention, with full prep time and the full experience. They need a teacher who is highly skilled and knows what they're doing because all of their needs are so different, only a skilled teacher will be able to help individuals find the root of their problems and improve, while still working with the class as a whole. I think it would be very difficult for other new and experienced teachers to know what their needs are and help them. Intern 2 and I probably didn't do as well with this, but we did the best that we knew how.

4. If you were paid a stipend for the extra time that you put into the class, would it make

it more worthwhile?

Worthwhile? I put the time and energy into it that I did because I wanted to do a good job and help the students, I would that either way. So I'm not sure what you mean, would I be happier of course. Would I change things? No, I did my best. BUT I think that any teacher who teaches a full course like other teachers should be paid. This class was a big time investment and I think it will be every semester because the needs will change. The teacher needs to create the course or at least adapt it to each group of students.

I don't think it's reasonable to NOT pay the teacher for the course for several reasons. First the class was full of tuition paying students, who deserve a paid professional teacher. While I don't think our students were shortchanged this semester I think they would be both shocked and bothered to know that we weren't being paid for our time. I agree.

Second, I think the class demands a level of professionalism and expertise that is not reasonable to expect from a single volunteer and I don't think the course would be replicable without significant detriment if moved to a multiple intern structure.

Third, while I can see that as some of the development time required this semester shouldn't be necessary in future semesters, the course as we designed it required significant time beyond just lesson preparation and execution. Having been a volunteer teacher in multiple contexts, I understand that it's easy to rationalize the time given when

preparing for your lessons and actually teaching, but the position demanded far more than this. Adding to the instruction time just as much time to give feedback on student work and attention to classroom management necessary to keep the course functioning becomes a difficult daily commitment to make as an unpaid intern.

5. How would you change the curriculum to improve the course?

a. Identify specific strategies that should be addressed in instruction and course activities. One reason why the course didn't have the strategic emphasis that I think was intended was because we didn't have clear strategy objectives.

b. Redistribute and canonize the vocabulary component for the course across the other skill areas.

c. Stronger collaboration between the components. While we felt connected to the writing class and I was able to have contact with what the students were doing in the lab hour. The reading component at the class was rogue. I think with more collaboration between the components there would be a synergy to the course that was lacking. Also because it's a single class track, the teachers involved miss out on sharing ideas within their skill level like a multiple class track would provide.

d. Establish a clearer description of the amount of out of class work that we should expect of the students. I feel like we found a good balance but we could have done more and freed up time in class hours by giving more out of class work.

e. Look at assessment for the course and make sure that we have measurable objectives that can be taught in a single semester and that we have the measurement necessary to evaluate whether or not we are doing our part to help students meet them.

f. Define what the level tests are clearly so students know at the beginning of the class what they need to achieve to pass the class.

6. What are some things you have learned from this experience?

a. Whole Instruction Perspective: I learned that among the considerations necessary to make any instruction meaningful you need to look at what needs to be done before and after and not just during instruction.

b. You can lead a horse to water but you can't make him drink.

c. Students are interested in themselves and those around them more than anything else. Motivating students is much easier when they feel drawn into the content.

d. Set your expectations high and make them extremely visible for your students. Those who are going to clear the bar will clear it no matter how high it's set as long as they can see it, those who won't wouldn't regardless of low it is.

e. Students engage most when they have a clear idea of what is expected of them. I think subsequent semesters of the GAP course will only get easier as we have a body of produced work to show students what is expected and can validate our performance as instructors through objective assessments.

f. Students perform well with consistency and knowing what is expected of them.

g. Needs assessments cannot be completely based off of level tests, that as teachers we had to adjust to the needs of the students some of which were different than what we thought.

h. Students need to learn to incorporate their English into the community to build confidence and bring humility.

i. Students sometimes don't have a good sense of their language ability and tend to overestimate themselves.

j. It's hard to be a good teacher and focus on how to teach when you're just trying to get the class to run with tests, projects, homework, grades etc. and planning what to do the next few days.

