
From Skill-Specific to Skill-Integrated: Theme-Based Instruction and Worksheet Recycling

Kim Hughes Wilhelm

Southern Illinois University at Carbondale

Introduction

This paper describes how, over the course of the last two years, an ESL program has moved from a skill-separate to a skill-integrated curriculum model. A theme-based approach was used, with weekly as well as course themes identified for each of the five courses described. Teacher awareness of each other's instructional plan as well as teacher involvement in course decision-making was encouraged through instructional "worksheets." Samples are provided of the curricular change timeline, course themes, objectives, and worksheets.

For nearly six decades, English language teaching has focused on language form, resulting in skill separation and curricular models which revolve around four modes of performance: reading, writing, listening, and speaking (Brown, 1994). Separate skill courses tend to be considered as more traditional and "bottom up" (Shrum and Glisan, 1994). Instructional foci are on discrete skills and linguistic content, learning/teaching about language rules, structures, etc. with linguistically graded input (Brown, 1994). Many pre-university intensive English programs still use a skills-separate model, probably due mostly to administrative considerations making it easier to program separate courses. Specialized courses may be practical and warranted when meeting the needs of higher proficient learners who need to "balance" their skills. However, if communicative, interactive use of the target language is the goal, skill integration is, according to Brown, "the only plausible approach to take" (p. 219). In fact, most of us would agree that, even when teaching in a skills-separate program, good teachers naturally integrate all language skills when orchestrating learning activities.

Integrated skills models described by Brown as being currently in use include content-, theme-, and task-based teaching, experiential learning, and/or episodically structured language input (see Table 1 for a summary of the characteristics of each). All use a "communicative, interactive framework" (p. 219). Shrum and Glisan (1994) also emphasize skill integration and meaningful communication in their support of contextualized, theme-based, whole language approaches: "students manipulate language to communicate thoughts by using higher level skills before attending to discrete language

structures with the use of lower level skills” (p. 25). Experiential language use is included in Nunan’s description of content-based syllabuses in which learners are exposed to language input “which has not been linguistically graded” and which is focused more on experiential content than linguistic content (1988, p. 38).

Moving from Skill-specific to Skill-integrated

Throughout the last two years, our English program at SIU-C has been involved in moving from a predominately skill-specific curricular orientation to a theme-based curricular model. The old curriculum was for the most part a four-level model, with one-hour courses each in communicative activities (listening/ speaking), reading, grammar, and writing. The new curriculum, instituted in the fall of 1994, is a five-level model with three distinct phases: General English (GE), Advanced English 1 & 2 (AE1, AE2) and English for Academic Purposes 1 & 2 (EAP1, EAP2). The first phase focuses on receptive language growth with students tracked into a listening-focus versus a reading-focus course of study. The second phase continues receptive growth while introducing more productive work and a process approach toward writing. The final phase teaches academic study skills while improving English language proficiency with social science and earth science content (see Appendix A, Three Phase Model, for a more detailed overview).

Elements from each of Brown’s integrated skill models were included in the courses at each level (see Table 1). The curriculum was based at each level on theme, with a balance of content and language skills the focus in core classes throughout the curriculum. Experiential learning was the focus of both the projects and the clinic (language media center) classes. A task-based approach was inherent especially in the GE phase, with its focus on life skill English. A task-based orientation to instruction was also an important part of the writer’s workshop classes and is evidenced in instructional objectives at each level of the program. Multi-media and reading materials, in particular, were chosen with episodic elements to stimulate learner curiosity, interest, and hypothesis-forming/ testing capabilities. Community survey projects and research projects were also built in as class activities to further students’ awareness of the scientific inquiry process and to practice higher-level critical thinking skills.

Implementation of the new model involved a number of major programmatic changes. A great effort was made to expose students to both print-based and non-print-based materials at all levels, with more focused listening and concept development through a multi-media approach to language learning. Audio- and video-based material use was greatly expanded, in required texts, supplemental texts, and for remedial and challenge work. CAELL-based instruction was integrated into the curriculum through clinic classes to introduce and practice with software at the lower levels and clinic

electives at the upper levels. Computer classrooms for writing workshop courses and a newsletter course were utilized at the upper levels.

