

# 國立臺灣體育學院五專英文科課程設計研究

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## 摘 要

英文教學課程設計，必須符合教學原則，配合教學方法，並且要與教學目標一致，才能收到預期的教學效果。自然教學觀學派兩位大師 Stephen D. Krashen 與 Tracy D. Terrel 認為，語言是在自然環境中學習獲得，第二語言的學習過程應依照第一語言學習模式進行，效果較為顯著，本研究為國立台灣體育學院五專英語程度不佳學生所設計的英文教學課程，主要根據兩位大師的理論，進行一項新的嘗試，讓學生在溝通式的教學活動中學習英文，而非傳統的英文教學所採用的學習方法，學生在完成階段課程後，可以靈活應用英語[文]，其學習效果，遠比傳統教學方法所得效益高。

本課程設計之主要目的在提高學生學習英語的效果，並增進學生的英語應用能力，同時提供英語教學方法之改進參考。

Course Design:  
English for Non-English Proficient Students in The  
Five-year Program at The National Taiwan College of  
Physical Education

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### Abstract

An effective teaching program should have appropriate pedagogical principles and teaching methodologies that are consistent with its objectives. In this paper, an English course design for five-year college non-English proficient students at the National Taiwan College of Physical Education has been proposed based on the theory of second language acquisition in a naturalistic environment. Stephen D. Krashen and Tracy D. Terrel (1983) have suggested that second language acquisition should be modeled on the first language acquisition process in many ways.

This course design is a new English curriculum plan that exposes students to a second/foreign language through the instruction of communicative activities rather than traditional English classes. Students who complete the program will have a better command of a second/foreign language than their peers in traditional English classrooms.

The purpose of this paper is to develop a curriculum design appropriate for the non-English proficient (NEP) students at this college. It is hoped that

this curriculum design will not only enable students to acquire the target language more efficiently but be a reference for the improvement of English instruction.

## I. Introduction

For students in the five-year program at the National Taiwan College of Physical Education, English that is mandatory is taught through many different strategies. However, the traditional English teaching methodologies and course design are not adequate and effective for these students who major in physical education, especially for non-English proficient (NEP) students at this college.

Therefore, among various traditional and alternative teaching methodologies such as the grammar translation, the audio-lingual, the audio-visual, the cognitive and the natural approaches etc., the authors of this paper try to find one blended with other methods which is considered the most effective approach for non-English proficient students at this college. Meanwhile, an effective curriculum design is offered to increase students' competence, interests and confidence in learning English.

The present paper is stated in the following way.

Part one proposes the notion and principles of the language learning and teaching suitable for non-English proficient students at this college. It is believed that putting students in a situation similar to that in which they learned a first language could facilitate their learning all aspects of a second language.

The second part is the review of related literature that relevant teaching theories such as the natural approach and the communicative approach are discussed to serve as a context for the study.

The third part of the study describes students' needs assessment and learning objectives in the light of students' realistic needs. Only when students'

learning corresponds to their practical needs can they be motivated. The four language skills in listening, speaking, reading and writing are discussed respectively.

The last part of the study presents program design with instructional and communication strategies including the activities such as Total Physical Response, Language Experience Activities, etc. Evaluation and assessment accomplished on an individualized portfolio basis are summarized.

Mastering a language is a single, most amazing accomplishment of humankind. An individual not only needs to learn the language's sound system and develop a wide vocabulary base, the person also needs to use intricate grammatical patterns and be aware of sociolinguistic elements that further enrich the language.

Yet, despite its vast complexities, language acquisition is easily mastered. Why? Because language acquisition is a subconscious process that occurs as a result of using the language for real communication. In fact, most children reach proficiency in a language by the time they enter kindergarten.

Much of acquisition of a second language parallels native language acquisition. Therefore, it is the intent of this curriculum to create a language environment that mirrors the language environment of a child learning his first language (L1). In this environment, students will be able to construct a reality in the new language. We will call this environment the Natural Setting.

There are three major elements of the Natural Setting:

### **1. Naturalness of Language Heard**

The focus of our curriculum is on the context of communication. Teachers are principally concerned with giving and

receiving information. (For example, a list of survival vocabulary words students need to learn is provided at the end of this curriculum guide.)

## **2. Learner's Role in Communication**

Students will be allowed to go through a silent period. When ready they then will process to a level known as restricted two-way communication. At this level, students either respond in their native language or through gestures. Only when they are ready will students engage in full two-way communication — the last stage of second language (L2) acquisition.