7. Is there any advice that you would give to interns/teachers who will teach this course in the future?

a. I have no advice for interns because I don't think the class should be left to interns. The only place that I think they could be used again successfully would be during the self-study hour. Beyond that I think I've made my stance pretty clear.

b. For future teachers, I've got loads of advice on what has worked well or what hasn't and I'm thankful I'll have more time to really crystallize it into a product that would be valuable to the next instructor.

c. Yes I have a detailed file of things we've done and what's worked well and what needs improvement with details of how I would improve the activities we did. But

<span style="color:red">that's only for this class and if the teacher chooses to model future classes after the pattern we made. Our class was tailored to our needs.</span>

8. Is there anything you would like the head teacher/supervisor to do differently that would help you?

All along the way we've clearly understood that we were all learning together and doing the best that we knew how.  Given the constraints of our situation and the evolution of this experiment, we have no complaints and many compliments. We've appreciated the confidence and support given. The foundation of the course is solid and it's been well executed. There is no reason to anticipate anything other than continued success. <span style="color:red">I agree with Intern 2 that there is so much that went well this semester and that we understand it was a hard situation for everyone involved. I think that for the 612 experience it would have been nice to have more feedback on our teaching but beside that its been great.</span>

9. Is there anything else you would like to comment on?

<span style="color:red">Thank you for the opportunity to work with this class this semester it's been fun.</span>
My fingers hurt and I've probably said enough.

## Appendix D - Student Questionnaires

Questionnaire 1

Name:_____

### Questionnaire for GAP students

1.  How long have you been learning English?

2.  Describe your previous language learning experience. Did you learn in a classroom, from friends, on a mission etc. Tell us about your experience; for example, what did you do in the classroom?

3.  Why are you learning English now?

4.  What are your goals for the next 5 years?

5.  What are your weaknesses in English? What do you find difficult in English?

6.  How do you like to learn English?

7.  What activities have you done in the past that have helped you improve your English the most?

8.  Are there any other activities you think would work well to help you learn English?

9.  How much do you speak English outside of the classroom? How much contact do you have with native speakers? Are your roommates native speakers?

10. Do you have a job here? If yes, what do you do?

Please write a letter introducing yourself to your teachers.

Please make sure you talk about:

•   Your family

•   Your hobbies/interests

•   Your past schooling or work

•   What you plan to do for a job in the future

- Your reasons for coming to study in the USA

- What you hope to achieve in this class

Questionnaire 2

Questions for students to think about when designing a Language Learning Plan (LLP)

- What are my reasons for learning English (goals for the future)?

- What is preventing me from achieving those goals right now? What are my weak areas that are slowing my improvement?

- Which area is most important for me to improve at the moment?

- What have I done in the past that has helped me to improve my English?

- What types of things can I do now that will help me to improve my weak areas?

- How can I adapt/use easy things in my main classes to help me to improve?

- What specific goals can I set to improve my English in these areas?

- Are my goals realistic for the length of the course? Do I have enough time? Is the level appropriate?

- How can I measure if I have achieved the goals?

- Who will I report to?

- How can I maintain motivation during the course? Can I make the tasks more authentic, fun?

- What opportunities do I have to use the skills I am learning outside of the classroom setting?

- How can I take advantage of those opportunities better?