Improved community resource use and experiential learning were other goals, with structured community immersion built into the curriculum through projects courses. Project courses employed elements of a whole language approach to language learning by providing a purpose for communication, requiring the students to negotiate, make plans, and initiate meaningful interactions in authentic language settings, integrating language skills, and providing authorship opportunities. Coffeehouses, newsletter publishing, "Travel USA" and "Know Your City" projects were successfully implemented, with regular end-of-term (EOT) exhibits held for students to display and explain their work.

Scheduling changed from hourly teaching blocks to 2- and 3-hour teaching blocks for all core and writing workshop classes, necessitating changes in lesson planning. Teachers were encouraged to plan instructional activities in approximately 20-minute "chunks," moving between print and non-print materials as they also integrated language skills and worked with theme-based content. Organizational patterns also changed. Students now have a "home room" teacher, a full-time teacher responsible for their core class who is considered the primary teacher responsible for that group of students. Leadership roles changed, as well, as we switched from skill coordinators (reading, grammar, etc.) to level/area coordinators (GE, AE, EAP). We have also tried to increase student choice and assist them with specific skill improvement through offering "electives" courses which are optional and graded "pass/fail" (e.g., TOEFL preparation, advanced pronunciation, current events, conversations with Americans).

Obviously, the new curriculum involved a great deal of change; ongoing attention and concern has been given to developing communication patterns and establishing teacher ownership and control over the instructional plan. Attention to communication patterns and the flow of information was essential, with effort given to foster bottom-up communication patterns and to involve individual teachers in instructional decision-making and curricular evaluation. One important move to promote teacher communication was to make Wednesdays a "light" teaching day, with no core classes meeting that day. This ensured that all full-time teachers (and most part-time teachers) would be available for teachers' meetings and instructional planning. It also gave teachers a day midway through the week for student conferences, lesson planning, materials and test development, and grading. This scheduling plan allows students to attend optional elective courses and has encouraged student free-time use of the language media center. Wednesdays are also used for extended field trips and projects work which would otherwise conflict with regular classes.

While we are still involved in formative evaluation and revision of the new curriculum and continue to problem-solve as we try out this drastically different curricular model, some tools employed in implementing the new model have been very useful and may be of benefit to others. Organization of courses by themes has been helpful both in selecting materials and in keeping students and teachers oriented to the integrated skills model. Weeksheets have been important in allowing teachers to see the instructional plan “a week at a glance,” have fostered awareness and reinforcement of instructional objectives, and have proven to be an important tool for bottom-up, ongoing formative evaluation and revision of the curriculum throughout the year.

Theme-based Instruction

The use of themes for each course has been very helpful in orienting both teachers and students to course content. Level-appropriate themes and content-based materials were chosen for the various levels, according to instructional objectives and learner needs analysis (see sample themes in Appendix B). For example, learners in the GEL (General English—Listening focus) course tend to be our lowest proficient learners and are typically new arrivals to the U.S.A. All GEL classes use content related to the theme, “Leaving home and family, coming to a new community.” Students learn life skills and the use of community resources while being involved in a “Know your City project.” Selected print-based texts focus on a functional-notional approach, with life skills extended in community-based activities. Students also work with CAELL-based materials and participate in a grammar class, but those materials also reflect a life skill approach and the theme of the course.

Learners at the next proficiency level deal with materials related to the regions of the U.S.A. Across all classes at that level (core class, CAELL-based clinic class, projects class, culture class, and grammar class) the texts and materials have a “U.S.A.: People, Places, Institutions” theme. Regions of the U.S.A. are explored with audio-visual materials, through interaction with short stories, history lessons, introductions to regional music and cultures, a look at historical figures, famous sites and recreational activities, occupations and lifestyles of the people in the region, and so on.

Learners at the middle proficiency levels are involved in issues-focused classes, with Advanced English 1 dealing with “personal issues” (e.g., personal values, cultural values, friendships and relationships, goals and aspirations) and Advanced English 2 working with “societal issues” (e.g., gender roles, educational differences, genetic engineering, urban/rural lifestyles, influences of the media). The highest proficiency levels then move into a focus on English for Academic Purposes (EAP), with EAP1 learning English through social science content and EAP2 learning English and academic skills and

strategies through earth science content. Exposure to lectures by university professors, formal and informal classroom presentations, library research techniques, and a combination of skill-based and content-based testing helps our EAP students in their transition to university coursework.

