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The Development of Two Units for *Basic Training and Resources for*

Teaching English to Speakers of Other Languages:

“Content-Based Language Classes” and

“Multiple Skills in One Class”

Amanda S. Malaman

A selected project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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ABSTRACT

Development of Two Units for *Basic Training and Resources for Teaching English to Speakers of Other Languages*:
“Content-Based Language Classes” and
“Multiple Skills in One Class”

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Master of Arts

Under the direction of Dr. Lynn Henrichsen, a group of students has developed numerous units for the *Basic Training and Resources for Teaching English to Speakers of Other Languages* (BTRTESOL) program. This program is currently located on a website and will someday be published in book and DVD format. These units provide general training for novice teachers who teach domestically or abroad. With little or no training, volunteer English language teachers are often left with questions that BTRTESOL strives to answer in its 52 units. As this audience may or may not have university education or heavy commitment, these units are kept short and to the point with easy to read and understand language. The program uses a minimalist approach so each unit includes only “The least you should know” while connecting users to additional resources in a “where to go to learn more” section.

This master’s project describes the creation, evaluation and revision of two units for the BTRTESOL program, “Content-Based Language Classes” and “Multiple Skills in One Class.” The first unit introduces the idea of integrating content teaching and language teaching into one course. In addition, it explains different types of scaffolding and teaching techniques that will aid novice teachers in creating successful content-based instruction courses. The second unit will help teachers to integrate different linguistic modalities into one course. Suggestions on how to pick themes, manage class time, and plan lessons are addressed.

Key words: TESOL, teacher training, content-based instruction, integrated skills instruction, theme-based instruction, multiple skills

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Chapter One — Introduction

This chapter will provide some background information on the *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More* (BTRTESOL) program in general. It will also discuss the program's intended audience. Finally, it will include my personal background and why I chose my two units.

The Need for BTRTESOL

Globalization has changed our world in many ways. One of the prevalent changes is the increased interest in learning English. English is a global language because it is used as a first language in numerous countries, employed as a second language in others; and taught as a foreign language in over 100 countries around the world (Crystal, 1997). English is different from other languages as it has more non-native speakers than native speakers; for this reason, the demand for foreign language teachers, resources and materials is also very great (Richards, 2006).

Consequently, a huge number of people work as teachers and tutors of English throughout the world. These teachers and tutors teach a wide variety of students—from businesspeople and international students to refugees and community literacy students (Henrichsen, 2011). In many instances the only requirement for teaching English is being a native speaker or having high proficiency in English. Consequently, many people with very little or no training teach English around the world. Frequently, these teachers have not had the chance to attend university-level teacher-education programs in TESOL, and they may not have the means or opportunity to do so.

The number of untrained or volunteer teachers is unknown; however the 2005-2006 Statistical Report of ProLiteracy Worldwide states that 120,480 volunteers worked in its 1,200-affiliate programs, 88% of which provided ESL services (ProLiteracy Worldwide, 2007, p. 1). These numbers reflect the number of volunteers in only one organization within the United States, and the number in recent years has undoubtedly risen due to the increased need for English services due to immigration and refugees. The 2009 Yearbook of Immigration Statistics indicated that in 2009 the US received 74,602 refugees from various countries, the greatest number received in the last ten years (US Department of Homeland Security [DHS], 2010).

Outside the United States, English teachers are recruited through organizations such as Volunteer Abroad, which lists 600 plus organizations on its website (volunteerabroad.com) that send out volunteers around the world to teach English. These organizations often provide minimal in-house training for their volunteers, and many organizations provide no training. While these organizations have given job opportunities and cross cultural experiences to many, their programs have also created some difficulties for the TESOL field in regard to training, resources, and curricula (Nunan, 2003). Training is very important for teachers, but novice volunteer teachers rarely receive the training that they need. “Novice teachers without adequate preparation naturally rely on their own instincts and their previous experiences teaching or learning languages. That is not always a good thing” (Henrichsen, 2010, p. 12). In fact, volunteers with minimal training may provide “more of a disservice than a service” (Gilbertson, 2000, p. iii). According to Gilbertson, teachers with little training teach how they were taught. If they were taught with grammar translation and mimicry, than they will teach using these techniques. Volunteers may also treat their adult students like children, which can hinder their progress. Finally, volunteers who are not trained in students’ cultural preferences may not be

equipped to deal with cultural differences (Gilbertson, 2000). One would think that any training is good training. However, the U.S. Department of Education's Office of Vocational and Adult Education conducted a 20 month study "... in response to the widespread concern that inadequate training is a major impediment to the effective delivery of adult education services" (Kutner et al., 1992, p. 8). Reasons cited for lack of training included high turnover, lack of funding, and limited requirements. It is our hope that the BTRTESOL program will provide these teachers with some basic training that will aid them in becoming more proficient teachers and better connected professionals.

Audience

With millions of English language students around the world, the number of English language teachers is also large. Accurate current statistical data on the number of novice or volunteer English language teachers is hard to come by as these worldwide statistics are not "tracked and reported" by any organization or agency (Henrichsen, 2011, p. 1321). Over 25 years ago, a study by the Center for Statistics in Washington, DC examined the services provided to train adult literacy programs in the United States. This study looked at 2,900 adult education programs offered in various locations as well as 1,300 local adult literacy programs. This study concluded that "an estimated 107,000 volunteers served in these programs...in the following capacities: one-to-one tutoring, teaching small groups, serving as teacher's aides, and teaching classes" (Center for Statistics, 1986, p.1). While this number is large, it only takes into account literacy based programs and these numbers are old. In more recent years The Bureau of Labor Statistics in its *Occupational Outlook Handbook* 2010-2011 edition stated that 96,000 teachers and instructors were involved in adult literacy, remedial education, and GED instruction in 2008. Also, these numbers represent only paid professionals and do not take into account the

uncounted volunteers. These numbers are expected to increase at a rate of 15 percent, a rate faster than the average for all occupations, to 110,400 in 2018. “Significant employment growth is anticipated especially for ESOL teachers, who will be needed by the increasing number of immigrants and other residents living in this country who need to learn or improve their English skills. In addition, greater proportions of these groups are expected to take ESOL classes” (Bureau of Labor Statistics, n.d.). The Adult Education — Basic Grants to State Program enrolled 2,334,751 learners during the FY 2007-08, 46 percent enrolled in English literacy programs funded by grants. In other words, these students were attending courses paid for by grants to states, and these numbers do not represent private institutions or other funded charities and organizations (Adult Education and Family Literacy Act, 1988; Annual Report to Congress, 2007-2008).

This large group of untrained or minimally trained teachers constitutes the audience for *Basic Training and Resources for TESOL* (BTRTESOL). These volunteer teachers are only expected to grow in number and the BTRTESOL program will be able to guide and train them to be better teachers.

BTRTESOL Design and Method

The BTRTESOL program was designed to be a website and a book (with DVD support) to serve as a training resource for novice volunteers or untrained teachers. It uses a minimalist approach. The program is minimalist because it does not seek to answer all of the questions that could arise in any given teaching situation, nor does it profess to hold all of the information possible on the topic; however, it does provide the minimum (and most important information) that a new teacher should know on that topic. The BTRTESOL program not only trains users on how to implement specific methodologies, but also connects them to professional resources

where they can obtain more in-depth information. In addition, the program uses a teacher training approach, not a teacher education approach. Teacher training consists of “instructional experiences that are focused on individuals acquiring very specific skills that they will normally apply almost immediately” (Smith & Ragan, 2005, p.3). For this reason, material presented in BTRTESOL units is designed to be immediately applicable and does not focus on general, abstract theory.

The BTRTESOL program provides basic information on a variety of topics separated into ten sections. Within these sections, over 50 units address topics that novice teachers may want to learn about before (or while) teaching English to non-native speakers. This master’s project will describe the creation of two BTRTESOL units from section six, “Developing Language Skills,” titled “Content-Based Language Classes” and “Multiple Skills in One Class.”

The first unit, “Content-Based Language Classes,” introduces the idea of integrating content and language into one course. In addition, it explains different types of scaffolding and teaching techniques that will aid teachers in creating successful content-based language courses. The second unit, “Multiple Skills in One Class,” will help teachers to integrate different language modalities into one course. Suggestions on how to pick themes, manage class time, and plan lessons will be addressed. Following the BTRTESOL lesson format, each unit begins with an opening scenario and the objectives of the unit. At the end of the content a video segment related to the topic is presented along with reflection questions. Finally, information about “Where to Go to Learn More” is presented in brief description of relevant, useful websites and books.

Personal Background

My interest in the BTRTESOL program stems in part from my own experience as an untrained novice volunteer teacher of English. When I served as an LDS missionary in João

Pessoa, Brazil I was asked to teach English lessons to the community. I was 21 years old and had not yet completed my bachelor's degree. I had no prior experience in teaching English or any other language. In previous years, I had taken German language classes and more recently had learned Portuguese in order to perform my proselytizing mission in Brazil. When I arrived at the chapel ready for my first English course, I soon found out that my preparation was not adequate. I began my first lesson with some grammar instruction on the verb to be. After about ten minutes I didn't know what else to teach. I then resorted to asking the students for vocabulary that they would like translated. After a few minutes of being in live dictionary mode, I resorted to teaching hymns in English. After I arrived home, I realized that I knew nothing about teaching English, and that I needed better ideas and training in order to teach. I spoke with several other missionaries, who had been teaching English, and the only advice they could give me was to teach hymns, scriptures and conversation skills. With this training I went on my way and tried to do the best I could. This experience left me feeling that I did not know my own language. I thought that just speaking the language was enough to be able to teach it; I was wrong.

After this experience in Brazil, I returned to Brigham Young University (BYU) to complete my bachelor's degree. I changed my major to ELANG (English Language) with minors in TESOL and Portuguese. I realized how important it was for many people to learn English, and I also realized that if I were to help others that I needed more training in teaching.

While completing my BA, I interned at an English language school and was offered a position to teach part time. I taught beginning grammar and soon was asked to teach an intermediate integrated skills course. After I completed my degree, I was offered a fulltime position at that same Intensive English Program (IEP). I was a novice, but not an untrained teacher, and I was still anxious about my level of knowledge and my ability to impart knowledge

to my students. When students would come to me with questions, I would answer them somewhat confidently, but in the back of my mind I would wonder if I really was giving them the best answer. I wondered if I was using the best techniques and strategies that would help my students succeed. For this reason I chose to return to BYU to obtain my Graduate Certificate and Master's Degree in TESOL.

Rationale for Project Selection

As an untrained teacher and as a novice teacher I felt the need for more training. Naturally, when I selected the topic for my MA project, teacher training stuck out in my mind. I wanted to be able to help other teachers to feel more confident in their abilities. For this reason, I chose to do two units for the BTRTESOL program as my MA project.

Content-Based Instruction (CBI) was something that I had not heard much about until I entered the TESOL Graduate Certificate Program. I had previously taught an English for Specific Purposes (ESP) course, which I enjoyed, but I had always thought that to teach a content course, in an area such as biology or history, one would need to be an expert in that field. I soon came to realize, however, that CBI was an excellent methodology for teaching and even though it intimidated me, I felt that it was something I needed to learn more about. After I chose this BTRTESOL unit to work on, I taught Life Sciences, a CBI course at BYU's English Language Center, for three semesters. This experience has been invaluable in the creation of Unit 6F "Content-Based Language Classes."

Integrated Skills Instruction was a subject that I had come to be very familiar with as a novice teacher. At Nomen Global Language Centers, my first paid teacher position, our "skills" courses were taught in an integrated fashion, and in my first few weeks teaching I had trouble in implementing this style of teaching. While working there, I received training and invaluable

experience. I also was part of the curriculum development team, where I created materials for the integrated skills courses at the school. I knew that many teacher education programs focused on teaching linguistic skills in isolation and that many novice teachers would have difficulties integrating the skills in their courses. For this reason, I chose BTRTESOL Unit 6E “Multiple Skills in One Class” as one of my units. As a teacher at the ELC I taught a CBI course, Life Science, for three semesters. This course was also an integrated skills course as it teaches reading, listening and speaking in tandem. This experience has been very helpful in the creation of both units.

Constraints of the Project

While the BTRTESOL project is a worthy endeavor, it has important delimitations; the biggest constraints being the length of the chapters. The number of resources available on each of my units’ topics is astounding. Most second language textbooks at least briefly mention integrated skills instruction and content-based instruction. All of these references contain more and more information that could potentially be used in each of my units; however, each BTRTESOL unit is limited to approximately 5-7 pages due to our audience. As previously mentioned, our audience is those who do not have time or perhaps funds to commit to buying a costly textbook or attending a teacher education program. For this reason, each BTRTESOL unit must be kept short to be able to give the important information (“The Least You Should Know”) at a glance. While seven pages may seem long to some, those who are working on this project came to realize that seven pages is relatively short. To select and summarize years of research and books full of information and recommendations and knowledge into such a small space is no small task.

The second biggest constraint to each BTRTESOL unit is the type of training it provides. As graduate students we are in a teacher education program, where we are learning theory, background, principles, and application techniques that we will use in a variety of instructional settings for many years to come. However, the BTRTESOL units are meant to provide teacher-training. This means that the units must give novice teachers skills to be able to use right away in the field (Smith & Ragan, 2005). As graduate students we tend to want to sound intellectual and to teach others what we are learning in our MA classes, but it is essential for us to remember the type of training the BTRTESOL program is offering and to keep our units in line with this philosophy.

Another constraint is the BTRTESOL audience's background; most novice teachers are not experts in linguistics or second language acquisition. They come from different social and educational backgrounds, so factors such as readability level, vocabulary, and sentence structure are paramount. Instead of using advanced terms, BTRTESOL units must employ simpler terms that are easy for untrained teachers to understand. In addition, simpler more commonly used sentence structures should be used so that our audience will be able to read our units quickly and understand them without difficulty.

Summary

This chapter has provided the background information on the *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More* (BTRTESOL) program in general. The audience was explained, as well as my personal background, and the reasons for choosing units 6E “Multiple Skills in One Class” and Unit 6F “Content-Based Language Classes.” The next chapter will present relevant literature that was consulted in order to choose the information to include in each unit.

Chapter Two — Literature Review

This literature review will focus on both content-based instruction (CBI) and integrated skills instruction. While there is extensive information available on both subjects, it was necessary to focus this review of literature on the areas that would be most applicable to the BTRTESOL program. The following are these areas: definition, historical background, importance, types, and suggestions for teachers.

Definition of Content-Based Instruction

It is important to first understand what CBI is and what it is not. CBI is a concept that covers a broad range of instruction that it is often difficult to define, although many have attempted to define it. Stryker and Leaver (1997) suggest that it is “more of a philosophy than a methodology” (p.3). On the other hand Lightbrown and Spada define CBI as a curricular approach or framework: “CBI ... is an approach to curriculum design that seeks to reach a balance between language and content instruction with an emphasis ‘on using the language rather than on talking about it’” (Lightbown & Spada, 1999, p. 92).

Whether it is a philosophy, a methodology, or a curricular model, CBI is often described as combining language learning and content learning together in one course. Stoller (2004) acknowledges that CBI has a “dual commitment to language and content-learning objectives” (p. 261). Additionally, Brinton, Snow and Wesche (1989) “define content-based instruction as the integration of particular content with language-teaching aims...it refers to the concurrent teaching of academic subject matter and second language skills” (p. 2).

Authorities also disagree as to what is considered content. Some suggest it is “academic subject matter” (Brinton, Snow, Wesche, 1989, p. 2), while Genessee (1994) states that it

“...need not be academic; it can include any topic, theme or non-language issue of interest or importance to the learners” (p. 3). Met (1999) gives another definition, “‘content’ in content-based programs, represents material that is cognitively engaging and demanding for the learner, and is material that extends beyond the target language or target culture” (p. 150).”

Taking this broader approach, for the purposes of my unit, CBI is defined as teaching language and content together; content being any sort of subject, be it academic or non-academic, as long as the content is stimulating and engaging for the learner.

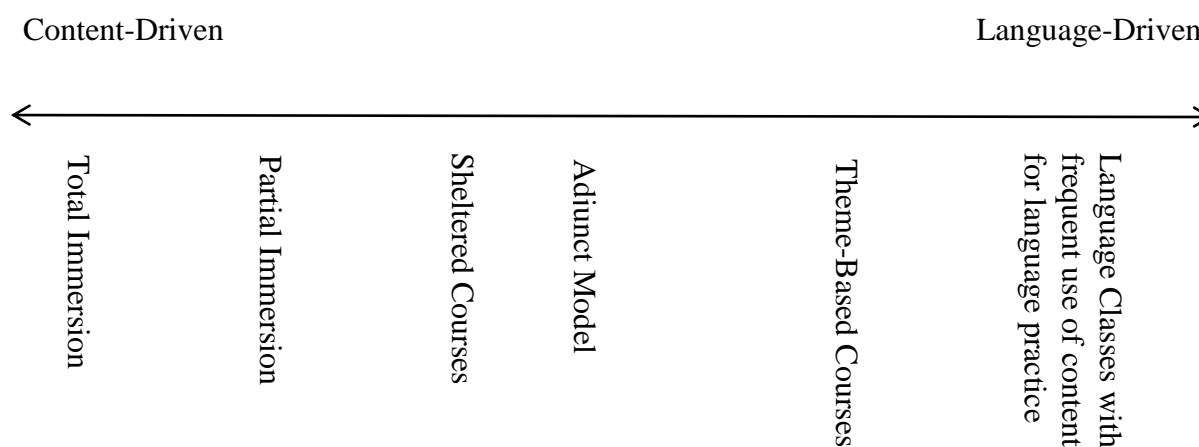
Historical Background on CBI

The idea of CBI is not a new one, “for probably as long as second languages have been taught...teachers have sought interesting content to engage learners’ interest” (Nunan, 2003, p. 202). While it is true that teachers have tried for ages to engage their learners, the roots of modern CBI can be traced to the mid-1970s, when Europeans began to “mold foreign language instruction to the communicative needs of learners” (Met, 1991 p. 281). Around this time Hymes (1971) theorized that, “communicative competence in a second language is facilitated by using the language as a medium for learning content rather than by studying it as separate and distinct subject areas” (as cited in Sherris, 2008, p.1).

Grabe and Stoller (1997) argue that CBI in its early days was exemplified in English for Specific Purposes (ESP) and in second language immersion programs, but that it is now more widespread, appearing in K-12 classrooms, in university foreign language instruction and in English for Academic Purposes (EAP) programs (p. 1). Furthermore, Met (1999) suggests that CBI permeates all levels of instruction, and much second or foreign language instruction would be considered content-based instruction (p. 3). Therefore, it is used more widely than many may realize.

Types of CBI

Just as there are numerous definitions for CBI, there are also numerous ways that CBI might be implemented in the classroom. To make better sense out of these models, Met (1999) proposed a continuum that organizes the different approaches to CBI ranging from content driven courses to language driven courses.



*Adapted from Met (1999).

Figure 1. A continuum of content driven and language driven teaching

Met gives an example of a content-driven language program as immersion where “the focus of instruction is on content—it is expected that students will master the regular school curriculum, even though they are learning it in a language that is new to them” (Met, 1999, p.5). In many immersion programs, little to no explicit language instruction is given to the students. Beginning in the 1960s US immersion programs began. In the US, immersion had previously meant that non-native English speakers (NNES) were placed into a mainstream classroom and had to either “sink-or-swim” (Cohen & Swain, 1976, p. 46). This type of immersion is

characterized by Cohen & Swain as *submersion* and not *immersion* and is a great example of a content-driven program. On the other end of the continuum, are language-driven programs. “In these programs, language has primacy, and content facilitates language growth. Content learning may be considered a gratuitous but welcome by-product, but neither students nor their teachers are held accountable for ensuring that students learn it” (Met, 1999, p. 6). These two extremes are not necessarily considered good examples of CBI courses; immersion courses offer no language teaching and language driven programs may not have a focus on content.

Total Immersion Model. Total Immersion courses are offered in many elementary schools where content is the focus of instruction in students’ L2. Non-native English speakers attend school in the same courses as native English speakers and are held to the same standards. They may have ESL courses to help them with their L2 language skills, but their content courses are offered only in English. According to Met (1999) these total immersion courses are at the far end of the continuum and have little focus on language learning. Language arts courses are offered but may not resemble what is normally expected in a second language course (Met, p. 5, 1999). If students have an ESL class it is generally an ESL pullout class (Cohen & Swain, 1976). In general, the language that students learn in these programs is a result of teacher-student interactions and student-to-student interactions.

More recently authorities such, as Genesee (2008), have stated that a total immersion program is one where the “amount of second language instruction varies” (p. 25). Total immersion is when the L2 is taught 100% of the time during certain grades. “The grades levels during which the second language is used for general instruction vary, with some programs starting immersion in kindergarten or grade 1 (*early immersion*), and others delaying use of the second language for academic instruction until the middle elementary (*delayed immersion*) or

early high school grades (*late immersion*). (Genesee, 2008, p. 25). Met (2008b) states that “since one of the goals of immersion education is the attainment of L1 literacy at or above expectation, development of L2 language and literacy must be a priority in immersion” (p. 50). Therefore, even total immersion courses should have a focus on literacy including explicit vocabulary instruction and explicit grammar instruction (Met, 2008b). “Researchers now underscore the importance of integrating form-focused instruction into regular subject-matter instruction to allow students to notice these otherwise infrequent or nonsalient features” (Lyster & Mori, 2008, p. 133).

Partial Immersion Model. The next type of CBI is partial immersion, which is also used in elementary schools. The major difference between partial and total immersion is students may spend part of the day learning content in their native language. In a partial immersion class the goals are threefold. These goals are to achieve high levels of proficiency in L1 and L2, achieve content-knowledge at or above grade level, and to demonstrate cross-cultural behavior models and achieve high self-esteem (Christian, 1996). This model of immersion was used in immersion programs of the 1960s and 70s but became popular in the 1980’s. “This interest was likely the result of a convergence of factors, including increased attention to foreign language (FL) learning for English speakers, research on effective programs for educating language minority students, and the availability of federal and state funding for programs using this approach” (Christian, 1996, p. 67).

There are many ways of implementing partial immersion such as the 90/10 model and the 50/50 model (Christian, 1996). In each of these models the numbers represent the time spent on literacy in the L1 and the L2. In the 90/10 model 90% of the time is spent on the minority language and 10 % is spent on the majority language (English). More recently partial immersion

has turned towards the 50/50 model. “A popular immersion approach is dual language immersion, in which half the class is learning a foreign language while the other half is learning English” (Met, 2008a, what program models section, para. 3). In this model of partial immersion, there is a focus on language learning and the content teacher has a dual role as both the content teacher and the language teacher and is very aware of both of these roles. “Immersion teachers should know how teaching content through a second language is different from teaching curriculum through a first language. Further, immersion teachers need to ensure language growth as well as teach content” (Met, 1998, p.90). This dual immersion model responds to the need for fewer costs in education. If dual immersion is used in elementary schools, instead of language classes (for native English speakers), then only one teacher and one book is required to teach instead of two teachers and two books (Met, 2004).