## **3. Availability of Concrete Referents**

Teachers are encouraged to use "motherese" and "here-and-now" teaching principles. Also, concepts are all taught in a concrete manner.

The emphasis of language development consists of helping students attach new labels, new sounds, new structures to the concepts which they already possess. New vocabulary items should be presented in known structures. Also, words must be introduced and used many times in various situations before they can become part of a learner's functional English vocabulary.

Some basic grammar will be introduced only after the students engage in full two-way communication and demonstrate minimum proficiency in the target language.

Although fluency is related to what is acquired, formal language learning serves as a monitor, helping the Limited English Proficient (LEP) student sort

out the chunks of English learned informally and to self-correct when necessary.

However, all language learning should be kept in context since this is the way humans develop their native language. Isolated drills on vocabulary, grammatical situations or phonetic elements do not add to the stored knowledge because they are not meaningful.

Also included in our curriculum are principles from the holistic approach. Therefore, there is no set pattern of time for teacher instruction; the student's language proficiency will determine the complexity with which he or she performs. The curriculum is spiral in nature and not divided into rigid, sequential elements. We not only encourage language experience lessons, but reading skills are emphasized from the outset – even as students progress through their silent periods.

Finally, teachers will not be overly concerned with language errors – for errors are seen as transitional constructions and a natural process of language acquisition. Errors will be analyzed only after students are introduced to formal grammar lessons.

## II. Review of Literature

### EFL and ESL

English is taught as a school subject for the purpose of giving the student a foreign language competence at the National Taiwan College of Physical Education. Conditions for learning English as a Foreign Language are different than for learning English as a Second Language whose learner is

usually surrounded by the target language. "An ESL situation can be redefined as a situation in which non-native English speakers spend a vast majority of their time communicating in English. In an EFL situation English is studied as one of many foreign languages and serves little communicative function for students once they finish the actual course.

Communicative use is limited and may focus on literature and high culture" (Judd, 1978).

Therefore, the EFL learner's only regular contact with English might be in the English language class. Besides, the ESL learner has more school subjects taught in English than the EFL learner. EFL learners gain less linguistic and communicative competence than ESL learners because foreign language learners have less opportunities to engage in communication with speakers of the target language.

Under the circumstances, the instructor seem to bear more responsibilities to offer a good learning environment, improve the traditional pedagogy and plan an appropriate communicative curriculum for EFL learners.

### **The Communicative Approach**

The communicative approach to language teaching is an approach which takes into account both form and use of the language, emphasizing meaning and authentic use of the language. Students are not only takers but also givers in the learning process.

Johnson and Morrow (1981) point out the large numbers of students in traditional grammar-based courses who are "structurally competent but communicatively incompetent." Savignon (1983) describes communication not as a certain quantity of grammatical knowledge but as "a continuous process

of expression, interpretation, and negotiation." (Chastain, 1988)

Many second-language students can know the grammar and yet they are unable to activate that knowledge to communicate. English instructors should consider what activities might enable students to develop communication skills, give them access to real and authentic language and provide plenty of opportunity to let them engage in meaningful use of the language.

Taylor (1983) states that current research in applied linguistics claims that most adult learners acquire a second language only to the extent that they are exposed to and actively involved in real meaningful communication in that language. For most students, language is best acquired when it is not studied in a direct or explicit way; it is acquired most effectively when it is used as a vehicle for doing something else -when learners are directly involved in accomplishing something via the language and therefore have a personal interest in the outcome of what they are using language to do. (Chastain, 1988)

For non-English proficiency students, communicative language teaching method is one of the best pedagogies to stimulate their interests of learning.

### **The Natural Approach**

By comparison with many traditional teaching approaches, the natural approach is one of the most appropriate approaches to help the non-English proficient EFL students. Terrell's natural approach is in essence the classroom approach most closely associated with Krashen's monitor model of second-language acquisition, and its major tenets correlate closely to Krashen's hypotheses. It is an inner-directed, reduced-stress, mentalistic approach. Krashen and Terrell identify five principles of the natural approach.

The first principle is that the goals are communicative. Language teachers are to focus students' attention on meaning rather than language forms and structures.

The second is that comprehension precedes production. They believe that the starting point in language learning is comprehensible input. Therefore, the primary goal is to ensure that students understand what they hear.