Weeksheets

The movement from skill-specific to skill-integrated instruction involved not only a drastic change in scheduling and instructional strategies but also hinged upon teacher awareness of each other's instructional purposes, use of materials, and schedules. Teachers needed to communicate effectively with each other to plan and carry out instruction so as to avoid student overload, repetition of content or materials, and to better reinforce instructional objectives. Part-time teachers (TAs) and full-time teachers had to match busy schedules so as to plan instruction and to deal more effectively with individual learners. Teachers were asked to work closely with their core teacher in order to identify students who may be "at risk" as well as those who would benefit from challenge activities. Teachers and Level/Area Coordinators (i.e., General English coordinator, Advanced English coordinator, EAP coordinator) were also expected to function together as instructional decision-makers as they adjusted and improved the weekly plan of instruction.

During weekly meetings with teachers, area coordinators would solicit feedback regarding the instructional plan as presented in the weekly plan, or "weeksheet" (see samples in Appendix D). Teachers were encouraged to edit the weeksheets as they progressed through the eight-week term so that area coordinators could then recycle the plan for the following semester. Teachers and coordinators also met to critique texts and materials used, to identify material needs (for purchase or development), and to suggest instructional improvements. While themes remained constant from one term to another, texts and materials changed so that term 1 materials were different than term 2 materials. This was done so that students who needed to repeat a particular level would not be exposed to the exact same texts. Student and teacher responses to texts and materials were solicited at the end of the term to assist in text selection the following semester.

This schedule of development, tryout, critique, revision, and recycling of term 1 and term 2 materials and weeksheets (see instructional development timetable in Appendix C) gave the teachers and coordinators a chance to reevaluate and select materials according to teacher and learner response, revise the instructional plan, and distribute the recycled plan in time for the following eight week session.

Long-term curricular change cannot take place until instructional details are smoothly managed and teachers feel a sense of "ownership" of the curriculum. The weeksheets

were a very effective tool for successful implementation of the new curricular plan. Developed initially by the curriculum coordinator for all courses, the weeksheets are now revised each term by the teachers themselves.

Weeksheets to Implement and Reinforce the Instructional Plan

The weeksheets are much more than an instructional plan. They keep all teachers focused on the theme for the week and keep them informed as to instructional plans, materials use, teacher schedules, and “heavy” times for students (i.e., when tests are being held, when major writing assignments or presentations are due). The weeksheets also let teachers know what kind of community excursions are planned for the week, allowing for reinforcement activities or simply providing fuel for informal conversations with students about the field trips. Perhaps most importantly, the weeksheets ensure that all teachers know the schedules and names of other teachers who work with the same group of students. Instructional calendar reminders are also included, so teachers know when to notify each other and supervisors of “at risk” students, when midterm evaluations are due to students, when holidays and make-up days are, when elective course offerings begin and end, and when beginning and end of term events are being held. Teachers can access the week “at a glance” as they receive guidance for their own instructional plan and see the plans which others will be following. Working together with the same theme for the week encourages teachers to discuss their instructional plans as they share supplemental materials and reinforce each other’s instructional objectives.

The weeksheets are printed on legal-size paper and consist of a header which lists the course title, week, and theme, followed by dates and special events for the week. The remainder of the weeksheet is in table format, with each column providing information about one class starting with teacher, schedule and room information, and followed by a listing of class materials and content in the order in which they occur that week (see weeksheet samples in Appendix D). Optional and supplemental materials are also listed, along with special instructions to the teachers (for example, where materials can be found, whether it is text and/or audio/video, suggestions that they cooperate with another teacher to allocate materials, and so on). If space allows, a listing of objectives is also provided at the bottom of the weeksheet so that teachers can be aware of and reinforce what is being covered in other classes.