# NORTHSTAR 2 LISTENING AND SPEAKING

## SCOPE AND SEQUENCE

| UNIT | CRITICAL THINKING | LISTENING | SPEAKING | VOCABULARY | GRAMMAR | PRONUNCIATION |
|------|-------------------|-----------|----------|------------|---------|---------------|
| **1 Offbeat Jobs**<br>**Theme:** Work<br>**Listening One:** *What's My Job?* An excerpt from a game show<br>**Listening Two:** *More Offbeat Jobs* A conversation | Classify information<br>Rank personal values and preferences in work<br>Relate personal skills to job responsibilities<br>Infer word meaning from context<br>Infer situational context<br>Support opinions with information from the interviews<br>Interpret illustrations | Predict content<br>Listen for main ideas<br>Listen for details<br>Interpret speakers' attitudes<br>Sort information from the interview<br>Relate listenings to personal experience<br>Organize and synthesize information from the listenings | Express and defend opinions<br>Act out a conversation<br>Make small talk<br>Interview a classmate<br>Talk about skills and characteristics<br>Assess classmates' skills and recommend a job | Use context clues to find meaning<br>Define words<br>Use expressions for small talk | Descriptive adjectives | Stress patterns of nouns and adjectives |
| **2 Building a Better Community**<br>**Theme:** The Country and the City<br>**Listening One:** *A New-Urbanist Community* A radio interview<br>**Listening Two:** *Let's Hear from Our Listeners* A call-in portion of the radio show | Analyze photographs<br>Evaluate the advantages and disadvantages of different living environments<br>Interpret bar graphs and maps<br>Infer information not explicit in a text<br>Infer word meaning from context<br>Redesign a neighborhood | Predict content<br>Listen for main ideas<br>Listen for details<br>Interpret speaker's tone and attitude<br>Identify contrasting viewpoints<br>Relate listenings to personal opinions<br>Organize and synthesize information from the listenings | Discuss and find locations on a map<br>Classify negative and positive information<br>Share opinions<br>Express agreement<br>Talk about your community<br>Interview classmates about neighborhood preferences<br>Discuss costs and benefits of different neighborhood designs<br>Present a redesigned neighborhood | Use context clues to find meaning<br>Define words<br>Demonstrate vocabulary usage | *This/That/These/Those* and *One* | TH sounds |
| **3 A Penny Saved is a Penny Earned**<br>**Theme:** Money<br>**Listening One:** *A Barter Network* A community meeting<br>**Listening Two:** *The Compact* A conversation | Interpret a cartoon<br>Assess personal consumer habits<br>Interpret a timeline<br>Compare and contrast monetary and bartering systems<br>Infer word meaning from context<br>Organize information into a web diagram<br>Evaluate consumer behavior<br>Categorize goods and services | Predict content<br>Listen for main ideas<br>Listen for details<br>Interpret speaker's tone and emotions<br>Relate listenings to personal experiences<br>Organize and synthesize information from the listenings | Share opinions and experiences<br>Practice bartering for goods and services<br>Use new vocabulary in conversation<br>Make suggestions and come to an agreement<br>Compare products and services | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions and synonyms | Comparative adjectives | Numbers and prices |
| **4 Innocent or Guilty?**<br>**Theme:** Criminal justice<br>**Listening One:** *Roger's Story* A personal story<br>**Listening Two:** *Why Do Innocent People Go to Prison?* A radio interview | Interpret an illustration<br>Analyze eyewitness testimony<br>Formulate and support a moral position<br>Infer word meaning from context<br>Classify information as general statements or examples<br>Prioritize items based on an array of criteria | Predict content<br>Listen for main ideas<br>Listen for details<br>Infer speakers' attitudes<br>Relate listenings to personal experiences<br>Organize and synthesize information from the listenings | Make predictions<br>Share opinions and experiences<br>Describe a drawing in detail<br>Conduct an interview<br>Express and support opinions<br>Role-play a conversation<br>Negotiate with classmates to reach agreement | Use context clues to find meaning<br>Define words | Simple past: *yes / no* questions and *wh-* questions | *-ed* endings—a sound or a syllable? |

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# NorthStar 2 — LISTENING AND SPEAKING

# SCOPE AND SEQUENCE

| UNIT | CRITICAL THINKING | LISTENING | SPEAKING | VOCABULARY | GRAMMAR | PRONUNCIATION |
|---|---|---|---|---|---|---|
| **5 Etiquette**<br>**Theme:** Etiquette<br>**Listening One:** *What Ever Happened to Manners?*<br>A radio interview<br>**Listening Two:** *Our Listeners Respond— Why is There a Lack of Manners?*<br>A call-in portion of the radio show | Interpret an illustration<br>Rank personal opinions about manners and certain behaviors<br>Summarize and analyze responses<br>Infer information not explicit in a text<br>Infer word meaning from context<br>Classify information<br>Propose solutions | Predict content<br>Listen for main ideas<br>Listen for details<br>Interpret speaker's tone and attitude<br>Organize and synthesize information from the listenings<br>Listen for sentence level intonation<br>Listen to and take notes on students' role plays | Express opinions<br>Complain politely<br>Talk about etiquette<br>Interview classmates<br>Role-play situations<br>Debate the rudeness of certain behaviors | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions | *Could* and *would* in polite questions | Intonation: attention getters and polite questions |
| **6 Who's Game for These Games?**<br>**Theme:** Games<br>**Listening One:** *Entertainment for All*<br>A news broadcast<br>**Listening Two:** *Do You Like Video Games, Too?*<br>A conversation | Analyze photographs<br>Rank personal opinions about games<br>Interpret pie charts<br>Infer information not explicit in a text<br>Infer word meaning from context<br>Formulate and defend a position on the value of electronic games | Predict content<br>Listen for main ideas<br>Listen for and categorize supporting details<br>Infer speakers' meaning<br>Relate listening to personal experiences<br>Organize and synthesize information from the listenings<br>Listen for word linking<br>Listen to student arguments and formulate counterarguments | Discuss information from charts<br>Share opinions<br>Disagree politely and offer different opinions<br>Play a word game<br>Interview classmates<br>Debate the value of video games | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions | Adverbs and expressions of frequency | Joining words together |
| **7 Good-Mood Foods**<br>**Theme:** Food<br>**Listening One:** *Street Talk*<br>An excerpt from a radio show<br>**Listening Two:** *What's the Matter?*<br>Three excerpts from a radio show | Identify personal attitudes toward food<br>Interpret a chart<br>Infer word meaning from context<br>Categorize collocations<br>Propose food solutions<br>Design a restaurant<br>Interpret illustrations | Predict content<br>Listen for main ideas<br>Listen for and identify details<br>Infer speaker's tone and reaction<br>Relate listening to personal experiences<br>Listen and take notes using a chart<br>Organize and synthesize information from the listenings<br>Compare and contrast sounds | Make predictions<br>Describe illustrations<br>Express opinions<br>Compare and discuss solutions<br>Politely make suggestions<br>Politely accept or refuse suggestions<br>Role-play<br>Present a restaurant design and menu to the class | Use context clues to find meaning<br>Use collocations<br>Use phrasal verbs | Count and non-count nouns | Vowels [ʊ] and [uw] |