Sheltered Instruction Model. Many ESL students are entered into immersion courses but then are exited from such programs and placed in the mainstream classroom after only a few years. Sheltered courses are an answer to smooth the transition from an ESL course to mainstream instruction (Harklau, 1994). Sheltered courses are also subject matter courses taught in students’ L2, but they use “linguistically sensitive teaching strategies in order to make content accessible to learners who have less than native-like proficiency” (Met, 1999, p. 5). These sheltered “content-driven courses in which specific classes are taught through the medium of another language are found in both second and foreign language contexts and may be found at all levels of schooling” (Met, 1999, p. 6). In these classes students still learn the content, but the teacher is aware that the students need more time and help to learn. The teacher may adjust the pace, change the wording or provide extra time for questions and tutoring. In these sheltered courses, students are evaluated by how much content they have mastered.

The SIOP Model. The Sheltered Instruction Observation Protocol (SIOP) is a model of sheltered CBI teaching that is used in school districts throughout all of the 50 states, and in several other countries. This model was created in order to “find agreement on a definition of sheltered instruction” (Echevarria et al, p. xi). The SIOP Model “operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation that provides English learners with access to grade-level content-standards” (p. xi). Teachers who employ this model ensure that students learn both language and content.

Adjunct Model. In contrast, the adjunct model uses both language and content as a way of assessing students’ mastery of course objectives. Adjunct courses answer the need to bridge the gap between native English speakers and non-native English speakers in university classes (Snow & Brinton, 1988). As such adjunct courses are in place in higher education settings, and these courses are an arrangement in which students attend a content course, such as biology, but they also have a language course that they attend. This language course has the purpose of helping students succeed in their content course. The adjunct course teacher may help with vocabulary, reading strategies, or assignments. For this reason, adjunct courses lie at the center of the content language continuum because they are often equally balanced between language and content learning outcomes. These courses are taught in an integrated fashion “using a team design in which a content course instructor works collaboratively with a language instructor” (Snow and Brinton, 1988 as cited in Met, 1999, p. 9). In other words, students attend a content course as well as a language course that is designed to guide them through the content course.

Theme-Based Model. As the continuum moves towards language-based programs, theme-based courses are next. Theme-based courses are language course that use themes or

topics, which are selected, based on their “potential to contribute to the learner’s language growth” (Met, 1997, p. 8). Teachers use these themes in order to teach language. In this approach, students are not held accountable for content mastery. Theme-based courses are used in many ESL and EFL contexts and according to Stoller and Grabe (1997) all content-instruction is theme-based.

The final type is a language-based program; a language course that does not focus on content, only on language. Many grammar courses are good examples of language based programs as they only focus on the language, the grammar rules and syntax, and do not focus on content or themes.

Reasons to Use CBI

Now that CBI has been explained and defined, this review turns to reasons to implement this method as a means of instruction in language courses. Second language research supports CBI, as seen in the work of Krashen, Swain, and Cummins (as cited in Grabe & Stoller, 1997). Krashen’s comprehensible input hypothesis provides a rationale for the development of CBI in second language courses. “His argument that language is best acquired incidentally through extensive exposure to comprehensible second language input has not only supported the use of CBI but has ... been supported by the successful results of a number of L2 CBI programs” (Grabe & Stoller, 1997 p.1). Nunan (2003) also stated that the input-challenging language that is inherent in CBI creates an environment for successful language acquisition.

As children we learn to speak our L1 alongside content. In grade school, students learn English lexicon and structure, as well as math, science and history. As teachers present mathematical functions they are also teaching vocabulary and math syntax. This methodology of learning works well for L1 students and also works well for L2 students. An example of this

would be ESL students in a total immersion program in the public school system. Genessee (1994) asserted that...

The first and most general lesson to be learned from immersion is that second language instruction that is integrated with instruction in academic or other content matter is a more effective approach to teaching second languages than methods that teach the second language in isolation (Genessee, 1994, p. 2).

CBI supporters cite “direct evidence that students in immersion learn the academic content specified in the school curriculum *and* develop significant levels of foreign language proficiency” (Met, 1991, p. 282). Therefore, not only are these students able to keep up with their native speaking counterparts in terms of content knowledge, but they are also able to learn the L2 through content. Met also suggests that when students learn through content, teachers are helping those students use higher order thinking tasks, helping students “communicate about thought, not just words” (p. 282). This idea of higher order thinking skills goes along with the depth-of-processing theory, which “argues that the presentation of coherent and meaningful information leads to deeper processing, and that deeper informational processing results in better learning” (Grabe & Stoller, 1997, p. 6). Therefore, a cognitively demanding class is better for language learning, and if the context is embedded, it will make the content easier for students to understand (Met, 1991).

Other support for CBI comes from Cummins's (1984 & 1989 as cited in Grabe & Stoller, 1997, p. 3) idea of Cognitive Academic Language Proficiency (CALP). Cummin’s research shows that L2 students learn Basic Interpersonal Communication Skills (BICS) within two years from interactions with their classmates and teachers. This language is not sufficient, however, to

compete with their native language peers because these students need to develop CALP if they are to succeed. “The development of CALP in the L2 can take much longer, from five to seven years or more (Collier, 1989; Wong-Fillmore, 1994 as cited in Grabe & Stoller, 1997, p.3).

Grabe and Stoller state that “postponing content instruction while students develop more advanced academic language is impractical and ignores students' complex educational needs” (Grabe & Stoller, 1997 p. 3).

Additionally, CBI “provides a rich context for the language classroom, allowing the teacher to present and explain specific language features” (Nunan, 2003, p. 201). Context is important because “instructional approaches that integrate content and language are likely to be more effective than approaches in which language is taught in isolation” (Genessee, 1995, p.3).

Genessee asserts

that the integration of language and content instruction provides a substantive basis for language learning. Important and interesting content, academic or otherwise, gives students a meaningful basis for understanding and acquiring new language structures and patterns. In addition, authentic classroom communication provides a purposeful and motivating context for learning the communicative functions of the new language. In the absence of content and authentic communication, language can be learned only as an abstraction devoid of conceptual or communicative substance (Genessee, 1995, p.3).

Therefore language that is authentic and immediately applicable is very motivating for students. (Genessee, 1995). At the same time, “interest in the content of a course may trigger intrinsic motivation and lead to better learning” of content as well as language objectives (Grabe & Stoller, 1997, p. 7).

The analogy of learning to play an instrument is often used to describe this phenomenon. If students aren't given language in context, it is like practicing scales to learn a musical instrument. These scales are helpful but do not necessarily equate with playing in a concert. "Traditional foreign language classes resemble music classes in which all of the learners' time is spent practicing scales and studying theory, and they are not permitted to play any real pieces until they are proficient enough to give a recital" (Stryker & Leaver, 1997, p. 3). Consequently, it is important for teachers to teach their students not only as if they were practicing scales (language in isolation) but also as if they were playing in a recital (language in context).

Suggestions for CBI Teachers

Once understanding of the importance of CBI is established, it is important for teachers to understand how to implement this teaching methodology in order to be successful. Researchers in CBI tend to agree on the key features that aid in teaching content-based courses. These eight key features will be discussed here.

Objectives. The first important feature is part of lesson planning and this feature is choosing objectives (Met, 1991; Nunan, 2003; Tedick, 2010; Brinton, Snow, Wesche, 1989; Hardman, 2009; Echevarria, Vogt, Short, 2008). In all courses it is important to pick objectives, but in CBI there are two categories of objectives. The first is content-based objectives; if the course requires students to learn the content, then there must be related objectives. The second category of objectives is language objectives, which can be divided into two subcategories: content-obligatory and content-compatible language objectives. Content-obligatory language objectives are outcomes that students need to master or understand in order to succeed with the content. An example of a content-obligatory objective is vocabulary knowledge or syntactical patterns. On the other hand, content-compatible language objectives are those that are not

necessary, but could be considered helpful (Met, 1991; Teddick, 2010; Nunan, 2003). When choosing objectives, teachers need not force objectives that do not integrate with the content. Nunan (2003) suggests that the content of a lesson should determine the language objectives and not the other way around. “First, language instructors are asked to let the content dictate the selection and sequence of language items to be taught rather than vice versa” (Brinton et al, 1989, p.2). Other examples of types of language objectives might include key vocabulary, language functions, language skills, grammar/structure, lesson tasks (summarize), strategies, graphic organizers, and outlines (Echevarria et al. 2008).

Background Knowledge. The second key feature that is vital in CBI is background knowledge. For a CBI lesson to be successful, it is necessary for students to have background knowledge or schema in order to understand the new content and vocabulary (Tedick 2010; Met 1991; Stoller 1997; Nunan 2003). “In addition to language, students’ background knowledge plays an important role as a building block for new learning. Prior content knowledge is key to understanding new information and concepts and can facilitate comprehension” (Met, 1991). Schema is extremely important for students to succeed. Echevarria, Vogt & Short (2008) state that “effective teaching takes students from where they are and leads them to a higher level of understanding” (p. 53). They also suggest that in order to build schema, CBI teachers need to do three important things. The first is to teach vocabulary, the second is to provide experiences and the third is to introduce the conceptual framework that will enable students to develop appropriate background information (Christen & Murphy, 1991 as cited in Echevarria et al 2008). Christen & Murphy (1991) suggest that to teach vocabulary one should select only the words that are critical for the text. These words that are critical to the text relate directly to the objectives; the content obligatory objectives are ones that are necessary for comprehension. Thus

for students to have adequate background knowledge they need to understand the key words. In addition to vocabulary introduction, videos are suggested as a means to link past concepts with the current lesson. Videos are an excellent concrete and visual method of raising schema.

Scaffolding. Moreover, scaffolding is a major component in making content comprehensible in CBI courses. “Scaffolding, then, means support, but ‘it is the nature of the support—support that is responsive to the particular demands made on students learning through the medium of a second language that is critical for success’” (Tedick, 2010, p. 257 quoting Gibbons). This support requires teachers to use certain methods in their classrooms. There are numerous methods to give support or to scaffold a lesson: integrating modalities, using scaffolding techniques, using graphic organizers, contextualizing grammar, providing meaningful input, maximizing output, giving/receiving feedback, using learning strategies, using vocabulary pre-instruction, and using pictures and graphic organizers (Tedick, 2010; Stoller, 1997; Brinton, Snow, Wesche 1989; Hardman, 2009; Ecvhevarria et al., 2010).

Strategy Instruction. As mentioned in the list above, strategy instruction is crucial for CBI. Strategies then, according to Tedick, are “defined as thoughts or activities that assist in enhanced learning and student performance” (Tedick, 2010 p. 259). Good content teaching uses strategy instruction because it gives students an arsenal of tools to use when their language is limited. “There is considerable evidence that explicitly and carefully teaching students a variety of self-regulating strategies improves student learning and reading” (Echevarria et al 2010, p. 96). In order “to demonstrate their academic progress, students may call on the same strategies that teachers use during instruction, using concrete objects, diagrams, body language, or other paralinguistic supports to convey meaning” (Met, 1991, p. 18). Therefore, CBI instructors should

teach strategies so that students can not only understand the content of the course, but they also can succeed in future courses if they employ these strategies in other contexts.

Strategies can be used in a number of different settings and in different types of scaffolding. Verbal and procedural scaffolding often employ framework such as one on one teaching, small group instruction, and peer tutoring. Instructional scaffolding is another type that uses graphic organizers as a pre and post reading tool (Echevarria et al, 2008). Many authorities suggest that using graphic organizers will help students to be able to organize the information, classify it and to better comprehend it (Grabe & Stoller,1997; Nunan, 2003; Brinton, Snow Wesche, 1989). One example of a commonly used graphic organizer is the Venn diagram. Met (1991) suggests that “the Venn diagram serves to organize students’ thoughts and forms the basis of a class composition which compares and contrasts” (p. 288). In addition to graphic organizers, realia, pictures and graphics, such as charts and graphs, aid in comprehension. These tools help to provide meaning in context of tasks. “Manipulatives, visual aids, and realia, for example, embed language in a context made understandable through concrete experience” (Met 1991, p. 283). For these reasons, concrete and authentic materials should be used within CBI lessons in order for students to visually understand the content.

Cooperative Learning. In order to make the content comprehensible, it is also a good idea to use cooperative learning with the purpose of peer instruction and support. This goes along with the Vygotskian Learning Theory (Grabe & Stoller 1997).

”Slavin's research, in particular, has demonstrated strong improvements in student learning when students work in groups that have structured objectives, have group goals

and rewards, promote individualized accountability, and provide each student in the group with equal opportunities for success (Grabe & Stoller p. 4).

Nunan (2003) also suggests that student involvement should be used in all phases of learning. Moreover, CBI should be more communicative in nature because students are active and do not depend on the teacher to learn; they learn from peer input and interaction, and the teacher is used more as a resource (Brinton, Snow & Wesche, 1989; Echevarria et al, 2010; Hardman, 2009). Stryker and Leaver (1997) also agree that involvement should be used so that students can become independent learners to extend learning beyond the classroom. In CBI, “there is a high level of student engagement and interaction with the teacher, with other students, and with text, which leads to elaborated discourse and critical thinking” (Echevarria et al, 2010, p. 17). Proponents of cooperative learning have argued “that it is through the verbal interactions of peer teaching that students begin to deepen their own understanding of content” (Davidson & Worsham, 1992 as cited in Met, 1991, p. 18). Hence, teachers should plan on activities that involve group or pair work in order for students to be able to use their higher order thinking skills.

Teacher Speech. As teachers are more of a resource in CBI, it is important for that resource to be easily understood. Numerous sources suggest that the teachers’ rate of speech needs to slow down while the use of gestures needs to increase. Frequent comprehension checks are necessary as well as checking for background knowledge. (Nunan, 2003; Brinton, Snow & Wesche, 1989). This is important so that students can understand instructions. There are many ways to make input more comprehensible for ESL students to understand. The first suggestion is to explain tasks well and to model activities. If students cannot understand the directions, they may not be able to complete the task; additionally, modeling is important so students can have a

representation or model of what is expected. Other ways of improving comprehension are to use gestures and to repeat important words (Echevarria et al, 2008).

Integrated Skills. As discussed previously interaction is important in CBI because it is more natural and authentic; the use of integrated skills is also important in CBI because it lends itself to whole language or language in context, which is optimal if practiced in an integrated skills environment. An integrated skills environment allows students to use the language in context in a more natural way (Echevarria et al., 2008; Hardman, 2009). “The need to verbalize thought frequently requires more precise control over concepts than does demonstrating understanding, writing requires clear thinking, and helps pinpoint fuzzy understanding” (Met, 1991, p. 17). Thus CBI courses should use an integrated skills format in order to optimize the student experience in the class.

Assessment. One final aspect of CBI that is important to mention is the idea of assessment. Teachers often do not know where to begin assessing when they have been teaching both content and language together. Some are tempted to test only language,

However, some aspects of content may need to be integrated into language assessments. Good and equitable assessment tasks mirror those used for instruction. Since language cannot be used in a vacuum, and must be used to communicate about something, it is likely that language assessment will need to be based on the topics and tasks used in instruction. As a result, while content mastery may not be a focus of assessment in theory, it may be difficult in practice to separate content from language (Met, 1991, p. 19).

Therefore, assessment in a CBI course may resemble classroom activities. In order to have this assessment, one idea is to have more frequent and shorter assignments and guided research as assessments in addition to unit and chapter tests (Brinton et al, 1989).

Definition of Integrated Skills Instruction

As mentioned previously, theme-based instruction is a type of content-based instruction. A potential implication of this is that CBI and theme-based instruction are one and the same; however, for the purposes of these BTRTESOL units a differentiation must be made between CBI and integrated skills instruction. On the one hand, Met (1999) explained that theme-based instruction is a type of CBI while others argue that “all content-based instruction is theme-based (Stoller & Grabe, 1997, p. 81). Stoller and Grabe (1997) reviewed a number of different CBI approaches and this review led them “to believe that there is, in fact, much more overlap among them [CBI approaches] than the preceding classificatory discussion would indicate” (p. 80). Furthermore, immersion courses also use themes as a means of organizing content.

In most educational contexts, thematic instruction is basic; that is, practically all instruction is theme-based. In the CBI literature, there are common references to other models of content-based instruction (e.g., adjunct or sheltered instruction models). These models are not alternatives to theme-based instruction; rather, they represent two different organizational structures for carrying out theme-based instruction (Stoller & Grabe, 1997, p. 81).

It is important to recognize that while many courses are theme-based, other models of CBI use a different organizational structure for carrying out these themes.

Moreover, another definition of theme-based instruction is that theme-based instruction adds a missing dimension to traditional approaches to language syllabus design ... theme-based language courses give learners an interesting subject to learn or communicate about. Language is used to explore content, and language growth emerges as students need to comprehend or produce language related to content” (Eskey, 1997, as cited in Met 1991).

Brinton, Snow and Wesche (1989, p. 26) note that in “...a theme based course...the content is exploited and its use is maximized for the teaching of the skill areas.” While many definitions are present, there are common factors and ideas uniting these definitions. The reason for this is that CBI and theme-based instruction truly are very similar and are used in similar ways.

Another important factor to consider when defining theme-based instruction is that theme-based instruction is not only a model for CBI (Met, 1991) but is also a model for integrated skills instruction as can be seen in *Figure 2*.

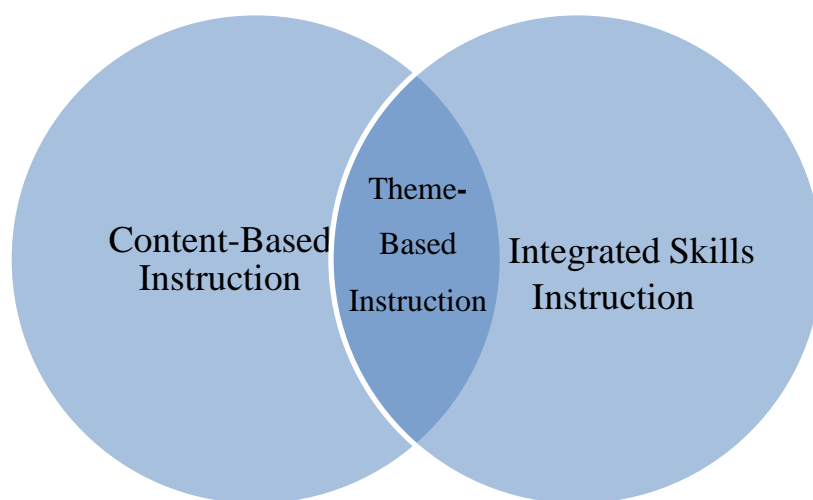


Figure 2. Content-based instruction and integrated skills instruction

This overlap of CBI and integrated skills instruction returns to Met's continuum of content driven courses. Theme-based instruction, as a model of CBI, is not highly content-driven. Theme-based courses lie closer to language driven courses than do other models of CBI. This is an important distinction to remember and consider in the definition of integrated skills instruction.

Another area in which CBI and theme-based courses differ is in the length of time spent on each topic or theme. Nunan (2003) suggests that "a recent innovation in CBI is sustained-content language teaching (SCLT)." SCLT uses a "single content area, or carrier topic ... along with a complimentary focus on L2 learning and teaching" (Murphy & Stoller, 2001, p. 3). This content area is continued throughout the entire course. CBI of this type would not change carrier topics—themes—midterm or every couple of weeks, but instead SCLT remains teaching the same topic over a period of time (Nunan, 2003, p. 205). Remaining on the same topic is very different than typical integrated skills instruction. Integrated skills instruction will often cover a broad range of themes throughout the term or semester, and it is not limited to only one topic; in this way SCLT is more similar to other models of CBI than to the theme-based model of CBI.

Mohan (1986) states that theme-based is the most common form of ESL teaching. Many teachers use theme-based teaching and don't even realize that they are employing a "weaker" form of CBI (as cited in Grabe & Stoller, 1997). Theme-based instruction is so common that a perusal of ESL textbooks will show that many, if not most, language textbooks use an integrated skills approach to teach language. Many of these same books use themes to guide learning.

Because theme-based instruction remains a popular method of employing integrated skills instruction, theme-based instruction will be the method of integrated skills instruction used

for the BTRTESOL unit. And for the purposes of this BTRTESOL unit the definition of theme-based will be using themes to teach multiple skills in one course.

Historical Background

Traditionally language classes were separated by skills (Scarcella & Oxford, 1992). The grammar translation method of the 1940s focused on form, grammar and translation. The audio-lingual method of the 1960s focused on rote memorization and drills, also focusing on form. Before CLT emerged in the 1970s (Harmer 2007), much instruction was focused on form instead of focus on meaning. For this reason, language skill classes were separated, so that focus could be placed on those skills individually in order to give as much feedback on form as possible. When CLT came about, the focus shifted to meaning and communicative competence. Teachers began using more authentic language tasks, in many cases using different language skills in tandem so that students would be competent in all situations (Scarcella & Oxford, 1992). Today, ESL classes may still be separated by skill and there are many reasons for this. Many of these reasons are administrative reasons such as the ease of separating classes into skills. Another reason that classes may be separated into skills is to focus solely on one problem area that students may have, and this focus can be beneficial for the students (Brown, 2001).

Types of Integrated Skills Instruction

As with many areas of instruction, various methodologies and executions of integrated skill instruction exist. Thus far, integrated skill instruction has been described as theme-based instruction. However, theme-based instruction is not the only type of integrated skills instruction; there are numerous types of integrated skills instruction. According to Brown (2001), five models of integrated skills exist. See *Figure 3*.

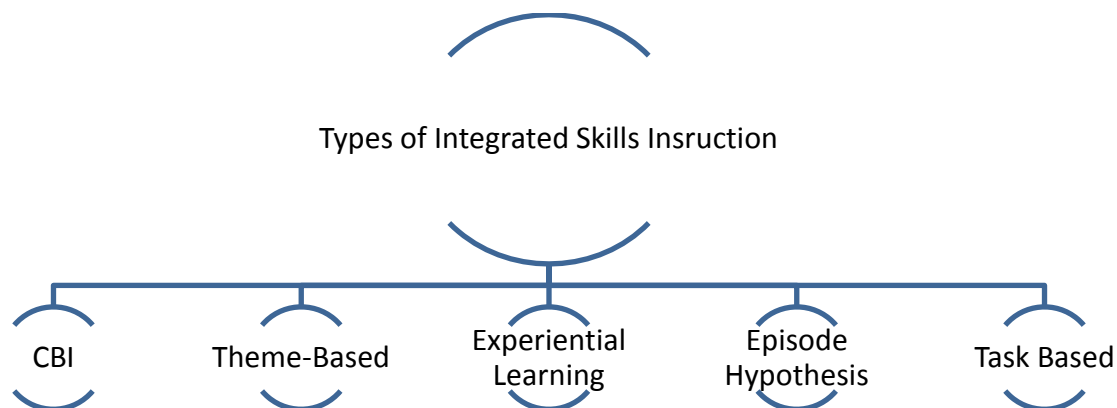


Figure 3. Types of integrated skills instruction according to Brown

The first model is CBI, which was previously mentioned. CBI is often used for higher level adult ESL learners and in elementary schools with children. When CBI is used for lower-level learners, it often will be theme-based. Brown makes the distinction between CBI and theme-based by using these labels *strong* and *weak*; additionally, he states that “for low levels it is more theme or task based, and that it is not the same as content based” (p. 235). This distinction between CBI and theme-based instruction returns to the continuum of language driven vs. content driven language classes. As *theme-based* is a subtype of CBI, it has a place along this continuum of content vs. language driven courses (see Figure 1.) As reported by Brown, *theme-based* signifies that equal emphasis is placed on language and content. The other major principles are automaticity, meaningful learning, intrinsic motivation, and communicative competence.