Teacher Control and Ownership—Weeksheet Recycling

Teachers are asked to edit the weeksheets as they proceed through their course, noting in particular how much they could cover in a week, which materials they think should be required and which should be optional, additional objectives they worked on, and which activities were particularly useful in meeting the stated objectives. The weeksheets and

materials developed are then collected and “recycled” by the curriculum coordinator and the area coordinator. The area coordinator also meets with the teachers weekly or biweekly to discuss the students, schedule, instructional plan, and materials.

In our program, the weeksheets have provided a tool whereby teachers can more easily and effectively communicate with each other about their plans for the week and about their students’ needs. Teachers have acquired a sense of ownership of the weeksheets, copying them onto bright colors and readily assisting in revision and criticism of the instructional plans. Area coordinators and core teachers seem to be viewing themselves more as developers and experts, looking to the curriculum coordinator more as an outside reviewer and as someone to help in locating appropriate supplemental materials. Teachers are able to adjust course due dates and to project so that student work loads are more reasonable and better-distributed across the term.

The weeksheets also provide security and direction for novice teachers who may otherwise be at a loss if simply provided with a textbook and a set of objectives. The course descriptions allow the various teachers to understand the focus of their particular class and to note the difference in classes which are oriented toward bottom-up teaching of skills (grammar class, for example) versus more top-down orientations (projects class, for example), while valuing the importance of both. Teachers can see when students have been exposed to various software in the clinic class (a typing tutorial, for example) and can then reinforce computer literacy skills by giving assignments that apply the skills learned. The weeksheets break the instructional plan into manageable units of instruction, providing both “the big picture” and detailed structure to a novice teacher who may be at a loss if given a less specific eight-week overview.

Conclusion

As a tool for curricular change and ongoing evaluation and revision, the weeksheets have proven invaluable as tools for planning for the future and documenting the past. Curricula can be kept current, with an ongoing effort to meet the needs of teachers and learners while keeping a consistent theoretical orientation in practice. Formative evaluation of the curriculum is built-in and encouraged. A top-down and a bottom-up flow of information and problem-solving has become the standard, with all teachers involved in instructional decision-making. The responsibility for curricular change has become a focus for the entire group of teachers’ rather than for a select few. Hopefully, other programs will be able to employ the concepts of theme-based instruction and the weeksheet as tools for curricular change as they work together to make instructional decisions through shared knowledge and cooperative decision-making.

Table 1

Integrated-Skill Models: Elements (summarized from Brown, 1994, p. 219-230 and as related to classes in new CESL curriculum)

<p>Content Based Teaching = Curriculum Framework & Core Classes</p>
<ul style="list-style-type: none"> •“Strong form” - primary purpose is to instruct re: subject-matter area •“Weak form” - equal value on content and language objectives, e.g. Theme-Based, Topic-Based •Underlying principles: Automaticity, Meaningful, Learning, Intrinsic Motivation, Communicative Competence •More Common at intermediate and advanced levels
<p>Experiential Learning = CESL Projects & Clinic Classes</p>
<ul style="list-style-type: none"> •Concrete experiences whereby students “discover “ language principles •Learner hypothesis testing, inductive “discovery learning” (Dewey) •Learner takes charge of their own learning progress •Physical actions which require use and reinforcement of language •Contextualized language
<p>Episodically-Structured Language (multi-media approach, reading materials)</p>
<ul style="list-style-type: none"> •Authentic, real-world purposes •Interaction of cognition and language •Curiosity and motivation enable learners to form “expectancies” and to become more deeply involved in content
<p>Task-Based Approach (Writing Workshop, Projects & Level Objectives)</p>
<ul style="list-style-type: none"> •Priority is on functional purpose for which language must be used •Context is specified •Pragmatic language competence is a goal •Includes both Target tasks (accomplished beyond the classroom) and Pedagogical tasks (nuclei of classroom activities)

Appendix A

Three Phase Language-Building Process

Phase 1: GENERAL ENGLISH

Build Habits, Encourage Fluency, Promote Self-Confidence, Build Receptive Language Proficiency, Provide Content for Transition to U.S.A. Context

- Focus on fluency in receptive skill areas. Encourage reading and listening as leisure-time habits by making available high-interest, cross-level receptive language texts of varying rhetorical modes.
- Familiarize students to roles and responsibilities in university and community settings. Provide language instruction and practice through use of life skill materials.
- Practice purposeful recognition of standard English use, form, and meaning.

Phase 2: ADVANCED ENGLISH

Explicit Exposure to and Practice of Receptive and Productive Language and Critical Thinking Skills. Continued Building of Higher-Level Receptive Skills with Explicit Attention to Productive Writing Skills

- Step-by-step exposure to critical reading skills and rhetorical modes, with a focus on reading for comprehension, analysis, and reader response. Learn and practice techniques to increase vocabulary and word recognition abilities. Improve reading pace as well as independent and instructional reading levels. Learn and practice strategies and skills to read for varying purposes.
- Introduce to reader-based writing and writing as a process, as well as differences between narrative and expository writing. Practice process writing and acceptable sentence/paragraph/short essay structure with personal narrative, reader response, and personal opinion writing, in addition to summary, synthesis, critical review, and short answer essay writing when describing or responding to issues-related materials. Movement from a focus on fluency in writing to more structured planning and organization of written work for academic purposes.

Phase 3: ENGLISH FOR ACADEMIC PURPOSES

Critical reading, note taking, and advanced academic language and study skills taught, practiced, and tested through application with authentic materials.

- Listen and read to learn and remember information, with realistic testing and numerous opportunities for study skill application. Learners to practice self-help strategies for academic success, including the development of meta-cognitive awareness of own weaknesses and needs.

- Comprehend and practice logical categorization of information, recognizing author's purposes, credentials, and biases.
- Longer (Essay, Report) writing for academic purposes in guided and unguided situations. Introduction to and application of library research techniques to collect relevant, appropriate source materials for class projects. Use of conventional forms of citation, introduction of sources, and quoting/paraphrasing. Use of the word processor as a writer's tool.
- Formal and informal speaking to express ideas, gather information, contradict or seek clarification, inform, and/or persuade others.

Appendix B

Sample Themes

	GENERAL ENGLISH - Listening Focus	GENERAL ENGLISH - Reading Focus
Wk.	"Life Skills / Welcome to Carbondale"	"USA - People, Places, Institutions"
1	Starting Out/Meeting People	U.S.A. Overview
2	Getting There	The Pacific Northwest
3	Problems & Solutions	The Great Lakes/Midwest
4	Moving In/Eating Out	The Northeast
5	The Community	The Southeast
6	Work and School	The Southwest
7	Health and Safety	The Golden West
8	Vacation	The Outer Regions
	ADVANCED ENGLISH 1	ADVANCED ENGLISH 2
Wk.	"Personal Issues/Transitions"	"Societal Issues/Opinions"
1	Arriving/Adjusting	The Elderly
2	Challenges	Health & Citizenship
3	Goals & Decisions	Work & Gender
4	Educating Yourself	Effects of Development
5	Culture & Identity	Systems of Education
6	Personal Wellness	Bilingual Education
7	Love & Friendship	The Environment
8	Personal Choices	The Future
Unit	EAP 1 "Social Sciences"	EAP 2 "Earth Sciences"
1	Social Relations (altruism, prejudice)	Culture and Ecology
2	Conformity & Obedience to Authority	Laws of Ecology
3	Consumer Behavior	Biodiversity
4	Branding & Market Targets	

Appendix C

Instructional Development Timetable (Four 8-Wk Academic Terms,
Two 8-Wk Summer Terms/yr.)

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
Formal materials evaluations (EOT)													
Review/Refine Instructional Objectives													
Collect/organize tchr-devpd materials													
Tryout Fall 1 worksheets													
Collect instructor edits of Fall 1 worksheets													
Recycle Fall 1 worksheets for Spring 1													
Tryout Fall 2 worksheets													
Collect instructor edits of Fall 2 worksheets													
Recycle Fall 2 worksheets for Spring 2													
Tryout Spring 1 worksheets													
Collect instructor edits of Spring 1 worksheets													
Recycle Spring 1 worksheets for Fall 1													
Tryout Spring 2 worksheets													
Collect instructor edits of Spring 2 worksheets													
Recycle Spring 2 worksheets for Fall 2													
Develop/Tryout Summer worksheets													
Collect instructor edits of Summer worksheets													
Recycle Summer worksheets for next summer													

* EOT = End of Term, BOT = Beginning of Term

Appendix D

Sample Weeksheets (sample 1)

Course: (GE-L) General English - Listening
 Week Two: Shopping
 Theme: Life Skills/Coming to SIU
 CESL/SIU-C
 Term: 951
 12/29/94
 GEL 951.2

January 30-February 2 (Diagnostics. Elective courses begin)			
<u>Core</u>	<u>Grammar</u>	<u>Projects</u>	<u>Clinic Class</u>
<p>T: name. F1132 MTRF 9-12am</p> <p>Etc. 3 L/S, Ch. 6, p. 66-77 Comparison shopping; understanding sales, discounts, etc. Understanding commercials and announcements. Comparing kinds of bank accounts. Expressing opinions, agreeing and disagreeing. Family Album, p. 8-14 Teach Days of week and today, tomorrow, weekend. Teach months and calendar days 1st-31st. Hearsay, Ch. 4 "How Much is that?" Ch. 5 "I want that one." Ch. 12 "Do you have change..."</p>	<p>T: name, F1132 MTRF 3-4pm</p> <p>Finish Grammar Review, chapters 1-5 Begin Etc. 3, Grammar, ch.6 "Money" (adjectives & adverbs, the comparative & the superlative, present continuous with nonaction verbs</p>	<p>T: name, F1132 MF 2-3 pm :W 2-4 pm</p> <p>Review family labels. Share Photo albums or pictures from home. Discuss relationships, country names, urban/rural, etc. occupations. Browse newspaper for items for sale. Identify items on sale and discounted prices for items of interest. Work with coins, money, and giving change. Discuss cost of items in home country versus U.S. (encourage use of comparative and superlative). Organize for Trip to Grocery stores next week. Orient to locations, forms, language needed, names & specialties of stores, etc. Teacher prepare comparison exercises for students to complete on site.</p>	<p><u>LMC Clinic</u> T: name, LMC MWF 8-9am</p> <p>Begin typing skills practice, (under Menu/Skills/A-J). Collect/grade CPC (clinic progress chart) Intro to MacReader Pro, if time</p>
<p>directions How many? How much? days, months, today, etc.</p>	<p>this, that ----- of these/those ordinal numbers</p>	<p>Family-labels/occupations days of the week money and making change Excuse me. Can you help me? Thanks... Neg and Yes/No ? and answer</p>	<p>Listening for a purpose: to determine topic, setting, relationships between speakers, beginning and ending conversations Talking about personal interests</p>
		<p>Typing/Finger positions Keyboarding Spelling</p>	

Appendix D

Sample Weeksheets (sample 2)

Course: (GE-R) General English - Reading Theme: U.S.A. - People, Places, Institutions GER951.4

Week Four: The Northeast

February 6-10 (Midterm evaluations: Identify "at risk" students. TOEFL practice test)

Core	Grammar	Int. Reading & Culture	Projects	LMC Clinic	Clinic Class
<p>T: name, F1126 MTRF 10-12 am</p> <p>Review Mon.; Test Tuesday</p> <p>Places to Know...p. 27 Niagara Falls</p> <p>American Patterns, Maine Lobstermen, p. 126-131</p> <p>CNN video "Interviews Across America" 1st program</p> <p>Opt'l: American Patterns, Cape Cod, p. 140-144</p> <p>Places to Know, p. 37 "The Mayflower"</p> <p>(Opt'l) Dear Ming, p. 16-17</p> <p>Thanksgiving (audio tape in LMC)</p> <p>All About the U.S.A.(as homework?)</p> <p>Unit 17 "The Cranberry"</p> <p>Unit 18 "Thanksgiving"</p> <p>Opt'l: Family Album, pp. 79-81, bottom of p. 88-92</p> <p>Thanksgiving & Football</p> <p>Remind re: story summaries next week</p>	<p>T: name, F1126 MTRF 8-9am</p> <p>Finish Chapter 7</p> <p>Review Chapters 6 & 7</p> <p>TEST FRIDAY</p>	<p>T: name, Pul. 112 MTRF 2-3pm</p> <p>Faces of the U.S.A., The Northeast, pp. 20-21</p> <p>Education, pp. 40-41</p> <p>Great American Stories, pp. 102-115 "The White Heron"</p> <p>Collect Rdg. Log Thurs. If ready, give out other books for independent reading (teacher check out class sets from KHW; to be returned to teacher):</p> <p>It was on Fire... (omit first selection)</p> <p>"Love Medicine" plus single copies of others in TRR</p>	<p>T: name, F1126 3-5pm M, 3-4pm WF</p> <p>Begin researching Projects. Trip to Morris Library to find materials.</p> <p>Set up visits to Amtrack, Greyhound, AAAL, and travel agency. Role play language of requests and clarification.</p> <p>National Parks laserdisk (LMC)</p> <p>Introduce to IBM software materials: Ultimate Geography, Trip Planner, Tourist Spots of Interest (KHW office; teacher use ahead of time to get oriented)</p>	<p>T: name, LMC MWF 9-10am</p> <p>Typing practice, cont.</p> <p>Practice with Inform</p> <p>Intro to Pronunciation Materials (e.g. American Accent, Well Said, Pronunciation Plus, All Clear)</p> <p>Practice with MacReader Pro</p> <p>Grade CPC & LMC Log</p>	<p>T: Phil Plourde, F1126 9-10am TR</p> <p>Family Album, pp. 18-25</p> <p>Directions, phone numbers, apologizing, excusing, restaurant language & ordering</p>

Appendix D

Sample Worksheets (sample 3)

<p>Course: (AE-1) Advanced English - 1 Week Six: Personal Health February 20-24 (Coffeehouse, Practice TOEFL #2)</p>		<p>Term: 951 1/3/95 AEI.951.6</p>	
<p>Theme: Personal Issues/Transitions</p>			
<p>Core (10 hours) TA: name, F1122, 2-4 MF, 1-4 TR TB: name</p> <p>Comparison Essay, Draft 1 due (Mon.) Share & debrief over homework & essays.</p> <p>RJ, p. 131-137 "Why does Beauty matter?" Opt'l: Introduce topic with LMC video: "People with good looks treated better." Use as prompt for personal opinion essay.</p> <p>RJ, p. 88-90 Personal Opinion Essay. Discuss, model, and go over criteria on scoresheet.</p> <p>Prewriting & first draft of Personal Opinion Essay (Due Monday, week 7)</p> <p>Culture Connection, p. 116-139 "Secrets to Good Health" (making suggestions & recommendations; prefixes, suffixes, roots; making comparisons from charts, drawing conclusions, determining fact/opinion, cause/effect, homonyms)</p> <p>Select portfolio writings to do 2nd (and 3rd?) drafts for a grade.</p> <p>Conferences with Teacher as needed</p>	<p>Reading/Culture Discussion (4 hrs) TA: name TB: name, F3113 11-12am MTRF</p> <p>2nd Pronunciation Read-aloud: "Second Nature," p. 75 (do for a grade on pronunciation, fluency, stress, intonation, and rhythm).</p> <p>Unit 7 "The Search for Love" pp. 94-99 "Romantic Deceptions and Reality" Use "attack" strategies a-d from week 4 and add: e) locate/highlight key ideas f) make notes in margin of content to be tested g) prepare literal, interpretive, & applied type questions over the reading Have groups rate each other re: their questions (3 star, 2 star, 1 star) & discuss answers.</p> <p>Teacher-developed quiz over the reading.</p> <p>Practice for pronunciation read aloud of selection from "The Prophet," p. 100</p> <p>Collect/evaluate reading log. Discuss book "sales" talks grading criteria and schedule (talks to begin next week).</p>	<p>Grammar (6 hours) TA: name, F3514 MF 8-10am, TR, 8-9am TB: name, F1132 1-3pm TR, 1-2pm MF</p> <p>Debrief over Test 2</p> <p>Etc. 5 Grammar, Ch. 6, pp. 107-126 "Going Places" Simple Modal Verbs: Continuous Modal Verbs: Perfect Modal Verbs Descriptions, Comparisons</p>	<p>Projects (4 hours) TA: name, F3514 8-10am W, 9-10am TR TB: name, F1122 8-10am T, 8-9am MR</p> <p>Prepare for/Hold second Coffeehouse (invited speaker on health or fitness theme?)</p> <p>Submit 1st draft of newsletter contribution for teacher response/editing</p> <p>Bulletin Board & Pen Pal letters</p> <p>Opt'l: Conduct poll/survey asking Americans about their favorite leisure activities & sports. Summarize results & present orally & in writing (submit to newsletter)</p> <p>Alternatively, describe sports which are relatively unknown in U.S. (e.g. sepak takraw from Malaysia)</p>

Appendix D

Sample Weeksheets (sample 4)

<p>Course: (AE-2) Advanced English - 2 Week One: Families January 16-20 (Wednesday orientation & course overview, Thursday & Friday regular instructional days)</p>		<p>Term: 951 AE2.951.1</p>
<p>Theme: Societal Issues</p>	<p>Reading/Culture Discussion: 3 hrs Description: Reading & Discussion of issues-related materials. Text analysis to summarize & evaluate writer's purpose, target audience, effectiveness, etc. Establish reading as a habit while enhancing proficiency & vocabulary.</p>	<p>Projects → hours Description: "Whole language" classroom with focus on using English in immersion situations (field trips, polls, surveys) & for newsletter projects (deciding tasks, time lines, responsibilities, themes, article collection, editing, distribution, etc.)</p>
<p>Core: 10 hours Description: Reader/Writer Workshop to comprehend, summarize, evaluate, contrast, & synthesize texts written at or above a 9th grade level. Focus on expository writing, critical analysis of issues, and expressing an opinion with appropriate evidence.</p>	<p>Grammar 6 hours Description: Complex structures as well as grammar for academic purposes (decoding complex sentences, editing)</p>	<p>Orient to Morris Library, Search Tools, and Location of Pleasure Reading & Journal Materials</p>
<p>Preview books and assign to get "tools" (e.g. diskette, writing notebook). Show sample writing journal & discuss due dates.</p> <p>Review Summary/Response & Personal Essay. Show samples & discuss criteria. Focus on American Culture, p. 10</p> <p>"Changes in the Traditional American Family" as possible summary. Discussion topics. p. 11 as possible journal writing or personal essay prompt for diagnostic.</p> <p>Begin Unit 1: Family with Related Matrix: Focus on American Culture, (text & video): "Mid-life Moms" (p. 1) "Fast-Track Parents" (p. 13) "Is Love Color Blind?" (p. 25) "The Joys & Risks of the 'Daddy Track'" (p. 61) Making Connections Unit 5 (text-note that readings increase in difficulty throughout bk) "The Changing American Family" (p. 294) "The Effects of Divorce on Children" (p. 285) "Family Structure & Society" (p. 271)</p>	<p>Give Pretest & decide Chapters which can be shortened or omitted. Revise schedule accordingly.</p> <p>Etc. 6 Grammar, Ch. 1 Families Review present continuous vs. simple present; Present perfect; if vs. there; yes/no ?s & answers; wh ?s and answers</p>	<p>Introduce to LMC software & MS Word</p> <p>Examine Interviewing Strategies what makes good/bad questions (discuss use of open-ended ?s). Suggestion to augment core & theme: Conduct regular surveys from "team tasks" at end of each segment in Focus on American Culture (see page 12 for sample). Practice with class, then expand to asking outsiders.</p> <p>Begin to organize newsletter (decide publication dates & main sections)</p>

References

- Brown, H. (1994). *Teaching By Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, N. J.: Prentice Hall Regents.
- Nunan, D. (1988). *Syllabus Design*. New York: Oxford University Press.
- Shrum, J., & Glisan, E. (1994). *Teacher's Handbook: Contextualized Language Instruction*. Boston: Heinle and Heinle.

About the Author

Kim Hughes Wilhelm is Curriculum Coordinator for the Center for English as a Second Language and Assistant Professor of Linguistics, Southern Illinois University at Carbondale, U.S.A.