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# NORTHSTAR 2 LISTENING AND SPEAKING

# SCOPE AND SEQUENCE

| UNIT | CRITICAL THINKING | LISTENING | SPEAKING | VOCABULARY | GRAMMAR | PRONUNCIATION |
|---|---|---|---|---|---|---|
| **8 An Ice Place to Stay**<br><br>**Theme:** Travel<br>**Listening One:** *An Unusual Vacation*<br> A telephone conversation<br>**Listening Two:** *Vacations around the World*<br> A recording describing three vacation spots | Interpret a photograph<br>Rank personal preferences in travel<br>Categorize information<br>Evaluate vacation places according to criteria | Predict content<br>Listen for main ideas<br>Listen for details<br>Infer speaker's tone and attitude<br>Organize and synthesize information from the listenings<br>Take notes<br>Compare and contrast sounds | Express opinions<br>Make polite requests<br>Role-play a conversation<br>Survey classmates<br>Discuss vacation options<br>Talk about travel<br>Express likes and dislikes | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions and synonyms | *Can* and *can't* | *Can* and *can't* |
| **9 Staying Healthy**<br><br>**Theme:** Health problems and treatments<br>**Listening One:** *Thin Fast*<br> A radio commercial<br>**Listening Two:** *Being Healthy is Good for You!*<br> A conversation | Interpret a cartoon<br>Assess and categorize personal health practices<br>Infer word meaning from context<br>Classify health factors<br>Analyze common health problems and prevention strategies | Predict content<br>Listen for main ideas<br>Listen for details<br>Evaluate speakers' opinions<br>Take notes<br>Organize and synthesize information from the listenings<br>Distinguish sounds | Express opinions<br>Express concern about health problems<br>Give and receive advice about health problems<br>Discuss health practices<br>Interview people about health practices<br>Role-play a public service announcement | Use context clues to find meaning<br>Define words<br>Identify synonyms | *Should, ought to,* and *have to* | Reductions: *hafta, hasta, oughta* |
| **10 Endangered Languages**<br><br>**Theme:** Languages<br>**Listening One:** *Language Loss*<br> A lecture<br>**Listening Two:** *My Life, My Language*<br> An autobiographical account | Interpret photographs<br>Infer information not explicit in a text<br>Infer word meaning from context<br>Hypothesize reasons<br>Support opinions with reasons<br>Correlate specific examples to broad themes<br>Summarize and evaluate classmates' findings | Predict content<br>Listen for main ideas<br>Listen for details<br>Infer speaker's tone and attitude<br>Organize and synthesize information from the listenings<br>Relate listening to personal opinions | Share personal history<br>Express opinions<br>Survey classmates<br>Role-play situations about language learning<br>Talk about preserving languages<br>Report findings on endangered languages<br>Make predictions and suggestions | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions | Future with *will, may,* and *might* | Using contractions with *will* |

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# NORTHSTAR 2 READING AND WRITING