The third model is called experiential learning, a hands-on approach. Students perform tasks, such as baking a cake, to learn new vocabulary and grammar. They often learn language through “trial and error, by processing feedback, by building hypotheses about language, and by revising these assumptions in order to become fluent” (Brown, 2001, p.238). A specialized form of experiential learning is the Language Experience Approach (LEA). In the LEA approach

students experiences create the text for the class and students can rewrite, expand on and illustrate this experience. This is most often used in elementary-school teaching.

The fourth model is the Episode Hypothesis, which involves learning “the presentation of language in an easily followed storyline.” Teachers employing the Episode Hypothesis present a simple story that involves steps. They use this story to teach vocabulary, verbs and verb forms. This is in contrast to experiential learning students read about an experience and through talking about experiences instead of experiencing them.

Brown’s fifth model is the Task-based approach. In this model meaning is primary and students must communicate to problem solve. This method has a strong relationship to comparable real-world activities because students are completing real tasks, such as opening a bank account, buying items at the store and so forth. In this method, task completion has priority and students are assessed in terms of the outcomes of their tasks. “Task-based curricula differ from content-based, theme-based and experiential instruction in that the course objectives are somewhat more language-based...the course goals center on learners’ pragmatic language competence” (Brown, 2001, p.244).

Reasons to Use Integrated Skill Instruction

Integrated skill instruction as well as segregated skill instruction, both produce benefits—but of different types. However, if one would like a class that is more natural and authentic, integrated skills instruction may be a good choice. Nunan (1989) explained that “... there are occasions, certainly, when one is simply listening, speaking, reading or writing to the exclusion of the other skills ... but there are many other examples where a number of skills are interwoven into a complex language activity” (p.22). These complex language activities are what make an integrated skills classroom different from a segregated language skills classroom. Furthermore, it

makes little sense to use skills in isolation since, as Hinkel (2006) stated, “in meaningful communication, people employ incremental language skills not in isolation, but in tandem” (p.113). Teaching these skills in tandem will enable receptive and productive skills to feed off of each other in a more natural way than if they were taught in isolation (Brown, 2001).

Mohan (1986) suggested that “any educational approach that considers language learning alone and ignores the learning of subject matter is inadequate to the needs of these learnersWhat is needed is an integrative approach which relates language learning and content learning, considers language as a medium of learning, and acknowledges the role of context in communication.” (as cited in Scarcella & Oxford, 1992, p. 88).

Oxford (2001) uses the analogy of a tapestry to support the importance of integrating skills. Just as a tapestry is made of many strands woven together to make a whole, so language learning is also the weaving of many strands to make a whole.

If this weaving together does not occur, the strands consists merely of discrete, segregated skills—parallel threads that do not touch, support, or interact with each other. This is sometimes known as the segregated-skill approach. Another title for this mode of instruction is the language-based approach, because the language itself is the focus of instruction (language for language’s sake). In this approach, the emphasis is not on learning for authentic communication (p.1).

Oxford also suggests that even courses that are not labeled as integrated skills courses may and should still use other skill areas in their classrooms to create a richer experience for the students.

As mentioned by Oxford, if a course is teaching skills in isolation it is called a segregated skills course. There are two types of skills segregation courses (Scarcella & Oxford 1992) and

these types are total skill segregation and partial skill segregation. Skill segregation produces some benefits, such as being able to focus on discrete skills and to perfect certain skills such as writing. On the other hand, skill integration also has advantages. Students gain a complete picture of the complexity of the language, and the language becomes not just an object of study but also a means of communication. In addition, teachers are given more power and opportunities to teach multiple skills at once in a more natural setting. Skill Integration also promotes learning of real content rather than just language forms, and for this reason, it is highly motivating (Scarcella & Oxford 1992).

Another benefit of skill integration is “in actual language use—the way we really communicate—any single skill such as listening is rarely employed in isolation from other language skills like speaking or reading. This is because communication, by definition, requires the integration of both the main and the subsidiary language skills” (Scarcella & Oxford, 1992).

The benefits are not just for the students but also for the teachers. Brown asserts that in an integrated skills approach teachers have more flexibility in creating more interesting and motivating lessons.

Some may argue that the integration of the four skills diminishes the importance of the rules of listening, speaking, reading, and writing that are unique to each separate skill. Such an argument rarely holds up under careful scrutiny of integrated-skills courses. If anything, the added richness of the latter gives students’ greater motivation that converts to better retention of principles of effective speaking, listening, reading and writing.... Students are given a chance to diversify their efforts in more meaningful tasks (Brown, 2001, p. 233).

Using integrated skills instruction, teachers are able to be more flexible in their lesson planning and are able to create more meaningful tasks.

Suggestions for Implementing Integrated Skills Instruction

In integrated skills instruction, the goal is to weave the four skill strands together in order to build students' communicative competence. In order to achieve this goal, certain steps should be taken. Many of these steps are similar to CBI and even segregated skill instruction. For example, Scarcella & Oxford (1992) suggest that concepts and terminology should first be introduced, and then reinforced. Afterwards, strategies for reading, writing and general study should be taught. These two suggestions are common suggestions for teaching ESL in a general sense and are specific to CBI as mentioned previously. Many authorities do not actually outline steps that should be taken in teaching integrated skills instruction; rather they discuss the importance of it and suggest its use.

Harmer (2007) is one authority who does give attention to integrated skills instruction procedures. Harmer believes that "it is usually impossible to complete a task successfully in one skill area without involving some other skill, too" (Harmer, 2007, p. 267). One of the instructional procedures is that speaking skills can be used as preparation and stimulus to activate students' schemata. Additionally, both written and spoken texts may be used as models for future activities or as preparation and stimulus to introduce the activity. For this reason, Harmer suggests that tasks be integrated with a model followed by a related task. For example, students read a model letter and then write one; because "students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon" (Harmer, 2007, p. 267).

Shrum & Gilsan (1994) assert that teaching decontextualized language isn't very helpful because students need background knowledge, in contrast integrated skills teaching is contextualized instruction. This is done by connecting all exercise sentences with the same situation or theme, providing a context for the exercise in the form of information concerning people, activities, or descriptions, and combining cultural aspects with language practice within the exercises. Grammar teaching can also be beneficial in integrated skills in a whole language fashion in thematic units. Students are given texts (articles, stories, realia, listening passages, verbal input, etc.) and then work on understanding a grammatical principle illustrated in the text.

Hardman (2009) gives five suggestions for successfully implementing integrated skills. The first is to identify your focus, what skill you are going to be focusing on for a specific activity. Second, it is beneficial to create a template for how you allocate time to each skill. This allows teachers to ensure that each skill is included in the lesson plan. You could devote a different day of the week to a specific skill or a specific time allotment in each class period to ensure a balance between skills. Third, choosing your objectives for each class is important; it is easy to get distracted by just having a class discussion when maybe a more focused speaking activity would be more beneficial. Finally, Hardman suggests that you employ good lesson planning such as using learning phases (pre, during and post), moving from receptive skills to productive skills, use scaffolding, build in opportunities for meaningful practice, and provide variety in activities.

In addition to these tips, Hardman also lists CBI strategies that can be used when implementing integrated skills instruction as seen in Table. 1

Table 1.

Hardman's Strategies for Integrated Skills

Avoid Vague and Unfocused Teaching	<i>Enhance Student Motivation</i>	<i>Provide Scaffolding</i>
Be clear about what skill will be at the center of each activity you do	Use a variety of different kinds of activities	Use graphic organizers
Clearly articulate your objectives as part of your lesson planning	Appropriately pace activities so that they do not seem either rushed or tedious	Provide written instructions as well as vocal
Articulate how a particular activity will help students accomplish the objective set	Focus on depth and not breadth in your treatment of the content	Provide preview questions before listening or reading passages
Articulate how you will determine that your objectives have been met	Make learning relevant to students' needs	Discuss relevant vocabulary prior to reading or listening activities
Use a global template	Provide a sense of closure before moving on to new activities or new content	Provide students with examples of formulaic phrases and expressions they can use in their speaking
	Provide appropriate levels of scaffolding—not too much and not too little	Create cloze gap activities to accompany listening and reading passages
		Provide PowerPoint templates for formal presentations
		Assign more proficient students to help less proficient students
		Provide guided discussion questions for group and class discussions
		Model appropriate responses wherever possible
		Listen to or read passages multiple times, moving from overall

comprehension to attention to
specific details

In conclusion, this chapter has reviewed the literature for CBI and integrated skills instruction in the following areas: definition, historical background, types, reasons to implement and suggestions for teachers. The following chapter will discuss the development process of Units 6F “Content-Based Language Classes” and Unit 6E “Multiple Skills in One Class.”

Chapter Three — The Project Development Process

Designing two units for the BTRTESOL program was a long process that involved many steps. This chapter will focus on the development models that were consulted, namely the Language Curriculum Design model and the ADDIE model, as well as steps that were taken in the development of the units and relevant coursework.

Models Consulted

At the start of a materials development project, it is important to follow a model in order to ensure quality. In *Advanced Materials Development* (Ling 678) and in *Curriculum Development* (Ling 677), our professors presented us with several models that are common in the development and revision processes. Two of these models stood out to me as ones that would work best in the creation of my BTRTESOL units. These two models were Nation and Mcalister's Language Curriculum Design model and the ADDIE model. While both of these models have similarities, they each contribute different perspectives that were helpful in the creation of my units. In order to understand their similarities and differences it is useful to look at them individually.

Language Curriculum Design Model. Nation and Mcalister's Language Curriculum Design (LCD) Model was created to guide curriculum developers to build a curriculum in an organized fashion. Nation and Mcallister are both curriculum designers; as such, they have special skills and insights into the curriculum design process. "...The emphasis (of the LCD model) has been on seeing curriculum design as a process with a variety of starting points with continual opportunity to return to parts of the curriculum design model to revise, reconsider and reevaluate" (Nation & Mcallister, 2009, p. 197). Figure 4 shows a representation of the LCD model.

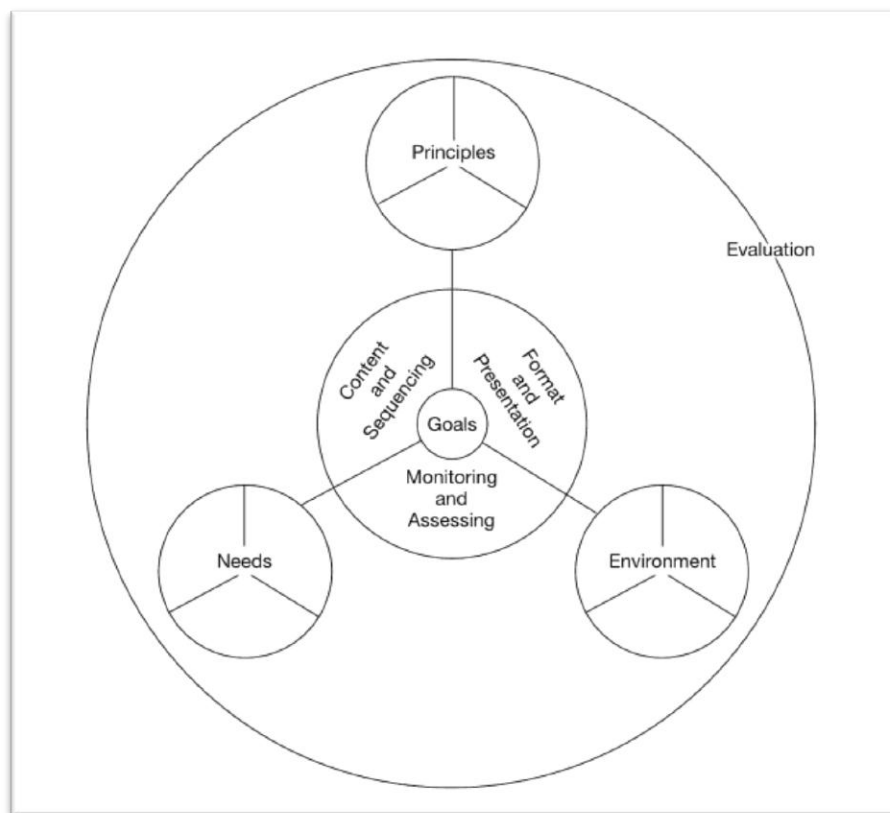


Figure 4. Nation and Macalister's language curriculum design model p. 3.

As seen in Figure 4, the LCD Model is cyclical in nature. The Evaluation Circle encompasses the entire model, as this model provides many opportunities for evaluation. Inside that circle are three more circles called Needs, Environment and Principles. These circles represent three important aspects to consider when creating a curriculum.

The Needs circle is divided into three sub areas that need to be considered: Lacks, Necessities and Wants. Every situation is different and every student or audience will be different. For this reason, in my case it was important to consider what skills the BTRTESOL audience truly needed, what skills they lacked and what skills they would like to be able to learn.

The Environment circle is divided into three areas: Teachers, Learners and Situation. An “environmental analysis involves looking at the factors that will have a strong effect on decisions

about the goals of the course, what to include in the course, and how to teach and assess it” (Nation & Mcalister, 2009, p. 14). In other words, it looks at the constraints of teachers, students and the situation. The situation or environmental analysis for BTRTESOL needed a focus on the limitations of our audience (students) in particular. As stated previously, our audience is comprised of novice volunteer teachers. These teachers may not have a high level of education and therefore the approach needed to teach the course is from a teacher-training perspective not a teacher-education perspective.

The third circle is the Principles circle. Nation & Mcalister believe that it is necessary to create language courses that are “supported by research and theory in any of three fields: second or foreign language learning, first language learning, and general educational research and theory” (Nation & Mcalister, 2009, p. 38). In other words, language courses need to be grounded in theory or principles in three areas: Content and Sequencing, Format and Presentation, and Monitoring and Assessment. As part of the preparation for the creation of my two units, I conducted a thorough review of literature in order to link each unit to research and key principles. These key principles guided the development in all of the above three areas. In addition, the Format and Presentation was already previously established as a teacher-training course with limits on page number and readability level.

At the center of the LCD model is another circle. The distinction between the outer and inner circle is that the outer circle represents the whole curriculum and the inner circle represents the syllabus for a course. It is interesting to note that this inner circle includes Content and Sequencing, Format and Preparation, and Monitoring and Assessment as standalone topics of key importance, and these three principles encircle the Goals circle. Goals and Objectives are

central to any curriculum, yet linked to all of the other aspects of it, as can be seen by the lines connecting goals to all of the outer circles.

While Nation and Mcalister's LCD model is very thorough, I felt that the ADDIE model was most flexible and useful for this project due to the number of steps. The steps in the ADDIE model are more linear in nature. At the completion of each step the next step is then implemented. Even though the ADDIE model is linear in nature it does allow for evaluation at any step in the process.

ADDIE Model. Similar to the LCD model the ADDIE model presents a cyclical process as can be seen in *Figure 5*.

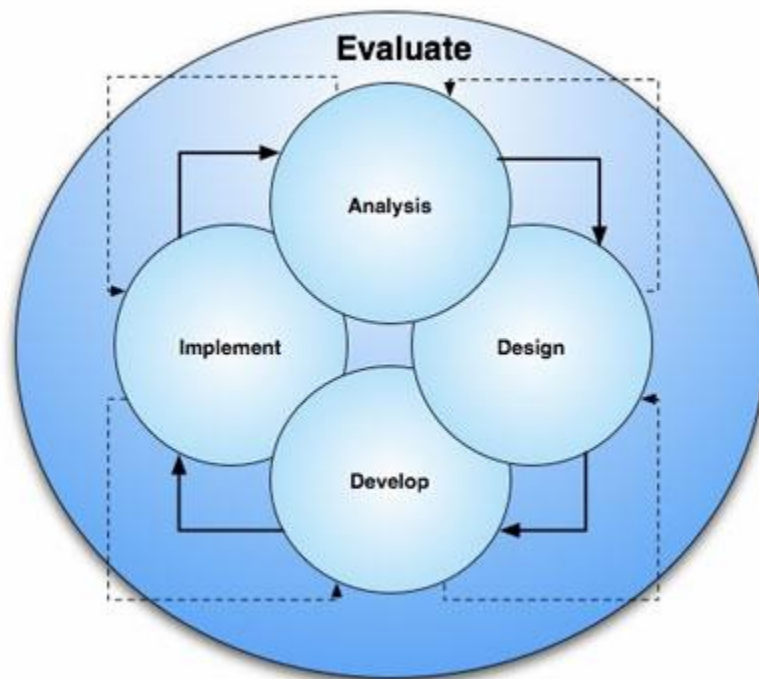


Figure 5. ADDIE model. Taken from http://www.nwlink.com/~donclark/history_isd/addie.html

This model is somewhat simpler to understand and follow in comparison to the LCD model due to the number of steps. “The ADDIE instructional design process provides educators with useful, clearly defined stages for the effective implementation of instruction” (p. 227). Moreover, the ADDIE model is “used in the development of instructional courses and training programs” (Peterson, 2003, p.227), and the BTRTESOL program is an instructional training course, which makes the ADDIE Model ideal for this project.

The first step in ADDIE is an *Analysis* that is focused on the target audience. The needs of the stakeholders, namely teachers, students, and the institution are addressed. The analysis may perform surveys, interviews, market research, library research etc. Once the needs of the audience have been found, the next step in the process may commence. The *Design* phase is the next step. During this phase the designer or instructor must consider the information or data from the analysis phase (Peterson, 2003, p. 229) in order to plan objectives and strategies that will be used in instruction. After these objectives and goals are made, the *Development* process begins. It is in this stage that the plans that were established in the *Design* phase are put into action, and the product or instructional material is created. Phase four is *Implementation*. The product that was created in the *Development* phase is now ready to be implemented in order to see if they function properly. This may entail teaching a course or pilot testing a book. This step is crucial to ensure that the product meets the needs of the audience, which leads us into the *Evaluation* phase. The *Evaluation* phase is essential in the ADDIE model. The Evaluation phase identifies “if the problem has been solved, if the objectives have been met, the impact of the product or course, and the changes that are necessary in the future delivery of the program or course” (p. 232). It can be used at any point in the process to ascertain if things are moving according to plan. It can be a summative evaluation to see if the product as a whole has met the needs and objectives, or it can

be used in each phase of the process to determine if that phase was executed with the needs in mind. For this reason, the ADDIE model depicts a cyclical process that can be molded to fit the needs of a project. These five steps were followed as I created my two units, as will be explained in the following sections. Hours spent on this Masters Project can be found in Appendix A.

Process Phases

Analysis Phase. The analysis phase of this project was probably the phase that took the longest. It started in Fall 2010, when as part of Linguistics 678 Advanced Materials Development the BTRTESOL team met on a weekly basis. During this time I became familiar with the BTRTESOL program aims and goals. While I learned about this program early on, it took me a while to get the full picture and to truly understand our audience. As stated in chapter one, our audience is large and diverse. It was hard for me to understand novice teachers because I had progressed tremendously since my days as a novice teacher. It was through numerous presentations with novices that I was better able to understand what their needs were and to change my analysis of them accordingly. It is for this reason that this cyclical process was ideal for me. As I was able to analyze and understand the audience on a deeper level, I was able to refine my drafts to better suit their needs.

One of the first steps that I took to understand the target audience was to find where they were teaching, what training they had, and what training they needed. As part of Ling 678 we were required to work on a prospectus for the publication of our project (The final version of this prospectus can be found in Appendix B). I met weekly with three other BTRTESOL authors to work on our prospectus. Our main goal was to strengthen the preexisting prospectus by finding sources to prove the need for BTRTESOL. We started out by searching the Internet to find different organizations that employed novice and volunteer ESL teachers. What we found was

astounding. Not only do untrained novice volunteer teachers exist, but the number of novices is quite large. We were not able to come up with a number because there is no central agency that tracks all volunteer and novice teacher statistics; however, we were able to find numerous websites such as volunteerabroad.com which lists 600 plus organizations that send volunteers internationally, and many of these volunteers go to teach English. I contacted several of these organizations and received responses from HELP International, and International Language Programs (ILP). These two organizations alone recruited 600 volunteers in 2010 to teach ESL (personal communication, October 2010). These volunteers receive minimal training in the form of one day workshop. Some novice teachers receive more training, but for a price. Bridge TEFL trains 3,400 in certification programs yearly and this is only one certification program of many. In addition to foreign volunteers, numerous volunteers work in the US in organizations such as ProLiteracy which had 120,480 volunteers in 2005, and 88% of these volunteers provided ESL services (ProLiteracy, 2006). I learned a lot about our audience from surveying the websites and researching the type of training that their volunteers receive, which in most cases minimal.

Another aspect of my *Analysis* focused on the competition for the BTRTESOL program. As a team, we analyzed numerous texts that were meant to be training courses for novice ESL Teachers. Appendix B contains our prospectus and includes our analysis of our competition. Our findings were that while there are texts that are good, there is still much room for improvement. We did not find one book that was able to give novice teacher/volunteers the information that they needed in an easy to understand fashion. There are many textbooks, such as the Harmer and Brown texts, which are excellent for teacher-education programs but not for teacher-training programs, such as BTRTESOL.

In addition to the audience and the competition, it was important to analyze the key concepts for each unit. A thorough review of literature was conducted starting in Fall 2010 for Unit 6F “Content-Based Language Classes” and in Winter 2011 for Unit 6E “Multiple Skills in One Class”. This was an important step in the process because principles and theory are a very important aspect of any curriculum (Nation & Mcalister, 2009). This analysis of theory and principles was necessary in order to continue on to the design phase.

Design Phase. The design phase is meant to be a planning phase where the information about your audience and environment is taken into consideration in the creation of your objectives and goals. The first step in this phase also took place in Fall of 2010. I presented my outline for Unit 6F on CBI at the Intermountain TESOL Conference in Ogden, Utah. At this point, I was beginning to know the audience through the research previously mentioned, and I was able to take that information and to create objectives and an outline of the unit. In addition, I had to survey numerous texts and authorities in the field of CBI to ensure my design was grounded in key principles of CBI.

Portions of the project were already designed for me. Dr. Henrichsen already had a template ready for us to use, the page limit was already set, and the target readability level was already established. This was a great help in accelerating the design phase.

The goals for each unit were similar, to give a general understanding of the topic and to give a few key points that would be immediately applicable to our audience, who may not have time to read a textbook on the subject of CBI and integrated skills instruction.

The design of my second unit took place in winter 2011. It was at this time, with the direction of Dr. Henrichsen, that I began my research on integrated skills instruction. With this

research, the analysis of my audience and my experience in creating the outline for Unit 6F on CBI, I was able to create objectives and key points to discuss in my unit.

Development Phase. After each unit was outlined and the goals were chosen, the next step was to write each unit. This has been an ongoing process that began in Fall 2010 with Unit 6F “Content-Based Language Classes” and in Spring 2011 with Unit 6E “Multiple Skills in One Class” and ended only in Winter of 2012. The reason that this phase lasted so long was that with more understanding of the audience through presentations, continual research, and with a better understanding of the topics I was able to refine and add information that was important for our audience. Each unit went through multiple drafts and revisions. The original draft of each unit can be seen in Appendix C, and the final drafts of each unit can be seen in chapter four of this report.