The third is to permit students to begin producing language in stages. In the beginning they may respond with nonlinguistic signals. As they begin to use language, they may answer with one or two words.

The fourth is that language teachers should stress acquisition activities rather than learning activities in the classroom. That is, students should attend to meaning instead of form.

The fifth is that classroom activities should be of a type that tends to lower the students' affective filter. This places the responsibility on language teachers to develop a class atmosphere in which students are willing to take the risk of exposing the language they know to the teacher and their classmates" (Chastain, 1988).

### **Total Physical Response Approach**

Asher (1984) analyzed the process of first-language learning. First, he noticed that children pass through a silent period before they begin to speak. Second, he found that about 50 percent of adults' utterances to children are commands. Taking these two factors and children's language skills into account, he hypothesized that "children can determine meaning by comprehending cause-and-effect relationships, by seeing the changes that take place in their physical environment as a result of language use, and by

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understanding the relationship between the language used and the context of the situation"(p.96).

Total Physical Response, or TPR, consists basically of obeying commands given by the instructor that involve an overt physical response. For example, the instructor, says "stand up" and the class stands up. The commands become more complex as the class progresses, and Asher claims that it is quite possible to embed vast amounts of syntax into the form of a command. Students speak only when they are "ready".

In the typical TPR class, the first few months would consist of 70% listening comprehension (obeying commands), 20% speaking, and 10% reading and writing (Krashen, 1982).

Asher (1977) lists the three principles of the TPR system:

Delay speech from students until understanding of spoken language "has been extensively internalized"

"Achieve understanding of spoken language through utterances by the instructor in the imperative"

"Expect that, at some point in the understanding of spoken language, students will indicate a "readiness" to talk (p.1041).

### III. Needs Assessment and Learning Objectives

#### A. Needs Assessment

##### 1. General Purpose

The learned-center approach emphasizes that curriculum should be based upon systematic analysis of students' language needs because students would be more strongly motivated when what they learn in class corresponds to what

they need to perform outside of the classroom. Therefore, students' practical needs will be one of the crucial factors considered when the course is designed.

Five-year college non-English proficient students, especially those in the Department of Dance Education and the Department of Recreational Sports, have been aware that being good at English is a must both on an academic level and on a social level.

On an academic level, they will need to be able to read English books in their areas of study, to do well in the four-year college entrance examination if they want to pursue advanced studies. A high percentage of students respond that they would like to go abroad to study if possible.

On a social level, students will need to be able to converse with people of other countries since those students who are elite athletes and outstanding dancers have many opportunities to participate in international competitions, dance performance and travel. The language proficiency is expected to be at an extremely elementary level at first, of course, but the goal is to be able to communicate well with their foreign friends when they go overseas.

Prior to entry into the NEP classroom, students will take in advance a LASS (Learning Assistance Support System) testing of English language skills in listening, speaking, reading, and writing. NEP students will also be required to take a test in Chinese to determine academic skills as well as Chinese proficiency. Throughout the year the students' needs and progress can easily, and perhaps more efficiently, be assessed by keeping an ongoing portfolio of students' work.

## **2. Learner Characteristics**

This course design is offered to defined learners: five-year college

non-English proficient students in the Department of Physical Education, the Department of Recreational Sports and the Department of Dance Education at this college. Having received three years' English instruction in junior high school, these non-English proficient students are still in the very beginning level. They don't have many opportunities to be exposed to English outside the classroom. Their average age is 16. English is taught compulsorily as one of their basic subjects in the first three academic years. Each class consists of approximately 35 male and female students. The time allotted is four periods of 50 minutes per week in each semester.

## **B. Learning Objectives**

Students will be able to function adequately in English. They will be able to express themselves clearly, but grammar accuracy is not the focal point. Students will be able to use the appropriate language in a given social context. They will internalize linguistic forms, meaning and function within activities that are task oriented. They also will be able to use the language as a means of learning. As to the four language skills:

### **1. Listening – The student will be able to:**

- initially, respond to teacher directives;
- understand instructions;
- understand gist of stories read to him;
- discriminate English phonemes and intonation patterns;
- understand BICS (basic interpersonal communication skills) after a few months;
- by year's end, understand gist of content area teaching.

### **2. Speaking – Student will be allowed a silent period in order to internalize**

the vocabulary, morphology, syntax and semantics of the target language. When ready, the student will be given a lot of practice in the classroom with each other to fulfill "survival" needs and be able to converse in authentic language.