## SCOPE AND SEQUENCE

| UNIT | CRITICAL THINKING | READING | WRITING | VOCABULARY | GRAMMAR |
|---|---|---|---|---|---|
| **1 Finding the Ideal Job**<br>**Theme:** Work<br>**Reading One:** *Finding the Ideal Job*<br>A review of a book<br>**Reading Two:** *The Ideal Job*<br>A newspaper report | Interpret a cartoon<br>Use prior knowledge<br>Recognize personal attitudes and preferences<br>Classify information<br>Evaluate information according to criteria set forth in a text<br>Infer word meaning from context<br>Support opinions with reasons | Read and respond to an e-mail<br>Read a book review<br>Make predictions<br>Read for main ideas<br>Scan for details<br>Relate personal experience to the readings<br>Organize and synthesize details from the readings | Write sentences using descriptive and possessive adjectives<br>Organize ideas in a list<br>Identify topic sentences<br>Use supporting sentences to add details<br>Compose a paragraph | Use context clues to find meaning<br>Define words | Descriptive and possessive adjectives |
| **2 Country Life or City Life?**<br>**Theme:** The Country and the City<br>**Reading One:** *The Farming Life for Me*<br>A letter to the editor<br>**Reading Two:** *Leaving the Farm*<br>A newspaper report | Compare family histories<br>Use prior knowledge<br>Infer word meaning from context<br>Classify information<br>Support opinions with reasons<br>Evaluate advantages and disadvantages<br>Compare and contrast city and country life | Predict reasons<br>Identify main ideas<br>Identify advantages and disadvantages<br>Identify inaccurate details<br>Relate the reading to personal opinions<br>Organize and synthesize information from the readings | Rewrite inaccurate statements<br>Write a personal letter<br>Draw or use pictures for idea generation<br>Write a descriptive paragraph<br>Group similar ideas together<br>Write supporting sentences with descriptive detail | Use context clues to find meaning<br>Define words<br>Identify word + preposition combinations | Simple past tense |
| **3 Making Money**<br>**Theme:** Money<br>**Reading One:** *Making Money*<br>A newspaper report<br>**Reading Two:** *I Made It Myself*<br>A true story of a counterfeiter | Identify personal values and assumptions<br>Determine differences in two photos<br>Infer word meaning from context<br>Draw logical conclusions<br>Support answers with information from the text<br>Compare and contrast types of money and types of counterfeiters | Predict reasons<br>Identify main ideas<br>Search for and locate details<br>Relate previous knowledge to the readings<br>Read a newspaper report<br>Organize and synthesize information from the readings | Write a business memo<br>Write sentences of comparison<br>Organize ideas by clustering<br>Write a well organized paragraph<br>Provide clear explanations in a paragraph<br>Analyze a paragraph to determine sentences that don't belong | Use context clues to find meaning<br>Define words<br>Find and use antonyms | Comparative form of adjectives |
| **4 A Different Path to Justice**<br>**Theme:** Justice<br>**Reading One:** *Vote for Restorative Justice*<br>A pre-election flyer<br>**Reading Two:** *Moving Past the Crime*<br>A magazine article | Interpret a cartoon<br>Identify personal values<br>Infer word meaning from context<br>Hypothesize about the points of view of others<br>Support answers with information from the text<br>Evaluate the applicability of a restorative justice program<br>Compare reasons for and against restorative justice | Predict reasons<br>Identify main ideas<br>Identify inaccurate details<br>Relate previous knowledge to the readings<br>Classify descriptions and examples<br>Organize and synthesize information from the readings | Write an e-mail<br>Organize ideas into a chart<br>Write a persuasive letter<br>Provide specific reasons for one's opinion<br>Evaluate the persuasiveness of one's reasons | Use context clues to find meaning<br>Identify word associations<br>Define words<br>Use idiomatic expressions | *Should, ought to,* and *shouldn't* for giving advice |