Implementation Phase. Implementation of each unit began in Fall of 2010 when I created a Dreamweaver file of Unit 6F (CBI,) which was placed on the BTRTESOL website. In addition to this website, we gave presentations in Winter 2011 to two groups of novice teachers. It was at this time that I was able to see if the students understood my content, and if they believed it would be useful for them. Up until this point the only feedback I had received was from my advisory committee, peers in Ling 678, and from TESOL professionals at the I-TESOL Conference. This first experience with actual novice teachers was invaluable as I was able to see areas in my units that needed improvement and refinement in order to better serve our audience. The following year, more presentations were given at I-TESOL, I-TESOL Mini Conference, TESOL and in Ling 377 (for novice teachers). The feedback I received was instrumental in the revision process and is described in detail in chapter five.

Evaluation Phase. As previously mentioned, the ADDIE model presents a cyclical process where evaluation can take place in any of the four phases. In the developments of my units, evaluation was a constant. At each step in the process, I returned to my goals, as with the LCD design; goals were central to my process. An example of this was when I created my first outline of Unit 6F (CBI) and soon realized that while my outline was good, it did not meet the needs of our audience. I had created an outline for a teacher-education course not a teacher-training course. I had designed a unit that focused on theory and the different types of CBI similar to the instruction I had received in my graduate certificate courses at BYU. However, a graduate course follows a teacher-education model not a teacher-training model. A teacher-training model should teach skills that are immediately applicable (Smith & Ragan, 2005). Therefore, my outline was thrown out and the design phase began again, this time keeping the goals and nature of the BTRTESOL program in mind.

After each class presentation, professional presentation, meeting with my professors, research in the library, and experience teaching at the ELC, I evaluated my units to see if they were relevant, concise, and easy to understand. If they were not relevant, concise and easy to understand, I designed a new draft and again went through the phases of ADDIE.

Relevant Coursework

All of the courses in the TESOL graduate certificate and master's program have been helpful to me in my preparation and training to become a better teacher. However there were three of them that I felt were especially helpful in my master's project.

Ling 500 Intro to Research in TESOL. I enrolled in this course Fall of 2008 at the beginning of the TESOL graduate certificate program. This class introduced me to academic papers, research reports, and high level reading and writing skills. As an undergrad, I had written

numerous papers, even academic papers, but none of them were as research oriented as the papers that I was able to write after this course. This course gave me the knowledge needed to find academic work as well as to criticize it. I felt that this knowledge was invaluable in my search for sources for this project. Sometimes, there were numerous sources to choose from, but because I was able to make decisions and to carefully look at academic papers, I was better able to make sound decisions in my work. In this course we were required to write a literature review, which helped me to learn how to synthesize and summarize information succinctly.

Unfortunately, Ling 500 was part of the old TESOL graduate program, and I was not able to write my literature review for my masters project during this class. Even so, the skills that I gained were indispensable.

Linguistics 678 Advanced Materials Development. In fall of 2010 I enrolled in Ling 678. This was a dynamic course in which numerous themes were covered, but the main focus was on preparing instructional materials for commercial publication. It was also during this course that I worked very closely with the BTRTESOL team and Dr. Henrichsen, meeting on a weekly basis. In these weekly meetings, we were able to write drafts of our units, prepare presentations, and rewrite the BTRTESOL Prospectus. The information that we gained in this course on the publication process was very valuable and will not only help me in writing my masters project but in the years to come as I continue to work on materials, whether they be for classroom use or publication.

Linguistics 677 Curriculum Development. I enrolled in Ling 677 in winter of 2011. In this course we went through the process of curriculum development. As a class we went through multiple design models and learned them thoroughly, which helped me to affirm my choice in using the ADDIE model. We were also assigned to a curriculum project. I worked on

the BYU ESL Services project assessing the needs of the students, teachers and institution. It was a hands-on experience that really helped cement the phases of the ADDIE model in my mind.

Summary

This process has been an enlightening journey of learning, assessment and evaluation as well as revision. It was by using the ADDIE Model that I was able to create my two units and to continuously redraft and better each of those units. In addition, the courses that I took at BYU in the TESOL master's program have been a great help in the creation of this project, providing opportunities for theory learning and hands on learning.

Chapter Four — The Content of Each Unit

This chapter will present the final versions of units 6F “Content-Based Language Classes” and 6E “Multiple Skills in One Class”, as well as the rationale for the layout and organization of each unit. In addition, the rationale behind the content selection for both units will be discussed.

Unit 6F Final Version Content-Based Language Classes

Unit 6F

Content-Based Language Classes

Introduction

Some language classes focus on aspects of language itself—grammar, vocabulary, pronunciation, etc. All activities in such classes provide instruction or practice related to the particular language point that is the focus. The subject matter may change from one exercise (or even one practice) to the next. This unit will explain a different approach to language instruction that emphasizes content-learning along with language development.

Scenario: An American Professor in China

Next month Amanda is going to China to teach at a university. She has been asked to teach a course in American culture. She doesn't speak Chinese, and her students will be business majors who expect to improve their intermediate level English language skills while learning about American culture also. She wonders how she will teach this course in order to teach both the content (American culture) and language at the same time.



You might wonder

- If you were in this situation what would you do?
- How much attention should you pay to language instruction (vocabulary, grammar, pronunciation, etc.)? And how much content instruction (culture)?
- How would you teach about American culture (in English) to these students whose English skills are limited?
- How might you make your language and the language of the content easier to understand for your students?

This unit will help you come up with the answers to these questions.

Objectives of this Unit

After you have worked through this unit, you will be able to

- Distinguish between form-focused language teaching and content-based language teaching
- Describe instructional methods typically used in content-based language teaching
- Use scaffolding to make a content lesson more comprehensible to your English language learners
- Plan how you might apply the principles presented in this unit in your own content class with ESL/EFL learners in the future.

If you are able understand the ideas presented in this unit, you will be better able to help your students learn content in English while improving their English language skills.

The Least You Should Know

Content-based instruction (CBI) is a very effective way to teach English to your students. It naturally mixes realistic and meaningful content with language teaching. It has been shown that if you teach English by using it in meaningful ways your students will be more interested and successful in their learning. CBI can be used at any level and for any age. However, CBI is not without its challenges. One of the most important things to remember when teaching content and language at the same time, is that content-based teaching requires a balance between teaching content and developing students' language skills. It is helpful to look at the following scale.



There are different types of CBI that fall on different points on this scale. Some classes focus 100 % on content and others focus 100 % on language, while others lie somewhere in between. Generally, it is not up to the teacher to decide where a class might fall on the scale (the school administrators will decide that), but it is still important to understand that CBI can be used in a number of different settings and with students of different skill levels and ages. If you are teaching a content course in English, it would be helpful to ask the administrator in charge how much importance should be placed on content and how much on language. Ask to see if students will be tested on the content for the course, if they are, you probably need to spend a large amount of time on the content. If they are not, maybe you could focus more on language.

To understand the difference between content and language it is helpful to look at some sample content and language themes. **Content**, means any subject, such as business, building adobe ovens, or traveling. Anything that you are teaching that is a type of subject matter is considered content. **Language**, on the other hand, is teaching how to use language in context, vocabulary, writing conventions, grammar, listening strategies etc.

Here are some more examples of each:

Content: traveling, family, marketing, biology, building methods, culture, economics

Language: vocabulary, grammar, note-taking skills, summarizing strategies.

1. Balance Your Objectives

Once you understand the distinction between content and language, you can move on to planning your objectives or goals. For more information on planning objectives see Unit 2C: Planning effective and efficient lessons and Unit 2B: Designing and overall plan for a course. Every lesson that you teach needs to have some type of learning outcome or goal that you want your students to achieve or experience. When mixing content and language, balance is required in order to have both content and language objectives. Each lesson should have both types of objectives. One important thing to remember is that your content should drive your objectives; you shouldn't try to force a language objective that does not work well with the content. To better understand this, let's look at some objectives for a business English class that is studying phone etiquette.

Students will be able to speak using the correct phrases in business telephone conversations.

Students will be able to remember cultural facts about business phone conversations.

Students will demonstrate understanding of a business phone conversation.

Students will create a dialogue for their own business phone conversation.

What other objectives do you think would work well with a lesson on business telephone skills? When thinking of these objectives, try to think of both content and language objectives. In the above objectives, could you tell which ones were language objectives and which were content objectives? Remember that content objectives mean subject matter (in this example business), and language objectives mean using

language or learning how to use language (write, listen, increase vocabulary). Here are some more examples:

Content

Students will gain insight on American business phone etiquette.

Students will show understanding of business phone etiquette.

Language

Students will be able to construct correct present tense questions using WH-words (what, where, when, why).

Students will successfully predict what will happen in the reading using phrases like “I predict that ... will happen.”

Students will use and understand the following words in a phone conversation: on hold, transfer, take a message.

In addition to using both types of objectives, remember that language objectives should be clear. If your language objectives are not clear, you may be leaving English learning up to chance. We hope that students will pick up the language through the content, but cannot be sure it is happening if there are no explicit language objectives. In this case, the word explicit means direct, clear and easily understood.

Here are some tips to make language objectives better.

Language objectives should ...

- Come from content
- Focus on objectives that will serve students in multiple situations
- Focus on items necessary to understand content
- Use active verbs
- Name specific language students will use (such as *present tense*)

2. Make your Teaching Understandable

Often when teaching content to ESL learners, it is hard for them to understand the concepts that we are teaching due to their limited English skills. It is important to try hard to make the content understandable for students. There are two main ways to make the content more understandable.

The first is called sheltering. Sheltering is adjusting ones speech to aid students' comprehension. This includes changing the speed of your voice, stressing important words, and using gestures to help communicate meaning. Sheltering is essential for Content courses. Constantly check to see if your students understand. For more information on sheltering please see unit 3B Modifying Speech.

The second way is called scaffolding. To understand scaffolding it is helpful to think of the construction of a building. As the walls are being put up a temporary structure, called scaffolding, is put up in order to reach areas of the building before the structure is finished. As work progresses the scaffolding is



slowly taken away. It is the same with language teaching. In CBI, new information can be hard for students to understand, and students need more help or support for their learning. Scaffolding is a tool to help students reach the next level. We can provide support for students when we:

- Scaffold instruction
- Provide background information
- Use strategies
- Use interaction

3. Scaffold Instruction

Instructional scaffolding is a way of giving structure to lessons (remember scaffolding on a building). Students need some type of structure in order to succeed in your classes. There are different ways that you can help structure your lessons to help your students understand better.

Use Routines

Using routines adds continuity to your lessons, and it helps your students know what to expect. In language teaching, using routines mean doing the same types of activities in a specific order day after day. An example of this would be to always start out with a word of the day, then do a poem reading, then a listening exercise and then a speaking activity. Another example of this would be to dedicate certain days to specific activities; for example, Mondays are for presentations. Another idea would be to always use the same vocabulary exercise or game in your lessons. If you often use the same game, less time will be spent explaining how to play, and students will be able to spend more time actually using the new words.

Model before practice

Sometimes we think students can't do an activity because they don't understand the content, but sometimes they simply do not understand our directions. For this reason, it is important to teach the new idea, next show the students how to do the activity, then practice the activity with your students and finally have them complete the activity independently. Modeling an activity provides an example of what you expect the students to do. Do not assume that they can complete an activity without this support.

Use visual aids

Use visual aids whenever possible. When discussing new concepts it is important to be able to show what you are talking about. Real objects, pictures, charts, and diagrams can boost your students' understanding. If you are teaching about American business attire, bring in a suit. If you are teaching about stock market, bring in a graph of stock prices.

4. Provide Background Information

It is important to organize your lessons so that they build on each other. Remember that it is hard for your students to learn all of the new vocabulary and subject matter. For this reason, make sure that you are sequencing your lessons from easy to hard ideas. Past lessons need to act as a framework to build on for your current lessons. Schemata—or background knowledge—can greatly affect how much people understand. If your students have never heard of a subject or know very little about it, they will not understand much of your lesson. When introducing new concepts, make the subject personal for your students. Try to bring the subject to their level and connect it to their background knowledge.

Build background knowledge

Your students may have no background knowledge of the new subject. If this is the case, you need to build their background knowledge by giving them examples and information. An example of this would be teaching children from a tropical climate about snow. They may have never experienced snow, but your lesson may have a reading about snow shoeing. How are your students supposed to understand snow shoeing if they have never seen snow? You need to explain the necessary background information or experiences.

Activate prior knowledge

Your students may already know something about the subject you are discussing, but they may have forgotten it. In order for them to get the most out of your lesson, you need to “warm up their brains.” Get them discussing what they already know. If you do this, their level of understanding of the new material will increase.

Vocabulary Instruction

In a content course, students can feel overwhelmed with new vocabulary. You need to help them understand by teaching the words or vocabulary that they will need to understand the lesson. Try to pre-teach words that are specific to that lesson and that are essential for the students to understand. Vocabulary instruction is a great warm-up or pre-reading activity. It will be much easier for students to understand the overall meaning if they understand the key vocabulary.

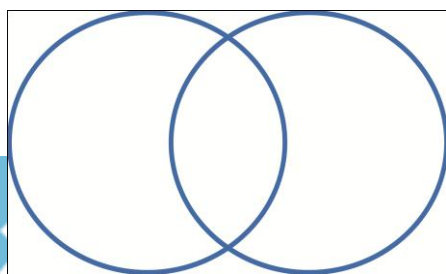
5. Use Strategies

Students need strategies to help them succeed. Strategies involve knowing which skills to use to achieve your objectives. For example, they will not always have a dictionary handy or their teacher nearby to help them understand new words in English. For this reason, as teachers, we need to teach them strategies to use such as guessing meaning from context. In CBI, help your students by teaching them strategies that they will be able to use in other content classes. For more information on strategy instruction please see Unit 5E “Learning Language Strategies.” The following are some important strategies to teach.

KWPL *Know, Want to know, Predict and Learn.*

This is an activity that can be used to activate students’ background knowledge, increase interest, predict outcomes, and summarize. Start by writing the letters K W P L on the board. Each letter should be at the top of its own column with enough space for writing bullet points below. Ask students what they know about a subject, and write all their answers on the board. Then ask them what they would like to learn, and write all their answers on the board. Next, ask students what they think they will learn or to predict the outcome. After they have studied the subject/content (after a listening, reading, discussion, or lecture), ask the students what they have learned and write their answers on the board.

Diagrams/Graphic Organizers



It is helpful for students to be able to organize information visually on paper. This helps them to classify information and to visually see how it all fits together. Diagrams or Graphic organizers are great ways for

students to be able to classify information or new words. When talking about two different ideas, try a Venn diagram (see left). In each individual circle you place ideas belonging only to that circle and in the overlap you place ideas that are common to both. For more help with diagrams see the “Where to Go to Learn More Section.”

Text Comprehension Strategies:

Text can be any written material that you use to teach your students. Examples include listening to a news recording, conversation, or lecture, reading articles, textbooks, and magazines; or even class discussions. Many strategies help understanding. Prediction, determining importance and summarizing are helpful ones. Predicting what will happen later in the text helps students comprehend it better. Classifying information by determining its importance helps students organize what they are learning. Summarizing is a great tool to see if students understand the content you are giving them. They can summarize it to you or a partner.

6. Use Interaction

CBI helps lesson be more like real world activities. In the real world we do not use language skills independently. For example, we do not only listen in conversations; we listen and speak. For this reason, it is important to use a multiple skills approach (See unit 6E Teaching Multiple Skills in One Class). In class you use all language skills (listening, reading, writing and speaking). For example, start with a discussion, then have students do a vocabulary exercise, read an article, point out a grammar concept from the article, write a summary of what was read, and then present what they have read to the class (speaking and listening). Using multiple skills will make the lesson more interactive.

Another way to make a class more interactive is to get your students involved in what they are learning. Partner and group work works well with CBI. Students can talk about and study the content together. For example, have students work on a project that is related to the real world. Remember to give detailed instructions. Otherwise, students may not stay on task or meet your goals for the activity.

We have all been in a class where all the teacher did was talk while the students fell asleep. In content-based instruction, you need to constantly see if your students understand. A simple way to do this is to stop frequently and call on students to answer simple comprehension questions. This constant checking also keeps the class interactive.

Comprehension and Reflection Questions



1. What have teachers done in the past that has really helped you understand content in courses? How could you use these techniques in your content-based teaching?
2. Think of one of your English language classes (past, present, or future). Which one of these strategies would aid your students most? Why? Can you think of any other strategy that would be helpful for them?

Video example

Please watch the following video of a content-based English class in China that teaches American culture along with various language skills. As you watch try to identify aspects of CBI discussed in this unit.

Reflection and Responses

As you view this video clip of an EFL content class, think about each of the following questions.

1. What was especially good about this class? (What did the teachers and students do right?)
2. What teaching principles/techniques discussed earlier in this unit did you notice in this clip?
3. What adaptations could you make for the situation you are (will be) teaching in?
4. What other things might you do differently to make your lessons even better?

Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.

That's it. That's “the least you should know” about content-based instruction. Of course, there is much more that you will learn later. If you are interested, check out the resources in the “Where to Go to Learn More” section.

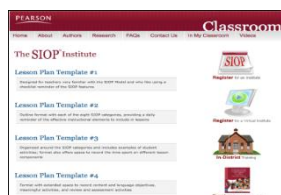
Where to go to learn more

Here are some other units in this program that relate to topics addressed in this unit.

- Unit 3B Modifying Speech
- Unit 6A-G Teaching Reading, Writing, Listening, Speaking, and Multiple Skills
- Unit 5E Learning Language Strategies

Online and Other Electronic Resources

<http://www.carla.umn.edu/cobaltt/CBI.html> This website was put together to provide professional development for world language and immersion teachers on CBI and the use of technology to support CBI in the classroom. This site has links to professional papers on CBI, and it gives practical uses and tips for teaching. It also has links for various graphic organizer templates.



<http://www.siopinstitute.net/classroom.html> is a website that is the companion to the SIOP Model book. It provides lesson templates to ensure good lesson planning for content-based courses as well as additional training.

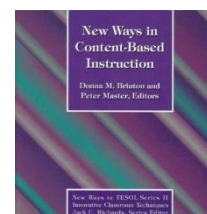
<http://contentdm.lib.byu.edu/cdm/singleitem/collection/ETD/id/1718/rec/1> is a link to Melinda Hardman's MA Thesis *Developing a Teachers Handbook for Content Based Instruction at Brigham Young University's English Language Center* and is available for download from BYU's library page. This is a very thorough training manual for content teachers at BYU's English Language Center. It provides training, resources and tips for content teachers.

Print and Paper-based Resources

Here are some published books that have proven to be helpful resources for teaching content courses.

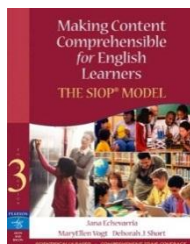
New Ways in Content-Based Instruction –Donna M Brinton and Peter Masters - ISBN: 0-939791-67-6

This book is a great resource for Content teachers. It is full of activities that can be printed and used immediately in your classroom, or these activities could be modified to fit your teaching situation. It includes activities for incorporating vocabulary, reading and interaction. This book is available for purchase online at



http://www.amazon.com/New-Ways-Content-Based-Instruction-Series/dp/0939791676/ref=sr_1_1?ie=UTF8&qid=1337808808&sr=8-1

Making Content Comprehensible for English Learners: The SIOP Model – Jana Echevarria, MaryEllen Vogt, and Debora Short - ISBN: 978-0205518869



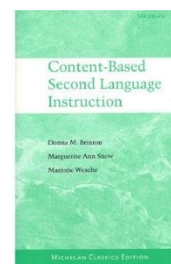
This book teaches the theory behind content-based instruction as well as providing step-by-step instructions on how to successfully carry out CBI in a public school setting. Many examples are given as well as resources for your classrooms. This book is available for purchase online at

http://www.amazon.com/Making-Content-Comprehensible-English-Learners/dp/0205518869/ref=sr_1_1?s=books&ie=UTF8&qid=1337808894&sr=1-1

Content-Based Second Language Instruction –Donna Brinton, Ann Snow, and Marjorie Wesche –ISBN 978-0472089178

This book provides information on the field of CBI as well as the theory behind it. This book is available for purchase online at

http://www.amazon.com/Content-Based-Second-Language-Instruction-Michigan/dp/047208917X/ref=sr_1_1?s=books&ie=UTF8&qid=1337809070&sr=1-1



References

Met, M. (1999). Content-based instruction: Defining terms, making decisions. The National Foreign Language Center.

Unit 6E Final Version Multiple Skills in One Class

Unit 6E

Multiple Skills in One Class

Introduction

As many other units in this program indicate, many language classes focus on only one or two skills. For instance, a class may focus only on speaking (unit 6B), another class may focus only on listening (6A), or a class may focus on two closely related skills such as listening and speaking or reading and writing. It is also common, however, for one language class to work on developing all four language skills together. This unit will explain how to teach multiple language skills in one class.

Scenario: An American teaching “English”

Joan went to China to teach “English.” Before she left home, she wondered what “teaching English” meant. When she met with her boss, she got some ideas of what to teach, but they were not extensive. She asked her boss what she should be teaching and was told that she needed to teach grammar, listening, speaking, reading and writing. Her supervisor also suggested that she use a theme-based approach to teaching and gave her a textbook to use. Joan wondered how she could teach all four skills in one class. Should she spend a few minutes teaching one skill and then move on to another skill, or should she teach



all the skills at once. Wouldn't that make the class unorganized? Joan also wondered what a theme-based approach was and what themes she might be able to use in her class.

Objectives of this Unit

After you have worked through this unit, you will be able to

- describe what theme based teaching is
- Teach integrated or multiple language skills more successfully
- Apply the ideas presented in this unit in your own class and in general
- Use themes to organize an integrated skills class

In sum, you will be better able to help your students learn in an integrated skills or theme based class.

The Least You Should Know

Teaching multiple skills in one class is a challenge, but it is a fun challenge. It involves teaching multiple English language skills such as writing, listening, speaking, and reading, as well as culture and grammar. This may seem like a lot to manage in one class, but if you follow some of the suggestions in this unit you will be able to handle teaching all of these skills in one class. Many ways of teaching multiple skills in each class exist. However, a theme-based approach is one of the most common ways of teaching multiple skills.

Theme-based teaching may seem hard to a new teacher. This may be because it is different from the way you learned previously. It can be somewhat frightening to be responsible for teaching four skills (reading, writing, speaking, and listening) in one class. Don't allow yourself to be intimidated, once you get some basics down, teaching multiple skills in one class can be rather fun. You may also find that it can help your students stay motivated. Variety will excite them.

One important distinction needs to be made. Teaching Multiple Skills in a theme-based class is similar to teaching content-based courses (see unit 6F). However, they are different in some important ways. First theme-based teaching is used in a variety of contexts: elementary schools, after school English programs, and Adult ESL classes. It is very versatile and can be used at any age or ability level. Both theme-based and content-based courses use multiple skills to teach language. However, the choice of themes may differ from theme-based to content-based teaching (content-based being more academic). In addition, content-based instruction is often used when students are being tested not only on language but on content knowledge as well. On the other hand, a theme-based course usually does not have a focus on content or exams on that content.

1. Choose your Objectives

Objectives are always important. You will need to make sure each activity has an objective. An objective is a goal that you would like your students to achieve by the end of the lesson. Objectives help to focus your lesson as well as to ensure that each portion of the lesson is helping your students learn. In a theme based class, language-focused objectives are more important than theme objectives. (For more information on lesson planning see Unit 2C).