**3. Reading** – Since literate in L1, student will be able to transfer this skill to L2. The student will be able to read sheltered subject matter that will assist in vocabulary buildup and acquisition of English structure while focusing on the material being read.

**4. Writing** – Student will be able to write in a communicative manner – in a journal and write paragraphs that are of interest to the student to maximize language acquisition. Initially, these journal entries will be controlled (example provided at the end of this curriculum). Some emphasis will be placed on grammar as the student's proficiency develops.

## IV. Program Design

### A. Method

#### 1. Approach

The approach is eclectic. Initially, a structural approach (phonological and grammatical units) will be utilized for vocabulary building and exposure to L2 sentence patterns. This is employed mostly by the use of imperatives directed to the students (TPR). As students progress in language proficiency, the emphasis will shift from the structural approach to the communicative approach for a focus on expression of functional meaning through thematic content rather than grammar. Previously-introduced materials will be recycled together with new material (be it grammatical, vocabulary, etc.). This spiraling

allows students to move progressively through expansion and reinforcement through the channel of meaningful communication. Creative interaction and personal communication is always encouraged.

## **2. Design**

The general objectives are that the student build vocabulary internalize syntax and structure through uninhibited communication while enjoying the learning experience with little stress. Grammar and vocabulary are learned through function and situational context.

The target language is the vehicle for classroom communication, but students are certainly allowed to speak in Chinese in interpersonal conversation or in assisting one another with English learning. (The latter is considered a language learning strategy and is not discouraged.)

The student will create in the target language by expressing his ideas and opinions in meaningful interaction.

## **3. Instructional Strategies**

Variety is essential. Activities are designed to develop higher levels of language proficiency. Each is organized around a theme and is NOT focused on learning the language itself. Reading and writing activities are incorporated into the lessons. The classroom environment fosters low anxiety.

## Total Physical Response (TPR)

A period of time will be allotted each day for progressive exercises whereby the student will build vocabulary and internalize sentence patterns and chunks through teacher imperatives. This is done through verbal stimuli and student's physical response which aids in memory recall. Use TPR during the first two or three months of the school year. Use it categorically, that is, to teach parts of the body, school items, prepositions, etc.

Here the teacher is the model of the target language and director of student behavior, with learners having little influence over content of material. Lessons should flow smoothly and predictably. Further teacher roles and suggestions are:

- a. teacher should write out exact utterances and novel combinations;
- b. classroom interaction and turn-taking is teacher directed;
- c. teacher should allow students to develop language at their own pace.

The learner's role is to listen attentively and physically perform verbal imperatives. Learners respond individually and collectively. Learners are also expected to recognize and respond to combinations of previously-taught items.

After being allowed a silent period, the student speaks when ready, at such time he may direct the class (in game-like fashion). The student then learns to read and write the oral commands. (Pattern imitation may serve as a basis for creative speech.) This can lead to skits created by the students.

The teacher gains attention by having students sit in a circle. For absolute beginners, the teacher's voice, actions and gestures may be a sufficient basis for classroom activities. Student assessment is immediate by observing

student's actions.

### **Learning Objectives:**

Students will learn:

1. to respond to oral commands and cues. Student learns by watching the teacher and ultimately each other;
2. to read and write the command and expand upon them;
3. to speak (normally within 10-20 hours) and issue commands to the class (and teacher);
4. school-related English speaking skills;
5. simple English-speaking-related social skills;
6. and be able to recognize English used in the community where he plans to stay.
7. the names of objects and pictures.

While TPR is only a segment of the school day during these first few months, a communicative approach will be also used for the balance of the day.

## **Communicative Approach**

**Reading and writing:** A writing and copy center in the classroom provides a literacy rich environment. It could include computer, printer, programs and supplies such as charts, greeting cards, etc. It could contain a classroom library with newspapers, magazines, and books. A "literacy log" lists books each student reads.

The object is that throughout the year the writing skills of the students

will progress. By year's end the goal is that the students "publish" for the school a newspaper with articles of interest to the students. (Suggestions: experiences in contact with foreigners; different cultures and customs.)

**1. Journal Writing.** After two to three weeks of comprehensible input, journal writing will be incorporated each day for 5 to 10 minutes.

Objective: Student will be able to express his thoughts by writing freely on any topic he chooses or on a topic suggested by the teacher. On the onset, the journals could be controlled if too difficult for the students.

The teacher does not correct grammar or spelling. The teacher simply reads the journals and responds to or comments (in writing) upon the ideas expressed.