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# NORTHSTAR 2 READING AND WRITING
## SCOPE AND SEQUENCE

| UNIT | CRITICAL THINKING | READING | WRITING | VOCABULARY | GRAMMAR |
|---|---|---|---|---|---|
| **5 Subway Etiquette**<br>**Theme:** Etiquette<br>**Reading One:** *A Civilized Suggestion*<br>A newspaper editorial<br>**Reading Two:** *Riding the Subway in Japan*<br>A travel blog | Interpret public signs<br>Identify and analyze personal values and assumptions<br>Infer word meaning from context<br>Hypothesize author's point of view<br>Support opinions with reasons<br>Compare and contrast rules in different places | Identify main ideas<br>Identify details<br>Make inferences<br>Relate experiences to the readings<br>Compare and contrast similar concepts between texts<br>Organize and synthesize information from the readings<br>Read a newspaper editorial | Use new vocabulary in sentences<br>Write responses to letters in an advice column<br>Organize ideas in a list<br>Write a travel web page<br>Compose sentences in parallel structure<br>Edit and evaluate letters to the editor | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions | Imperative sentences |
| **6 Serious Fun**<br>**Theme:** Games<br>**Reading One:** *Serious Fun*<br>A newspaper article<br>**Reading Two:** *Saving the World with Computer Games*<br>A magazine article | Infer word meaning from context<br>Infer information not explicit in text<br>Support responses with information from the readings<br>Differentiate between main ideas and details<br>Analyze and evaluate personal preferences | Identify main ideas<br>Identify and match details<br>Read a timeline<br>Relate previous knowledge to the readings<br>Compare concepts between readings<br>Relate the readings to personal opinions<br>Organize and synthesize information from the readings | Complete a conversation<br>Respond to an e-mail<br>Brainstorm a list of games<br>Write a review of a game<br>Use words or phrases that show order of importance<br>Edit and evaluate game reviews | Use context clues to find meaning<br>Find synonyms<br>Define words | Expressing habitual present with *when-* clauses |
| **7 The Best Produce There Is**<br>**Theme:** Food<br>**Reading One:** *Organic Produce vs. Regular Produce*<br>A newspaper column<br>**Reading Two:** *Miles to Go Before You Eat*<br>A magazine article | Establish criteria for choosing produce<br>Evaluate and classify information<br>Infer word meaning from context<br>Hypothesize another's point of view<br>Analyze advantages and disadvantages of buying different kinds of produce<br>Support opinions with reasons | Read pricing labels<br>Predict content<br>Identify main ideas<br>Scan for true details and correct false ones<br>Relate personal values to the readings<br>Organize and synthesize information from the readings<br>Read a newspaper column | Write a response to a letter in an advice column<br>Write opinions in response to a reading<br>Write questions in the simple present<br>Write a letter<br>Get ideas for writing by asking yourself questions<br>Write a brochure<br>Acknowledge disadvantages in your writing piece and offer solutions | Use context clues to find meaning<br>Define words<br>Use idiomatic expressions | *Wh-* questions in the simple present tense |

| UNIT | CRITICAL THINKING | READING | WRITING | VOCABULARY | GRAMMAR |
|---|---|---|---|---|---|
| **8** "I'll take the train, thanks."<br><br>**Theme:** Travel<br>**Reading One:** *The Climate Train*<br>  A magazine article<br>**Reading Two:** *On the Road with John Madden*<br>  A newspaper report | Interpret a map<br>Evaluate best method of travel<br>Infer word meaning from context<br>Infer information not explicit in the text<br>Hypothesize another's point of view<br>Interpret people's motivations and values<br>Correlate statements with possible speakers | Read a map<br>Predict content<br>Identify main ideas<br>Scan for true details and correct false ones<br>Organize and synthesize information from the readings<br>Relate personal experiences to the readings | Rewrite inaccurate statements<br>Organize ideas into a chart<br>Complete a conversation<br>Write a persuasive e-mail<br>Write a business e-mail<br>Connect sentences with *and* and *but* | Use context clues to find meaning<br>Define words<br>Categorize words and phrases | Superlative form of adjectives |
| **9** What's Your Medicine?<br><br>**Theme:** Health problems and treatments<br>**Reading One:** *Leech*<br>  An online encyclopedia entry<br>**Reading Two:** *Gross Medicine*<br>  A magazine article | Compare and contrast different medical practices<br>Infer word meaning from context<br>Infer information not explicit in the text<br>Classify information<br>Support personal opinions with reasons<br>Use prior knowledge | Predict content<br>Identify main ideas<br>Identify inaccurate details<br>Organize and synthesize information from the readings<br>Relate personal experiences to the readings<br>Make inferences | Rewrite inaccurate statements<br>Organize ideas into a chart<br>Complete a conversation<br>Brainstorm a list of ideas<br>Write a personal narrative paragraph<br>Use time words to establish the order of events | Use context clues to find meaning<br>Define words<br>Make word associations | Adverbs of manner |
| **10** Endangered Cultures<br><br>**Theme:** Endangered cultures<br>**Reading One:** *Will Indigenous Cultures Survive?*<br>  A magazine article<br>**Reading Two:** *The Penan*<br>  A personal journal | Compare and contrast two photographs<br>Infer word meaning from context<br>Support inferences with information from the reading<br>Contrast different cultural points of view<br>Classify information<br>Predict the future of cultures using information from the readings | Read a map<br>Predict content<br>Use prior knowledge<br>Identify main ideas<br>Locate supporting details in a text<br>Draw examples from one reading to support general statements from another<br>Read a personal journal<br>Relate readings to personal opinions and experience | Provide examples to support general statements<br>Write a persuasive letter<br>Formulate predictions<br>Write interview questions<br>Take notes<br>Write an outline<br>Write a concluding sentence | Use context clues to find meaning<br>Define words<br>Find correct word usage | Expressing predictions and future plans |