Language objectives

You need to include language objectives in each class. Language objectives focus on the language being learned. Here are some examples

Writing

- Write a thesis statement.
- Write supporting points.
- Write a 5 sentence paragraph.
- Spell words correctly.

Reading

- Read at a speed of 100 words per minute.
- Read and understand basic ideas in the text.
- Identify the main idea of a passage.
- Summarize what you have read.

Speaking

- Hold a simple conversation.
- Give a one minute presentation.
- Ask questions using the verb to be.
- Use rising pitch on Yes/No questions.

Listening

- Comprehend short conversations or long lectures.
- Listen for specific words.
- Identify the speaker's tone of voice.
- Take notes while listening to a phone message.

As you can see t many language objectives are possible.

Theme objectives

If you will be teaching using themes, sometimes it is easy to get carried away with the theme and focus only on the vocabulary or discussions of the theme. To focus your class more, think of some objectives that will keep you focused on your theme-related goals. Sometimes you may have specific tasks that you would like your students to be able to do. For example, if you have a theme on the family the following objectives might be useful in your classroom.

- Identify family members
- Describe your family
- Introduce others to your family
- Describe each family member's role

2. Select your Themes

When you teach multiple skills in one class, it is helpful to use a theme-based approach. A theme is a topic that you can use as an organizing base for your lessons. Selecting themes can be fun and easy. In order to choose themes, if they have not already been chosen for you, you will need to consider the following:

Student Needs

First, you will need to know what your students need to learn. This means that you need to think of what they would like to do with their English. Students learn English for a variety of reasons. Some learn to be able to travel in English speaking countries. Others study English because it is required as part of their schooling. Others may learn to be able to get a job speaking English in an international company. It is important to know why your students want to learn English, so that you can adapt your class to meet their needs. For example, if you are teaching students who all want to work as telemarketers, your themes may revolve around business, telephone etiquette, and vocabulary. If you have students who are learning English to travel, then your themes may include survival or travel English such as English for airports, hotels and restaurants.

Student Interests

If your students are learning English because it is their hobby, maybe their other interests and hobbies could help you choose your themes. For example, if your students love American movies maybe movies could be your organizing theme. If your students like music your course theme could be music. .

It is important to choose themes that are interesting to your students. Once you have asked them what they are interested in and why they are learning English, pick some common themes accordingly. If your students don't give you a lot of information, then pick some common themes that you feel would be helpful. There are hundreds of themes that you could pick and they can be as simple as introductions, family, and pets or as complex as biology, physics, and history (for more academic themes see unit 6F Content Based Language Courses).

Common theme suggestions

Family, introductions, ways to say *hello*, furniture and household objects, rooms in the house, shopping (grocery store, clothing store), clothing, body parts, art, music (types of music, musical instruments, music history), types of literature, and health (doctor's visits, illness, and symptoms).

If you need help with finding themes, many online ESL sites separate their teaching ideas by theme or skill. Also, most low level ESL textbooks are already divided into themes for you.

Time limit on each theme

Each theme may last any length of time that you wish, depending on the needs of your class and the amount of time you have for teaching them. A week or two is often enough with each theme (if meeting daily) to cover all of the language skills and practice the vocabulary, grammar, and culture. For other themes, a day or two may be enough, especially if your class meets for hours at a time. Don't be afraid to repeat a theme. Just because you already introduced the theme *family* and have taught lots of family related vocabulary doesn't mean you should move to another theme. You can review, play games, sing songs, read stories or write stories about the family. You can teach about the verb *to have* and practice making sentences about your family. Don't feel like once you've introduced something you need to move on too quickly. Repetition is good, and with multiple skills you can address a theme using different skills and from different angles.

3. Make a Schedule

Planning is very important when teaching multiple skills. Planning for each day, you may need to teach speaking, listening, reading, and writing. One of the best ways to make sure that you cover everything is to come up with a plan or schedule that you follow each day/week. Here are some common schedules for multiple skills teaching.

Daily time allotment

Some teachers enjoy practicing all of the skills each day. They schedule a different amount of time for each skill (For example 15 minutes). They follow the same schedule on a daily basis.

Separate day for each skill

Other teachers like to have one day of the week when they focus on one specific skill. They may use the other skills on this day, but the focus will be on the one specific skill. In this case, it is helpful to make a rotation calendar and to stick with it.

Mix it up

Other teachers like to have a more relaxed schedule. Teachers know that they need to touch on each of the skills a certain number of times in a unit and they keep a record of how many times they have used the skill. This method is more flexible, but it is also much easier to neglect a skill.

Match like skills together

Sometimes certain skills are easier to practice together such as reading and writing, or listening and speaking. Teachers will often choose which skills they believe go well together and plan their lessons accordingly.

There is no right or wrong way to plan an integrated skills class. As long as you are touching on all of the necessary skills, then your plan is working. Pick the plan that fits your teaching style and personality, and it should work out.



Comprehension and Reflection Questions

1. When selecting themes, what should you consider?
2. What does it mean to teach multiple skills in one course?
3. What might be some advantages (and disadvantages) of trying to plan your teaching schedule according to skills?

4. Which of the four schedules most appeals to your personality?

4. Structure your Lessons

Good language classes employ good lesson planning and this is especially true of multiple skills classes. It is easy to just hold discussions or teach vocabulary and do nothing else. To ensure that your lesson is planned out and that students understand your lesson, use the *before*, *during* and *after* model. What this means is that you emphasize different skills at different points in the lesson. Here is an example. Perhaps in your lesson your main focus will be on reading, so to introduce the topic for the day you start with a speaking activity, then you have your reading activity, followed by a writing activity.

Before (Speaking)

If you are going to read an article on family member responsibilities, you first need to introduce the topic. As your *before* activity, hold a group discussion on student's families, introduce a grammatical structure common in the reading, or practice vocabulary they will see. If you do a *before* activity, students will understand your lesson better and it gives you the chance to use more language skills.

During (Reading)

Students can read the passage about family member responsibilities, but should be actively doing something while reading. Maybe they are looking for important words, trying to increase their reading speed, or underlining the main ideas. Each activity should have a purpose and a goal to be completed.

After (Writing)

Use the *during* section to provide an example of what you would like the students to do in the *after* section. If students first talked about family responsibilities and then read about them, in the *after* portion they can write about their families. Following this pattern, you will have successfully used three different language skills in one class.

This three part model can be used in any language classroom, but it works especially well in a multiple-skills classroom. It allows you to use multiple language skills within one class in an organized way, and it gives you greater flexibility in your teaching as you can mix and match skills at different points..



Comprehension and Reflection Questions

1. What is an objective? Why do we need objectives in multiple skills classes?
2. How can you separate the class into three parts? What are advantages you can see to doing so? Disadvantages?
3. Think of some different activities that would work well in a before, during or after activity and write them down.

Video example

Please view the video of an American business writing course taught in a thematic manner in China. In this writing class this teacher also gives opportunities for students to listen and speak. Pay attention to things that the teachers does that we have discussed in this unit.

Reflection and Responses

As you view this video clip of an EFL conversation class, think about each of the following questions.

1. What was especially good about this class? (What did the teachers and students do right?)

2. What teaching principles/techniques discussed earlier in this unit did you notice in this clip?
3. What adaptations could you make for the situation you are (will be) teaching in?
4. What other things might you do differently to make your lessons even better?
5. Did you notice theme objectives? Language objectives? What were they?
6. What language skills did the teacher teach?

Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.

That is all. That is the “least you should know” about conducting multiple skills classes. There is more that you can learn in the “Where to Go to Learn More Section.”

Where to go to learn more

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 6F, Content Based Language Courses
- Unit 2C Planning Effective and Efficient Lessons
- Units 6A-6D on Listening, Speaking, Reading, and Writing

Online and Other Electronic Resources



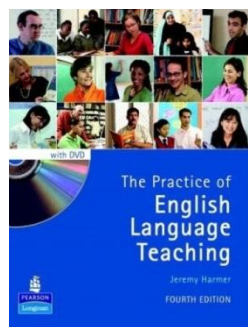
<http://www.eslpartyland.com/teachers/nov/skills.html> This site has helpful information for students as well as teachers on a variety of subjects. If you follow this link you will see some example themes with corresponding activities in all four language skills. Use this site if you need ideas for themes or if you already have a theme but need an idea for a language activity using that theme.

<http://eslgold.com/> ESL Gold is a site that has a lot of helpful information on a variety of subjects. It also has teaching ideas separated by skill area. This site may be helpful if you are having a hard time coming up with activities in certain skill areas.



Print and Paper-Based Resources

Here are some published books that have proven to be helpful resources for teaching multiple skills classes.



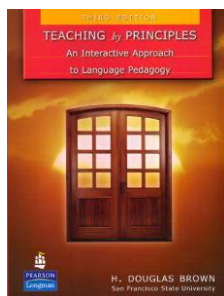
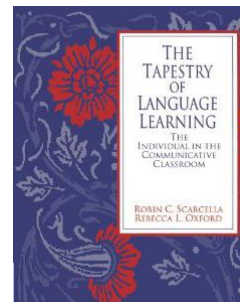
The Practice of English Language Teaching –Jeremy Harmer – ISBN 978-1405853118

This general reference textbook is great for those who want to learn more about a variety of subjects for ESL Teachers from planning a lesson to how to assess students. There is a complete chapter (sixteen) on methods for integrating skills where you will find information on theme based courses. This book is available for purchase online at

http://www.amazon.com/Practice-Language-Teaching-Handbooks-Teachers/dp/1405853115/ref=sr_1_1?ie=UTF8&qid=1337828294&sr=8-1

The Tapestry of Language Learning: The individual in the communicative classroom – Rebecca Oxford and Robin Scarcella - ISBN-13: 978-0838423592

This teacher resource book explains learning strategies and styles, theme and task-based instruction, and the four skills. The authors use the example of a tapestry to explain the importance of integrating the skills. Teachers will find theoretical knowledge as well as some practical ideas for the classroom. This book is available for purchase online at http://www.amazon.com/The-Tapestry-Language-Learning-Communicative/dp/0838423590/ref=sr_1_1?s=books&ie=UTF8&qid=1337828413&sr=1-1



Teaching by Principles: An interactive approach to language pedagogy – Douglas Brown - ISBN-13: 978-0136127116

This textbook is often used in ESL teacher education programs. It surveys widely accepted language teaching methodologies and accepted principles of language teaching. It provides students with a chance to interact with the text with end of chapter exercises and suggested readings from other sources. Chapter 15 is dedicated to multiple skills. This book is available for purchase online at

http://www.amazon.com/Teaching-Principles-Interactive-Approach-Language/dp/0136127118/ref=sr_1_1?s=books&ie=UTF8&qid=1337828534&sr=1-1

Organization and Layout

Dr. Henrichsen previously determined the organization and layout of each BTRTESOL unit. Immediately after my acceptance into the MA program, I received a template as well as a sample unit. This template was developed by a pair of students (Jake Vane and Lance Dobson) in ENGL 418, Visual Rhetoric and Document Design taught by Professor Danette Paul, and it was to be followed for all BTRTESOL units. The layout was to use bolded and underlined headings for each new suggestion as well as pictures for the scenario and the resources. The predetermined organization was as follows: introduction, body, questions, video, and resources. The introduction required a scenario or an example to help draw readers in and to help them picture a situation where they would need to know the information presented in the unit. Scenarios were to remain simple, relatable, and authentic. Additionally, first names and locations needed to be provided. These scenarios were then followed by questions to aid readers to activate their schemata. After these questions, objectives and a short introduction to the topic were to be given. Following the introduction came the body; in the body section “The Least You Should Know” about the subject was presented. There was no predetermined limit on how many points one could cover in this section, but a limit of five to seven pages was the guiding principle on length. Immediately following the body, came the reflection questions; these questions were used to help the reader assess and evaluate if they had met the objectives of the unit. Following the reflection questions, came a video. The primary purpose of the video was to show a real life example of the guiding principles of the unit. Finally, readers were to be given resources to use if they wanted to learn more on the subject of the unit. These resources should only be the most useful ones for novice teachers.

Rationale for Content in Unit 6F “Content Based Language Classes”

Choosing content for this unit was a long journey. It started in the beginning of fall semester 2010. The BTRTESOL group was accepted to give a presentation at the I-TESOL Conference in October, and as part of our presentation we needed to have an outline for our units. At this time, I was thinking of including more of a theoretical presentation of ideas for the unit. It was after our weekly group meeting, where I received feedback from Dr. Henrichsen, that I changed the direction of the unit. He suggested that instead of using a teacher-education approach that I switch to a teacher-training approach (Smith & Ragan, 2005). I went back to the drawing board and looked at numerous sources to try to decide what was the most practical and applicable information I could share.

I checked out 15 books about CBI from the library and thumbed through them to find that only five of them actually were relevant to my topic. I also noticed that, of the books that were relevant, all seemed to cite the same authors. Once I was able to find good authorities on CBI, I was able to review the literature thoroughly. In chapter two of this report, my review of literature was presented, and it was from this information that I gathered my key topics to present in my unit. It is also important to note that these content topics are “The Least You Should Know” on these areas and that many of the areas make reference to other BTRTESOL units when applicable.

The Content in Unit 6F. It was important to keep our novice teacher audience in mind as I surveyed the literature, so that I would pick topics that would be of use to them. Because my audience probably would not have experience in teaching ESL, I thought it would be important to explain what CBI is. From the literature I noticed that many authorities agreed on

the general definition. This became my introduction to the unit as I felt that it was very important to differentiate between content instruction and language instruction.

Key point number one came in large part from advisory committee feedback. In my review of literature there was an emphasis on objectives (Met, 1991; Nunan, 2003; Tedick, 2010; Brinton et al., 1989; Hardman, 2009; Echevarria et al., 2008), but I had not considered it to be of great importance due to my background in teaching. As professional teachers, we know that objectives are important, but my committee members pointed out to me that a novice teacher would have a hard time with these ideas. It was also after my presentation at ITESOL that an elementary school teacher who teaches ESL came up to me and told me that objectives are key to CBI and that I should place more emphasis on them. Also, she told me that many experienced teachers have a hard time differentiating between content and language objectives (personal communication October, 2010).

Key point number two came in large part from suggestions from Dr. Henrichsen. He had suggested that I discuss scaffolding (in general). In my research, I found that scaffolding is probably the most important topic in CBI. Tedick (2010) is a big supporter of scaffolding instruction as well as the SIOP Model of CBI (Echevarria et al, 2008).

Different types of scaffolding were discussed in chapter two, and point three in this unit focuses on using procedural scaffolding or using scaffolding to create a more routine classroom experience for the students. This section focuses on modeling before practice, using routines and using visual aids, all of which will aid comprehension (Met, 1991).

Another important factor in scaffolding is providing background information. Echevarria & Vogt (2008) stated that good teaching takes students from where they are to where they need

to be and that is accomplished by building their prior knowledge. Included in background knowledge is vocabulary knowledge (Tedick, 2010; Met, 1991; Stoller, 1997; Nunan, 2003).

Additionally, strategy instruction is paramount and constitutes the next topic in this unit. It was important to pick strategies that would be useful to all. For this reason KWPL was chosen, as it can be used in numerous stages of a lesson and for numerous skills. Many authorities suggest that using graphic organizers will help students to be able to organize information, classify it and better comprehend it (Grabe & Stoller, 1997; Nunan, 2003; Brinton et al, 1989). The Venn diagram was chosen an example of a graphic organizer because it is common and easily understood by our audience.

The last point in my section on “The Least You Should Know” about CBI is on using interaction. The idea of interaction ties into cooperative learning and higher order thinking skills. It is a lot harder to explain something to your peers than it is to understand that same concept when it is explained to you. It is also through this verbalization that concepts become more concrete and the learners understanding is heightened (Met, 1991). In order to make the class more interactive, an integrated skills approach is often suggested for a CBI course as that makes it a more authentic class.

Assessment, which was mentioned in the literature review, was not added to the units due to page constraints. As there is a separate BTRTESOL unit on Assessment and only “The Least You Should Know” on each topic should be addressed, I felt it would have been difficult to delete other important information just to add a section on assessment. For more information on Assessment see units 9A & B.

Rationale for Content in Unit 6E “Multiple Skills in One Class”

For this unit, I took the knowledge and experience that I had gained in creating Unit 6F (CBI) and was able to start from a teacher-training perspective (Smith & Ragan, 2005). I looked at as many sources as I could on integrated skills instruction, and a common trend became apparent. This trend was that many authorities advocate integrated skills teaching and suggest it as a means of instruction, but they do not give much direction on how to implement it. Rebecca Oxford (2001), a specialist in the field of integrated skills instruction, wrote the most helpful guidance that I was able to find. I was also able to find more specific instruction on how to implement integrated skills in general ESL textbooks such as the Harmer (2007) and the Brown (2001) text. David Nunan (2003) also has written on CLT and portions of his work on integrated skills teaching.

The Content of Unit 6E. In “The Least You Should Know” portion of this unit, I felt it was important to explain what teaching multiple skills in one class meant. As can be seen in chapter two, CBI and theme-based teaching are very similar and are linked in many ways. For this reason, I felt that it was important to make the distinction that integrated skills instruction is different and “weaker” than CBI. It was also important to explain what theme-based teaching is, as there are numerous methods for implementing integrated skills. My advisory committee and I chose theme-based instruction as the method that would be the most useful for our students. My definitions for this came largely from Brown (2001), Harmer (2007) and Oxford (2001).

My first key point in this unit focuses on how to pick themes. While there are hundreds of ESL books already organized by themes, I felt it was important to at least point our novice teacher audience in the right direction in picking themes. I myself had an experience where, as a novice untrained teacher, I created a curriculum without any books. Other novices may be faced

with the same situation. For this reason, I felt it was important to provide a lot of some common themes and to at least mention how to survey students to understand what they need to learn, although more detail about assessing students need can be found in Unit 2B – “Designing an Overall Plan for a Course.”

The next suggestion in this unit involved lesson planning and schedules that have worked for other teachers. These ideas were actually ones that I learned about when I taught at Nomen Global Language Centers for two years. I taught in an integrated skills environment, and in our trainings we were taught to use these rotation calendars. In my research, I also found that others (Hardman, 2009) advocated these templates and also the placing of like skills together (Brown, 2001).

Following lesson scheduling came objective planning. There is a BTRTESOL unit on lesson planning, and I had already discussed objectives in Unit 6F, but I still felt that it was relevant and important to mention lesson planning and objectives briefly in this unit. In a multiple skills environment, it is beneficial to ensure that each activity has a focus. As in CBI it is important to ensure that novice teachers are able to create and recognize objectives for the different skills. The feedback that I was given in teaching Ling 377 suggested that more concrete examples be given. Students seemed to have a hard time coming up with objectives for different skills. For this reason, I decided to give students examples of objectives in each skill area. This idea also came from texts surveyed and the literature review (Tedick, 2010).

Finally, a common idea in integrated skill instruction is to use models to introduce new activities and to use different skills to raise schema (Harmer, 2007). It is also common to use the *pre, during* and *post* model. This means that for each learning activity you prepare the students

for the activity, you implement the activity and then you expound upon the activity. Integrated skills environment lends itself to mixing these activities with different skills, and in many cases it is good to use the *pre* or *during* phase as a model for the *after* phase (Hardman, 2009; Shrum & Gilsan, 1994; Harmer, 2007).

Recommended Texts

The texts recommended in the units were chosen based on their connection to the topic at hand. For Unit 6F “Content Based Language Classes” it was important to pick a variety of texts. I chose one theory-heavy book, *Making Content Comprehensible for English Learners: The SIOP Model*, and one book that provided quick and easy access to activities, *New Ways in Content Based Language Instruction*.

In addition to printed material, it was important to give our audience web-based resources. I chose the companion site to the SIOP model because this site gives many examples for lesson templates and other resources teachers can use immediately. I also chose the CoBaLTT professional development program website because I used this website to broaden my understanding of CBI. This site also contains templates for strategy instruction, which will be helpful for our audience. The last resource I listed was a link to Melinda Hardman’s Masters Project, which was a handbook for teaching a Content course at the English Language Center. I felt that this was relevant because it is a comprehensive, in-depth text on implementing CBI. If our audience wants a more reader-friendly text the CoBaLTT site is a great option.

For Unit 6E “Multiple Skills in One Class”, the options were few. As stated in the literature review many books mentioned integrated skills but did not go into detail in how to implement it. My greatest resources in my review of literature were the three books that I chose, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Brown, 2001), *The Practice of English Language*

Teaching (Harmer, 2007), and *The Tapestry of Language Learning: The Individual in the Communicative Classroom* (Oxford, 2001). The first two books are general ESL textbooks and are surprisingly easy to understand. The third book is a little more difficult to understand but it goes into great detail about integrated skills teaching.

The online resources I chose for this unit were *eslpartyland.com* and *eslgold.com*. Both of these sites provide lots of activity ideas. *Esldata* provides examples of activities divided into themes. A novice teacher can use this site to see some common themes, as well as activities and lesson plans that correlate to that theme. *ESL Gold* provides activities divided by skill area; novice teachers can use this site to understand different objectives and activities for each of the separate skills.

Video Examples

One of the resources that every BTRTESOL unit provides is an example in the form of a video clip from an actual ESL/EFL class related to the topic of the unit. These videos were shot by Dr. Henrichsen around the world and only needed to be chosen and edited for time and relevancy.

My video for Unit 6E “Multiple Skills in One Class” is taken from a Business Writing class in China. This is a writing course that focuses on different themes of business writing for non-native speakers. I felt that the examples in this lesson corresponded to many of the key points in my unit and would serve as a great example for students to watch and to reflect upon.

My video for Unit 6F “Content Based Language Classes” is from an American culture class in China. I chose this video because the teacher uses multiple skills (speaking, listening, reading and writing) in the course of the video and she teaches content (American culture) and uses a theme (Mother’s day). It was a great example of a situation our audience may be faced with if teaching overseas.

Summary

This chapter has presented the final drafts of Units 6E “Multiple Skills in One Class” and unit 6F “Content Based Language Classes” as well as the rationale for the layout, organization, content selection and resources provided in the units. The next chapter will discuss the evaluations and revisions for my BTRTESOL units.

Chapter Five — Evaluation and Revision

This chapter will focus on the evaluation and revision process that is continually present in the ADDIE Model of curriculum design and that was applied to both my units. As mentioned in chapter three, revision and evaluation may happen at any time that they are seen as needed and I engaged in almost constant evaluation and revision as I developed my units. However, for this chapter only major substantive revisions will be discussed instead of minor mechanical and wording revisions. These major changes occurred after conference and class presentations, meetings with committee members, and the use of programs to check the readability of my units.

Presentations

In order to maintain a high level of quality for the units it was necessary to pilot test them numerous times to ensure that they were understandable and relevant to our audience. For this purpose, two main audiences were sought out to listen to these presentations. The first audience was novice teachers, and the second audience was experienced professionals.

Presentations for novice teachers. Because novice teachers are the intended audience of the BTRTESOL program, it was necessary to pilot test the units with people who had no experience teaching. Two opportunities for pilot testing were presented to our BTRTESOL development team—in Ling 377R and at HELP International.

Presentation for Ling 377R. Ling 377R, Basic Training in TESOL, is a course designed for students who plan on participating in an international English teaching experience in the near future. It is a course “especially for international service volunteers who plan to teach ESL or EFL” (BYU Linguistics Department, 2011). In winter 2011, I was able to give a 50 minute presentation to this class on Unit 6F “Content-Based Language Classes.” The ideas presented

were the same ideas written in Unit 6F; the only difference was that they were given in a PowerPoint format instead of a written format. During the presentation students were able to ask questions for clarification, and immediately following the presentation they were given a short survey to complete. This survey was comprised of five questions. Table 2 summarizes students' responses.