Communication is the key; this is a truly communicative act whereby the student is writing for a real reader.

The student is responsible for content. What is written is of interest to the student, resulting in a receptive affective filter for language learning as the student manipulates the language structure in meaningful communication. The teacher acts as facilitator and communicator.

Feedback and assessment of student's language acquisition are immediate. Student progress is easily observable on a daily basis and is contained in one notebook.

Students are invited to share their journal entries with rest of class - strictly on a volunteer basis. This enhances students' reading and speaking skills. Students' aural-oral skills are also enhanced as they listen to classmates read their entries and then comment upon the content.

**2. Language Experience Activities.** Activities are surrounded by a theme.

An individual student, group or entire class dictates to teacher. Teacher reads the dictated story, then teacher and students, and finally an individual student. Students build on their story in pairs or groups. Teacher may focus on one grammatical structure at a time as students' skills develop.

**Objectives:**

- Students will internalize sentence patterns and grammatical structure that help them become fluent readers;
- Students will build vocabulary through all four language skills: reading and writing, speaking and listening;
- Students will be actively engaged in negotiating meaning.

The premise is that since the material is from student's background experience, it has to be interesting to him. Through language experience activities, the teacher easily learns what is of interest to the students. This assists the teacher in choosing literature appropriate and of interest to the entire class.

The teacher is facilitator and stimulates discussion with objects, field trips, or by reading to class a controversial or emotional story. The students are active participants.

**3. Story-telling/reading.** Reading to the class, if incorporated for a period of time on a daily basis, exposes the students to the syntax and language structure of the L2 while being of interest to the students. In addition, storybook reading is another communicative event that provides scaffolding. Not only is the language modeled, but language and story patterns are presented through a pleasurable experience. For the beginner, selected predictable stories with repetitious patterns, refrains and many illustrations. As students progress, choose books appropriate to their age and L2 comprehension level, seeking

students to understand the main idea.

4. **Sustained Silent Reading (SSR).** Through silent reading of texts, become self-directed agents seeking meaning. To be effective, however, students must be allowed to select their own readings because readers tend to be interested in reading texts that are relevant to their own experiences. In addition, students who choose their own texts also provide their own schema for understanding the text.

5. **Schematic Mapping/Matrix.** Schematic mapping and a constrained categorization matrix assist in understanding material in the content area. Knowledge by the teacher of what will be taught in content area classes may be of value in choosing techniques for academic "survival skills" in those content area classes. While not teaching the subject itself, the teacher could create ways of introducing the students to that material and its esoteric vocabulary.

6. **Dictionary.** Each student could create his own word (if creative, and picture) dictionary. On an ongoing basis, the student compiles this from his own word bank of acquired vocabulary. Each dictionary readily illustrates the quantity of vocabulary buildup acquired.

7. **Process Writing** with peer editing and evaluation is encouraged during classroom activities each week. Writing and grammar are integrated. Generally speaking, this teaching technique will be introduced to students towards the middle or end of the year after their primary grammar and communication skills have been developed.

With all of the above, assessment is immediate. All work is filed in student's writing folder which ultimately is put into portfolios. (For those who require a more concrete evaluation, a chart is provided at the end of this cur-

riculum guide.)

Suggested stimulus material to be used in context:

Photography

Magazines

Filmstrips

Advertisements -

Comic strips (sequential)

(organize and compare)

Posters and Charts -

Newspapers

(made by students or otherwise)

Cartoons

(Pictures provide concrete representation of concepts.)

**8. Listening and Speaking.** Situations or themes promote communication.

This can be established from the onset of the school year and built upon.

Teacher again is the facilitator, manager or advisor. The teacher creates situations to promote communication and also acts as co-communicator.

The students are communicators, actively engaged in negotiating meaning.

Objective: Student will learn "survival" skills to communicate socially.

As the student progresses, he will learn the appropriate register of speaking in differing situations in order to be comfortable with the language.

Suggested themes:

Family

Vacation

People (extension: telephone)

Health, Safety

School life

Recreation

Food and drinks

Animals

Clothes

Music

Body movement

Community

Hobbies

Country

Sports

Science

- Televisions
- Newspapers and magazines
- Interviews
- Role-playing
- Problem-solving tasks of interest to students, etc.

### C. Evaluation and Assessment

Evaluation of students will be accomplished on an individualized portfolio basis. Since this curriculum places great emphasis on language progression, individualized portfolios are ideal for this purpose.