**Appendix F - Course-wide Wordlist**

Wordlist used course-wide taken from NorthStar 2 Listening and Speaking, and

NorthStar 2 Reading and Writing.

# NorthStar Vocabulary for Academic Prep class

## Vocabulary – Unit 1

1. Ads
2. hire
3. ideal
4. manager
5. postings
6. out of work
7. rewards
8. specific
9. training
10. run your own business
11. salary
12. listing
13. workplace
14. number of job openings
15. offbeat
16. guide
17. assembler
18. factory
19. insurance policy
20. taste buds
21. creative
22. contestants
23. host
24. work for myself
25. workaholic
26. career
27. good communicator
28. workshop
29. skills
30. counselor

## Vocabulary - Unit 2

1. Compulsory
2. compel
3. Responsibility
4. Dependent

5. Raise crops

6. sunrise

7. courage

8. convenient

9. designed

10. stuck in traffic

11. sense of community

12. isolated

13. public

14. transportation

15. crowded

16. an out of the way place

17. on my way

18. condominiums

19. suburbs

20. urban

21. typical

22. dependent

23. crops

24. raise crops, animals or children

25. responsibility

26. fields

27. details

28. barn

29. woods

30. Theater

## Vocabulary - Unit 3

1. valuable

2. earn

3. exchange – verb

4. represent - verb

5. provide

6. network – noun and verb

7. service – noun and verb

8. necessity

9. bargain – verb and noun

10. pay an arm and a leg

11. get a good deal / get a bargain

12. to be worth

13. owe

14. bill – note  + something owed

15. counterfeiter

16. prevent

17. illegal

18. printing press

19. fake

20. scanner

21. imitation

22. pirate – verb

23. detect – verb

24. logo

25. professional

26. technology

27. equipment

28. bartering

29. goods

30. services

## Vocabulary – Unit 4

1. prison

2. guilty (found guilty)

3. crime

4. commit (a crime)

5. DNA

6. Evidence

7. Victim

8. Arrest

9. Prove (their innocence)

10. Eyewitness

11. Crime scene

12. Criminal

13. Mistaken identity

14. False confession

15. Police misconduct

16. Review (evidence, board)

17. Offender

18. Damage(s) Noun + verb

19. Community (members of the community)

20. Apologize

21. Hurt

22. Heal

23. Forgive

24. Responsible for something

25. Break into (break and enter)

26. Make peace

27. justice

28. compensation

29. burglary

30. convince

## Vocabulary – Unit 5

1. manners

2. courteous

3. treat

4. respect

5. complain

6. rude

7. take something personally

8. rely on

9. block

10. pole

11. enforce

12. blow your nose

13. subway

14. make eye contact

15. sneeze

16. civilized

17. unpleasant

18. suggestion

19. whisper

20. passengers

21. tissue

22. litter

23. polite

24. wait your turn

25. greet

26. tip

27. exception

28. against the rules

29. follow the rules

30. parallel

## Vocabulary – Unit 6

1. adventure

2. fantasy

3. explore

4. puzzles

5. violent

6. get addicted to

7. coordination

8. check out

9. educational

10. challenging

11. serious

12. survival

13. childish

14. take someone/something seriously

15. complex

16. figure out

17. digital

18. pattern

19. entertainment

20. simulation

21. bad habit

22. blame

23. situation

24. opponents

| 25. take turns | 28. a review |
| 26. characters (noun) | 29. brainstorming |
| 27. debate | 30. dice |