Table 2.

Feedback from Ling 377 Students, Winter 2011

Question	Response
<ul style="list-style-type: none"> Was this unit understandable? Any suggestions to make it more understandable? 	<ul style="list-style-type: none"> Clear Understandable
<ul style="list-style-type: none"> What was the most helpful/useful for you 	<ul style="list-style-type: none"> Scaffolding Strategies Balance between language and content Good examples and scenario
<ul style="list-style-type: none"> What part of the presentation would you be interested to use in your own teaching? 	<ul style="list-style-type: none"> Interaction and group work
<ul style="list-style-type: none"> What part of this presentation, if any, were hard to understand or that you think need more explanation?" 	<ul style="list-style-type: none"> No suggestions Example topics should be given
<ul style="list-style-type: none"> What suggestions do you have?" 	<ul style="list-style-type: none"> Example lesson plan How to modify content based on level

Most of the feedback was positive and supportive of the unit. In giving this presentation, I was forced to really think about what was important. As the presentation progressed, I answered questions more fully than they were explained in the unit at the time. It was because of

these questions that some changes were made to expound more on principles of scaffolding that were not clear in the presentation.

I was able to give a second presentation for Ling 377 the following winter (2012). This time I gave a presentation on Unit 6F “Content-Based Language Classes” and Unit 6E “Multiple Skills in One Class”. The same questions from winter 2011 were asked for each unit. The results for each unit can be seen in Tables 3 and 4.

Table 3.

Unit 6F “Content-Based Language Classes” Feedback from Ling 377R Students, Winter 2012

Question	Response
1. Was this unit understandable? Any suggestions to make it more understandable?	<ul style="list-style-type: none"> • Yes
2. What was the most helpful/useful for you?	<ul style="list-style-type: none"> • Scaffolding • Modeling • Objectives
3. What part of this presentation would you be interested to use in your own teaching?	<ul style="list-style-type: none"> • Don't think I will teach this kind of class • Modeling • Pre-teach Vocabulary • KWPL
4. What parts, if any, were hard to understand or that you think need more explanation?	<ul style="list-style-type: none"> • Very clear • None • How is Content Language Teaching different from Content Teaching
5. What suggestions do you have?	<ul style="list-style-type: none"> • None • Great

-
- More visuals in the presentation

Table 4.

Unit 6E “Multiple Skills in One Class” Feedback from 377R Students, Winter 2012

Question	Responses
1. Was this unit understandable? Any suggestions to make it more understandable?	<ul style="list-style-type: none"> • Yes
2. What was the most helpful/useful for you?	<ul style="list-style-type: none"> • Videos • Resources • Objectives • Schedule Ideas • Good Examples • Matching and Pairing Skills
3. What part of this presentation would you be interested to use in your own teaching?	<ul style="list-style-type: none"> • Don't think it applies to children • Everything • Themes • Applies to all age groups • Before, During and After
4. What parts, if any, were hard to understand or that you think need more explanation?	<ul style="list-style-type: none"> • Very clear • None
5. What suggestions do you have?	<ul style="list-style-type: none"> • None • Great • More examples of linking skills together

From this feedback I was able to see that the units were understandable, helpful and useful. For unit 6F, one of the comments that stood out to me was that one student didn't understand how content based language teaching was different from content teaching. This was surprising since all of the other students were able to understand. However, if one student had a hard time understanding then maybe someone else would need more explanation. For this reason, I added a short explanation of a content course vs. a content language course in the introduction to the unit.

Unit 6E received very positive feedback. I did add one thing to the presentation that was not in the unit and that needed to be added. The first thing that I added was an explanation of how theme-based teaching was different from content-based teaching. I felt that this was necessary because they can be somewhat similar, and the students mentioned in class that they really liked that explanation. This very short explanation was added to the "The Least You Should Know" section. The feedback I received was very positive. The students felt that this unit was very applicable to them and immediately useful. This provided great confirmation that these units were meeting the needs of our audience.

Throughout all these presentations, students also asked for more examples. It was for this reason that I added examples of objectives and examples of activities in Unit 6E "Multiple Skills in One Class".

Presentation for HELP International. Another source of feedback was the HELP International volunteers who listened to my presentation on Unit 6 F in Winter semester of 2011. HELP International has a mission to "empower people to fight global poverty through sustainable, life-changing development programs" (Help International, 2012). It does this by

sending volunteers to many developing nations. These volunteers perform many functions, one of which is to teach English. Our BTRTESOL team was asked to present English teaching tips to a group of around 50 college-aged volunteers. As part of this presentation, Unit 6F “Content-Based Language Classes” was presented. Originally, the presentation was to be 10 minutes long; however, due to previous presentations going over time we were left with just 5 minutes each. Ten minutes already was a short time to explain Unit 6F, but this experience really made me focus on “The Least You Should Know”. It was a great experience to really focus on what was important and relevant, which was scaffolding, background information, strategies and interaction.

As this group was so large and time was short, no feedback was received from the volunteers. Despite this setback, I was able to draw some conclusions and to give myself some feedback. It was at this point, that I really understood that one of the main ideas in content-based instruction is scaffolding. Therefore, I made changes in Unit 6F to reflect scaffolding, which had previously been mentioned, but had not been explained in great detail. Also, I added the portion of the unit that mentions teaching about adobe ovens as an opportunity to teach English. This came about because HELP International volunteers teach others to make adobe ovens. As I listened to this presentation, I realized that even in places where traditional English teaching may not take place; volunteers could use ideas in my unit to teach content and English at the same time.

Presentations for TESOL Professionals. In addition to the presentations to novice teachers, I presented my units to experienced professionals in order to ensure that the ideas presented were really “The Least You Should Know” for each unit. Presentations were given at I-TESOL in October 2010 and in October 2011.

I-TESOL conference October 2010. In Fall of 2010, our BTRTESOL team presented at the Intermountain TESOL Conference (I-TESOL) in Ogden, Utah. Each team member was to present their first unit draft in five minutes. The unit that I presented was Unit 6F “Content-Based Language Classes.” I outlined my objectives, my scenario, and the key points from the unit. In order to receive feedback I passed out a survey with three questions. Table 5 shows the results of this survey

Table 5.

Unit 6F Survey Results, I-TESOL 2010

Question	Response
1. What did you like or think was good?	<ul style="list-style-type: none"> • Scenario • Scaffolding • Continuum of Content vs. Language • Examples of Scaffolding
2. What suggestions do you have? For novice teachers what is essential that they know about CBI? Have I missed any big ideas?	<ul style="list-style-type: none"> • Understanding academic vs. social language • No suggestions-but important • Move from realia to interaction to written to decontextualized • More on scaffolding • Vocabulary
3. Do you know of any other resources that would be helpful?	<ul style="list-style-type: none"> • SDAIE

This feedback was important, as it showed me that even many experienced professionals had wide ranging opinions about what was important in CBI. It also showed me that I was on the right track. The ideas that they liked were also the ideas that they wanted to see more of.

Presentation for I-TESOL conference October 2011. ITESOL 2011 was an opportunity for presenting not only Unit 6F “Content-Based Language Classes” but also on Unit 6E “Multiple Skills in One Class.” I was accepted to give two presentations, one presentation was given individually and one presentation was given in conjunction with the BTRTESOL team. My individual presentation was 45 minutes long with a question and answer period. Around 25 participants attended this presentation. A survey was given as part of it. The results of that survey can be seen in Table 6.

Table 6.

Survey Results, ITESOL 2011

Unit 6F: “Content-Based Language Classes”	
Question	Answers
1. Was this unit understandable? Any suggestions to make it more understandable?	<ul style="list-style-type: none"> • Yes • Great Program, more people need this program • Very basic
2. What was the most helpful/useful for you?	<ul style="list-style-type: none"> • Organization • Scenario • Good Overview • Resources • Objectives
3. What part of this presentation would you be interested to use in your own teaching?	<ul style="list-style-type: none"> • KWPL • Scaffolding • Examples • Resources

4. What parts, if any, were hard to understand or that you think need more explanation?	<ul style="list-style-type: none"> • All good
5. What suggestions do you have?	<ul style="list-style-type: none"> • What levels use it • What books to use when teaching • Add another Unit as a general overview of topics to teach such as grammar concepts and strategies to use

Unit 6E: "Multiple Skills in One Class"

1. Was this unit understandable? Any suggestions to make it more understandable?	<ul style="list-style-type: none"> • Yes • More examples
2. What was the most helpful/useful for you?	<ul style="list-style-type: none"> • Resources • Themes • Schedule Skills
3. What part of this presentation would you be interested to use in your own teaching?	<ul style="list-style-type: none"> • Theme approach • Objectives and Lesson Planning • Before, During and After • Integrating Skills
4. What parts, if any, were hard to understand or that you think need more explanation?	<ul style="list-style-type: none"> • None
5. What suggestions do you have?	<ul style="list-style-type: none"> • Example Lesson Plan • More Information • Give example of Integrated Skills Textbook • Translate the website into different languages

As Table 6 shows, most comments were positive. The comments that suggested that something be added recommended things that could not be added. Most people wanted more examples of real world application and lesson plans; however, BTRTESOL is to only be “The Least You Should Know.” While BTRTESOL can offer information, it is not meant to be an extensive source of information; for this reason, the length limit for each unit is seven pages. I considered adding more examples and activities that could be used, such as strategies to employ, vocabulary building and schemata raising activities, but due to the constraints of the program, it was not possible to do so. However, I did return to the units to clarify some of the examples that I already had written and to add ideas that I mentioned in the presentation, as examples. For example, in Unit 6F I clarified the portion on objectives. The difference between content and language objectives was clear but not as clear as it could have been. I also added one more resource for my web-based resource section. That reference was the SIOP website link that has examples of lesson plans and templates to download to help in lesson planning.

In regard to unit 6E, this presentation solidified that the most important point about integrated skills teaching is the planning. I received a very favorable response from my colleagues and mentors in regards to the *Before, During* and *After* model. While this model is not my creation, the praise of its use did provide much needed support for the inclusion of that key point in my unit.

My second presentation at I-TESOL 2011 was in conjunction with Dr. Henrichsen and the other members of the program. I presented my two units in seven minutes and was pleased by the favorable response and the questions that I received. As this presentation was short, I did not pass out surveys; however, the feedback through questions and comments was good. One comment came from a BYU-Idaho TESOL student who also studies elementary education. He

commented that KWPL was a great strategy to use in CBI courses and is similar to a strategy used in elementary education.

I-TESOL Adult Ed & Higher Ed Mini Conference Presentation March 2012. This presentation was very quick. I presented with Dr. Henrichsen and three other BTRTESOL contributors. Each presentation lasted eight minutes total for two units. No feedback was received other than short conversations with a few people afterwards. From this small feedback I was given confirmation that my units were on the right track.

TESOL Convention Philadelphia, PA March 2012. This presentation was even shorter than the I-TESOL mini-conference presentation. I presented on Unit 6E “Multiple Skills in One Class” in six minutes. Because of the short time and the number of presenters, no direct feedback was received. However, the comments and questions that were addressed to Dr. Henrichsen were all favorable. These comments echoed our research that showed that this program is needed and will be used by many.

In sum, these presentations were a great aid to me to ensure the quality of the product. Both the novice teacher feedback as well as the experienced teacher feedback were valuable and made me rethink some of the examples and topics in my units.

Feedback from my Advisory Committee

Committee feedback was a constant during the developmental process. Three people were able to give me feedback: Dr. Henrichsen, Dr. Evans and Dr. Graham. In fall of 2010, I had my first epiphany when discussing my presentation for I-TESOL with Dr. Henrichsen. Up until that point I had been thinking from a teacher-education standpoint. My unit outline for 6F “Content-Based Language Classes” was about all of the different types of CBI and took a

teacher-education approach. While discussing this with Dr. Henrichsen he pointed out that, while teacher-education has its purposes, our audience and purpose was not teacher-education but teacher-training which provides immediately applicable and usable information. In order to ensure that I was conducting teacher-training and not teacher-education a complete overhaul of my outline was in order. This direction made the unit into the rough draft of what it is today.

In winter of 2011, I met with all of my committee members to see if my units were going in the right direction. I first met with Dr. Henrichsen and Dr. Evans. This meeting was extremely helpful, as Dr. Evans made suggestions that were immediately implemented into Unit 6F. One of these suggestions was to add a section on Objectives—both language and content—that was added shortly thereafter. At this stage in the drafting process, I had many strategies listed in the section on scaffolding with strategies. Dr. Evans suggested that instead of listing several strategies that I take one or two and focus on them. We chose KWPL as the main strategy to focus on because of its flexibility and usability in numerous contexts. One last suggestion that he gave was to use Melinda Hardman’s MA Thesis as one of the resources. At this meeting we also discussed Unit 6E “Multiple Skills in One Class” and I was advised to use theme-based instruction as my guiding principle for integrated skills.

That same week I met with Dr. Graham, who had positive feedback to give. He liked the elements of my project and said that I had what needed to be there. In addition, he suggested that I add more to the section on objectives and gave me a packet that he received at a CBI Seminar that he attended at BYU with Diane Teddick. This resource was probably the most helpful resource I had encountered thus far for understanding and explaining the differences between content and language objectives. For Unit 6E “Multiple Skills in One Class”, he suggested that I use a theme-based approach as well.

In fall of 2011, I met biweekly with Dr. Henrichsen to receive feedback on my units and my project as a whole. At each meeting I received valuable feedback that has shaped my project to where it is now. Some of the feedback was geared towards editing and layout while other feedback involved more substantive changes. We reviewed each of my units in detail and I was advised to make the scenarios more personable and more realistic by using names instead of using the second person pronoun you. We discussed resources that I had chosen, and we made the video selections. I also received feedback on each of the chapters in this report.

Readability Programs

To triangulate my evaluation process I added a third type of feedback in addition to presentations at conferences and committee member feedback— readability programs. As previously mentioned, the BTRTESOL primary audience is large and diverse; however, our target audience is those with little or no university training. As graduate students, we are used to reading scholarly articles and are expected to write at an academic level. On the other hand, the BTRTESOL target audience may or may not be able to understand university-level texts. To bridge the gap between graduate-level reading or writing and the education level of the target audience, I used several readability programs to evaluate the text from each unit. These readability programs assess grade level based on vocabulary and sentence length. Each readability program gave slightly different results, and with these results I was able to revise my units to make them more readable. Because the purpose of BTRTESOL is to provide teacher training, our audience needs to be able to read, comprehend and immediately apply the principles they read about in their teaching. For this reason this final step was crucial.

In order to ensure that the reading level of my units was adequate for the audience, it was important to keep the reading level at or below high school reading level or the level of an

ordinary newspaper. Other BTRTESOL units have aimed for a ninth or tenth grade reading level; the goal for Unit 6F “Content-Based Language Classes” and 6E “Multiple Skills in One Class” was a tenth grade reading level. I used several online readability programs and compared the results of my two units with those of other BTRTESOL units to obtain a similar reading level for reading ease.

Many readability programs exist, but for my revisions I chose to use tests found at www.online-utility.org and www.read-able.com. These online programs use the Coleman Liau Index, Flesch Kincaid Grade Level, Automated Readability Index, SMOG, and Flesch Reading Ease equations to test readability. Each of these readability formulas uses different methods for calculating reading ease. The Coleman Liau Index calculates using the characters per word and the number of sentences per 100 words (Coleman & Liau, 1975). The Flesch Kincaid Grade Level and Reading Ease formulas both focus on word and sentence length but use different formulas to compute them. The Flesch Kincaid Grade Level is easier to read because it gives an output for a grade level, while the Reading Ease formula gives a large number. In addition, the reading ease formula takes into account the use of personal words such as names and personal pronouns. For a text to be easily understood it should receive a score of 70 (or higher) to be suitable for adult audiences (DuBay, 2004). The Automated Readability Index (ARI) counts not only words per sentences but also strokes per word on a typewriter. The ARI also assigns a grade level (DuBay, 2004). The SMOG differs from other readability formulas because word and sentence length are multiplied rather than added. It also looks at the number of multisyllabic words in 30 sentences (DuBay, 2004). The results from these initial tests can be found in Table 7.

Table 7.

Initial Readability Results for Unit 6F & 6E from www.read-able.com

Readability Formula	Unit 6F	Unit 6E
Coleman Liau Index:	11.58	11.5
Flesch Kincaid Grade Level:	9.78	7.8
ARI (Automated Readability Index):	9.90	9.5
Flesch Reading Ease:	53.13	71.5
SMOG	11.33	7.7
Gunning Fog Index	10.91	10.6
Average Grade Level	11	9

The average grade level of education needed to easily understand Unit 6F “Content-Based Language Classes” was eleventh grade, for Unit 6E “Multiple Skills in One Class” a ninth grade reading level was required. Due to the higher level of education needed to read and comprehend Unit 6F, much revision was carried out. For unit 6E, revisions were made, but they were not as extensive as it was already at a lower reading level.

Knowing that the reading level for Unit 6F was too high, I had to determine where changes and revisions could be made in order to make it more comprehensible. Based on my knowledge of the readability formulas I knew that word and sentence length played a major role in the calculation of reading ease. As I was revising each unit I took word length into consideration. If there was a shorter word that still carried the same meaning I would replace it. If a compound or complex sentence could be shortened to a simple sentence I shortened it. For

the Flesch Reading Ease formula, personal words such as second person pronouns and names also make a text more readable. So where appropriate I added the pronoun *you* and names.

In addition to word and sentence length, I also looked at the academic nature of the words. In order to do this, I used Paul Nations “Range” program found at lex tutor.com. Lextutor is an interface for Paul Nations “Range” program, whose purpose is to highlight different levels of vocabulary in the text. This program uses several different vocabulary lists in order to do so. These lists consist of the first 1000 most common words in English, followed by the second most common 1000 words, and finally the academic word list. Results from this program show what percentages from the different lists are in the text being analyzed as well as words that are not on any list. Table 8 shows the results of this program for both Unit 6F “Content-Based Language Classes” and 6E “Multiple Skills in One Class.”

Table 8.

Percentage of Words in Each List from www.lex tutor.ca/vp

	Unit 6E	Unit 6F
K1 Words (1-1000):	81.23%	81.53%
K2 Words (1001-2000):	7.00%	4.65%
Total K1+K2 Words	88.23%	86.18%
AWL Words (academic)	6.64%	6.49%
Off-List Words:	5.13%	7.33%

These statistics show that my units were generally readable and understandable, but some parts were not. A portion of the words were too academic, as indicated by their presence on the academic word list and on no Range program lists at all. Unit 6F “Content-Based Language Classes” had roughly 86% in the first 2000 most common English words with 6.5% percent on the academic word list and 7% not on any list. Unit 6E “Multiple Skills in One Class”, while at a lower reading level, had 88% of the words in the first 2000 words, six percent on the academic word list and five percent from no list. While these numbers are informative, they do not point out exactly where changes needed to take place. Grabe (2009) suggests that when reading instructionally one should understand at least 95% of the words in the texts. It is safe to assume that the most common 2000 words in English should be known by our audience. However, the academic word list could pose a potential problem; however, the words on the academic word list are the most common academic words and may have been encountered in high school classes and textbooks. In addition, words not on any list could be specialized vocabulary that the novice teacher audience does not know, or it could be words that they are familiar with that just aren’t in the most common word lists. For example, first and last names and book titles may not appear in any list but cannot be changed in the units. With this in mind, I did try to assume that perhaps our audience did not know the academic words and when possible I changed some words from an academic word to a more common word that would appear on list K1 and K2.

Another feature found on lextutor was the ability to see the words highlighted in the text according to their list number. Having the words highlighted made it easy to see which words were from each list and where changes needed to be made. It was these words that were revised first. Some of the words were proper nouns from titles of book and websites that could not be changed. Other words such as *CBI* and *Integrated Skills Teaching* were words that were essential

to the meaning of the chapter and could not be changed. Words were changed only if they were from the academic word list or not from either of the other two lists. In general, words from base list one and base lists two were not changed unless it was necessary to change them in order to reword a phrase that contained a more difficult word. In the case of academic words that needed to be changed, such as *comprehension*, I used a thesaurus and tried to choose a word that sounded simpler and more understandable. For example, instead of *comprehension* I used *understanding*.

After these changes were made, the text was run through Paul Nation's Range program one more time. The results from these changes can be seen in the following table

Table 9.

Results from Revisions of Unit 6E & 6F

	Unit 6E	Unit 6F
K1 Words (1-1000):	81.19%	83.74%
K2 Words (1001-2000):	6.88%	4.67%
Total K1 +K2 Words	88.07%	88.41%
AWL Words (academic):	6.39%	5.25%
Off-List Words:	<u>5.55%</u>	<u>6.34%</u>

From Table 9 we can see that I was able to increase the words on Base list one and base list two by 2% for Unit 6F. While these numbers may not seem that large, I believe that they

made a large impact as will be evidenced in the results from the readability formulas. From Table 9 we can see that not much change occurred from the first draft to the final draft of Unit 6E. This was partly because many of the words appearing on the AWL and not on any list were essential to meaning and I felt that they were understandable. Table 10 shows the results from readable.com after the revisions were made.

Table 10.

Final Readability Results from www.read-able.com

Unit 6E Final Results

Readability Formula	Before	After
Coleman Liau Index:	11.58	12.8
Flesch Kincaid Grade Level:	9.78	7.4
ARI (Automated Readability Index):	9.90	9.1
Flesch Reading Ease:	53.13	69.2
SMOG	11.33	7.5
Gunning Fog Index	10.91	9.8
Average Grade Level	11	9

Unit 6E Final Results

Readability Formula	Before	After
Coleman Liau Index:	11.5	12
Flesch Kincaid Grade Level:	7.8	6.6
ARI (Automated Readability Index):	9.6	8.2
Flesch Reading Ease:	71.5	74
SMOG	7.7	7.1
Gunning Fog Index	10.7	9.4
Average Grade Level	9	9

Even though the percent of words on base list one and base list two from Nation's Readability Program did not change drastically for Unit 6F "Content-Based Language Classes," the grade level required to understand the text did. It was originally at an eleventh grade reading level as an average of all of the readability formulas and dropped to a ninth grade reading level. Unit 6E "Multiple Skills in One Class" started out at a high ninth grade reading level average ended up in a slightly lower average ninth grade reading level. One important readability formula that changed for both units was the Flesch Reading Ease. For Unit 6F an improvement from 53.13 to 69.2 was a drastic change. It is now very close to 70 points which is considered the goal for reading ease for adult learners. Unit 6E did not have a drastic change but it did increase from 71.5 to 74 which is an increase in the right direction. Overall, the units made improvements in their readability levels.

Summary

The feedback that I received from various sources was invaluable. It was especially helpful to have feedback from different perspectives. From the presentations to novices, I learned that my units were understandable to those who had never seen them before. Moreover, I learned how novice teachers as well as experienced professionals would react to the content in the units. From the feedback I received from my committee members I was reassured that I was heading in the right direction and I received advice on some changes that could be made to ensure that “The Least You Should Know” was included in each unit. From the readability programs I learned what words needed to be changed and what sentence structures needed to be changed in order to make my units more comprehensible.

Chapter Six — Lessons Learned and Recommendations

This chapter will discuss lessons that I learned throughout the process of developing, evaluating, and revising my two BTRTESOL units. First I will discuss lessons learned, followed by my recommendations for future BTRTESOL unit developers.

Lessons Learned

The biggest lesson that I have learned throughout this process is to work hard. Attending classes, reading the assigned texts, and taking tests are only the beginning of the master's degree. The next step is to develop your project and to write up the results. This second step is labor intensive and took much longer than I had expected. My hours log is full, and my hours exceeded my expectations of what was required. I think that if I had begun working on my project once I entered the TESOL MA program in Spring 2010, even while attending classes, I would have been able to complete my project sooner. Hard work is definitely required, as well as long hours.

The second lesson that I learned was that feedback is essential. I had my drafts written for each unit for quite a while before I asked for feedback. As a result, they were stagnant for a period of time that could have been used more productively. Feedback is also essential in writing up your project report. It seems very obvious, but help from your committee can be a great asset for you. It is also important to get feedback from novice teachers. Novice teachers are our audience, and therefore if they believe your unit is hard to understand then you know you have to clarify some parts of the unit.

Recommendations for Future Team Members

My first recommendation is to pick a unit that interests you. I chose Unit 6F “Content-Based Language Classes” because it scared me, and as a result I am now much more comfortable with the idea of CBI. I chose Unit 6E “Multiple Skills in One Class” because I had a lot of experience teaching integrated skills. For these reasons it was enjoyable to work on these units.

My second recommendation would be to work on your project as early as possible. Prepare your literature review before working on any of the units. Your literature review will provide the content for your unit. Once you have surveyed the literature, it will become clear what key points should be included in the unit. In addition, you should work on your project report early on as well. Keep a document in the correct format with the outline of your chapters. When you have time, work on small sections. You will be surprised at how much this will help you. The report is long and but many short writing sessions will help you in finishing it.

My third recommendation would be to work closely with your chair. Your chair was chosen because he or she has the knowledge necessary to counsel with you. Your chair and your committee will be able to show you resources you couldn’t find on your own. They will also give you invaluable feedback. Seek them out, meet with them, take notes, and learn as much as you can from them.

My fourth recommendation is for the BTRTESOL program in general. It is that the other BTRTESOL units that I reference in my units, such as Unit 5F “Language Learning Strategies”, should be completed soon. I reference strategies and using strategies in CBI and connect users to Unit 5F. Because the BTRTESOL units are 5-7 pages in length, there is no way to include a detailed explanation of strategy instruction within my unit, so I could only refer readers to Unit 5F. This is a unit that I believe should be worked on soon.

My fifth recommendation is that future BTRTESOL members consider using the Lexile system when calculating readability. This system was created to show readability for adult learners. I did not learn of its existence until after all of the readability chapter had already been written. If I had known of its existence earlier I would have been able to use it and to incorporate it into chapter five.

Finally, when working on the BTRTESOL project it is paramount that an understanding of the audience be obtained. Novice and untrained teachers do not need or understand the same information as graduate students. If I hadn't understood the audience, my units would not have been useful for them. Initially, my units were more scholarly using a teacher-education approach. However, after researching, analyzing, and pilot testing the units with novice teachers I was able to bring the units to their level of understanding. For this reason, the ADDIE model with its cyclical design was important. After each step in the process I was able to evaluate and reassess if necessary. Due to this evaluation I was able to create multiple drafts with my audience and their needs in mind.

Conclusion

This chapter has discussed lesson learned and recommendations for future team members of BTRTESOL. In my experience, I have learned countless lessons on materials development, scholarly research, and teacher training.

In addition, I believe that the BTRTESOL project is a worthy endeavor. Novice and untrained teachers do exist and are not going to go away. For this reason, I believe that this project will be able to help them to better teach content-based and theme-based lessons. If they follow the instructions in each unit and further their understanding in the “Where to Go to Learn More” section they will become more proficient teachers.

It has been a pleasure working on this project. Each step was a learning experience.
Through this process I have become not only a better teacher but a better materials developer.

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Appendix A: Record of Project Hours for TESOL MA Project

Date	Time	Activities
9/20/10	1 hour	Team meeting: prospectus and Eric Search
9/21/10	1.5 hours	ERIC search to find good competition
9/27/10	1 hour	Team meeting: prospectus
10/4/10	1 hour	Team meeting: prospectus and ITESOL presentation
10/5/10	3 hours	Library Research CBI
10/11/10	1 hour	Team meeting: ITESOL presentation
10/12/10	3 hours	Library research CBI
10/18/10	1 hour	Team meeting: present slides to Dr. Henrichsen, epiphany (not teacher education but teacher training)
10/19/10	2 hours	ITESOL presentation and outline unit 6F
10/22/10	3 hours	ITESOL presentation preparation
10/23/10	1 hour	ITESOL Conference presentation of UNIT 6F
10/25/10	1 hour	Team meeting: review of presentation and feedback
11/1/10	1 hour	Team meeting, prospectus
11/2/10	3 hours	Unit 6F, research and drafting, summary of feedback
11/8/10	1 hour	Team meeting, prospectus
11/9/10	3 hours	Unit 6F, research and drafting, summary of feedback

11/15/10	1 hour	Team meeting, prospectus
11/16/10	3 hours	Drafting Unit 6F
11/22/10	1 hour	Team meeting, prospectus
11/29/10	1 hour	Team meeting, prospectus
11/30/10	3 hours	Drafting Unit 6F
12/6/10	1 hour	Team meeting: prospectus
12/7/10	2 hours	Drafting, prospectus editing, background
12/8/10	2 hours	Drafting Unit 6F
Subtotal Fall 2010: 41.5 hours		
2/10/11	1	Meeting with Dr. Henrichsen to get moving on 2 nd unit.
2/11/11	2	Search for resources on integrated skills
2/14/11	2	Collected books from library, online search for integrated skills
2/24/11	1	Meeting with Dr. Henrichsen on Integrated Skill: go with theme based approach
2/28/11	2	Library research on Integrated Skills and Content
3/7/11	4	Read resources on Integrated Skills and Content
3/8/11	1.5	ETD Class
3/9/11	2	Attended Ling 377 for research on audience and to watch other team members present.
3/16/11	4	PowerPoint for Ling 377, and presented Unit 6F to Ling 377

		students
3/23/11	2	Prepared questions and documents for meeting, Meeting with Dr. Henrichsen and Dr. Evans: on right track, add more on objectives
3/25/11	4	Prepared PowerPoint for Help International, Group preparation, Presentation at HELP International, Meeting with Dr. Graham to discuss Unit 6F: feedback was good on right track, add more on objectives
3/28/11	4	Literature Review
3/29/11	4	Literature Review
3/30/11	4	Literature review
3/31/11	4	Unit 6f Revisions, Literature review
4/4/11	4	Unit 6F revisions and literature review revisions
4/5/11	6 hours	Unit 6F revisions, project write up
4/6	4 hours	Project write up
4/7-4/20	10 hours	Reading on Integrated Skills
Subtotal Winter 2011 65.5 hours Total hours = 107 hours		
5/1-7/4	15 hours	Reading on Integrated Skills
7/5/11	2 hours	Lit Review Integrated Skills
7/12	2 hours	Lit Review Integrated Skills, Unit Draft
7/13-8/31	20 hours	Lit Review, Unit Draft, Write Up
Subtotal Spring/Summer 2011 39 hours Total Hours = 146		

9/1-11/30	75 hours	Unit Drafts, Write up, Video Selection, Revisions of Units
9/1-11/30	6 hours	Biweekly meeting with Doctor Henrichsen
12/1-12/8	21 hours	Project Write up-Readability
12/27-31	15 hours	Project Write Up
		Subtotal Fall 2011= 105 Total Hours = 251
1/1-6/12	15 hours	Project write up
1/13-1/17	15 hours	Project Write up
2/7-2/15	10 hours	Project Write Up
3/1-3/31	15 hours	Work on Presentations for Ling 377 R, ITESOL and TESOL
4/5	4 hours	Work on Presentation for Ling 377 R
4/6	3 hours	Dreamweaver files
4/11	4 hours	Project Write Up and Feedback review
		Subtotal Winter 2012 = 66 hours/Total = 317 hours
4/17	6 hours	Editing and Revisions
4/21	6 hours	Editing and Revisions
4/23	6 hours	Editing and Revisions
4/24	6 hours	Editing and Revisions
5/8	1 hour	Meeting with Dr. Henrichsen

5/9	7	Editing and Revisions
5/10-6/7	30	Editing and Revisions and Defense
		Subtotal Spring 2012 = 62 hours/ Total = 378

Appendix B: BTRTESOL Program Prospectus

Basic Training and Resources for TESOL:

The Least You Should Know and Where to Go to Learn More

Prospectus prepared by

Dr. Lynn Henrichsen and the BTRTESOL Team (names below)

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•Product overview

Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More is a book and a website (supplemented by video clips) that utilizes a minimalist, connectivist approach to helping minimally trained, novice ESL/EFL teachers be more effective, professional, and successful. It is usable in two ways: in a traditional, face-to-face class with a teacher and regular meetings, or by independent self-study, according to an individual's particular interests, needs, and schedule.

• Audience/Market

Many untrained or minimally trained people teach ESL/EFL in community programs, commercial schools, public libraries, churches, homes, language schools abroad, etc. *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More* is designed for the thousands of untrained or minimally trained teachers of ESL (in the

United States and other English-language environments) and EFL (in other settings around the world). It will also be attractive and useful for untrained people who are on the verge of teaching ESL/EFL. For various reasons (finances, timing, location), most of these teachers are unable to enroll in full-scale TESOL teacher-preparation programs, but they still need and want basic training in effective classroom procedures and materials, as well as in the teaching and learning principles behind them. The U.S. Department of Education's Office of Vocational and Adult Education (Kutner et al., 1992) initiated a 30-month study into the training of teachers and volunteers working in adult basic education [ABE] and ESL. The study "was launched ... in response to the widespread concern that inadequate training is a major impediment to the effective delivery of adult education services"(Kutner et al., 1992, p. 8). Nine sites were visited across the U.S. to better understand the training of volunteers and teachers in adult education. Reasons cited for lack of training included high turnover, lack of funding, and limited requirements. The most common form of training was a single-session workshop. The study offers two suggestions for developing training programs that are especially relevant, they discuss the importance of giving volunteers ownership in their training and providing training that is easily accessed and meets their needs.

No one knows exactly how many novices or volunteers teach ESL in the United States. The number, however, is undoubtedly large. The 2005-2006 Statistical Report of ProLiteracy states that 120,480 volunteers worked in its 1,200 affiliate programs, 88% of which provided ESL services. The number is undoubtedly greater today with the recent floods of refugees and immigrants to English-speaking countries and the growing demand for English around the world. The 2009 Yearbook of Immigration Statistics indicated that in 2009 the US received 74,602 refugees from various countries, the greatest amount received in the last 10 years (US

Department of Homeland Security [DHS], 2010). Many companies advertise several tens of thousands of EFL teaching jobs in many locations around the world. The website volunteerabroad.com lists 600 plus organizations that send volunteers around the world, many of them to teach English. We contacted several of these organizations to assess the number of volunteers. Three of these organizations totaled 600 volunteers (personal communications, October 2010). Help International sends 150 volunteers a year and International Language Programs (ILP) sends 350 per year (personal communication, October 2010). Some of these programs, of course, provide at least minimal in-house training for their volunteers. Additionally, Bridge TEFL trains 3,400 in certification programs. The number of untrained teachers, who work independently or with programs that provide minimal and often inadequate training, is probably very large. It is these people, a huge group of teachers needing more preparation and resources, that constitute the market for *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More*.

•History

Over the years many training manuals have been produced for various volunteer tutors within specific organizations. These manuals desire to provide novice, often volunteer, teachers with the skills needed to teach English to adults in various situations. These programs rely on volunteers to meet a need in the community. *The HER Project: Homebound English for Refugee Women* (Beck, 1982) was developed for the Tacoma Community House. The manual itself consists of approximately 37 pages of basic information about teaching ESL and lesson plans for teaching primarily oral, survival English. The basic information section includes ideas about teaching vocabulary, structure, pronunciation and listening skills it also includes ideas on

evaluation, using visual aids, and general information about teaching ESL. More recently the Tacoma Community House (2001) has produced another handbook for ESL tutoring. This handbook, *Tutoring ESL: A Handbook for Volunteers*, includes information for tutors on activities in the four skills of reading, writing, listening, and speaking. Additionally, it includes information on assessment, lesson planning, and general teaching tips and techniques. Other information is available on their website www.nwlincs.org.

Another common method for training volunteers is through a one-time workshop. One workshop by Literacy Volunteers of America – Connecticut, was conducted to train volunteers to teach basic literacy and life skills in ESL. It was a two and a half hour workshop and the participants received information and handouts about curriculum and tutoring techniques.

•Approach and Distinctive Features

Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More employs a minimalist and connectivist approach to teacher preparation. It does not attempt to cover every teacher-preparation topic in great breadth and depth. Rather, in a large number of short chapters (five to ten pages each), it introduces teachers to key concepts and a procedure related to a particular teaching topic and then directs them to other sources for additional, in-depth information.

In contrast to many TESOL teacher-education textbooks that present teaching/learning theories and practices in a didactic fashion and then hope readers will be able to apply them in actual classroom settings, each chapter in *Basic Training and Resources for TESOL* takes an engaging, highly practical, problem-solving approach to teacher preparation by beginning with

short case studies and classroom scenarios situated in ESL (in the United States) and EFL (in non-English speaking countries worldwide) settings that illustrate the challenges that teachers face in the real world. In this way, each chapter immediately confronts teachers with authentic instructional challenges and involves them in realistic analytical and problem-solving tasks. To support the textual explanations in the book, many of the case studies and scenarios are also viewable on an accompanying DVD or on the website.

Basic Training and Resources for TESOL also focuses primarily on proven instructional procedures that can immediately be put into practice. In accordance with Hersey and Blanchard's (1985) Situational Leadership Model, the book's underlying approach recognizes that the preparation needs of teachers vary depending on their levels of competence and commitment. Novice, short-term, volunteer teachers—in contrast with the committed, experienced, career-oriented teachers found in many graduate-level TESOL teacher education programs—typically need and want simple, direct teacher training. Therefore, *Basic Training and Resources for TESOL* provides specific instructions for classroom teaching strategies. Chapter one introduces the reader to the scope of this material, however there is no specified sequence to these chapters. Novice teachers are able to assess their needs and focus on relevant units that interest them. Each chapter carefully guides novice teachers through the process of identifying language-teaching problems, setting goals, developing action plans, carrying them out, and evaluating their success. At the same time, it helps them recognize and understand the underlying principles that affect success in language teaching.

Competition

Title	Strengths	Weaknesses
TESOL Core Certificate Program	<ul style="list-style-type: none"> ◦ Includes a 60-hour foundation course in teaching theory and practice. ◦ Includes a 60-hour course on language skills and assessment. ◦ In the second course one has the option of focusing on adult or young learners. ◦ The course designers and teachers appear to be qualified. ◦ It has the TESOL name <p>Focuses on ESL and EFL</p>	<ul style="list-style-type: none"> ◦ It is costly ◦ One must register months in advance so it is not immediately accessible ◦ Limited availability (limited number of openings) ◦ It is not necessarily connected to a real teaching position (limited applicability)
Colorin' Colorado	<ul style="list-style-type: none"> ◦ Many links to other web resources and books ◦ Good for an ESL (U.S.) setting ◦ Has online webcasts with professionals ◦ Good resources for parents and educators ◦ Good resource for boosting reading 	<ul style="list-style-type: none"> ◦ Mainly targeted to Hispanic ESL learners, with only materials up to the third grade in Arabic, Chinese, Haitian Creole, Hmong, Korean, Navajo, Russian, Tagalog, and Vietnamese ◦ Only targets children K-12, not adults ◦ Would not always be as beneficial in an EFL setting ◦ Only targets reading specifically and not all skills
More Than a Native Speaker	<ul style="list-style-type: none"> ◦ Helpful appendixes on course planning, culture topic list ◦ Could be useful with other materials that will add more practical information ◦ Text is user friendly and readable ◦ Does not use big terms, 	<ul style="list-style-type: none"> ◦ Difficult for new or less experienced teachers to decide in what situation, for what level to use examples of assessment, teaching principles, etc. ◦ Book is outdated ◦ The title does not give us any hint that "More Than a Native Speaker" is a guide for volunteer native English teachers teaching abroad

	good explanations	<ul style="list-style-type: none"> ◦ Contains only plain text, no graphics, pictures ◦ Very little about different proficiency levels, classroom management etc.
Teach English: A training course for teachers	<ul style="list-style-type: none"> ◦ Very specific guidelines for beginning teachers ◦ Step by step instructions ◦ Pictures ◦ Example lesson plans ◦ Activities to be used and copied in class ◦ Unit on the importance of assessment and how to use it effectively 	<ul style="list-style-type: none"> ◦ It is old, but it has been reprinted in several editions ◦ The cover does not look interesting
A Training Course for TEFL	<ul style="list-style-type: none"> ◦ Helpful activities for teacher to help identify teaching strategies and activities for the learners ◦ Offers discussion examples of dialogue between students and teachers ◦ Gives references for further readings ◦ Charts ,graphs and symbols to illustrate principles and ideas ◦ Communicative teaching tasks ◦ Offers techniques for all skills to be taught 	<ul style="list-style-type: none"> ◦ Outdated, now there are other techniques and strategies that need attention. ◦ May be out of print ◦ For more technical and graduate level students. Not built for volunteers with little or no understanding of technical language
Oxford Basics	<ul style="list-style-type: none"> ◦ Offers 25-30 basic lesson plans per book ◦ Covers a wide variety of topics including grammar, teaching children, intercultural activities, etc. ◦ Affordable price 	<ul style="list-style-type: none"> ◦ Each book focuses on a specific area, listening, speaking, and grammar so you may need to buy several books ◦ Few overall principals of teaching English. ◦ Some of the activities seem very contrived, they try to coordinate lessons across books which sometimes results in either very similar lessons or very contrived lessons

Teaching English Worldwide: A New Practical Guide to Teaching English

- All lessons at a beginning level
- Helpful visual aids such as charts, cartoons and graphs
- Good explanation on commonly asked questions in chapter 1
- Reasonable price
- Includes the necessary and basic information needed for a teacher who may be responsible to teach all skill areas
- No specific level of learner mentioned
- Not sufficient information in each section
- Hard to create a lesson plan with only the given information

Highway to E.S.L.: A User-Friendly Guide to Teaching English as a Second Language

- Helpful information on choosing an overseas job
- Covers a variety of topics in different skill areas
- Offers where to go to find more in each chapter
- User friendly
- Not enough on the different skills
- Analogy of Highway is a bit of a stretch at times
- Useful only for teachers studying abroad
- Not enough meat in each chapter, very simplistic

Teaching English as a Foreign Language for Dummies

- Plethora of information
- Author is experienced
- Information on numerous countries and teaching situations
- Lesson planning for different skills presented
- Information on choosing TEFL as a career
- Doesn't cover subjects completely only peripherally
- Focuses mostly on those who are not teachers at the moment, probably would not be helpful for those with more knowledge
- Little focus on developing a teaching personality and classroom management
- Needs more on ESP, EAP and Content-Based Teaching
- No mention on Assessments such as TOEFL, TOEIC and Michigan

Teaching Adult English Language Learners

- Author shared his 35 years of teaching experience
- Each chapter starts with a scenario
- Designed for administrators and teachers who will be working with adult learners specifically
- Very concise providing the basic information that highlights the learning needs of adult learners only
- Only focused on survival English skills when in reality adult learners do want to pursue academically higher education

Competition: Bibliographical Information

Title	Author	Publication Information	ISBN	Price
TESOL Core Certificate Program	TESOL	TESOL, 2010	N/A	\$1,000
Colorin' Colorado	WETA (with the American Federation of Teachers, National Institute for Literacy, U.S. Department of Education)	Web-based service, 2008	N/A	free
More Than a Native Speaker	Don Snow	TESOL, 1996	0-939791-64-1	\$ 31.20
Teach English: A training course for teachers	Adrian Doff	Cambridge University, 1990	0-521-34864-1 0-521-34863-3	\$32.00 \$28.00
A Training Course for TEFL	Peter Hubbard, Hywel Jones, Barbara Thornton, Rod Wheeler	Oxford University, 1983	019432710	\$15.00
Oxford Basics	Various	Oxford University, 2000	Various	\$12.50?
Teaching English Worldwide: A New Practical Guide to Teaching English	Lindsay, Paul	Alta Book Center Publisher, 2000	1-882483-77-4	\$26.95
Highway to E.S.L.: A User-Friendly Guide to Teaching English as a Second Language	Dang, Pinky Y & Ruitter, Rik	iUniverse Inc, 2005	978-0595342211	\$18.68

Teaching English as a Foreign Language for Dummies	Maxom, Michelle	Wiley, 2009	978-0470745762	\$18.63
Teaching Adult English Language Learners	Orem, Richard A	Krieger Publishing Company, 2005	1-57524-219-2	\$27.75

•Scope and sequence

The forty-plus units in *Basic Training and Resources for TESOL: The Least You Should Know and Where to Go to Learn More* cover a broad range of teacher-preparation topics.

The 42 units cover a broad range of teacher-preparation topics, divided into 10 major areas:

1. Introduction: Basic Concepts

- A. “The Least You Should Know” (the purposes and delimitations of this program and suggestions for follow-up TESOL courses, resources, and professional organizations)
- B. Differences between teaching English as a second language (ESL) and English as a Foreign language (EFL)
- C. Tutoring vs. teaching: How they are different
- D. Dealing with cultural differences and culture shock (in your students and yourself)
- E. Working successfully within foreign educational and administrative systems

2. Designing Language-teaching Programs, Courses, and Lessons

- A. Setting up and operating successful courses for adult English language learners (i.e., administrative concerns)
- B. Planning a curriculum that fits your students and meets their needs

- C. Designing effective lessons for language learning and teaching (i.e., lesson planning)
- D. Assessing your students' language proficiency (for course design purposes and for determining student placement)

3. Developing Fundamental Teaching Skills

- A. Developing a successful teaching personality
- B. Adjusting your spoken English to make it comprehensible and helpful to English language learners at various levels of proficiency
- C. Managing classes of English language learners (encouraging participation, maintaining discipline, building a supportive sense of community, avoiding demeaning or negative behavior, setting up groups, dealing with multiple levels of proficiency in the same class)
- D. Correcting language learners' errors productively, and developing their self-monitoring skills

4. Understanding Key Principles Behind Successful Language Teaching

- A. Understanding basic principles of second language acquisition
- B. Creating and using exercises for mechanical, meaningful, and communicative practice
- C. Using communicative language teaching principles and information gap exercises
- D. Encouraging cooperative and collaborative learning to increase student interaction
- E. Creating activities that provide imitative, rehearsed, and extemporaneous practice
- F. Developing an awareness of teaching styles and cross-cultural style differences

5. Knowing Your Students: Learner Types, Styles, and Strategies

- A. Understanding, respecting, and appreciating adult ESL learners
- B. Working successfully with young English language learners
- C. Understanding your students' language learning styles—including cross-cultural differences in learning styles—and then teaching them accordingly
- D. Recognizing multiple intelligences and their implications for language teaching
- E. Teaching your students to use language-learning strategies commonly employed by successful language learners

6. Developing Language Skills

- A. Developing English language learners' listening skills
- B. Developing English language learners' speaking skills
- C. Developing English language learners' reading skills
- D. Developing English language learners' writing skills
- E. Integrating multiple language skills in one class
- F. Teaching content-based language classes

7. Teaching English Language Components

- A. The least you should know about English grammar and how to teach it
- B. The least you should know about English pronunciation and how to teach it
- C. Planned and unplanned vocabulary teaching
- D. Vocabulary teaching and learning strategies that work well
- E. Understanding and teaching about culture

8. Making Language Teaching and Learning Enjoyable and Memorable

- A. Conducting effective and enjoyable conversation classes
- B. Using songs to increase participation, recall, and enjoyment
- C. Using games, and other fun yet effective activities for English language teaching
- D. Using computers and Internet resources for English language teaching
- E. Using video for teaching English

9. Testing English Language Skills

- A. Widely used general proficiency tests (e.g., TOEFL, BEST, CET)
- B. Developing valid and reliable local measures of student achievement

10. Choosing, Creating, and Adapting Language Teaching Materials

- A. Locating, evaluating, and selecting authentic, effective print/electronic teaching materials for language learners
- B. Collecting and creating your own language-teaching materials
- C. Successfully adapting existing materials for greater teaching enjoyment and success

These units are designed to be used independently, in any sequence, according to users' interests.