Therefore, the teacher is to create files for each student. In the files, the teacher places samples of all work produced in and out of class, making sure that student work is dated.

Student success is not determined by whether the student has mastered intricate grammar points but rather by how communicatively proficient the student is in the target language.

While the English teacher is the primary evaluator, all English teachers will meet on a periodic basis to review student progress. Consideration also should be given to each student's adjustment.

At the end of the year, a determination is made as to whether the student has progressed beyond the NEP level to the LEP level and is ready to be mainstreamed into sheltered content area classroom. The basic factor in this determination is whether the student has mastered BICS. It is in the content area classroom where these students eventually encounter, develop and hopefully master Cognitive Academic Language Proficiency (CALP).

In addition, the curriculum itself needs to be assessed at the end of the

year. In other words, has the curriculum responded to the needs of the student? And does it reflect the best of educational research and practice?

Periodically and at the end of the school year, curriculum objectives will be reevaluated to see if they have been successful. Some questions that may need to be addressed are:

1. Were the books appropriate for the learning tasks?
2. Were any guest speakers more effective than others? Why?
3. Which resources were more effective and why?
4. Which techniques were more suitable for the junior college student?
5. Are the student's writings indicative of the primary stages of language acquisition?
6. Has the student been able to converse in the second language? And how well?

If changes must be made to the curriculum, proposed modifications will be studied, recommended and eventually implemented.

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## Appendix A

### Junior College

#### Survival Vocabulary

##### Classroom Environment

window (sill)

floor

corner

bookcase (shelf)

bulletin board

table

ceiling

wall

clock

door

chair

desk

closet (hanger)

file cabinet

waste paper basket

lights (switch)

drawer

pencil sharpener

##### School Items

pencil

pen (ink)

eraser

magic marker

picture

book (page)

notebook

chalk

crayon

folder

projector

(cord, plug, cart, screen)

calendar

stapler (staples)

ditto

box

homework

paper

black board		dictionary
venetian blinds		thumb tack
		map
People		ruler
		workbook
teacher		tape
principal	Guidance Counselor	glue
secretary	boy	carbon paper
assistant principle	girl	cassette player
substitute	man	(tape, headphone, jack)
cafeteria worker	woman	globe
nurse - clinic aide	Mr.	scissors
custodian	Mrs.	record player (record)
bus driver	Ms.	paper clip
reading	student	rubber band
librarian		paper cutter
music		Colors
art		red
shop		bellow
math		blue
science		green
social studies		orange
history		purple
English		brown
physical education		black

orchestra	管絃樂團	gray	灰色
chorus	合唱團	tan	褐色
drama	戲劇	pink	粉紅色
band	樂隊	light/dark	淺/深
geography	地理		
speech	演說		
L.O.	左側		

## Appendix B

### Journal Starters

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

My name is \_\_\_\_\_, I am

\_\_\_\_\_ years old. I go to \_\_\_\_\_

\_\_\_\_\_ School.

I live at \_\_\_\_\_

I live with \_\_\_\_\_

I hope you write soon and tell me about \_\_\_\_\_

Your friend,

### Journal Starters

I am happy \_\_\_\_\_

I am sad when \_\_\_\_\_

The best things that ever happened to me was when \_\_\_\_\_

When I first came to this school I felt \_\_\_\_\_

When I left (country) I was \_\_\_\_\_

The best thing about summer school is \_\_\_\_\_

I feel terrible when \_\_\_\_\_

I like/don't like to watch TV because \_\_\_\_\_

My sister/brother makes me really angry when \_\_\_\_\_

My favorite color is \_\_\_\_\_ because it makes me feel \_\_\_\_\_

The scariest thing that ever happened to me was when \_\_\_\_\_

I wish I had \_\_\_\_\_

\_\_\_\_\_ (name) is a really \_\_\_\_\_ person because

On Saturday, I \_\_\_\_\_

## Appendix C

## Dictated Story Assessment Strategy Record Form

Student's Name: \_\_\_\_\_ Sex: \_\_\_\_\_ Age: \_\_\_\_\_  
 School: \_\_\_\_\_ School System: \_\_\_\_\_ Grade Placement: \_\_\_\_\_  
 Examiner: \_\_\_\_\_ Date(s) of Administration: \_\_\_\_\_  
 Source of Stimulus: \_\_\_\_\_ Topic of Dictated Story: \_\_\_\_\_  
 (i.e. photograph, object, activity, etc.)