## Vocabulary – Unit 7

| 1.  insects | 16. miserable |
| 2.  chemicals | 17. calm |
| 3.  be concerned about | 18. pollute |
| 4.  old-fashioned | 19. gasoline |
| 5.  weeds | 20. organic |
| 6.  pick | 21. seasoned |
| 7.  be worth it | 22. out of season |
| 8.  produce (noun + verb) | 23. in season |
| 9.  poison | 24. ripe |
| 10. cancer | 25. bland |
| 11. fresh | 26. year round |
| 12. irritable | 27. hybrid |
| 13. nervous | 28. local |
| 14. upbeat | 29. brochure |
| 15. energetic | 30. solution |

## Vocabulary – Unit 8

| 1.  appreciate | 6.  border |
| 2.  arrange | 7.  ferry |
| 3.  climate | 8.  complicated |
| 4.  pollution | 9.  coast |
| 5.  global warming | 10. schedules |

11. round-trip

12. set an example

13. adventurous

14. wilderness

15. freezing

16. lodging

17. sights

18. tourists

19. guest

20. inns

21. tour

22. backpacking

23. on a shoestring

24. youth hostels

25. budget

26. experience

27. comfortable

28. book tickets

29. destination

30. fares

## Vocabulary – Unit 9

1. blood

2. cure

3. fever

4. flow

5. patients

6. popular

7. saliva

8. sore throat

9. swollen/swelling

10. treat

11. veins

12. pus

13. anesthetic

14. illness

15. antibiotics

16. shots

17. side effects

18. terrible

19. diet

20. calories

21. fattening

22. remedy

23. natural

24. herbs

25. physically active

26. insomnia

27. quick fix

28. risk factor

29. obesity

30. alert

## Vocabulary – Unit 10

| | | | |
|---|---|---|---|
| 1. | survive | 16. | culture |
| 2. | roots | 17. | official language |
| 3. | holy | 18. | encourage |
| 4. | adapt | 19. | pass down |
| 5. | nomadic | 20. | fluent |
| 6. | indigenous | 21. | dominant |
| 7. | ancestors | 22. | generation |
| 8. | unique | 23. | destroy |
| 9. | preserve | 24. | leaders |
| 10. | disappear | 25. | adopt a custom |
| 11. | endangered | 26. | integrate |
| 12. | extinct | 27. | expect |
| 13. | replace | 28. | doubt |
| 14. | bilingual | 29. | representatives |
| 15. | powerful | 30. | Parliament |

**Appendix G – Exit Survey Questions**

| |
|---|
| 1. You have developed a personal Language Learning Plan this semester. Please rate the following items on how important they were to your success with your LLP. |
| 2. What was difficult about doing a LLP? (For example, staying motivated, using time wisely, etc) |
| 3. What could we do to help you be more successful with your LLP? (For example, more guidance, more tutoring, more specific resources, etc) |
| 4. How effective were the individual classes in helping you with your specific needs?<br>    a. Reading<br>    b. Listening/Speaking<br>    c. Writing/Grammar |
| 5. What suggestions would you offer to improve any of these classes? |
| 6. What time would you like each class to be? Put the classes into the order you would like to attend them.<br>1 = the first class of the day (usually 8:15), and 4 = the last class of the day (usually 1 or 1:30). |
| 7. How useful have the following activities in the Writing/Grammar class been to help you improve your English?<br>    a. writing and correcting paragraphs<br>    b. making an error list<br>    c. writing diamonds<br>    d. grammar lessons<br>    e. 30-minute essay practice<br>    f. picture description practice<br>    g. writing tasks – like flyers and brochures |
| 8. You have kept a journal about your language learning this semester. The purpose was to help you understand more about yourself as a language learner. Has the journal been helpful to you? Why/why not? |
| 9. After a full semester, how do you feel overall about your experience in this class? |
| 10. What advice would you give to students in the Academic Prep class next semester? How can they benefit the most from their experience in this course? |

Student responses to question 9
Q9

1. Yes, a lot! I could learn how to study English by myself.
2. That was good. I could understand grammar well.
3. I really liked this class. I could study for my weaknesses.
4. I like this level and class. Other ELC students think our level is not make sense. however, I think this level is very good step to go to next level. We can overcome some own weaknesses. But, Reading HW was a lot, so I wanted to do my personal study more, but I could not.for example, memorizing some vocabs.
5. In the beginning I was upset to take this class, but today I can realize that it was really helpful for me because I had great teachers.