•Ancillary materials

Each unit includes video clips of ESL/EFL teachers in authentic classroom situations. These clips illustrate the principles and procedures described in the unit, and they provide the basis for

observation and reflection activities. For the book, these videos will be provided on an accompanying DVD. They will also be available online as part of the website.

•Current status of the work

Number of units completed: 8 (video clips to be inserted later)

Number of units nearly completed: 4

Number of units under development: 22 (various stages)

Number of units no one is working on: 6 with others posited as well

Number of units we are working on this semester: 4

Over the next year other units will be developed and finished available for use. As they become available they will also be posted to the website.

•Field testing

Over the course of the year we will have numerous opportunities for feedback. As a group we meet weekly and give each other feedback, and we have individual meetings with our professor, Dr. Henrichsen, to receive feedback. We gave a presentation at the ITESOL conference in Ogden, UT on October 23, 2010 where we asked attendees to fill out a questionnaire about each of our individual units. We each received feedback on our units. The following is the summary of the feedback on our individual units.

Unit 5 B Working Successfully with Young English Language Learners

I received 10 responses to my request for feedback. Most of the people who filled out the feedback sheets commented that they liked the content and that the information of characteristics and how young learners learn was good. It helped me recognize that I have recognized some of the key factors in teaching young learners. Suggestions for improvement included, discussion of expected behaviors, list of teacher characteristics, information on development, information on TPR. I also received a couple of resource suggestions such as, Starfall.com, Center for Applied Linguistics: Teaching English in the Elementary Classroom, and Making it Happen by: Patricia A. Richard-Amato.

Unit 6 F Content-Based Language Classes

Unit 6F received feedback from 14 people. The majority of this feedback was a pat on the back letting us know we were headed in the right direction. Some suggestions for improvement were given including: include more vocabulary practice, use modified texts, use authentic texts, look at local immersion programs, break unit into separate units, move from realia to interaction to writing and reading.

Unit 6 B Developing English language learners' speaking skills

Ten people gave feedback on this unit. All of the participants indicated that the content of this unit was very interesting and useful. Six people suggested that the following should be included in the unit: grammar, pronunciation, examples to go along with each areas that are involved in speaking, culture, level of learners and ways to identify needs. One comment made on additional resources that would be helpful was TPR storytelling. Another comments was to indicate information on how the tongue, teeth and lips are involved in producing accurate pronunciation. Overall, it was encouraging to know what future users are looking for in this unit and these comments have helped to sort out the necessary things that should go into this unit.

Unit 8 B Using Songs to Increase Participation, Recall, and Enjoyment

For this unit much of the feedback received commented that including this unit in the book is a good idea as it involves more creativity and fun exercises added to the book. A couple of people suggested that it is important to maintain the class professional while using songs to improve the students' motivation and participation level so that it does not distract the learning atmosphere of the class from being too casual but helps to create a better, enjoyable educational environment.

In Winter of 2011 we will receive feedback from students in Ling 377, a class to train students to teach English abroad for Help International and other organizations. Finally we will receive feedback from pilot users. Pilot users will be able to link from the website to a Qualtrics survey that has been created for each unit.

•The Authors

Lynn Henrichsen (Ed.D, University of Hawaii) has over 30 years' experience teaching English to speakers of other languages in a variety of settings around the world. A former chair of TESOL's Teacher Education Interest Section, and former chair of the Department of Linguistics and English Language at Brigham Young University, he regularly teaches courses in TESOL methods and materials. He has authored 7 books and over 70 chapters in books and articles in professional periodicals.

Beth Anne Schnebly is currently a graduate student in the TESOL Masters program at Brigham Young University (BYU). She has had extensive experience tutoring and teaching ESL/EFL for six years in different locations throughout the world, including interning as an EFL assistant language teacher in Japan, tutoring several international ESL students in speaking, writing, and grammar and a professional businessman in ESL pronunciation, and teaching at the English Language Center at BYU in Utah, tutoring Korean students online, and tutoring Chinese writing students through an online program with the City University of Hong Kong.

Eleanor Clark is a graduate student in the Brigham Young University TESOL Master's program. She has had experience teaching in ESL contexts, with particular interests in reading and literacy. Eleanor has also had the opportunity to tutor in EFL and ESL contexts. She has lived on three continents and experienced various aspects of second language learning, both as a student and as a teacher.

Paul Scholes is currently a student in the TESOL Master's program at Brigham Young University. His experience with second language acquisition stems from teaching English in two different contexts. He taught for 1.5 years to adults in the Provo, UT school district's Adult ESOL Program and is currently teaching university-age students at the BYU English Language Center. He has also successfully completed a graduate course in Second Language Acquisition at BYU.

Kyle Johnson is part-time teacher at Brigham Young University's English Language Center where he has been teaching for the last year while completing an MA in TESOL from BYU. He has earned a Bachelor's degree from BYU in Linguistics. He has taught ESL classes in applied grammar and academic writing, which he is also currently teaching. He has helped organize and implement extracurricular activities at the ELC. His interests include ESL writing, ESL volunteer training, and language program administration.

Iva Bartova is a graduate student in the Brigham Young University TESOL Master's program. She earned her bachelor's degree in German Literature from BYU as well. She has experiences with teaching several languages such as German, English and Czech while being fluent in four. She has taught English listening-speaking classes to prospective collage students of the ELC institute in Utah, as well as tutored English pronunciation classes to non-native university students. She is currently teaching a Czech language class at the Brigham Young University.

Monty Colver is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL at BYU-Hawaii in 2004 and has several years of experience teaching EFL in South Korea. He enjoys learning new languages and cultures and has lived in various multicultural environments. His primary interests are speaking/listening, using technology in the language classroom, and understanding and teaching culture.

Inho Jung is a graduate student in the Brigham Young University TESOL Master's program. He completed a BA TESOL and Secondary Ed. at BYU-Hawaii in 1999. He has more than 10 years of teaching experience in America as well as in Korea and he also has five years of running an English institute. He is currently working on developing teaching materials for his students. He is interested in vocabulary and material development.

Minhye Son is finishing a graduate degree in TESOL at BYU. She graduated from BYU-Hawaii majoring in TESOL education. Upon her graduation, she got Hawaii Teaching License and taught at Hawaii public elementary schools for a year. She is currently teaching at the English Language Center in Provo, Utah.

Amanda Malaman is a graduate student in the Brigham Young University TESOL Master's program. She completed a BA in The English Language, with minors in TESOL and Portuguese from BYU in 2006. Since then she taught ESL students from beginning to advanced at Nomen Global Language Centers in Provo UT. There she worked on the materials development team

creating textbooks used by the students. She currently works for ETS as a TOEFL iBT Speaking Rater and as a Reading Teacher at the BYU English Language Center.

Heidi Healy is a graduate student in the Brigham Young University TESOL Master's program. She graduated from Utah State University with a BA in Early Childhood and Elementary Education with emphasis in Spanish and ESL. She taught elementary school for 2 years. She has had worked with City University in Hong Kong and Wizard Schools in Campinas, Brazil doing distance education. She has worked at the BYU English Language Center, and currently volunteers as an English tutor for Guadalupe Schools.

Udambor Bumandalai is a graduate student in the Brigham Young University TESOL Master's program. She earned a BA in Linguistics with a minor in TESOL from BYU in 2007. She has six years of English teaching experience to children and adults in Mongolia and the USA. She is currently teaching listening and speaking and grammar classes at the English Language Center in Provo, Utah.

Jung-Eun Chung is currently a student in the TESOL Master's program at Brigham Young University. She graduated from BYU-Hawaii majoring in Music Education. She taught English to adults in Korea for three years and in the USA for two years. She is currently teaching at the English Language Center in Provo, Utah.

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Appendix C: Original Draft of Unit 6F Content-Based Language Instruction

Unit 6F

Content-Based Language Classes

Scenario: An American Professor in China

Next month you are going to China to teach at a university. You have been asked to teach a course in American business methods. You don't speak Chinese, and your students will be business majors who expect to improve their intermediate-level English language skills while learning about business also. You wonder how you will teach this course in order to teach both the content (business) and the language at the same time.

How much attention should you pay to language instruction? (Vocabulary, grammar, pronunciation, etc.)

How would you teach about American business (in English) to these students whose English skills are limited? How would you make your language and the language of the content more comprehensible for your students?



Objectives of this unit

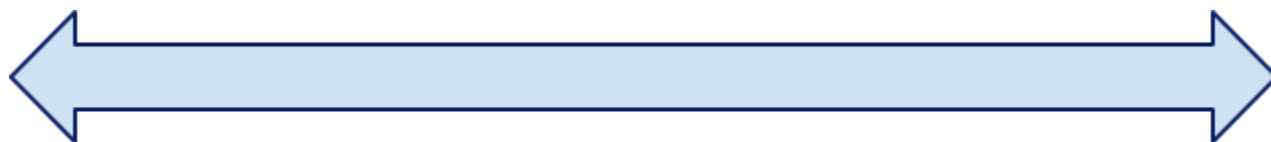
As you work through this unit, you will...

- Distinguish between direct language teaching and content-based language teaching
- Explain instructional procedures typically used in content-based language teaching
- Identify advantages of content-based teaching
- Use scaffolding to make a content lesson more comprehensible to English language learners
- View a video clip of an actual teacher and reflect on what you see.
- Plan how you might apply the principles presented in this unit in your own content class with ESL/EFL learners in the future.

If you are able understand the concepts presented in this unit you will be better able to help your students learn in content in English while improving their English language skills.

The Least You Should Know

One of the most important things to remember when teaching content and language at the same time is that content-based teaching requires a balance between teaching content and developing students' language skills. It is helpful to look at the following continuum.



Focus on Content
Language

Focus on

It is possible to focus 100 % on content and even 100% on language or to be somewhere in between.

Here are some sample focus on language teaching topics

past tense verbs, pronunciation of specific sounds, determiners, clauses

Here are some examples of content topics

Traveling, shopping, History, Business, Health, Government/Law

1. Balancing Your Objectives

Choosing your objectives is so important in any subject that you teach, but in content-based teaching you have even more objectives to worry about. You need to specify what your content objectives are as well as your language objectives, for instance

Content

Content objectives would be any objective related to the subject matter you are teaching. For example, – Identify facts about Mother’s Day in America (culture)

Language

– Your language objectives are those that deal with the vocabulary, grammar (plural s) and pronunciation (“th” in *Mother*)

If you do not have your objectives clearly laid out it will be hard to balance content and language in your class.

2. Making your instruction comprehensible to the students

When teaching a content course to English language learners it is important to make your instruction comprehensible to the students. There are two main processes involved in making content more comprehensible.

The first is called sheltering. Sheltering is adjusting ones speech to aid your students’ comprehensions. This would include changing the pace of your voice, emphasizing important words and using gestures to help communicate meaning. For more information on sheltering please see unit 3B Modifying Speech.

The second process is called scaffolding. To understand scaffolding it is helpful to think of a large building. Without the support structure that the scaffolding provides the house or building would crumble from the weight. With ESL students it is similar. ESL students are not only dealing with the language but the content as well, sometimes it can be too much for them unless we provide a support structure to help them succeed. Scaffolding is essential to content-based teaching. We need to provide support for our students by

Providing background information

Implementing Strategies
Scaffolding Instruction
Using Interaction

3. Providing background information

It is so important that we sequence our lessons in such a way that they are building on each other. It is hard for our students to learn all of the new vocabulary and subject matter so we need to make sure that we are sequencing our lessons in a logical progression where we can use what we have learned in past lessons in our newer lessons and add to that knowledge base. Our schemata –or our background knowledge- can greatly affect how much we are able to comprehend. When introducing new concepts it is important to make the subject personal for your students. Try to bring the subject to their level and background knowledge.

Build background knowledge

It may be possible that your students have no background knowledge of the topic at hand. If this is the case you need to build their background knowledge by supplying them with examples and information so they can comprehend. An example would be children who come from a tropical country where there is no snow, but the reading deals with snow shoeing. How is this child supposed to have a frame of reference to understand snow shoeing if they do not even have any experience with snow.

Activate prior knowledge

If you are learning about something that students already have some knowledge about ask them to discuss what they already know. Have them review key concepts already learned with that subject.

3. Implementing strategies

Probably the most important way to create this structure for your students is to work on learning strategies. There are 3 types of strategies that are helpful. Metacognitive Strategies that are strategies that help us to think about our thinking. Cognitive Strategies which are when learners mentally or physically manipulate material or when they apply different learning techniques in learning a task. Social/Affective Strategies are using interaction to aid in learning. Here are some common strategies that can be used in a content classroom.

SQP2RS

This strategy can be used when reading a text or listening to a lecture. Students Survey or scan the text to be read to identify the key concepts. They generate questions most likely to be answered in the reading. They predict what will happen, they read they then answer the questions and then summarize the content and what they have learned.

GIST

On a transparency on the board have students pick 10 words that represent the main ideas. Write these words on the board. Now without using the text write a summary together with the class using those 10 gist words.

Graphic Organizers

Graphic organizers are great ways for students to be able to classify information or new vocabulary words. Examples would be Venn Diagrams, timelines, flow charts, and semantic maps.

Text Comprehension Strategies:

Popular strategies that aid in text comprehension are Prediction, self-questioning, monitoring, determining importance and summarizing.

4. Scaffolding Instruction

Instructional scaffolding is a way of giving structure to your lessons. There are different ways that you can help structure your lessons in order to aid comprehension

Use Routines

If students know what to expect they are more likely to understand. Using routines is a wonderful way of giving continuity to your lessons. An example would be to have a word of the day. Another example would be to always have the same order of activities: vocabulary, reading, listening and then a discussion of what was read.

Model before practice

We often assume that our students can complete an activity when sometimes they may not only misunderstand the content but misunderstand our directions. For this reason it is important to teach then model then practice. If we are teaching about Venn Diagrams we first need to teach what they are, then show how to use them and then have students use them on their own. Do not assume that they can complete an activity without this structure.

Use visual aids

Use visual aids whenever possible. When discussing new concepts it is important to be able to show what you are talking about. Realia, pictures, charts, diagrams and etc can aid your students comprehension. When teaching a biology lesson do not be afraid to map cycles or systems on the board.

5. Using Interaction

We have all been in a content course where all the teacher did was drone on and on while the students fell asleep. In content-based instruction it is important to be constantly checking if they students understand. This could be done in your typical teacher calling on student to illicit information or other methods could be used to increase motivation and brain stimulation. Use pair and group work to get students involved in the learning process. Use competition to heighten their interest level. Have them work on a project that will connect what they have been learning to something concrete in the real world as a group project.

Comprehension and Reflection Questions



1. What have teachers done in the past that have really helped you understand your content courses? How could you implement these techniques into your teaching?

2. Think of your current class, which one of these strategies would aid your students most? Why? Can you think of any other strategy that would be helpful for them?

Video example

In class we will view a video clip of a content class. This particular class was in China.

That's it. That's "the least you should know" about content-based instruction. Of course, there is much more that you will learn later.

Reflection and Responses

As you view this video clip of an EFL content class, think about each of the following questions.

5. What was especially good about this class? (What did the teachers and students do right?)
6. What teaching principles/techniques discussed earlier in this unit did you notice in this clip?
7. What adaptations could you make for the situation you are (will be) teaching in?
8. What other things might you do differently to make your lessons even better?

For future (Web-based) use: Write your reflections in the box provided. Then, click on the button by each box to see what other people have said after viewing and reflecting on this video clip.*

Where to go to learn more

Here are some other units in this program that relate to topics we have addressed in this unit.

- Unit 3 B Modifying Speech
- Unit 6 A-G Teaching Reading, Writing, Listening, Speaking and Integrated Skills

Online and other electronic resources

Print and paper-based resources

Here are some published books that have proven to be helpful resources for teaching conversation classes.

Appendix D: Original Draft of Unit 6E Multiple Skills in One Class

Unit 6E

Multiple Skills in One Class

Scenario: An American teaching “English”

You have been assigned to teach “English” at your new teaching position in Taiwan. You arrive the first day of class bewildered and confused as to what teaching “English” means. So you do some basic conversation skills and soon realize that isn’t enough, you move onto some grammar points like the verb to be and are at a loss of ideas. You ask your supervisor what exactly teaching “English” means and they tell you that you should be focusing on all of the four major skills, reading, writing, listening and speaking while throwing in some grammar instruction as well. You are intimidated at this point because you don’t know where to begin. Your instructor also suggests using a theme based approach and gives you some sample textbooks.



What is a theme-based approach? What are some themes that you could use in your class?

How would you teach using all of the four/five skills without making the class a jumbled mess of English and disjointed activities?

Objectives of this unit

As you work through this unit, you will...

- Identify what theme based instruction is
- Learn how to integrate skills in a successful fashion
- View a video clip of an actual teacher and reflect on what you see.
- Plan how you might apply the principles presented in this unit in your own content class with ESL/EFL learners in the future.

If you are able understand the concepts presented in this unit you will be better able to help your students learn in an integrated skills environment or theme based environment while improving their English language skills.

The Least You Should Know

Theme-based teaching or integrated skills teaching appears very intimidating to a novice teacher. When we took our English courses in high school or college our teachers focused mainly on writing and grammar, so when we are confronted with the idea of teaching writing, grammar, second language reading, vocabulary, listening and speaking skills all in one class that is an hour long, it should scare you a little bit. Once you get some basics down though, teaching multiple skills in one class can be rather fun and you will find that it can lend itself to more motivation as a teacher as you are not practicing only one skill and have more options as you are planning your lessons.

1. Pick your themes

When teaching multiple skills in one class it is helpful to use a theme based approach. This means that as the content or topic of your lessons you should choose a theme. First you will need to decide what your students are interested in our things themes that you feel will be beneficial for them. Theme can range from very simple to more complex such as Family all the way up to Biology (for more complex themes see unit 6F)

Common theme suggestions

Family, Introductions, Ways to say Hello, Furniture and household objects, Rooms in the house, shopping (grocery store, clothing store etc), Clothing, Body parts, art, music (types of music, musical instruments, music history), types of literature, and health (doctors visits, diseases, symptoms etc).

The list of themes could go on, if you need help with finding themes there are many online ESL sites that separate their teaching tips by theme or grammar principal. These are a great resource if you are stuck trying to think of a good theme. Also, most low level ESL textbooks are already divided into themes for you.

Time limit on each theme

These themes may last any length of time that you wish depending on the needs of your class and the timeframe you have for teaching them. A week or two is often enough (if meeting daily) to cover all of the language skills and to get in some solid practice with the vocabulary. For others a day or two may be enough especially if your class meets for multiple hours at a time. Don't be afraid to repeat inside of the theme, just because you already introduced the theme family and have taught all of the vocabulary doesn't mean you should move to another theme, you can review, play games, sing songs, read stories or write stories about the family, you can teach about the verb to have and practice making sentences about your family. Don't feel like once you introduced something you need to move on, repetition is good and in integrated skills you can tackle a theme from multiple angles.

2. Make a schedule

Planning, planning and more planning is very important when teaching integrated skills. Planning for each day could be somewhat daunting as you know you need to teach speaking, listening, reading, writing and grammar. One of the best ways to ensure that you cover everything is to come up with a plan or template that you follow each day/week. Here are some common time allocations for integrated skills teaching.

Daily time allotment

Some teachers enjoy practicing all of the skills each day and allocate a different amount of time to each skill. For example: 10 minutes for each of the skills. So they follow the same routine on a daily basis but only spend 10 minutes on each skill. If you are teaching 5 skills, than this would make up a 50 minute lesson.

Separate day for each skill

Other teachers like to have one day that they focus on one specific skill, they may use the other but the focus will be on that specific skill. They make a rotation calendar and stick to it.

Mix it up

Other teachers like to have a looser schedule where they know they need to touch on each of the skills a certain number of times in a unit and they keep a tally of how many times they have used the skill. This method is more flexible but much easier to forget to practice a skill

Match like skills together

Sometimes certain skills are easier to practice in together such as reading and writing, and listening and speaking. Teachers will often chose which skills they believe go well together and plan their lessons accordingly.

There is no right or wrong way to plan an integrated skills class, as long as you are touching on all of the necessary skills than your plan is working. Pick the plan that fits your teaching style and personality and it should work out.



Comprehension and Reflection Questions

5. What might the advantages (and disadvantages) of trying to plan your teaching schedule according to skills?
6. Think of a rotation schedule you would like to use in your class and write it down.

3. Pick your objectives

Objectives are always so important. Once you have your themes and schedule ready you will need to make sure each activity has an objective. In a theme based class language focused objectives are important as well as theme objectives. (For more information on lesson planning see Unit)

Examples

4. Use good lesson planning

Good language classes employ good lesson planning and this is especially true of integrated skills classes. It is so easy to get into a class and just hold discussions or to teach vocabulary and to do nothing else. While these activities are good there is a better way to ensure that your lesson is planned out and that students understand your lesson. Use the before, during and after model. This means that before you do an activity you do something, during the activity you do something and after the activity you do something.

Before

If you are going to be reading an article on family member responsibilities you will first need to introduce the topic. Maybe as your before activity you want to hold a group discussion on students families, introduce a grammatical structure common in the reading, or practice vocabulary they will see. If you do a before activity students will understand your lesson better than if you just throw them into the activity and it gives you the chance to use more of the language skills in one classroom.

During

As in the above example you are reading about family member responsibilities. Students can read the article but should be actively doing something while they are reading. Maybe they are looking for key words, trying to up their reading speed, or underlining the main ideas. Each activity should have a purpose and a goal to be completed.

After

It is a good idea to use the during section as input or an example of what you would like the students to do in the after section. So if students first talked about family responsibilities, read about them and then in the after portion they wrote about their families you have successfully used three different language skills in one classroom and have used the reading portion as an example or model of what you would like them to do.

Using this three part model can be used in any language classroom but works especially well in an integrated classroom.



Comprehension and Reflection Questions

4. How can one separate the class into 3 parts? Are there any advantages you can see to doing so? Disadvantages?
5. Try to think of some different activities that would work well as a before, during or after activity and write them down.

Comprehension and Reflection Questions



3. ?
4. ?

Video example