TO A NOT  
 FOR THE CERTAIN NOT APPLICABLE  
 MOST PART DEGREE AT ALL OR OBSERVABLE

(Place check on line in appropriate column.)

## I. QUALITY OF DICTATED STORY

- A. Does the student present ideas with little prompting from the teacher? \_\_\_\_\_
- B. Does the story make sense? \_\_\_\_\_
- C. Are the ideas/events presented in a logical sequence? \_\_\_\_\_
- D. Does the student speak in complete sentences? \_\_\_\_\_
- E. Does the student use proper grammatical structures? (Note: Make notation below if English is a second language or if student is using a dialect of American English.) \_\_\_\_\_
- F. Are ideas expressed with a variety of words? \_\_\_\_\_
- G. Does the student express ideas that show uniqueness and originality? \_\_\_\_\_
- H. Is the student able to give an appropriate title for the story? \_\_\_\_\_

Comments: \_\_\_\_\_

The Stieglitz  
 Informal Reading Inventory  
 Assessing Reading Behaviors  
 from Emergent to Advanced Levels

ALLEN AND BACON  
 Boston/London/Sydney/Tokyo/Singapore





## Appendix D

### PROGRAM

### LANGUAGE INVENTORY SKILLS CHECKLIST

Name: \_\_\_\_\_

Birth date: \_\_\_\_\_ Birthplace: \_\_\_\_\_

School: \_\_\_\_\_

Grade at entry: \_\_\_\_\_ Grade left: \_\_\_\_\_

	U	S	R	W	Comments
<b>VOCABULARY DEVELOPMENT:</b>					
1. Greetings					
2. Classroom objects					
3. Name, age, address					
4. Shapes:     x					
5. Colors					
6. Family, immediate					
7. Household furnishings					
8. Body parts					
9. Foods					
10. Classifications of foods					
11. Clothing					
12. Rooms of the house					
13. Traffic signs and safety					
14. Vehicles					

15. Workers					
16. Number names					
17. Ordinal numbers					
18. Animals					
19. Seasons and weather					
20. Months of the year					
21. Days of the week					
22. Money					
23. Names of buildings and public places					
24. Opposites (see attached list)					
( U = Understands, S = speaks, R = reads, W = writes )					
25. Holidays					
26. Telling time					
27. Place relationships (up,down,left,right)					

## GRAMMATICAL ITEMS:

1. Subject pronouns					
2. Regular verbs					
3. Object pronouns					
4. Prepositions (see attached list)					
5. Possessive pronouns— my, yours, his, her, our, their					
6. Adjectives— positive form (small)					
7. Adjectives— comparative form (smaller)					
8. Adjectives— superlative form (smallest)					
9. Regular plurals					

10. Demonstrative adjectives and pronouns (this, that, these, those)					
11. Possessive pronouns—mine, yours, his, hers, ours, theirs					
12. Negatives—no, not					
13. Adverbs					
14. Contractions					
15. Irregular verbs—(see attached list)					
16. Irregular plurals					
17. Auxiliary verbs—can, may, well, do, have)					
18. Sentence formation—statements					
19. Sentence formation—questions					
20. Verb tenses:					
Simple present, statement (He walks)					
question (Does he walk?)					
Present progressive: statement (He is walking)					
question					

	U	S	R	W	Comments
Simple past, statement (He walked)					
question					
Conversational future, statement (He is going to walk)					
Simple past, statement (He will walk)					
question					
Present perfect, statement (He has walked.)					
question					

Past perfect, statement (He had walked.)					
question					
Future perfect, statement (He will have eaten.)					
question					

READING SKILLS:

1. Auditory discrimination

2. Visual discrimination

3. Sequencing of events

4. Rhyming words

5. Initial Consonants

6. Final Consonants

7. Vowels

8. Blends

9. Digraphs

TEST RESULTS - Dates and Scores:

N. O.L.

NFER - England/Wales Tests of English Proficiency:

Listening One \_\_\_\_\_

Listening Two \_\_\_\_\_

Listening Three \_\_\_\_\_

Speaking One \_\_\_\_\_

Speaking Two-1 \_\_\_\_\_

Speaking Two-2 \_\_\_\_\_

Reading One \_\_\_\_\_

Reading Two \_\_\_\_\_

Writing One \_\_\_\_\_

Writing Two \_\_\_\_\_

OTHERS: