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Communicative Language Teaching in an EAP Program: A Study of International
Students' English Language Acquisition

by

Anouchka Plumb

A Thesis
Submitted to the Faculty of Graduate Studies
through Education
in Partial Fulfillment of the Requirements for
the Degree of Master of Education at the
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ABSTRACT

The development and implementation of effective second language teaching approaches for English as second language learners continues to receive increased attention in education research. This qualitative case study examined the role of communicative language teaching (CLT) in acquiring English as a second language and aims to provide an outlook on English second language learners' views on perceived communicative teaching approaches; self-reported language improvement in reading, writing, speaking and listening; and forms of feedback preference. The findings of the study point to communicative language teaching approaches that are perceived to be valuable in developing English second language acquisition and confirm the significance of implementing CLT in English in second language training programs to facilitate learners to develop communicative competence.

DEDICATION

To my husband, Mark, we are truly a team.

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CHAPTER I

INTRODUCTION

Language exerts hidden power, like a moon on the tides.

Rita Mae Brown

With the increase in the number of new English language learners attending post secondary education, Canadian university classrooms are becoming increasingly diverse. The presence of international students on campus impacts enrolment and creates a campus infused with international perspectives contributing to institutional development. As a result of speakers of English as a second language being welcomed to pursue academic studies in English, there is a corresponding obligation for universities to provide language training to meet the needs of such students.

For thousands of international students who come to Ontario each year to embark on new academic journeys, the English language barrier is a significant challenge. Limitations in the ability to communicate effectively in English with students, professors and support staff lead these students to easily become lost in conversations and can often create a feeling of hopelessness in achieving their language goals. To overcome this barrier, students enrol in English language training programs with the purpose of acquiring required language competency and facilitating their transition to living and effectively operating within a new language environment. In many cases, language learners fail to become competent English language users and become further stressed as they encounter the various dimensions involved in the English language. The role of English as second language educators is to aid learners in defusing the overwhelming aspects of language skills that are needed to obtain English language proficiency.

To meet the English language requirements at the University of Windsor, international students must take and obtain a passing score on one of the following English language proficiency standardized tests: International English Language Testing System (IELTS), Carlton University's Canadian Academic English Language Assessment (CAEL), English Language Institute of the University of Michigan (MELAB); or the Test of English as a Foreign Language (TOEFL).

At the University of Windsor, students who do not meet the English language proficiency standard receive a conditional acceptance to their academic programs and are required to enrol in the English Language Improvement Program (ELIP) offered through the Academic Writing Centre (AWC). ELIP is the university training program to assist students who have not met English proficiency requirements. ELIP has chosen to use the CAEL Assessment as the English language measurement tool because the CAEL tests students' communicative competence to use the English language in an integrative manner. The term communicative competence and the characteristics of communicative language teaching (CLT) will be described in the next chapter.

1.1 The CAEL Assessment

Unlike tests that measure language proficiency using discrete-point items, CAEL is a topic based test that assesses language in a more integrated approach. For example, the CAEL assesses test takers' reading, speaking, listening and writing proficiency by presenting them with an unfamiliar topic. In the reading section, test takers read passages and respond to questions related to the passage. During the listening portion, the test takers answer questions according to the information presented in the lecture. The

speaking section requires test takers to listen to instructions and provide information orally. The writing prompt requires test takers to draw upon information from the passages and lectures to develop an essay according to a specific prompt given within a 45 minute time frame (CAEL, 2008). The tasks in the CAEL Assessment parallel tasks that students at university level would commonly engage in.

The overall proficiency level as determined by the CAEL Assessment is designed by its placement team. Instructors follow the marking schemes outlined by Carlton for the listening, reading and speaking components and follow a descriptive writing rubric that focuses on language, content and organization to assess the essay component. Students within ELIP 3 are between an overall band score of 40-59 out of 90. A student within the band score of 40-49 is recognized as a marginally competent English language user, while a student within the band score of 50-59 is recognized as a competent but limited user of the English language. Marginally competent users demonstrate “uneven control in using academic English. Fluency, accuracy, and flexibility are impediments to overall competence in the academic setting” (CAEL, 2008) and competent but limited users demonstrate “a degree of control in using academic English but fluency, accuracy and flexibility are somewhat limited in the academic setting” (CAEL, 2008). A description of CAEL Assessment Scores is summarized in Appendix A.

1.2 The English Language Improvement Program

ELIP is based on English for Academic Purpose (EAP) which addresses learners’ English language needs from an academic skills perspective. An EAP perspective of language learning concentrates on developing reading, writing, speaking and listening

competency that is required at the university level. All students who register for the program take an entrance placement test that evaluates the areas of speaking, listening, reading and writing and enable instructors to determine what level students will be placed at within ELIP. Students in the program are generally over the age of 17 and are enrolled in one of four varied English learning level courses (Foundation, ELIP 1, ELIP 2, and ELIP 3). In the final level of the program, ELIP 3, the determining factor as to whether students are permitted to advance to full time university study depends on their degree of success on the CAEL.

1.3 ELIP 3 Expectations

ELIP 3 instructors focus on the four English language skills: reading comprehension, writing, listening and speaking to prepare students for university bound studies. In reading comprehension, instructors guide students to read and identify main ideas, extract specific information, understand vocabulary used in context, classify information read and follow logical, chronological sequences of events. Students also take part in listening activities to develop their ability to complete charts, organize diagrams, record notes while listening to a segment on a specified topic, sequence details heard and fill in missing information. While vocabulary continues to provide a challenge for students, language used by the instructor and in listening segments represent the average speed of oral communication. To fulfill the expectation that students should become orally competent, learners take part in various tasks where they are required to orally summarize, explain, relay and respond to discussions based on specified topics. Lastly, through an integrated use of reading, writing, speaking and listening, it is essential

for students to demonstrate their ability to gather information; develop grounded arguments; integrate relevant support; and, present findings about a given topic in a logical and engaging manner.

For the purpose of the study, students at the most proficient level (ELIP 3), were recruited as participants. As students' language development progress, an increased demand on fluency, accuracy and the ability to carry out various interactions using the target language is required (Brown, 2006). According to the American Council on the Teaching of Foreign Languages (ACTFL, 1999), advanced learners are positioned to increasingly automatically process larger chunks of information. Enhanced confidence enables learners to give secondary attention to formal language structures while primarily focusing on interpretation and negotiation of meaning for the purpose of expressing thoughts and feelings through interactive dialogue (ACTFL, 1999). It is significant to have students at this proficiency level participate in this study to provide details about experiences and perspectives relating to their English language acquisition.

1.4 Purpose of the Study

As some students continue to struggle to pass the CAEL, other students experience pressure to succeed, and thus heavily rely on instructor guidance to be successful in both course and standardized assessment components. As an instructor of these courses I believe that my role as a facilitator of English language learning is to employ teaching approaches that enable learners to effectively engage in English language production.

Thus, it is paramount to explore learner self-reported perspectives on the English language teaching practices that contribute to successful English language development. My interest in this area has also been enhanced, having observed an increase in student enrolment in ELIP from approximately 20 students in 1999 to over 150 students in 2006 (University of Windsor, 2007). As many students are not initially successful in passing the CAEL and continue to return to the program, I suspect that the students enrolled are ambitious to achieve their language goal in order to start their academic study. It is reasonable to describe such students as being career oriented and aware of the advantages of acquiring a North American degree.

Defined in terms of a teaching philosophy rather than prescribed methodologies, CLT is widely used in North America (Wong, 2005). As an approach, CLT strives to make communicative competence the goal of second language instruction, which in turn is parallel to the goals of EAP learners. The purpose of the study is to explore second language learners' views on CLT's contribution to their English language development.

1.5 Research Questions

As this study aims to investigate student self-reported perspectives of CLT to their English language acquisition, the following research question was developed with two sub-questions outlined.

1. How do English as second language (L2) learners perceive CLT to contribute to their language acquisition?

- 1.1 Does dissonance exist between learners' development in language acquisition and their report of meaningfully perceived approaches?

1.2 If dissonance exists, how have learners addressed this?

1.6 Significance of the Study

The challenge of second language acquisition is a phenomenon that is on the rise as institutions are faced with increasing population from various non-English speaking countries. Students from different educational systems and cultural backgrounds experience specific language challenges that are mitigated in the classroom (Davis, 2001). Whether CLT is perceived as beneficial or ineffective, most reports focus on its management and have been based on teacher perceptions. For that reason, there are few studies that consider learner's views on CLT, which would indicate the need for further exploration in this area. Finding the ways learners perceive the role of CLT related to their English language development will inform second language literature and contribute to effective language teaching in the classroom.

1.7 Definition of Terms:

EAP- English for academic purpose; a term that stems from English for Specific Purpose and generally used to describe academic oriented skills teaching

ESP- English for specific purpose; a term that refers to language teaching content developed according to learner specific needs

Error- A term used to identify gaps in a learner's knowledge

CAEL- Carlton University's Canadian Academic English Language

CLT- Communicative language teaching; a term used to describe a teaching approach

L1- A term used to refer to a learner's mother tongue

L2- A term used to refer to a learner who is learning a second language

SLA- Second language acquisition a generic term used to identify any language that is learned subsequent to the mother tongue

1.8 Overview of the Study

There are five chapters in this thesis. Chapter One provides the background and context of the present research; proposes the research questions; addresses the significance of the study; and defines the key terms. Chapter Two first introduces the history of language teaching approaches; and then reviews the literature on related subjects with the aim of providing a theoretical framework for the study. Chapter Three explains the rationale for the research methodology; describes the profile of research participants; presents methods of data collection and data analysis; and addresses the potential limitations of the study. Chapter Four presents the findings under the themes that emerged as well as discusses the findings and their educational implications. Chapter Five first highlights the educational implications for ESL teachers and program designers as well as provides recommendations to further improve language teaching practices. Lastly, it provides suggestion for future research.

CHAPTER II

REVIEW OF LITERATURE

I hear - I forget, I see- I learn, I do- I understand

Gennady V. Oster

The following chapter provides an overview of the following topics: English language teaching approaches beginning with grammar translation to cognitive code, second language acquisition (SLA) goals and approaches; the psycholinguistic perspective and language acquisition; moving toward communicative language teaching, the role of vocabulary generation; reintegrating form through input, output and creating opportunities for information exchange; benefits of group work; and technology and language learning. The overview of scholarly literature will show the progression from traditional English language teaching approaches to CLT practices and demonstrate that English as second language learners value CLT approaches in developing overall English proficiency. If learners perceive that their English language acquisition is not met with effective teaching approaches, the consequences such as inability or limited confidence to communicate will impact their language performance and their confidence in language training programs.

2.1 From Grammar Translation to Cognitive-Code

Between the 16th and 19th Century, the need for sound grammatical structural knowledge to appropriately read and understand Latin gave birth to Grammar Translation. This approach consisted of rote learning of grammatical rules and conjugations, while giving limited attention to aural and oral comprehension (Wong, 2005). It became increasingly evident that although learners were able to understand the

structure of language, they met little success when attempting to use the language in a meaningful way. As the demand for oral proficiency increased, educators became further motivated to question the usefulness of Grammar Translation as a language learning method and thus, it was later rejected.

The 19th Century's Direct Method of language teaching, also known as the Berlitz method drew from linguistic as well as child language acquisition theories (Ellis, 1994). The Direct Method of language learning promotes that second language learning should be more like first language learning. The principle emphasizes correct pronunciation through the teachings of common, everyday vocabulary and limited analysis of grammar rules (Ellis, 1994). Observations from first language (L1) acquisition illustrated that children learn grammar through interpreting contextual and situational cues. Learners learn language by listening to it in large quantities and demonstrate language development through oral proficiency (Larsen-Freeman, 1986). However, students were still disadvantaged as they were only taught everyday common sentences with minimal attention to meaning construction. As grammar was not explicitly taught, learners were encouraged to arrive at their own accurate or inaccurate linguistic generalizations about grammar based on language that the teacher modeled. Due to the lack of learner success, the Direct Method drastically declined in the 1920's and lead to the development of numerous approaches to language instruction (Larsen-Freeman, 1986).

The mid 1950's called for the Audio Lingual Method (ALM), with the goal to instil learners with oral communication skills (Cook, 1991). The ALM concentrates on presenting language in dialogue form where learners take part in mimicking and memorizing structural patterns of language through repetitive drills. Pronunciation was

of primary importance, while content, vocabulary and grammar examinations were not explicitly taught. ALM amalgamated the disciplines of Behaviourist Psychology and Structural Linguistics. According to the Behaviourist perspective, verbal and non-verbal learning is a result of habits formed through repetition, imitation and reinforcement (Cook, 1991). Structural linguists emphasize oral and aural training over written modality. Learners who employed this method memorized dialogues and were rarely given opportunities to independently create language because language instructors feared that if errors were made, learners would form and acquire incorrect language habits that would be ingrained in their language use (Wong, 2005). Grammar was an important component of ALM and it was taught through analogy rather than analysis; that is, language was taught by comparing specific dialogue to particular contexts, rather than enabling learners to independently understand the meaning of the language used to express ideas. It was further believed that language was best taught by having learners produce correct sentences through pattern drills (Wong, 2005). Creating language through pattern drills did not promote learners to engage in meaning construction or analysis of language structures and thus poorly equipped learners to become competent language users.

In response to the need to redefine grammar in language learning, the Behaviourist view was called into question and was later replaced by the Cognitive-Code Method (Crain, 1999). The premise is that instead of mimicking language, learners need to understand and analyze rules of language to appropriately build linguistic competence. Grammar, within a contextual framework was developed to allow learners to analyze one single form concept through various contexts presented (Brumfit, 1979); thus enabling

beginner level learners to focus on structural form, while advanced learners were challenged by concurrently examining structure and meaning as well as employing creative language use (Brown, 2006).

2.2 Second Language Acquisition (SLA) Goals and Approaches

The origins of contemporary SLA research began with Behaviourism in the 1950s. The goals of SLA are to provide a description of L2 acquisition, and give an explanation of factors that account for why learners acquire language the way that they do. Second Language Acquisition (SLA) research addresses a fundamental question of how learners of a native language create an implicit linguistic system of another language (VanPatten, 2003). Implicit, refers to the linguistic system outside of consciousness, where the user unknowingly uses language properties, such as grammar and vocabulary as part of regular communication. The driving commitment of SLA research is the pursuit of determining instructional efforts that contribute to acquisition (VanPatten, 2003). The 1967 International Review of Applied Linguistics promoted the idea that language errors should be viewed as opportunities to further understand how second language (L2) learners acquire a second language (Ellis, 1986). The advantages to studying SLA from the learner's perspective are first, it offers direct insight on how learners acquire a second language and second, it explains how learners perceive language tasks that were designed to facilitate language acquisition. As more becomes known about SLA, more improved instructional undertakings can be implemented through language training programs.

There exist varied approaches to studying SLA. First, the linguistic approach uses a particular linguistic theory to analyze factors that constrain the development of learners'

linguistic system (VanPatten, 2003). Second, the cognitive approach applies learning theories from general cognitive psychology and other theories that may not necessarily be language theories. Krashen (1981) identified that adult language learners have two specific ways of developing skills in a second language; thus it is important to consider the theoretical point of the acquisition-learning distinction. Language acquisition refers to the natural process of developing the ability to communicate. Acquisition is claimed to be the central means for gaining linguistic skills. Language learning differs from acquisition in that learning is based on prior knowledge of grammar (Krashen, 1981).

Krashen's (1985) Input Hypothesis attempted to explain how learners acquire a second language. Therefore, the Input Hypothesis concentrated on acquisition and not learning. This hypothesis suggested that learners naturally developed their language ability when the input that they receive is slightly beyond the current stage of their linguistic competence. Teachers' responses to learner input comprehension reflect the Zone of Proximal Development, where what the learner produces is used as a starting point and is then extended by scaffolding language that the learner will later be expected to use (Vygotsky, 1984).

Krashen (1985) further proposed that language was acquired by implicitly understanding messages in informal situations, and conscious grammar rules have a limited function in second language use. As traditional grammar-based instructional methods that emphasized rules and error correction seemed to be directed to learning and not acquisition, grammar did not have a predominant role in developing communicative ability (Krashen, 1981). Third, sociocultural approaches targeted the contexts in which language is acquired with greater focus on teacher-learner and learner-learner

interactions. The goal of this approach was to understand the purpose underlying interaction in order to explain learning in general (Larsen-Freeman, 1986).

2.3 Psycholinguistic Perspective and Language Acquisition

For the goal of this study, the Psycholinguistic perspective on language acquisition is most appropriate because it focuses on learners' process and relationship with the production of language. It is important to clarify that the psycholinguistic approach is not meant as a rejection of other approaches; instead, it is used in ways that allow for incorporating aspects of the other approaches to contribute to English second language acquisition.

The psycholinguistic approach centres attention on the learners' ability to creatively and effectively communicate. In addition to using books, tapes, and videos, language is acquired through communicative interaction of real life experiences (VanPatten, 2003). The psycholinguistic rationale affirms that excessive focus on form does not necessarily result in increased learner comprehension of meaning (Skehan & Foster, 2001). According to the psycholinguistic perspective, it is necessary to create opportunities for L2 learners to interact and have opportunities to produce meaningful language within context.

L1 transfer refers to the degree that learners' L1 influences the acquisition of an L2. When the L1 inhibits the use of L2, the influence is termed as negative transfer, whereas facilitation of L2 acquisition of L1 is termed positive transfer. Since the early days of SLA, theoretical views of L1 transfer have been under extensive review. Although it was once believed that errors were largely caused because of negative

transfer, the psycholinguistic perspective identified language transfer as one of the mental processes responsible for language fossilization, the process of achieving complete native-like language competence (Ellis, 2001). Therefore it is suggested that identifying and implementing the right amount of time spent on form, and language structure is significant to balancing formal teaching of form and the pursuit of meaning comprehension (Doughty, 2001).

2.4 Moving Toward Communicative Language Teaching (CLT)

Chomsky's (1965) theory focuses on grammar accuracy and the memorization of vocabulary. He believed that because of factors such as memory limitations, distractions, errors, hesitations, repetitions and pauses, learners' linguistic productions were not an accurate representation of their grammatical knowledge. The realization that pattern practice and grammar rules were not producing learners who could effectively use their L2 in a communicative fashion resulted in the development of CLT with the goal to create enriched levels of Communicative Competence. Hymes (1972) introduced the concept of Communicative Competence by emphasizing that language is a social and cognitive phenomenon where language forms are understood; are used in particular conventional ways; and are developed through social interaction.

Canale and Swain (1980) further developed Hymes' theory of Communicative Competence which became the foundation of knowledge and skills required for understanding patterns and fuelling processes of communication. According to this model, communicative competence is comprised of four components:

- 1) Grammatical competence. This competence refers to the ability to use grammar, vocabulary, pronunciation and spelling to produce a structured, comprehensible idea (Canale & Swain, 1980). This knowledge enables users to communicate messages using accurate grammatical forms.
- 2) Sociolinguistic competence. This competence refers to the use of socially appropriate codes of language appropriateness to express ideas (Canale & Swain, 1980). With this competence, learners can predict whether it is appropriate to say something in a given context.
- 3) Discourse competence. This competence refers to manipulating language to communicate in various ways (Canale & Swain, 1980). This type of competence allows learners to interpret larger contexts and to assemble language structures to create coherent meaning.
- 4) Strategic Competence. This competence refers to both verbal and non-verbal strategies by the learner to increase communication effectiveness (Canale & Swain, 1980). This competence compensates for limitations in communication caused by non-linguistic factors.

Cook and Liddicoat's (2002) study reveals that the level of second language proficiency influences the ability to interpret illocutionary speech; this refers to producing utterances such as suggesting, warning, promising or requesting information, to perceive the speaker's intention. To effectively understand language in context involves the learner to assign meaning to words uttered by the speaker, as well as the speaker's intention (Cook & Liddicoat, 2002). Examining the ability to understand speakers' intention that is not explicitly stated reveals that successful comprehension of

implied meaning is determined in two ways. First, is the extent that learners decode the language structure and second, is the L2 learner's degree of L2 competence (Garcia, 2004). Taguchi (2007) investigated Japanese learners' of English ability to comprehend indirect refusals and opinions. The study determined that L2 learners displayed greater difficulty using expressions to indirectly convey their opinion compared to being more successful when providing common, routinized refusals (Taguchi, 2007). Therefore, understanding indirect speech is a critical component of communicative competence for L2 learners to develop.

Segalowitz (2000) identifies that an influential factor for the inability of L2 learners to convey indirect opinion relates to learners' imbalance between their declarative and procedural knowledge. Procedural knowledge refers to what is consciously known, whereas declarative knowledge refers to knowing how knowledge is executed (Segalowitz 2000). The goal of second language skills acquisition is to employ language processes where declarative knowledge becomes automatically proceduralized (Robinson, 1997). In order for L2 learners to be successful in a second language, learners need to be able to comprehend grammar, vocabulary, and the culturally relevant conventions that accompany the language.

Knowledge is defined as what one knows either consciously or unconsciously about language, whereas, skill is defined as how well one can perform this knowledge in actual communication (Canale and Swain, 1982). The pedagogic principles that guide the Communicative Approach are predicated on the idea that teaching revolves around learner needs and is therefore learner centred. The target language is experienced through tasks perceived to be valued by learners because the experience leads to further

use of that target language (Brumfit, 1979). Formal components of language are discussed within the communicative context as reading, writing, listening and speaking are skills integrated within tasks.

As knowledge is socially constructed and learning occurs as a consequence of students' active engagement in meaningful tasks- whereby meaningful refers to creating products of real purpose for real audiences while the learner develops the use of voice in the learning process- CLT is noted as a beneficial teaching approach that enables students to attain additional language support (Canale & Swain, 1982). Nunan (1991) summarizes the features involved in CLT as:

1. Emphasizing learning through interactive participation in the target language;
2. Integrating meaningful texts into the learning context;
3. Providing occasion for learners to focus on language form in addition to the learning process itself;
4. Encompassing learners' personal experience into the learning process;
5. Attempting to relate language learning with language use outside of the classroom.

In this study, CLT is defined as an approach that emphasizes oral production as a guide to facilitating language development in the complimentary areas of reading, writing, speaking and listening. CLT involves activities in which language is used for carrying out meaningful tasks that promote real communication between teacher and learner as well as between learner and learner. Meaningful language tasks are important because when classrooms include opportunities for students to be actively involved and to communicate with one another, students are more able to learn from one another.

According to Larsen-Freeman (1986), the role of teachers in communicative classrooms is to act as a language facilitator to learners. The teacher plans and executes tasks that require learners to be engaged with class members in a variety of ways to facilitate English second language development. While focusing on creating effective, communicative language opportunities, teachers appropriately channel student language curiosity and promote learners to take a more independent role in their language development (Brown, 2001). Since there is greater learner responsibility for students to participate, students are likely to be more motivated to take part and gain confidence when using the target language.

The way in which teachers redefine their roles contribute to the ease or difficulty of implementing task-based approaches. Sato and Kleinsasser (1999) investigated the beliefs, practices, and interactions of in-service EFL teachers in a Japanese high school. According to the study, beliefs refer to teaching assumptions that are formed and self-perpetuated over time. Second, practices refer to teaching practices that are driven by belief. Third, interactions refer to the way that teachers are involved with one another and with their students. Sato and Kleinsasser (1999) reported inconsistencies between teachers' perceptions of CLT and their actual class behaviour. The findings demonstrated that teachers were not motivated to learn how to teach to their specific student context because teacher collaboration lead to the reinforcement of existing practices (Sato & Kleinsasser, 1999). Although teacher collaboration can be beneficial, examining learner views of English language communicative tasks provide educators with an opportunity to reflect upon how the tasks implemented influence learners' language growth.

Savignon and Wang's (2003) study was prompted by Taiwan's Ministry of Education's initiative to integrate increased communicative approaches to English language learning. Specifically, the study explores Taiwanese EFL learner attitudes and perceptions about classroom practices experienced. The findings note that learners reported having experienced greater grammar-based than meaning-based instruction. Negative sentiments were associated with grammar-based instruction whereas positive sentiments were associated with meaning based instruction (Savignon & Wang, 2003). Learners strongly agreed with statements such as "learning English is learning to use the language" (Savignon & Wang, 2003, p.238) compared to expressing strong disagreement with "learning English is learning grammar rules" and "I believe my English improves most quickly if I study and practice the grammar" (Savignon & Wang, 2003, p.238). Learners were said to value classroom atmospheres that encourage the use of English while taking part in interactive activities. The result indicates that a mismatch between learner preferences and instructional practice may prohibit learners to reaching their full learning potential and therefore it is significant to be aware of teaching approaches that learners' perceive as contributing to their second language development.

2.5 The Role of Vocabulary Generation

Identifying an unknown word in a text or comprehending it based on context may not result in a lexical form-meaning connection (FMC) (Lee & VanPatten, 2003). Text comprehension refers to learner ability to interpret content messages while wording meaning refers to learner ability to use vocabulary to create meaningful language

(Schmidt, 2001). Specifically, reading text for meaning involves the dual processes of integrating text-based and learner based information (Rott & Williams, 2003).

The term retrieval refers to the process of accessing stored information (Roediger & Guynn, 1996). In order to be successful in recalling information, the learner must be able to retrieve it from where it is stored. When the learner retrieves pieces of information that has been previously learned, the process is then referred to as prior retrieval. More recently, the benefits of prior retrieval and its effects on self-generation of target items have been investigated (Barcroft, 2007). Research indicates that when learners engage in information retrieval, they are exercising their ability to self-generate pieces of information (Barcroft, 2007). The process of retrieval requires learners to evaluate and modify information to suit required demands of language learning. The process of complex retrieval is desired as it strengthens encoding leading to long-term retention. Since longer, slower processes are needed for retrieval, multiple routes are created for future retrieval (Roediger & Guynn, 1996). The term *generation effect* represents the concept that learners are better able to remember information when required to generate the information on their own.

In a study by Healy & McNamara (2003), participants were divided into 2 groups; 1) read group and 2) generate group and attempted to learn nonword vocabulary items by associating them with English nouns. Participants in both groups independently studied the target words. Participants in the read group were instructed to copy each target nonword in a blank space whereas participants in the generate group were instructed to attempt to write each target non-word on their own when presented with English word only. When participants from both groups were asked to recall the nonwords, it was

observed that those in the generate group demonstrated better memory performance than their counterparts in the read group (Healy & McNamara, 2003). Healy & McNamara (2003) explain that the generation effect cultivates cognitive retrieval operations during study. The significant factor involved in the generation effect is that learners engage in this operation to relate and connect the targeted item to stored information. According to this account, L2 vocabulary learning could be facilitated by encouraging learners to generate target words. Meaningfully interpreted cues activate previously learned words which may facilitate future retrieval of target words when similar cues are displayed (Barcroft, 2007). This process may benefit L2 vocabulary learning.

The notable difficulty however, is that in L2 vocabulary learning, learners must first encode and retain a novel word form while attempting to attach it to some form of meaning. In Lutz, Briggs and Cain's (2003) study, 4 experiments were held for the purpose of testing memory generation of legal nonwords. It was anticipated that the more meaningless the words were, the less success in nonword generation would occur. The findings demonstrated that the generation effect did not occur. The results of the study confirmed that memory strategies depend on the generation effect when applied to new and meaningful material (Lutz, Briggs and Cain, 2003). The implication of this study is that providing opportunities for learners to generate new word forms guide L2 learners through the process of creating new vocabulary and may encourage learners to employ this process on their own (Nation, 2001). The implications also extend to computer aided language learning programs where activities can be designed in a manner that creates opportunity for the learner to generate L2 vocabulary (Nation, 2001).

2.6 Reintegrating Form through Input

It is noted that it is difficult for learners to direct attention to form first, than to meaning (VanPatten, 2003). However, it is suggested that a strong relationship exists between learners' ability to concentrate on form and meaning. Concern stemming from instruction validity that primarily focuses on meaning has directed SLA researchers to examine how to combine effective grammar instruction without impeding the goals of meaning-oriented instruction (Robinson, 2003). A number of SLA researchers have come to the conclusion that dual attention to form and meaning in the input is an essential requirement for promoting and maintaining language processing (VanPatten, 2003). Input is "the potentially processable language data which are made available by chance or design, to the language learner" (Sharwood, Sharwood, Smith, 1993, p.167). The learner only processes a subset of the input received due to unknown linguistic forms. As a result, learners need guidance which can take the form of elaboration, simplification or added redundancy to focus on particular components of input to properly process information (Larsen-Freeman, 1991).

A vast number of literacy and literacy pedagogy theories exist to review criteria needed for successful literate performance. Literate performance refers to the learner's ability to decode language in reading and writing. Freebody & Luke (1990) suggest that learners need to adopt the following four roles in order to achieve literate performance: 1) code breaker; 2) text participant; 3) text user; and 4) text analyzers. For this study, the focus will be on code breaker because it is the fundamental preceding step to being a text participant, user and analyzer. To be a code breaker, a learner first needs to understand the relationship between spoken sounds and written symbols and secondly, what the

relationship means in real life context. Research in second language acquisition suggests that the process of cracking the code, making meaning of linguistic symbols and making sense of language in context occurs only when learners are able to understand messages in the target language (Krashen, 1981).

Qualitative research reveals that properly targeting linguistic input influences language development. Experimental research shows that highlighting input in materials to prompt learners to be aware of specific syntactic forms positively influenced their acquisition (Doughty, 1991). Textual enhancement has been identified as a positive technique for raising learner awareness of linguistic form (Doughty, 2001).

Enhancement of text is a visually implicit technique of focus on form that can be accomplished through several practices such as bold facing, colour-coding, italicizing, capitalizing, using different font or underlying words to fulfill the objective of focusing on form. In comparison to natural reading contexts that encourage learners to primarily interpret meaning; enhancing text enable learners to continue to respond to meaning in their L2, while also focusing attention to form (Skehan, 2003). Textual enhancement benefits second language lexical development and assist L2 learners' word recognition (Hulstijn, 2001).

Including culturally familiar topics is an additional avenue in addressing the difficulties in reducing the imbalance between form and meaning focus. As reading is an interactive dialogue between reader and text, the more familiar topics are, the more likely learners will be able to link current information to previous knowledge (Skehan & Foster, 2001). Through the use of familiar topics, learners may lessen attention to meaning and further concentrate on form. It is noted that solely depending on textual enhancement

may not be sufficient for second language acquisition to occur. According to this thought, explicit instruction along with learner opportunities to produce meaningful output are necessary conditions to combine with textual enhancement strategies (Izumi, 2002).

2.7 Output, Creating Opportunities for Information Exchange

Although language structured input is a necessary component to second language acquisition, it is not sufficient. The Output Hypothesis (Swain, 1998) proposes that engaging learners in production output of the target language may require mental processes that are apart of second language development. Izumi (2002) compared two groups, where one group was provided with input through written exposure and asked to engage in an output task, while the second group was provided with the same written input without engaging in an output task. Findings indicate that the first group outperformed the second group in the ability to answer extension questions based on the text that was provided (Izumi, 2002).

Nagata (1998) studied 14 students enrolled in a Japanese course at the college level. The primary concern of the study was the degree of effectiveness of computer assisted comprehension practice and production practice in second language acquisition. The two computer programs were 1) an input-based program that gave students grammatical instructions and comprehension exercises and 2) an output-based program that also gave grammatical instructions, however included production exercises (Nagata, 1998). The participants were divided into two groups where one group received the input-based program and the second group received the output-based program over the course of two weeks. Results identified that there was a significant difference between

the groups in production tasks. The findings suggest that given the same grammatical instruction, output-based tasks are more effective than input-based tasks for developing language (Nagata, 1998). Conclusions from Nagata's (1998) study advance the position that although input and output-focused activities are effective for comprehension tasks, output based practice are better for production tasks. This affirms that L2 learners should be provided with opportunities to produce the target language and is parallel to the fundamental framework of CLT based tasks.

2.8 Benefits of Group Work

Savignon's (1972) study compared three groups of students learning French at the college level. All three groups received traditional ALM teaching along with an additional lab. The first group's lab component was used to practice what had been learned in class. The second group's lab practice was replaced with additional studies; where films, slideshows and discussions of culture impressions with French students studying in the U.S. were held. The third group's lab was devoted to training in communication. Students explored how non-verbal gestures affected communication and engaged in communicative activities such as greeting, gathering information in the target language.

Subsequently, Savignon (1972) tested the students' communicative competence through four activities: 1) discussion with a native speaker in French; 2) information gathering with a native speaker; 3) an independent monologue recorded on a topic; and 4) narrating the actions of an actor who performed a series of non-speaking actions. Students were then tested using the College Entrance Examination Board (CEEB) for

listening and reading in French. The findings of this study indicate that learning to communicate is most effectively achieved through active communication practice.

Second language learners often express feelings of anxiety when learning and engaging in the target language. For Yan & Horwitz's (2008) study, 21 students with various levels of anxiety were interviewed to examine levels of learner perceived anxiety and its relation with variables that influence language learning. The findings show that the degree of learner interest in what is being taught is an influential factor that affects the way that students study (Yan & Horwitz, 2008). When learners are interested in the topic being taught, they report that they can study for longer periods of time and their level of anxiety decreases. The findings suggest that anxiety in the classroom should be identified and reduced. Yan & Horwitz (2008) acknowledge that anxiety reduction can be accomplished through organized and specific discussion sessions for students to exchange opinions and learning strategies. Strategic student groupings of students with similar competency can be arranged to reduce the pressure of performing in the target language. Class activities that encourage collaboration and cooperation through pair or group discussion may raise students' interest, motivation and confidence.

Brown (2001) outlines advantages of group work. First, it generates student to student interactive language exchange. If half of class time is spent on group work, independent practice time is increased by five fold, compared to traditional teacher talk dominated classes. Small groups allow students to spontaneously initiate dialogue, interpret and negotiate meaning with decreased instructor dependence.

Second, group work enable students to meaningfully interact while engaged in the English language, students develop increased confidence in their speaking ability

(Brown, 2001). Students reported that with increased group discussion activities, they also increase their level of confidence. One student reported that group work offers students a smaller environment to interact in without facing anxiety of being on public display. As the groups become a community of engaged increasingly confident language users, students attain greater motivation and pursue higher language goals (Brown, 2001).

CLT approaches to group work result in positive language learning experiences. Although CLT may be focused on engaging students orally, it is not limited to spoken language (Wong, 2004). Wang reports that particular attention to oral competence in a foreign language school in China contributed to learners' improved skills in listening as well as in reading and writing.

2.9 Technology and Language Learning

Incorporating the use of technology in the classroom has been a difficult endeavour as instructors often find themselves struggling to strike a balance between offering learning opportunities using technology and face-to-face interactive environments (Hedberg, 2006). As a result, the use of computers in classrooms has been minimally utilized.

To improve proficiency and academic competency, English language training programs are shifting and providing multiple modes of instruction to language learners to facilitate their language development. Currently, computer technology is playing an increasingly important role in classroom instruction (Coryell & Chlup, 2007). This style of instruction and learning is referred to as electronic learning (e-learning) and is noted as a student-centred approach to language education (Coryell & Chlup, 2007). E-learning is

described as a language learning approach that encompasses a variety of computer uses from computer-assisted instructional components to the use of web pages as an educational tool (Keller, 2005). The trend in presenting students with additional methods of learning English offers differentiated activities to meet individual language learning needs (Dillon-Marable & Valentine, 2006).

Theories in adult education and e-learning promote that learners successfully construct knowledge based on self-organized, comprehensible input (Walker, 2003). In addition to comprehensible input, the importance of providing learners with a multitude of opportunities to engage in meaningful, contextualized and linguistically challenging tasks is stressed (Kasper et al., 2000). Implementing e-learning as part of classroom activities may provide learners with the individualized tasks needed to support their English language acquisition. Coryell & Chlup's (2007) study investigated the experiences and perspectives of adult English as a second language instructors and directors in supplying e-learning components for their learners. The study's findings suggest that the use of collaborative pairing and grouping used in a blended instruction approach aids learners to socially construct and negotiate meaning.

CHAPTER III

DESIGN AND METHODOLOGY

Education is...essentially something which must be tailored to its recipients; it must come from the pupil and the task of educators is to...make sure that this growth is not inhibited, or that is, more positively encouraged.

Mary Warnock

This chapter first describes the overall design of the research by restating the research questions and exploring the rationale for choosing the methodology. Then the data collection procedure is reviewed. It is anticipated that this study may be of interest to ESL teachers, curriculum designers, program administrators, and to prospective English as a second language learners.

3.1 Overview of Methodology

3.1.1 Research Questions

As has been previously stated, the purpose of this study is to investigate student self-reported perspectives of CLT to their English language acquisition.

1. How do English as a second language (L2) students perceive CLT to contribute to their language acquisition?

1.1 Does dissonance exist between students' development in language acquisition and their report of meaningfully perceived approaches?

1.2 If dissonance exists, how have students addressed this?

3.1.2 Research Design

The nature of the study determined that a qualitative method should be employed. The qualitative approach has the goal of understanding “human experiences to reveal both the process by which people construct meaning about their worlds and to report what those meanings are (Hull, 1997, p.14). This study investigates second language learners’ perspectives on the teaching methods that they found to be beneficial to their language learning. The purpose is to demonstrate the ways that students learn a second language, which parallels with the aim of qualitative research; that is illustrating and interpreting rather than measuring and predicting the studied phenomenon (Rossman & Rallis, 2003). Employing a qualitative approach enables the researcher to take on the role of data collector and analyser to reflect upon the views of the participants and advocate for change to contribute to bettering English second language learner experiences (Merriam, 1998).

To appropriately explore pertinent issues relating to characteristics of valued teaching approaches, a qualitative case study approach was utilized. Case studies emphasize closeness between researcher and participant for the purpose of understanding people’s perceptions (Payls, 2003). This form of systematic inquiry is beneficial as it enables the researcher to study the phenomenon within a particular, defined setting. In language research, a case study is often used to gain insight into student success (Richards, 2005). The aim of this study is to investigate in depth not only what students are doing in the classroom, but also what their attitudes and perceptions are towards different learning techniques within the CLT approach. Zonabend (1992) identifies that case studies enable researchers to understand participant perspectives from a holistic

framework. This study attempted to recognize learner views of communicative language teaching variables that combine to influence their English second language acquisition. Most importantly, this methodology gives a voice to English second language students who are often voiceless in contributing to approaches that play a crucial role in their English as a second language acquisition.

3.2 Role of the Researcher

The questions used in this study aimed to investigate teaching strategies utilized in English as a second language teaching. Personal experience in working with second language learners has led me to question whether I am providing language tasks that contribute to language acquisition. The study was designed to improve my teaching practices and shed light on teaching approaches. As a researcher, I positioned myself to reflect on student self reported CLT approaches that have contributed to their overall English as a second language acquisition. Student needs as they relate to instructional practice were the central phenomenon of this study. It was anticipated that the findings will provide insight for educators and curriculum designers regarding approaches that can afford learners with opportunities to effectively facilitate their English second language acquisition.

3.3 Recruitment of Participants

First, the approval letter from the Research Ethics Board of the University of Windsor was received in July 2007. Second, as an ESL Instructor with ELIP I met with the Director of the AWC to gain permission to recruit students within the program and

identify the level that would be most communicatively competent and thus be suitable to participate in the study. The Director and I both identified that students in the ELIP 3 level would have the required English language proficiency to appropriately respond to interview questions, engage in discussion and elaborate on their answers. To ensure that no conflict of interest would arise, I confirmed that I would not recruit any students who I was currently teaching. Third, I then visited classes to inform students about the study and left my email on the board for those who wished to participate. I anticipated that the first 15 students to contact me would be accepted to participate in the study, however only 10 students contacted me and became the participants for the study.

3.4 Overview of Participants

International students continue to value and seek North American higher education for its reputation of quality. International students who come to study in Canada expect that their degree will be highly recognized nationally and in their home countries and will successfully lead to employment mobility. Therefore, the students in this study have decided to pursue their academic study in a different language environment and may be described as being ambitious and driven to accomplish their goal.

Due to the University of Windsor's recruiting efforts, the majority of students enrolled in ELIP are from China. As a result of limited ethnic diversity, the majority of students who participated in the study are Chinese. The following is a demographic summary of the participants involved in the study. A thorough demographic overview of each participant is provided in Appendix B.

The ten participants were classified into two categories according to the number of times they have repeated ELIP 3 to determine whether differences in responses between profile groups existed. First, profile A students have repeated ELIP 3 two times. Participants in profile A consisted of a total of 6 students; 5 females and 1 male. The mean average age was 20.83 years (range 18-29 years). Five participants were from China, 1 participant was from Sri Lanka, and 1 participant was from Meland. Two participants have been studying English between 0-6 months; 3 participants have been studying English between 7-12 months; and 2 participants have been studying English between 13-18 months. Four participants are currently enrolled full time in an academic program; 1 participant is currently no longer enrolled in the ELIP program; and 1 participant is currently repeating ELIP 3. An example of a participant from profile A is Participant 3, an 18 year old female from China. She has lived in Canada for approximately 18 months and has been studying English for 12 months. Participant 3 has repeated ELIP 3 two times.

Second, profile B students have repeated ELIP 3 three times. Participants in profile B consisted of a total of 4 students; 3 females and 1 male. The mean average age was 19.25 years (range 18-20 years). All four participants were from China. Two participants have been studying English between 7-12 months; and 1 participant has been studying English between 13-18 months. Participant 10 has repeated ELIP 3 five times and has been studying English for 2 1/2 years. Therefore, Participant 10 was an exception to the participant features of profile B. The four participants are currently enrolled full time in an academic program. An example of a participant from profile B is Participant 2, who is a 20 year old female from China. She has lived in Canada for

approximately 12 months. She has been studying English for 8 months. Participant 3 has repeated ELIP 3 three times.

3.5 Data Collection

To create a comfortable and non-threatening environment, participants were left with the discretion of meeting location. Data were collected over the period of three months from October 16th, 2007 to January 18th, 2008. In this study, two data collection techniques were employed: 1) individual interview and 2) document analysis.

3.5.1 Interviews

In this study, one-on-one interviews were conducted with students; this method allows the researcher to learn about the backgrounds, and attitudes toward language activities they experienced. The semi-structured, open-ended interviews were utilized to gather data (see Appendix C). Semi-structured interviews afford flexible wording and question order to respond to the context (Merriam, 1998). For example, questions were reworded to ensure that participants understood what they were being asked as well as request participants to elaborate on emergent ideas. Interviews often enhance the quality of data gathered as interviewers can ensure interview completeness by immediately clarifying confusion and encouraging participants to further elaborate on details (Payls, 2003). Having the opportunity to reword questions ensured that the researcher's interpretation accurately reflected the participants' responses. The interview questions and process allowed participants to disclose their perceptions about communicative teaching approaches experienced in their language learning experience, to reveal self-reported language development, and to communicate preferences of forms of feedback.

As specified by the University of Windsor Research Ethics Board guidelines, ethical procedures were followed at all times. Prior to commencing each interview, participants were asked to read the letters of Consent to Participate in Research (see Appendix D). When all documents were signed, the researcher proceeded with the interview. The interviews lasted between 30-45 minutes and the researcher took detailed notes for each interview.

Participants were invited to think of and to discuss each interview question, and to be open and honest as there were no right or wrong answers to the questions. The researcher probed for clarification if required and used validation comments (e.g., “thank you for that comment”) throughout the discussions. At the conclusion of discussion on each question, member checking was conducted (Murphy, Dingwall et al., 1998). Member checking is the process of comparing what the research interpreted with what the participant actually intended. This process certifies that the researcher accurately understood the participant’s perspective and will enable the researcher to more effectively reflect the thoughts of the participants. Additionally, this strategy permitted participants to comprehend what the researcher had interpreted from the conversation so that their views were respected (Murphy, Dingwall et al., 1998).

3.5.2 Review of Relevant Documents

With the permission of the AWC Director, term end language reports for each of the participants were photocopied. These reports had been completed by their respective instructors. The reports were based on a numeric description of participants’ performance in reading, writing, listening and speaking. Through review of these

documents, it was possible to compare participant interview responses relevant to reading, writing, speaking and listening to actual documented performance. This information supplemented the data being collected from the interviews.

3.6 Data Analysis

According to Burns (2000), data analysis is the process where the researcher is able to reveal meaning from data collected. The procedure of data analysis in this study involved two steps:

First, all participant responses were charted according to each interview question into Microsoft Word (see Appendix E). Through proof reading, minor grammatical changes were made to better present the information in written form.

Second, data were categorized into different themed categories to identify different trends. The purpose of employing a thematic approach to analyzing findings is to identify and bring light to underlying ideas; to group similar information together; and to relate the various themes to one another (Stake, 1995). To improve the data analysis accuracy, findings were coded and sorted according to themes that exposed common participant beliefs (Hamel, 1993). When a theme was identified in the response, other responses were analyzed to determine whether the same theme was present. The data which had been integrated into one theme was crossed; then the remaining data was reviewed to develop additional themes. This process was continued until no more themes emerged.

3.7 Limitations of the Study

There were several limitations in this case study. First, as there was only one ELIP 3 section that I was not teaching, the pool of possible candidates that could be recruited from was limited; which restricted the participant selection. Second, none of the participants in the study had passed ELIP 3 within the first time of taking the program. To include responses from participants who had taken ELIP 3 only once may have added different perceptions regarding tasks that are advantageous to second language acquisition. Third, interview questions about participants' experiences with instructors were not included and therefore lead to the presumption that communicative language teaching methods are isolated from the influences of instructor practices. Fourth, as most participants are Chinese and knew that I was an ELIP instructor, it is possible that they may have perceived me to be an authority figure and did not feel comfortable to be more detailed in disclosing their views about language learning activities experience or their experiences with their instructors.

3.8 Summary

In conclusion, this chapter has described the research method, rationale for selecting the current methodology, role of the researcher, recruitment of participants, overview of participants, data collection and analysis, as well as the limitations of the study. This thesis employed a case study research design. Two methods of data collection were employed from ten participants: semi-structured interviews with each participant and examination of each participant's ELIP 3 end of program report. Themes were identified and data was analyzed. The limitations of the study included size of

sample selection, lack of participants who passed the program within the first attempt, omission of interview questions related to participant views regarding their instructor and the possibility that participants viewed the researchers as an authority figure and withheld critical views relating.

The next chapter will present research findings under the themes corresponding to the research questions and provide a discussion based on the findings.

CHAPTER IV

FINDINGS & DISCUSSION

Words calculated to catch everyone may catch no one.

Adlai E. Stevenson Jr.

This chapter includes two sections. The first section presents the findings of the study and the second section discusses the themes that emerged from the findings in the light of the relevant literature raised in Chapter Two.

CLT is an approach focusing on interaction as a major component of teaching English language skills. Activities used emphasize the oral component of language learning to contribute to communicative language skills. The findings have been divided and correspond to the following categories: 1) Perspectives of communicative teaching approaches on group discussions, debates, games, presentations and multi-media; 2) Self-reported language development responses in writing, listening, speaking and reading; and 3) Learners' perceptions on feedback received from instructors as well as learner suggestions to instructors to reduce errors in reading, writing speaking and listening. Most participants identified more than one category associated with their language development. Thus, the numeric value displayed represents the number of participant responses for a particular category and is not representative of a participant.

4.1. Category 1: Communicative Language Tasks

4.1a. Group Discussion

Group discussions represent tasks where students engage in interactive activities that are based on a language objective. A common group discussion activity involves

grouping students into small groups (2-4) where each group is given a passage to read, discuss, prepare a short presentation, and present in front of the class (see Appendix F activity #1). A second form of group discussion activity is to divide students into groups of 2-4 and assign each group a different text to collaboratively read. This takes place by having each student within a group take turns reading aloud alternate paragraphs of an article. Students then identify unknown vocabulary, look up the meaning in the dictionary and discuss the paragraph to ensure that all group members comprehend main ideas prior to reading the next paragraph. Once all groups have completed their reading, they are regrouped with other students to summarize what they have read and to present their opinion about the ideas in the article. At this time, students acting as the audience can ask for clarification or further elaboration of the ideas presented in the summary (see Appendix F activity #2). A third example of a group activity is where the whole class listens together to an audio segment while taking notes or answering questions. Once the segment is completed, students work in small groups to compare information record and answers to questions (see Appendix F activity #3). The purpose of these tasks is to involve the student in using reading, writing, speaking and listening in an integrative way.

Under the category of group discussion, the following question “*Have group discussions contributed to your English language development?*” resulted in responses categorized in eight themes and are summarized in the following Table.

Table 1. Themes Emerged According to Group Discussion Activities

Themes	Oral Production Practice	Increased Confidence	Information Sharing	Critical Thinking Skills	Word Focus	Listening Comprehension	Writing Practice	Discussions are not Beneficial
Participant								
1	•	•						
2			•					
3	•			•				
4		•			•			
5		•			•			
6	•					•	•	
7			•					
8			•					
9			•					
10	•							•

Four participants reported that group discussions provided opportunities for them to use English to orally communicate their thoughts.

Participant 1 “I have a chance to speak English with group members”.

Three participants identified that taking part in group discussions increased their confidence to talk and express their ideas. These participants reported that taking part in group discussions played a significant role in their sense of increased confidence to communicate. These participants observed that in the beginning of the program they were shy and reluctant to take part in discussions. However, as time progressed they became more actively involved in group activities, and were more comfortable to communicate with classmates who did not speak the same native language. Participants reported that as their confidence to communicate improved, they became more at ease with the possibility of making mistakes.

Participant 1 “I think that if I make a mistake it’s okay because I have confidence to talk. I have confidence because it’s a chance to speak English”.

Participant 5 “This is very helpful. At the beginning we are very shy, but later on we speak a lot. If we keep doing this, we may speak more and more.”

Four participants identified that to be a part of group discussions facilitated exchange of ideas and encouraged the sharing of definition of unfamiliar vocabulary. As participants read aloud in groups and discuss the meaning of text, they become exposed to different perspectives of the text, as well as they are able to reveal their knowledge of vocabulary that may be unknown to others. Participants explained that when they were in groups and practiced outlining main ideas of an essay, they can observe different and relevant ideas that could be included to construct an effective essay. Participants noted that sharing information through group discussion fostered team work because activities readily involved discussing a topic and creating an opinion in response to the topic.

Participant 2 “When we work in a group maybe other students can help me find the information”.

Participant 7 “It is helpful because working in teams is better. You can gather other people’s ideas”.

Participant 8 “We can exchange different opinions and we can learn new vocabulary from each other”.

One participant identified that taking part in group discussions improved critical thinking skills because they have to analyze what others are saying in order to create a personal opinion.

Participant 2 “Talking with classmates can improve thinking skills”.

Two participants noted that taking part in group discussions forced them to talk to students who did not speak their native language and thus made them focus on English vocabulary that they needed to include to accurately express their meaning.

Participant 5 “When I speak to Jessica (a classmate who speaks a different native language) it’s better for me...I’m forced to speak in English”.

One participant suggested that during group discussions helped refine listening skills. To be able to participate in the discussions, participants are required to listen and understand what other members are saying.

Participant 6 “You have to listen to what other people are saying”.

One participant identified that group discussions often involves writing summaries of each members or the entire groups’ opinion about a specific topic; thus, participants are also able to practice writing skills.

One participant contradicted the nine participants and identified that although group discussions allowed for additional oral production practice, it is not useful because participants often make the same mistakes and therefore it is difficult to learn from one another. This participant further explained that learning is an individual process; meaning that it does not occur through interaction.

Participant 10 “I don’t prefer discussions, learning is personal and vocabulary cannot be learned”.

4.1b. Debates

Debates refer to a discussion where students are in groups to present the affirmative and negative views of a proposition. Students are typically arranged into two groups and each group is given either the affirmative or negative position. Students are then given time to research their position and discuss as a group what information will be presented. Each student within the group participates in providing an argument to defend their group’s position (see Appendix F activity #4).

Under the category of group discussion, the following question “*Have debates contributed to your English language development?*” resulted in responses categorized in eight themes and are summarized in the following table.

Table 2. Themes Emerged According to Debate Activities

Themes	Oral Production Practice	Increased Confidence	Information Sharing	Critical Thinking Skills	Reading Comprehension	Vocabulary Learning	On the Spot Thinking	Difficulty Stating Opinion
Participant								
1	•			•				
2		•	•	•				
3	•	•		•	•			
4		•						
5	•			•				
6				•		•		
7				•				
8	•					•	•	
9								•
10							•	

Four participants identified that debates were effective because they provided an additional opportunity to effectively use English orally to communicate their arguments.

Participant 8 “When in a debate, you must speak quickly and use powerful words”.

Three participants noted that they believed that debate activities increased their confidence to speak in front of their classmates. Also, when participants won debates they felt that they were able to accurately use the language in a convincing way.

Participant 2 “If you have a debate and you win, you can increase self confidence”.

One participant suggested that debate activities was a way where information could be shared to one another.

Participant 2 “I really like debates because people can show their knowledge to others”.

Six participants identified that debates encouraged the use of logical thinking because they were required to research, read, synthesize, and analyze information to determine what should be included and excluded in the debate. They were also required to prepare to answer anticipated questions, which further develops their critical thinking skills.

Participant 5 “This [debates] helps us to think critically so that we can ask critical questions”.

One of ten participants identified that debates required students to read a variety of texts to gather their information and thus contributed to their reading comprehension skills.

Participant 3 “This helps to improve speaking and practices logical thinking skills because you have to research information which is also reading practice”.

Two participants noted that using effective and accurate vocabulary in helped them successfully engage in debates. Often participants needed to look up unfamiliar, related vocabulary; thus, debates contributed to learning new vocabulary words.

Participant 6 “Also, we learn to use proper language for the topic”.

Two participants suggested that since debates compelled them to respond quickly to an argument, they became engaged and felt that they were able to accurately answer questions without spending much time thinking about how to construct the sentence.

Participant 8 “When in a debate, you must speak quickly and use powerful words. When I’m not debating, I usually translate my Chinese word into English words, but when we are debating, I don’t have time and I have to think in English”

Participant 10 “You must answer questions immediately to support your argument. It forces you to think quicker and less grammar errors are made.

Contrary to what other participants identified, one participant reported that it was difficult to express ideas when debating because it was easy to get confused with the various ideas presented.

Participant 9 “It’s hard for me to state my opinion and make others think I am right”.

4.1c. Games

Language games can take on various forms for particular language learning objectives. For example, the game Tic Tac Toe can be used as an interactive activity focusing on phrasal verbs; that is a combination of verb and one or more prepositional particles that function as a single semantic unit; such as the phrasal verb ‘put up with’. First, the Tic Tac Toe grid is drawn on the board with the first word of the phrasal verbs written in. Second, students are divided into two groups. Third, students from each group come up to the board and writes in the corresponding particle for the verb that is selected. If correct, a mark in the square is drawn. These steps are then repeated by a student from another group until one group wins (see Appendix F activity #5).

Under the category of games, the following question “*Have language games contributed to your English language development?*” resulted in responses categorized in eight themes and are summarized in the following table.

Table 3. Themes Emerged According to Language Game Activities

Themes	Improve Language Skills	Oral Production Practice	Critical Thinking skills	Learn about Different Cultures	Help Students Relax	Establish Friendships	Vocabulary Learning	Cannot Remember the Skills Learned
Participant								
1	•		•					

2				•	•			
3				•	•	•		
4				•			•	
5	•				•			
6							•	
7		•						
8	•			•				
9	•							
10								•

Four participants identified that they did not perceive language games as a strategy that has contributed to their English language speaking development. One of the four participants who reported that games did not improve their reading, writing, speaking or listening, identified that games did play a role in developing critical thinking skills because participants had to think in order to be successful.

Participant 5 “This [games] is not helpful for me to learn the skills”.

One participant noted that language games are additional opportunities for participants to become actively involved and orally use English to communicate.

Participant 7 “It is useful because it’s active...students can take part”.

Four participants suggested that taking part in language games enabled them to learn more about the culture that they were studying in because they compared the games experienced to the types of games they played in their homeland.

Participant 2 “Games helps refresh our minds because students sometimes become tired or become bored. We can also learn about different cultures through games”.

Two participants indicated that games were a way to refresh students when they are tired or start to feel bored during the language learning.

Participant 5 “This [games] is not helpful for me to learn the skills, but it is helpful for me to relax in class”.

One participant suggested that playing games encouraged participants to learn about one another. As games often involve group interactions, participants expressed that it was a useful way to establish new friendships.

Participant 3 “To play games, you have to talk to classmates and develop friendship”.

One participant acknowledged that being a part of language games is considered fun, but often the core language skill underlying the purpose of the game is often not remembered.

Participant 9 “I like games, but I can’t remember what I learned from the game”.

4.1d. Presentations

The types of presentations that students take part in vary in length and objective. For example, the focus of a presentation can be informative or persuasive and can range from being independent to collaborative in nature (see Appendix F activity #6).

Under the category of presentations, the following question “*Have presentations contributed to your English language development?*” resulted in responses categorized in five themes and are summarized in the following table.

Table 4. Themes Emerged According to Presentation Activities

Themes	Oral Production Practice	Increased Confidence	Critical Thinking/ Organization Skills	Reading/ Vocabulary Comprehension	Writing Skills
Participant					
1	•	•			
2		•			

3	•	•	•	•	•
4	•	•			
5	•		•		
6	•				
7	•		•		
8	•	•			
9	•	•			
10	•		•	•	

Nine of ten participants recognized that they found presentation activities to be useful because it enabled them to practice the use of tone, volume and expression when presenting. Participants believed that presentations contributed to their ability to express ideas in a creative and competent manner.

Participant 6 “It [presentations] helps to express your idea, what you learned and [it] is a very important skill in North America”.

Six participants identified that they highly valued engaging in presentations because the more they spoke in front of their peers, the more they felt that they increased their level of self-confidence and were better able to identify the areas that they need to continue to improve in. Participants were aware that presentation skills are very important for when they peruse their academic studies and felt that the more experience they had prior to starting their academic classes, the better equipped and more confident they would become.

Participant 8 “It builds our confidence. This helps us feel comfortable for when we will be in our academic classes”.

Participant 9 “This [presentation] is really helpful especially for business students because we will do presentations in our academic class. When you present more often, you become more comfortable”.

Four participants noted that when planning a presentation, they used their organizational and analytical skills to design what and how information would be communicated.

Participant 7 “It [presentations] can help with organization skills”.

Participant 3 “It [presentations] helps...because you have to organize your information”.

Two participants identified that they needed to research and read English material to effectively prepare for their presentation. The process of researching information allowed the participants to encounter and learn new vocabulary.

Participant 10 “You also need to research to find details, learn new vocabulary”.

4.1e. Multi-Media

Multi-media can range from viewing videos on websites, to watching a documentary, to taking notes while listening to audio. An example of an activity involving the viewing of website video is where students watch a short documentary on the discovery website on the topic of global warming. As students watch the video, they take notes. Once they have completed the viewing, they then use their notes to summarize what they understood. Students can be encouraged to create 2-3 questions about the topic based on the information comprehended. Then, students can be grouped in small numbers to first summarize what they understood; and second use their questions as a springboard to further discuss the topic. A similar type of activity can be carried out using audio devices.

Under the category of multi-media, the following question “*Has multi-media contributed to your English language development?*” resulted in responses categorized in six themes and are summarized in the following table.

Table 5. Themes Emerged According to Multi-Media Driven Activities

Themes	Listening Comprehension Practice	Writing Skills	Vocabulary Learning	Critical Thinking/ Organization Skills	Culture Learning
Participant					
1		•		•	
2	Unable to answer question				
3					•
4	•	•			
5	•	•			
6					•
7	•				
8	•		•		•
9	•				
10	•	•			

Six participants greatly valued the use of multi-media because it provided opportunities to listen to information and synthesize information comprehended.

Participant 9 “It [multi-media related activities] trains our listening skills”.

Participant 7 “Helps with listening practice and teaches us how to focus on key words...we are able to quickly catch what the speaker is saying”.

Four participants claimed that multi-media related activities helped improve their writing skills because they had to learn to organize what they comprehended.

Participants suggested that using multimedia, such as audio and video to practice taking

notes enabled them to concentrate on understanding main ideas while recording the ideas in an organized format.

Participant 5 “Taking notes is a reaction to what we are listening to and what is understood”.

Participant 1 “These types of activities help with note taking skills. We need to think quickly and correctly write what we understand”.

Participant 4 “It helps with my writing skills. Especially with speed when I’m listening and note taking”.

One participant noted that multi-media based activities helped with understanding vocabulary.

One participant claimed that multi-media based activities helped develop critical thinking because participants had to think about what information was relevant.

Three participants suggested that multi-media based activities provided an opportunity for them to experience how others use language and how meaning can be easily changed according to how language is used within a culture; thus this helped participants better understand different cultures presented through media.

Participant 3 “We can understand the culture and the habits of this country”.

Participant 8 “This [multi-media based activities] helps to learn clichés and idioms that are common and what situation to use them in...it helps teach about culture”.

4.2 Category 2: Self-Reported Language Development

4.2a. Writing Skills

Under the question “*Do you feel that you have improved your writing skills?*” participants revealed how they tracked their writing development. These methods were categorized into three themes and are summarized in the following table.

Table 6. Participant Perception of Writing Development

Themes	Increased knowledge (grammar/ organization, vocabulary)	Comparing Previous Essays to Current Essays	Increased Creativity
Participant			
1	Improvement acknowledged; unable to articulate reason		
2	Improvement acknowledged; unable to articulate reason		
3	•		
4	•		
5		•	
6	•		
7	•		
8	•		
9			•
10	•		

All participants believed that they have improved their writing skills, however in different ways. Six of ten participants identified that they have a better understanding of academic essay requirements in terms of appropriate structure. Participants also noticed that they were able to better organize arguments when writing essays under strict time requirements.

Participant 7 “my grammar has improved and also I have improved in organizing ideas”.

Participant 8 “In the beginning, I didn’t know what to write when I wrote an essay, now I know the structure and what to write”.

One participant believed that he/she improved in writing because of the increase in essay scores received throughout the semester.

Participant 5 “My first essay score was 40/100, but my last essay score was 70/100”.

One participant believed that improvements in creative thinking occurred because hs/she can readily think of arguments to include in their essay that they could not before.

Participant 9 “I have more ideas to write about and readers have a better understanding of my opinion”.

4.2b. Listening Skills

Under the question *“Do you feel that you have improved your listening skills?”* participants revealed how they tracked their listening development. These methods were categorized into five themes and are summarized in the following table.

Table 7. Participant Perception of Listening Development

Themes	Comprehend Main Ideas	Confident to Engage with People Outside of the Class	Comprehend Language of Increased Difficulty	Limited Improvement; Lacks use of accurate words to record what is understood	Improvement; Difficult to engage in conversation
Participant					
1	•				
2				•	
3		•			
4			•		
5				•	
6	•				
7	•				
8	•				
9					•
10			•		

Four participants identified that their listening skills have enhanced because they felt that they could better understand what other people were saying not only during daily conversations, but also when watching television.

Participant 7 “I can catch the main ideas when I watch a video and I can take notes and include detailed information”.

One participant suggested that they believed that their listening had improved because they were more comfortable and confident to engage in conversation with people who were not classmates.

Two participants identified that they were able to understand more complex dialogue.

Participant 4 “the level of difficulty can be increased and I can understand”.

Two participants claimed that they had noticed limited improvements and continued to struggle with taking notes when listening to a lecture because of either not completely understanding what a speaker said or not being able find accurate vocabulary to record what they understood.

Participant 2 “I know what the speakers are saying, but I can’t write the correct words. Maybe this is due to a lack of vocabulary”.

One participant noted that due to the lack of improvements in listening skill, it was difficult to engage in continuous dialogue. Contrary to some participants, this participant identified greater success when listening and note taking compared with listening during conversation.

4.2c. Speaking Skills

Under the question *“Do you feel that you have improved your speaking skills?”* participants revealed how they tracked their speaking development. These methods were categorized into seven themes and are summarized in the following table.

Table 8. Participant Perception of Speaking Development

Themes	Ability to Self-Correct	Increased Confidence	Increased Organization of Ideas	Improved Pronunciation	Increased Fluency	Increased Use of Complex Vocabulary	Peer Recognition
Participant							
1	•						
2			•				
3		•					
4			•				
5			•				
6				•			
7				•	•		
8					•	•	
9							•
10				•			

All participants believed that they have improved their speaking skills, however in different ways. One of ten participants identified that overall speaking skill has improved because of the ability to self-correct pronunciation errors.

Participant 1 “I can correct the mistakes that I make when I’m talking to people”.

One participant identified that overall speaking skill had improved because of the increased sense of confidence when communicating.

Three participants recognized that their overall speaking skill had improved because it was easier to organize thoughts and construct sentences to express ideas.

Participant 3 “My sentences are more organized and I use bigger [complex] words”.

Three participants identified that their overall speaking skill had improved because of their observation in increased accuracy in pronunciation of words.

Participant 7 “I can speak more fluently than before”.

Two participants noted that their overall speaking skill had improved because of their increased fluency.

Participant 7 “I speak more fluently than before and my pronunciation is more accurate”.

One participant identified that her/his overall speaking skills had improved because of the increased ability to integrate more complex vocabulary.

One participant acknowledged that his/her overall speaking skills had improved because of recognition received from English speaking friends who communicated that they were better able to understand the participant.

4.2d. Reading Skills

Under the question *“Do you feel that you have improved your reading skills?”* participants revealed how they tracked their reading development. These methods were categorized into four themes and are summarized in the following table.

Table 9. Participant Perception of Reading Development

Themes	Ability to Understand a Variety of Text	Ability to Increase Reading Speed	Comprehending Text is difficult when reading unfamiliar topic	Compares Reading Comprehension Scores between Tests
Participant				
1			•	
2				•
3	•			
4	•			
5	•			
6	•			
7		•		
8	•			
9	•			
10		•		

Six participants identified that they could understand information from a variety of sources such as newspapers, advertisements, books and bill invoices.

Participant 6 “I can find the topic sentence in an academic article and I can find the main ideas quicker”.

Two participants explained that they could read longer texts faster and more thoroughly than before. Participants also explained that they were able to more readily use the scanning technique; that is a technique often used when looking up a word in a specific text. Key words or ideas are quickly searched for the purpose of finding a particular answer (Brown, 2000).

Participant 9 “I could not read long texts, but now I can read a lot more”

4.3 Category 3: Perspectives on Feedback & Suggestions to Instructors to Reduce Errors in Reading, Writing Speaking and Listening

4.3a. Oral vs. Written Feedback

Under the question “*What type of feedback (verbal or written) have you found to be useful in your English language learning experience?*” participants revealed the feedback approach that they most preferred. These preferences were categorized into three themes and are summarized in the following table.

Table 10. Summary of Learner Perception for the Type of Preferred Feedback

	Oral	Written	Both
Themes			
Participant			
1			•
2			•
3			•
4			•
5		•	
6		•	
7	Not sure		
8			•
9			•
10	•		

One participant preferred oral communication for the purpose of communicating feedback. Participants explained that this one-to-one method enabled students to ask the teacher specific questions regarding the feedback and thus they would be less likely to repeat the mistakes in the future.

Three participants preferred written communication for the purpose of communicating feedback. Participants believed that written feedback was also useful because teachers may not have enough time to talk to each participant. The advantages of using written feedback are that 1) it ensures that all participants receive guidance; and 2) participants can better retrieve prior feedback received as participants admitted that they

readily forget oral feedback. When feedback is in written form, students can review the comments prior to starting a new task to prevent repeating similar mistakes.

Participant 5 “There are lots of students and Instructors don’t have enough time to talk to every student after every assignment”.

Five participants preferred a combination of oral and written communication for the purpose of communicating feedback. Participants believed the type of feedback depended on the task completed. For example, if participants needed advice on a specific language component, they perceived that one-to-one discussions with the instructor are most appropriate. Participants identified that one-to-one feedback is useful because teachers are able to give students specific and detailed feedback about what they need to improve. However, they also explained that written feedback is easier stored and retrieved for review.

Participant 9 “Both [oral and written are useful] because when the feedback is written, you can now the specific mistakes. If you talk with the Instructor, you may know which part is most important to improve first”.

4.3b. Reducing Reading Comprehension Errors

Under the question “*Describe how you would like your reading comprehension to be corrected*” participants revealed three suggestions to instructors to reduce learners’ reading comprehension errors and are summarized in the following table.

Table 11. Learner Suggestions to Reduce Reading Comprehension Errors

Themes Participant	Discuss Questions & Answers	Numerous Opportunities to Engage in Reading Activities	Topic Preview/ Identifying Relevant Vocabulary
1	•		

2			
3	•		
4		•	
5	•		
6			•
7			•
8			•
9			•
10			•

Three participants suggested that it is important to identify and discuss what makes a correct answer distinct from an incorrect answer. It is significant to examine how to accurately answer questions by considering the type and the amount of information needed to make an answer complete. Participants often felt that their answers were correct and that they were unclear as to why their answer was incorrect. As a result, participants believed that reviewing criteria that lead to correct answers need to be thoroughly reviewed.

Participant 3 “Students need to know how to answer a question (what to include)”.

One participant suggested that numerous opportunities to take part in reading tasks and to answer questions relevant to the reading were important.

Five participants suggested that to decrease comprehension errors stemming from unfamiliar vocabulary, it is important for instructors to select key vocabulary from the text to explain and discuss to assist in reading comprehension. Helping participants understand key vocabulary in a question directs their reading for the purpose of identifying the answer. Also, previewing vocabulary enables students to begin to retrieve prior information and construct meaning to further facilitate their comprehension.

Participant 7 “Sometimes I don’t know what the reading is about and I only look at key words...vocabulary is important”.

4.3c. Reducing Listening Comprehension Errors

Under the question “*Describe how you would like your listening comprehension to be corrected*” participants revealed three suggestions to instructors to reduce learners’ listening comprehension errors and are summarized in the following table.

Table 12. Learner Suggestions to Reduce Listening Comprehension Errors

Themes Participant	Multiple Replay of Audio/Video	Numerous Opportunities to Engage in Listening Activities	Topic Preview/ Identifying Relevant Vocabulary
1	•		
2			•
3	•		
4		•	
5	•		
6	•		
7		•	
8		•	
9		•	•
10		•	

Four participants suggested that listening segments should be played more than once during listening exercises. For example, one method is to first play the listening segment for the purpose of activating prior knowledge before participants read the related questions. Then the segment is played a second time while participants complete the answers. Once the answers are reviewed, the segment can be played a third time to give participants an opportunity to identify key words that indicate the answers. To pause the listening segment between answers signals that the answer to a question has been given.

The instructor can also stop the listening segment after each answer or periodically to ensure participant understanding.

Participant 6 “Repeat the tape and then correct answers. Sometimes the tape can be stopped after each sentence to make sure that students understand the information”.

Five participants suggested that providing numerous listening based tasks were critical to listening skills development.

Participant 4 “More in-class listening activities for practice”.

Two participants suggested that previewing the topic of the listening segment would provide students with information to activate related background knowledge.

Participant 2 “Give a preview about the listening; would be good to give some information about the topic”.

4.3d. Reducing Writing Errors

Under the question **“Describe how you would like your writing to be corrected”** participants revealed four suggestions to instructors to reduce learners’ writing errors and are summarized in the following table.

Table 13. Learner Suggestions to Reduce Writing Errors

Themes Participant	Grammar Correction	Idea/ Argument Correction	Essay Rewrites	Provide Examples of Essay
1	•			
2		•		
3	•			
4	Not sure			
5			•	
6	•			
7	•			
8	•			
9	•			

Six participants suggested that correcting grammar helps develop organized and coherent writing. Participants noted that general grammar sentence structure errors should be identified and then explained in front of the class.

Participant 7 “Grammar, organization of ideas, and the thesis need to be corrected”.

Participant 8 “I would like the structure to be corrected, especially transition words”.

One participant suggested that instructors should correct the ideas presented; to determine whether it is logical and relevant to be included.

One participant suggested that learners should rewrite previously written essays to correct fundamental mistakes.

One participant suggested that having examples of essay types would help illustrate the components that are required for an effective, academic essay.

4.3e. Reducing Speaking Errors

Under the question “*Describe how you would like your speaking to be corrected*” all participants revealed one suggestion to instructors to reduce learners’ speaking errors and this is summarized in the following table.

Table 14. Learner Suggestions to Reducing Speaking Errors

Themes Participant	Instructor Immediate Correction of Speaking Related Errors
1	•

2	•
3	•
4	•
5	•
6	•
7	•
8	•
9	•
10	•

All participants indicated that mistakes in pronunciation or any aspect related to accurate and fluent speech should be corrected by the instructor as soon as the mistake is committed. Participants suggested that instructors should stop them when they make an oral mistake to prevent inaccurate language usage. Participants suggested that they can be recorded when speaking for the purpose of analyzing and correcting common errors and mistakes.

Participant 8 “To say the correct pronunciation. When I say the wrong word, the teacher need to say how the word is correctly used”.

4.4 Discussion

This section discusses participant’s response to the question: how do English as second language learners perceive CLT to contribute to their language acquisition. Interestingly, most participants reported that CLT based tasks were effective in enhancing their competent use of English; however, the extent of their development was not sufficient to successfully pass the CAEL Assessment, thus ELIP 3 the first time around. This signifies that a dissonance between learners’ development in language acquisition and their report of meaningfully perceived approaches does exist. All participants had repeated ELIP 3 at least once. The following discussion attempts to analyze the potential

reasons why L2 learners are experiencing difficulty in achieving the necessary ELIP 3 skills that lead to a demonstrated English language competency.

4.4.1 Perceptions of Communicative Language Tasks

Communicative language tasks are those that emphasize oral production as central to improving language competence in the complimentary areas of reading, writing, and speaking. Such tasks engage learners in activities where they are required to purposefully and effectively produce English orally. In recapitulating Nunan (1991), CLT is composed of: 1) emphasizing learning through interactive participation in the target language; 2) integrating meaningful texts into the learning context; 3) providing occasion for learners to focus on language form in addition to the learning process itself; 4) encompassing learners' personal experience into the learning process; and 5) attempting to relate language learning with language use outside of the classroom. Communicative language tasks that were examined in this study are group discussions, debates, presentations, language games and the use of multi-media.

4.4.1a. The Role of Oral Production

Communicative language tasks such as discussions, debates and presentations were viewed as activities that facilitated participants' English language learning because they enabled opportunities for participants to engage in oral language production, which in turn increased their levels of confidence when communicating. The two components of oral production practice and increased levels of confidence were expressed as the central contributions to participants' second language acquisition. In addition, a few

participants made connections between the tasks of group discussions, debates and presentations with other important skills necessary to support language learning such as critical thinking; listening, reading, and writing comprehension; information sharing skills; vocabulary learning; and on the spot thinking abilities.

The findings of this are in line with Izumi & Izumi's (2004) findings regarding whether providing language learners with the opportunity for oral output positively influenced their L2 acquisition. Izumi & Izumi's (2004) study examined whether giving learners the occasion for oral production positively influenced L2 acquisition of grammatical form. The study, involved the random assignment of twenty-four ESL learners into two groups. Participants in group one were involved in a picture description task where they were required to comprehend input and produce an output. Participants in group two were involved in a picture sequencing task where they were only required to comprehend given input. The results of Izumi & Izumi's (2004) study indicated that the non-output group (those who did not have an opportunity to produce oral output) outperformed the output group (those who did have an opportunity to produce oral output). Post-hoc re-examination of the treatment tasks used in the study revealed that the output task did not engage learners in the "syntactic processing that is necessary to trigger L2 learning" (Izumi & Izumi, 2004, p.1).

Participants expressed that as a result of producing English orally, they had increased their self-confidence. They identified that these tasks provided opportunities to use language within a meaningful context. This finding confirms Savignon & Wang (2003), who state that such activities are favoured by learners because they require

learners to take an active role in the process of their language learning by being compelled to use reading, writing and listening skills to complete task requirements.

Deusen-Scholl & Hornberger (2008) claim the purpose of task-based activities is to engage language learners in goal-oriented communication for the purpose of solving problems, completing projects, and reaching decisions. In task-based instruction, Phrabu (1989) identified three formats. First, is an opinion gap format that requires learners to exchange views and attitudes around a prescribed topic; second is an information gap format that requires learners to engage in transfer and exchange of information to complete a task; and third, is reasoning gap format that necessitates learners' to provide support for an application taken to solve a problem. When learners effectively employ English and successfully complete the task required, they develop confidence because they witness their competent use of language.

Participants may have valued oral production for reasons different from its intended purpose. Oral language production is a significant component of the language learning process. When communicative tasks require learners to produce oral output, it forces them to pay attention to the language structures needed to appropriately and effectively communicate. As learners engage in this process, they can become aware of specific linguistic problems which in turn can guide and modify the way that they use language (Beckman, 2008). According to the Output Hypothesis, it is crucial for second language learners to produce the target language as this includes mental processes that are a part of second language development (Swain, 1998). It is then expected that similar mental process would be applied to facilitate input comprehension as well as written production. In this study, participants may have overlooked the language objectives of

tasks involving oral production and focussed on the fact that they were using the language because in their traditional teacher-centred learning environment, they did not have as many opportunities to be vocally active in the learning process. Participants may have equated oral use of language with language learning which is not necessarily true as indicated by their repeat status.

In this sense, the fact that participants in this study reported to have experienced opportunities to produce output does not suggest that second language development is being facilitated and therefore may explain why the participants lack the required language development in reading, writing, speaking and listening. The lesson objectives requiring oral production may also have not been communicated by the instructor in presuming that the tasks would implicitly communicate their objectives. The disjuncture between instructor intended and participant applied language use may stem from differences in perception of classroom learning. Such differences stem from the belief that students' learning styles are often predetermined by their culture. Pratt, Kelly & Wong's (1999) study investigated Hong Kong Chinese university students and Hong Kong Chinese and western university teachers' views of effective teaching. The three areas explored in the survey used were: "1) the goals of undergraduate teaching and learning; 2) qualities of effective teachers; and 3) factors that contributed to effective teaching" (Pratt, Kelly & Wong, 1999, p. 244). The results of the study found that both Hong Kong Chinese students and teachers believed that "memorizing or mastering the basics as a first step within a larger sequence and process of learning" (Pratt, Kelly & Wong, 1999, p. 244). This means that it is critical for particular information to be committed to memory prior to proceeding with additional learning. However, teachers

from countries such as Britain and the United States expressed a different perspective of the purpose of learning, which included the more challenging skills of problem-solving and critical thinking. These teachers expressed that the “process of learning to learn was more important” (Pratt, Kelly & Wong, 1999, p. 244) than learning basic concepts within a discipline.

This demonstrated inherent difference between the intended and perceived focus of learning may have caused a mismatch between learning styles of participants and teaching styles of instructors. Perhaps the more important element in language teaching is providing opportunities where students are provided with guidance to construct structurally sound oral output. Ellis (2003) maintains the language needed for a specific task does not need to be pre-specified; tasks can be designed so that completing its goal demands communication precision. For example, a presentation task can focus on the ability to use varied grammatical structures to express ideas. This demonstrates that task participation can facilitate L2 form learning without explicitly focussing on the form. Skehan & Foster (1997) identified that learners familiarity with task related information frees up their focus to attain production accuracy. According to Ortega (1999), pre-task planning to L2 speaking tasks may increase learners’ attention to form. Pre-task planning affords learners with time to consciously monitor syntactic, lexical and semantic aspects of their output during both pre-test planning and task performance.

4.4.1b. Increased Sense of Confidence

The participants in this study reported to have experienced increased levels of confidence as a result of their overall perceived language improvements. The first

proposed reason that participants may feel increasingly confident is because communicative language based tasks require them to take an active role in their language learning. It is suggested then, that English as second language learners become more confident language users when they actively use language. The ratio between student and teacher participation indicates the extent to which learners have an opportunity to produce English. If the ratio is too close, it suggests that students are “not being provided with a context in which learning will occur” (Gibbons, 2003, pp. 22) because they will have limited opportunity to construct language and negotiate meaning. As the communicative language approach encourages learners to be more involved in their learning, it is possible that this contributed to their sense of increased confidence when using English.

The second proposed reason is related to the fact that the longer participants are in the program, the more comfortable they become with the communicative learning approach. It is expected that as participants repeat the program, they will likely encounter others with whom they have already established a friendship with and who are also repeating. Thus, this reduces the pressures of meeting, collaborating, and communicating with unfamiliar people; in turn resulting in increased confidence.

Further, it is crucial to highlight that participants perceived that they are confident because they are increasingly using English in and outside of the classroom in effective ways. Participants did not identify their increase in confidence to be related to their performance on the exit CAEL Assessment. To review, the CAEL is an integrative assessment of students’ reading, speaking, listening and writing ability and does not attempt to test student confidence levels in any way. The CAEL test comprises of

reading an article, listening to a lecture, orally answering questions and writing an essay based on a topic given (CAEL, 2008). As most participants in this study did not draw a connection between oral production and related language skills such as reading, writing, and listening comprehension, it is proposed that there is a gap between the factors that participants use to gauge their sense of confidence and the language skills required to be successful on the CAEL Assessment.

4.4.1c. Information Sharing & Culture Learning

Implementing tasks through social interaction promotes collaborative interaction through which learners can support each other's second language acquisition.

Traditionally, games have been preferred communicative tasks that give insight to learners' competence and performance. Well planned and managed games offer learners opportunity to "internalize vocabulary, and grammar structures extensively" (Ajibade & Ndububa, 2008, p. 31). Language games are task-based and are commonly employed as a means to introduce or review vocabulary. As language games are interactive and require group participation, learners often work together to support each other's L2 learning. Peer support can be displayed through interactions where learners learn new vocabulary; by defining and sharing the meaning of new words (Swain & Lapkin, 2001). Participants in this study did not perceive language games to be conducive to their L2 acquisition. They found it difficult to identify the language focus being addressed and therefore only remembered the fun they experienced. In fact, the participants felt that games were an effective way to socially interact with peers and establish friendships while learning about Canadian based games. These findings contradict the results of

Ajibde & Ndububa (2008). In their study of 100 senior secondary school students learning English in Nigeria, Ajibde & Ndububa (2008) reported that integrating language games along with culturally representative activities such as songs within classroom teaching motivated learners and contributed to English language performance. The fact that participants did not make the connection between the importance of cultural learning in their second language development demonstrates that a divide exists between their perception of the components entailed in language learning and what the actual factors necessary to be a competent language user are.

The role of culture is a vital component of language learning. Through the engagement of culturally related activities learners are able to further develop their linguistic skills because competent language use involves transmitting language according to the social norms of the target language (Peterson & Coltrane, 2003). Social norms include and are not limited to customs, beliefs, and manners of engagement. When participants do not include the culture of the target language as a component that they need to become familiar and comfortable with, they are attempting to learn a language in isolation of the context in which it is used in.

4.4.1d. Critical Thinking

An integrated, CLT approach can achieve the specializations of particular skills through differentiated teaching practices. The added richness of an integrated, CLT approach further motivates students to become critical interlocuters of meaningful dialogue by implementing all skills to exchange thoughts and feelings. Research and practice in English language teaching has identified four skills (reading, writing, speaking

and listening) as of paramount importance. Until recently, ESL learning materials have primarily focussed on only some of the four skills (Brown, 2001). In a time where language performance is defined according to productive (oral and written), and receptive (aural and reading) abilities, greater attention has been paid to a skills-integrated based curriculum that encourages learners to comprehend, synthesize, analyze and reflect upon information received and communicated. For example, curriculum designers are taking on a whole language approach by treating listening as one of two or more related skills. From this approach, a 'presentation' (speaking focused) lesson may include;

- *Task objectives* are discussed to bring student attention to what to focus on
- Independent *reading* of a passage
- *Listening* to and note taking information based on a lecture
- *Writing* a summary on the information or developing an argument based on information presented
- *Pre-task planning* is integrated to enable students to construct thoughts
- Presenting (*speaking*) about argument

This lesson demonstrates how the integrating the requirements of utilizing language skills along with critical thinking skills can guide learners to complete a task that models real-life language interactions expected at the university level.

In addition, it is important to review the features of the CAEL Assessment to develop plausible reasons as to why participants may be unsuccessful in accomplishing its prescribed tasks. First, the CAEL is available in numerous versions where each version is a different topic. Since all of the information required to complete each section of the test is provided in the readings and lecture, the test is developed to minimize the topic presented (Jennings, Fox & Graves, 1999). Even with considerations related to the effect of prior knowledge in mind, limited steps can be taken at the test development stage to address test takers' interest and perceived relevance. A significant concern of

topic-based tests is that the test topic may advantage or disadvantage some test-takers. Factors that may affect performance are: topic interest, prior knowledge, and perceived relevance or the test taker's opinion about the topic. The term topic effect refers to the possible threat to test validity as a result of these factors (Jennings, Fox & Graves, 1999). The purpose of Jennings, Fox & Graves (1999) study was to explore potential topic effect that could be exhibited in the CAEL. Two groups were created, where group one received choices in selecting their writing prompt whereas group two did not receive choices in topic selection.

The results of the study concluded that there were no significant differences in performance between the two groups; however did observe two themes that were viewed as significant factors in determining test performance. First, both groups identified that the variable most perceived as an important factor that influenced their performance was the amount of time given to complete the test (Jennings, Fox & Graves, 1999). Second, both groups identified that the test topic was also a variable that influenced the test-takers' performance; a similar proportion of students from both groups reported that "Choice is important to me as a test-taker" (Jennings, Fox & Graves, 1999, p.25). In identifying test takers' views on factors that influence their test performance it is suggested that if the CAEL Assessment is used as the test at the end of the ELIP 3, then it may be valuable to align in class activities to parallel the structure of the CAEL. For example, the previous example given can be modified as follows:

- *Task objectives* are discussed to bring student attention to what to focus on
- Timed independent *reading* of a passage and question answering period
- Timed *listening* to and note taking information based on a lecture
- Timed *writing* task based on a prompt and drawing from information presented

In this example students are able to practice the skills according to time conditions that are similar to that of the CAEL. The main difference in this example compared to the first presented is that time limits have been imposed. It is possible that participants experienced tasks with time requirements that were not as stringent as CAEL time requirements. Thus, participants may have been unsuccessful on the CAEL Assessment because the Assessment does not afford similar timing conditions compared to in class activities. The example does not include a variety of choice for the writing prompt as this would not be an inaccurate reflection of the assessment. Instead, instructors are encouraged to use students' writing as a spring board to share the range in the type of information drawn from the lecture and readings to produce a coherent essay. It is anticipated that this method would draw students' focus away from the perceived importance of the topic to how the topic along with presented information can guide students' writing.

4.4.2 Self-Reported Language Development

Although most participants identified perceived language developments, when reviewing their reading, writing, speaking and language scores reported in their end of term report indicates that participants continue to struggle in some skill areas. It is crucial to explore why participants are challenged despite their self-reported language development. Since the learning environment and teaching styles are different between Asian and North American education, it is then important to consider the culture-based learning style that these participants have previously experienced and have become accustomed to.

Asian culture-based learning styles approach may influence the ability to learn using Western teaching approaches (Wong, 2003). Traditionally, Asian students have been identified as passive learners. Wong's (2004) three stage study explored the possibility of flexibility in changing or adding learning styles to one's repertoire. In the first stage of the study (Wong 2003), 78 first to fourth year Asian international undergraduate students enrolled in a variety of programs at a South Australian university were surveyed. The purpose of the survey was to examine the students' perspectives of preferred teaching approaches in higher education. The findings indicated that although most of the Asian students came from a background of teacher-centred learning, the preferred mode of teaching and learning was through lecturing and group discussion (Wong, 2003). The significant finding was that the preferred styles of learning for first and second year students were different when compared to third and fourth year students. In the first and second year, 33% of Asian international students preferred the lecture approach. However, by third year and fourth year, 23 % of students reported that they preferred this learning style (Wong, 2004). As all participants in this study are repeaters of ELIP 3, it is suggested that there may have not been enough time for participants to make the transition from their traditional learning style to the CLT style of teaching and learning. This indicates that unless sufficient time is allocated for participants to engage in CLT learning, useful communicative based activities although deemed meaningful by participants will render limited development. Ensuring that the communicative approach is implemented throughout all levels will increase participants' familiarity with language learning objectives and related tasks.

4.4.3 Perspectives on Feedback & Suggestions to Instructors to Reduce Errors in Reading, Writing Speaking and Listening

Participants affirmed that the role of feedback is crucial in their second language learning. Most participants favoured immediate feedback either in written or oral form. Understanding the forms of feedback preferred by students is paramount in providing effective, constructive feedback. Chaudron (1997) explored the different types of feedback provided to French immersion students by their teachers. He noted that not all forms of feedback were noticed by students. For example, providing feedback in the form of repetition and emphasis resulted in more immediate reconstructions of language than did feedback without emphasis.

Doughty & Varela (1998) investigated the use of corrective feedback (CF) in a context based-ESL science class. They found that students who received CF on specific language forms demonstrated better oral proficiency than those who did not receive CF. When interviewing participants about their perceptions of valuable feedback, questions relating to specifically to instructor methods of feedback was not explicitly asked. It was anticipated that with prompting they would have shared specific forms of feedback experienced. However, despite prompting, participants did not offer information regarding whether the type of feedback they received was helpful. Instead, they commented about the type of feedback that they preferred. To review, most participants are Chinese and knew that the researcher was an ELIP instructor. It is possible that they may have perceived the researcher to be a figure of authority and felt uncomfortable or believed that it was inappropriate to disclose their views about language learning experiences with their instructors.

CHAPTER V

CONCLUSION & RECOMENDATIONS

What we hope ever to do with ease, we must learn first to do with diligence.

Samuel Johnson

This chapter reviews the study's themes that emerged from the findings as well as a summary of the discussion of the findings as they relate to relevant literature presented. The implications of this study to the English as a second language teaching practice are presented along with recommendations to refine English language teaching practices. Lastly, suggestions for further research are provided.

5.1 Summary of the Study

As university bound English second language speakers work toward communicative competence, the Communicative Language Teaching approach strives to make communicative competence the goal of second language instruction. Thus, the purpose of the study was to investigate second language learners' views on CLT's contribution to their English language development. The qualitative case study methodology was implemented to collect data in this study. In the data collection process, two instruments were used: interviews and document analysis. A personal interview was conducted with all participants through face-to-face meetings. The documents collected in this study included the students' final program report which indicated an entrance and exit score in the areas of reading, writing, speaking and listening. The data was analyzed by using a constant comparative method (Merriam, 1998). There were ten participants involved in this study comprised of ELIP 3 students.

5.2 Summary of Themes & Discussion

The participants in the study reported that communicative language based activities were conducive and played a significant role in: 1) oral production; 2) increased self-confidence; 3) information sharing & culture sharing; and, 4) improved critical thinking. Although the participants reported that CLT tasks were effective in developing their English language acquisition, all participants had repeated ELIP 3 at least once. Thus, their lack in language development indicated that dissonance between learners' development in language acquisition and their report of meaningfully perceived approaches exists. All participants had repeated ELIP 3 at least once; where their overall language proficiency was not sufficient to be successful on the CAEL Assessment. Participants further reported their overall language development, provided their perspective on effective feedback and suggested feedback measures that can be taken to improve reading, writing, speaking and listening skills.

To review, communicative language tasks as outlined by Nuan (1991) are those that: 1) emphasizes learning through interactive participation in the target language; 2) integrates meaningful texts into the learning context; 3) provides occasion for learners to focus on language form in addition to the learning process itself; 4) encompasses learners' personal experience into the learning process; and 5) attempts to relate language learning with language use outside of the classroom.

First, participants may have valued the role of output production for reasons different from its language objective. Instead of focusing on the language objective, they focused on the fact that they had the opportunity to use the language; which is a result of learning in a different environment that they may have not been previously exposed to. It

is also possible that the reason students did not focus on language objectives is because the objective itself may not have been explicitly communicated; thus resulting in differences between instructor intended and participant applied language use.

Second, the reason that participants felt increased confidence is because the communicative tasks they experienced required them to actively take part in their language learning. Active engagement lead to the sense of greater control in the quality and effectiveness of language produced. Another reason why students may have perceived confidence is because as repeaters of ELIP 3, it is likely that they encountered students who they already knew and who were also repeating the program; thus reducing anxiety. Participants may have created a false sense of confidence by equating their self-confidence with perceived language improvements in and outside of the classroom and not considering their performance on the CAEL Assessment.

Third, participants did not view language games or other games that involved learning about the target culture to be conducive to their language acquisition. Participants did not make the connection that taking part in culturally related activities is directly related to learning how to transmit language according to the social norms of the target language (Peterson & Coltrane, 2003).

Fourth, communicative tasks require participants to critically think about what to communicate and to employ purposeful language when communicating ideas. These types of tasks will further prepare students for the type of integrated critical thinking and language needed for the CAEL Assessment. When participants are familiar and comfortable to critically express views under timed conditions, they will be less likely to let the topic negatively affect their performance.

Despite participants' reported overall improvement in English, most participants continue to struggle in some language skill areas. Differences in learning environment and teaching styles may play a crucial role in English second language acquisition. Asian culture-based learning styles involve students to take the role of passive learners (Wong, 2003); which is opposite of the fundamental goals of the communicative language learning approach. Also, if sufficient time is not given to participants to engage in CLT learning, communicative tasks will be of limited use to language development.

All participants identified the importance of receiving immediate, corrective feedback in all four language areas. Participants preferred either written or oral feedback depending on the task completed. It is important for teachers to be aware of feedback preferences, as learners may be more receptive to a particular form of feedback.

5.3 Recommendations & Implications

5.3.1 Recommendations

In order to understand the challenges involved in learning English as a Second Language, it is significant to know the extent to which international students have mastered the English language prior to starting their study in a North American setting. Being aware of the language skills and learning styles that students bring facilitates the process of providing language tasks that meet the needs of the students and establish necessary skills to be successful on the CAEL Assessment. The following includes recommendations to improving second language acquisition while implementing communicative based tasks.

First, the objectives of language tasks need to be explicitly addressed to bring learners' attention how language is being constructed and is being communicated. According to Samuda (2001), tasks that explicitly guide students through an input stage, an operation stage, and a stage where students reflect on their performance yields demonstrated language development. For these tasks to be successful, tasks are differentiated according to knowledge construction, awareness building of form, consolidating what is known through a project and performance reflection.

Second, tasks involving oral output needs to include sufficient, yet reasonable time for students to plan their written or oral performance. It is possible to put forth that participants may not have had enough time to participate in pre-task planning throughout their communicative based tasks and thus failed to develop linguistic components to assists English language acquisition.

Third, appropriate time needs to be allotted for particular tasks to ensure that learners are engaged in the mental mapping processes involved in language and meaning construction. This suggests that focus on form as well as meaning needs to be integrated in the curriculum throughout ELIP Foundation through 3 to ensure that students have ample time and opportunity to become accustomed to learning in a communicative task based environment. Kerns and Knight-Mendelson (2006) outline steps that should be included in a planned lesson. Following this guide can guide effective teaching to take place (see Appendix G).

Fourth, tasks that resemble the format and time requirements of the CAEL Assessment should be thoroughly integrated throughout ELIP 3 to ensure that

participants are comfortable to analyze, synthesize and critically express arguments under timed conditions.

Fifth, it is necessary to be aware of corrective feedback practices that are effective for students. Focussing on student errors is useful for teachers to identify in order to help learners self-correct the errors made. Feedback will likely depend on the focus of activity as well as the frequency of error generated. Striking a balance between correcting global errors; those that impede comprehension and local errors; those that do not impede comprehension is required to certify that students grasp corrections for fundamental language components (Brown, 2001). The following strategies may guide corrective feedback practices:

- 1) Teachers must understand or attempt to understand the response given and should consider the complexity of idea along with sentence structure presented. When instructors superficially understand responses, feedback given may be of limited value to the student.
- 2) Teachers may integrate gestures in their corrective feedback. Gestures are often quick, unobtrusive and promote self-correction. For this feedback technique to be successful, students need to be aware of what the gestures indicate prior to implementation. A common form of using gestures as a part of correction finger correction involves each finger representing a word. When a learner misses a word, the instructor repeats the sentence counting off each finger, and indicating the missing word on the appropriate finger (Brown, 2001).

- 3) Teachers can use the board to highlight errors. To engage students in error correction, the instructor can write the errors on the board and have students provide the correct answer.

5.2.2 Implications

It has been argued that integrating the reading, writing, speaking and listening reduces the rules of grammar and the value for learning each skill separately (Brown, 2001). Prior to CLT approaches, sequencing learning was thought to be a logical progression of language difficulty. This created curriculum designs with segmental courses each focusing on a separate language skill. The downfall of such programming is that students learn about the language with limited opportunity to use the language.

Typical objections to CLT have also been driven by deeper motivations. From an administrative perspective, programming separate/ segmented courses considers the practicalities of coordinating class time, hiring teachers, ordering material and possibly most importantly, placing students into courses, leading to the third reason against integration. Each student bears specific and individualized purposes for learning English that may be easier to label according to one of the four skills. Thus, specialized activities to explicitly improve a particular skill may be more effectively implemented within the communicative approach. Creating specialized courses that meet specific learner language needs can still be developed based on the communicative based approach. For this to take place, curriculum designers would need to conduct precise planning for the purpose of meeting language goals as well as preventing the duplication of courses.

5.3.3 Suggestions for Future Research

First, since participants appear to continue to struggle in listening, further research delving in the possible factors that impede their listening comprehension is needed. Second, designing a comparative study between first time passers and repeaters may offer additional insight about learning characteristics or methods that students possess that enable them to immediately succeed in the CAEL Assessment. Third, including the perspectives of teachers on teaching approach and comparing it to a greater number of participant perspectives may identify additional differences and similarities between teacher expectations and learner perceptions of language objectives. Fourth, a study including the role of culture shock as well as gender as variables that may influence how language is acquired may be significant.

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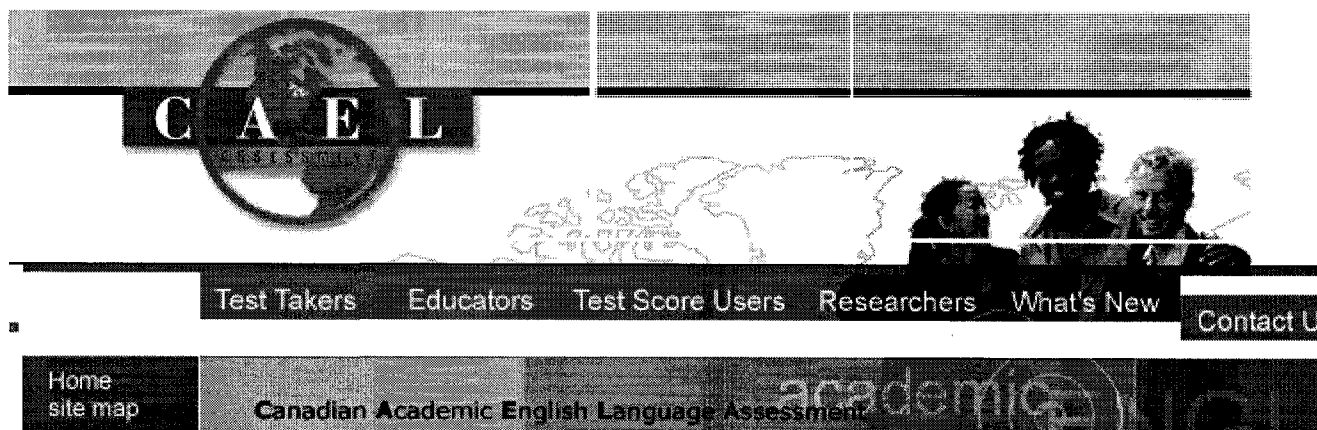
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APPENDICES:

APPENDIX A: DESCRIPTION OF CAEL ASSESSMENT BAND SCORES



Description of CAEL Assessment Band Scores

- 90 Expert User:** Demonstrates exceptional competency required for academic English use. Is fluent, accurate, flexible and adaptable in the academic setting.
- 80 Adept User:** Demonstrates high level of competency required for academic English use. Is fluent, accurate, flexible and adaptable in the academic setting.
- 70 Very Competent User:** Demonstrates effective competency in using academic English. Is generally fluent, accurate, and flexible in the academic setting.
- 60 Competent User:** Demonstrates satisfactory competency in using academic English. Minor limitations in fluency, accuracy, and flexibility in the academic setting.
- 50 Competent but Limited User:** Demonstrates a degree of control in using academic English but fluency, accuracy and flexibility are somewhat limited in the academic setting.
- 40 Marginally Competent User:** Demonstrates uneven control in using academic English. Fluency, accuracy, and flexibility are impediments to overall competence in the academic setting.
- 30 Limited User:** Demonstrates constrained competency in academic English use. Noticeable problems in fluency accuracy, and not sufficiently flexible in the academic setting.
- 20 Very Limited User:** Demonstrates severely constrained competency in academic English use. Insufficient fluency, accuracy, and flexibility in the academic setting.
- 10 Non User:** Demonstrates very little ability to use or understand English in the academic setting.

APPENDIX B: PARTICIPANT PROFILES

For each participant, their entrance and exit standardized CAEL score have been obtained from the program report and their scores have been recorded to determine the degree of development within each skill area (reading, listening, writing and speaking). Entrance scores for Participants 4 and 2 were unable to be obtained. For these participants, their CAEL practice (an opportunity to take a CAEL test no longer in circulation for the purpose of becoming familiar with the testing conditions), score was included for comparison purposes. The current status of participants and whether participants are current fulltime students, repeating ELIP 3, or no longer enrolled in the program is also included to provide a holistic view of participants.

Note: n/a= information not available

Profile A: Students who have repeated ELIP 3 two times:

Participant 1	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	40	40	45	40	42.5
Exit CAEL Score	50	60	55	60	60
Current Statuus= full time student in academic course					

Participant 1 is a 29 year old female from Shri Lanka. She has lived in Canada for approximately 10 months. This is her first time attending school for English learning purposes in Canada and has been learning English for approximately 3 months.

Participant 1 takes part in the following English language related activities outside of classroom time: watches T.V., listens to the radio and takes notes and completes on-line ESL activities; and states that she engages in English oral communication for approximately 30 minutes per day because she does not have the chance to talk to people.

Overall, Participant 1 believes that English language learning occurs both, inside and outside of class. She explains that in class, she learns how to correct her mistakes while outside of class she can talk to people in a more natural setting and therefore is less worried about making mistakes.

Participant 3	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	20	20	25	50	26
Exit CAEL Score	50	60	55	60	60
Current Status= full time student in academic course					

Participant 3 is an 18 year old female from China. She has lived in Canada for approximately 18 months. This is her first time attending school for English learning purposes in Canada and has been learning English for approximately 12 months.

Participant 3 takes part in the following English language related activities outside of classroom time: watches the news, talks with foreign (students from any ethnicity other than the participant's ethnicity) friends and travels to places such as Vancouver; and states that she engages in English oral communication for approximately 2 hours per day because she knows a lot of classmates who are also from China. Since she has not yet started her academic studies, she has not been able to establish new friendships with English speaking students. In addition, she also lives with another Chinese student.

Overall, Participant 3 believes that English language learning occurs inside the classroom. She explains that in class, she is forced to speak English and there are more opportunities to communicate with students from other countries.

Participant 4	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	Did not take entrance test- admitted through interview process.				
Practice CAEL Score	50	50	40	n/a	n/a
Exit CAEL Score	30	50	45	80	46.5
Current Status= no longer enrolled in program					

Participant 4 is a 21 year old female from Meland. She has lived in Canada for approximately 6 years. This is not her first time attending school in Canada. She entered the 10th grade in a high school in Brampton and later graduated from high school. She has been intensively learning English for approximately 6 months. Participant 4 takes part in the following English language related activities outside of classroom time: listens to the radio, especially the news and practices note taking; and states that she engages in English oral communication all of the time because her family primarily speaks English instead of her native language. Overall, Participant 4 believes that English language learning occurs outside of the class. She explains that she is able to interact with people more outside of the class and is forced to communicate while taking part in daily routines such as taking the bus and shopping.

Participant 7	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	40	30	35	30	35
Exit CAEL Score	50	50	50	60	52
Current Status= repeating ELIP 3					

Participant 7 is an 18 year old male from China. He has lived in Canada for approximately 18 months. This is his first time attending school in Canada and has been learning English for approximately 10 months. Participant 7 takes part in the following English language related activities outside of classroom time: chats with foreign friends, watches English movies and listens to on-line videos; and states that he engages in English oral communication for approximately 30 minutes per day because beside his one local (English-speaking) roommate, all of his other roommates are also Chinese, which makes it difficult to engage in English dialogue. Overall, Participant 4 believes that English language learning occurs both inside and outside of class. He explains that inside

the class he focuses on the formal training of the language and the skills related to being successful in the standardized CAEL test. However, outside of the class he learns to communicate with foreigners and learn about their culture.

Participant 8	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	40	50	40	50	44.5
Exit CAEL Score	60	50	50	70	
Current Status= full time student in academic course					

Participant 8 is a 20 year old female from China. She has lived in Canada for approximately 18 months. This is her first time attending school for English learning purposes in Canada and has been learning English for approximately 8 months.

Participant 8 takes part in the following English language related activities outside of classroom time: watches movies, reads English websites and chats with English speaking friends; and states that she engages in English oral communication for approximately 2 hours per day because when she goes home, she does not have contact with many English speaking people. She admits that at times she speaks to herself to practice. Overall, Participant 8 believes that English language learning occurs inside the classroom because she is forced to speak English in class.

Participant 9	Number of times repeated ELIP 3 = 2				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	40	50	45	60	49
Exit CAEL Score	60	60	50	70	60
Current Status= full time student in academic course					

Participant 9 is a 19 year old female from China. She has lived in Canada for approximately 18 months. This is her first time attending school for English learning purposes in Canada and has been learning English for approximately 8 months.

Participant 9 takes part in the following English language related activities outside of

classroom time: watches drama television, reads books from the library and uses the internet to chat with local friends; and states that she engages in English oral communication for approximately 2-3 hours per day because the cultural differences make it difficult to communicate with local students. She feels that although she is interested in talking to local students, however, she has observed that they are hesitant to engage in conversation with her due to perceived language barriers. Overall, Participant 9 believes that English language learning occurs inside the classroom because she is forced to speak English in class and learn.

Profile B: Students who have repeated ELIP3 three times

Participant 2	Number of times repeated ELIP 3 = 3				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score		CAEL Beijing			49
Exit CAEL Score	50	50	60	60	60
Current Status= full time student in academic course					

Participant 2 is a 20 year old female from China. She has lived in Canada for approximately 12 months. This is not her first time attending school in Canada. When she was in high school, she participated in an exchange program where she studied in New Brunswick for 4 months. She has been studying for English learning purposes for approximately 8 months. Participant 2 takes part in the following English language related activities outside of classroom time: listens to English songs, writes in a diary and watches movies; and states that she engages in English oral communication for approximately 1 hour per day because most of her friends are Chinese speakers. Although they at times attempt to speak English for a particular amount of time, it is often difficult to communicate expressions and emotions using English. Overall, Participant 2 believes that English language learning occurs outside the classroom

because the amount of time in class is limited. More English related activities can be done outside of class time.

Participant 5	Number of times repeated ELIP 3 = 3				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	30	30	40	50	39
Exit CAEL Score	50	50	50	60	52
Current Status= full time student in academic course					

Participant 5 is a 19 year old female from China. She has lived in Canada for approximately 13 months. This is her first time attending school in Canada for English learning purposes and has been learning English for approximately 12 months.

Participant 5 takes part in the following English language related activities outside of classroom time: watches the news, music videos, reads magazines and has also landed a part time job as a waitress at a restaurant; and states that she engages in English oral communication for approximately 20 minutes per day when she is not working because most of her friends are Chinese speakers. She explains that it is difficult to speak English with her friends because she cannot accurately express her ideas. Overall, Participant 5 believes that English language learning occurs outside the classroom because she states that it is easier to learn English through everyday dialogue such as purchasing a product.

Participant 6	Number of times repeated ELIP 3 = 3				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	0	20	35	50	36.5
Exit CAEL Score	50	80	55	60	60
Current Status= full time student in academic course					

Participant 6 is an 18 year old female from China. She has lived in Canada for approximately 11 months. This is her second time attending school in Canada for English learning purposes and has been learning English for approximately 11 months.

Participant 6 takes part in the following English language related activities outside of classroom time: goes to church once per week for 1 ½ hours; and states that she engages in English oral communication for approximately 1 hour per day because it is not necessary for her to speak, as she lives alone. Overall, Participant 6 believes that English language learning occurs best inside the classroom for quick learning of skills.

Participant 10	Number of times repeated ELIP 3 = 5				
CAEL	Reading	Listening	Writing	Speaking	Overall
Entry CAEL Score	10	10	45	n/a	27.5
Exit CAEL Score	50	60	60	80	61.5
Current Status= full time student in academic course					

Participant 10 is a 20 year old male from China. He has lived in Canada for approximately 2 ½ years. This is his first time attending school in Canada and has been learning English for approximately 24 months. Participant 10 takes part in the following English language related activities outside of classroom time: listens to the radio, reads novels, talks to local students, goes to church once per week and watches movies; and states that he engages in English oral communication for approximately 1-2 hours per day because there isn't enough opportunity to use English. He lives with other Chinese students and feels that it is very strange to speak in English to Chinese speaking students. Overall, Participant 10 believes that English language learning occurs both inside and outside of class. He explains that inside the class he focuses on learning academic skills, while he focuses on communicating with friends using slang outside of the classroom.

APPENDIX C: INTERVIEW QUESTIONS

The purpose of this interview is to grasp a greater understanding of what English language learning strategies have worked for you in your learning experience. To help provide detailed answers, please think of all English language learning experiences that you have encountered.

Demographic Questions

1. How old are you?
2. Name your country of origin.
3. How long have you lived in Canada?
4. Is this your first time attending school in Canada?
 - a. If no, please explain.
5. What was your grade in the English subject in your last year of high school?

Class Background Information

1. How many consecutive months of English language training have you taken part in?
2. How many days a week is class offered?
3. How often do you attend class?
4. What type of English language related activities do you do outside of your formal English learning time?
5. How often do you speak English outside of your formal English learning time? Please explain.
6. Where do you think English language learning mostly occurs, inside or outside of the classroom? Please explain

Central Research Questions

In education it is believed that Communicative Language Learning (CLL) is a beneficial learning approach that enables students to attain additional language support. For the purpose of this study, CLL is defined as an approach that involves activities in which language is used for carrying out authentic tasks that promote real communication between teacher and learner as well as between learner and learner.

Some technique examples include: group discussions, debates, games, presentations, exhibitions and multi-media (audio, video).

1. Which of the technique examples have you experienced? How has it contributed to developing your English language skills?

a) **Group Discussions:**

How it has contributed:

b) **Debates:**

How it has contributed:

c) **Games:**

How it has contributed:

d) **Presentations:**

How it has contributed:

e) **Engaged in multi-media (Audio/ Visual or both):**

How it has contributed:

f) **Other:**

How it has contributed:

2. How has your English language improved because of the above experience?
3. What types of feedback have you found to be useful in your English language learning experience?
 - a. Describe how you would like your reading comprehension errors to be corrected.
 - b. Describe how you would like your listening comprehension errors to be corrected.
 - c. Describe how you would like your writing to be corrected.
 - d. Describe how you would like your speaking (including accuracy and fluency) to be corrected.
4. Do you believe that your English language skills are improving? Please explain.
 - a. Do you feel that you have improved in your writing skills? Describe how.
 - b. Do you feel that you have improved in your listening skills? Describe how.
 - c. Do you feel that you have improved in your speaking skills? Describe how.
 - d. Do you feel that you have improved in your reading skills? Describe how.
5. In your own words, please describe some of the strategies that have been useful in learning the 4 language components of reading, writing, speaking and listening.
6. In your opinion, what learning techniques could be used to improve your English language proficiency?
7. Overall, what would you say are the advantages in studying in Windsor?
8. Is there anything else you would like to tell me about your experience?

APPENDIX D: CONSENT TO PARTICIPATE IN RESEARCH



CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: Communicative Language Teaching in an EAP Program: A Study of International Student's English Language Acquisition.

You are asked to participate in a research study conducted by **Anouchka Plumb**, from the **Faculty of Education** at the University of Windsor. The proposed research will contribute towards a Master thesis. My research is supervised by Dr. Dlamini, Associate Professor at the University of Windsor. If you have any questions or concerns about the research, please feel to contact me **Anouchka Plumb**, at (519) 253-3000 Ext. 3409 or my **Faculty Supervisor** at (519) 253-3000 Ext. 2331.

PURPOSE OF THE STUDY

The thesis will examine the ways in which students value Communicative Language Teaching (CLT) approaches and characteristics of other learning strategies that students self report as meaningful in their learning. Related to this, the thesis will explore whether there exists a dissonance between student success and the reported teaching strategies that are perceived to be engaging by students. If a dichotomy exists, how have students addressed this difference?

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

You will take part in answering questions through a one-on-one interview about your perspectives on what you consider to be meaningful English learning strategies that you have encountered in the classroom. The areas that you'll be asked to focus on include: reading, writing, speaking and listening. In addition, you will have the opportunity to share any other information, experiences related to your language learning in your classroom. We will meet only once for the interview and at a location convenient to you. I will not contact you for any follow-up sessions or subsequent related study.

POTENTIAL RISKS AND DISCOMFORTS

There are no foreseeable risks, discomforts and inconveniences involved.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The study will contribute in the following diverse ways:

1. **Pedagogical Development:** Through the development of understanding student perceived meaningful learning strategies, this project will contribute to refining teaching strategies to parallel student needs.
2. **Professional Development:** This project will contribute to the professional development of English Language Improvement Instructors who will be provided with insight and strategies of addressing the changing language requirements of students.

PAYMENT FOR PARTICIPATION

The subject will not receive any form of compensation.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.

To ensure that the participants' identities are confidential, neither their names nor any identifying information will appear in any writings that will be published based on this research. The raw data will only be available to the researcher and will be used for academic and research purposes only.

PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

A report summarizing the study will be provided on the REB Study Results website (www.uwindsor.ca/REB) for participants to view. At the English Language Improvement Program (ELIP) level, dissemination will occur through curriculum development and conference.

Web address: www.uwindsor.ca/REB

Date when results are available: December 2007

SUBSEQUENT USE OF DATA

This data will not be used in subsequent studies.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. If you have questions regarding your rights as a research subject, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; telephone: 519-253-3000, ext. 3916; e-mail: lbunn@uwindsor.ca.

SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study **Communicative Language Teaching in an EAP Program: A Study of International Student's English Language Acquisition** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Name of Subject

Signature of Subject

Date

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

Signature of Investigator

Date

APPENDIX E: INTERVIEW RESPONSES

Demographic Questions:	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
How old are you?	29	20	18	21	19
Name your country of origin.	Shri Lanka	China	China	Meland	China
How long have you lived in Canada?	10 months	approx. 1 yr.	approx. 1 yr.	6 years	approx. 13 months
Is this your first time attending school in Canada?	Yes	No, when I was in highschool is was an exchange student in New Brunswick for approx. 4 months	Yes	No, I started grade 10 in Brampton, ON.	Yes
What was your grade in the English subject in your last year of high school?	65-75/100	approx. 70/100	89/100 It's easier than here because the teacher uses Chinese to explain things to us.	135/150	60/100

Class Background

Information:

How many consecutive months of English language training have you taken part in?	3 months	8 months	12 months	6 months	12 months
How many days a week is class offered?	5	5	5	5	5
How often do you attend class?	5 days	5 days	5 days	5 days	5 days

	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
What type of English language related activities do you do outside of your formal English learning time?	Watch T.V, listen to and do on-line ESL activities, take notes on documentaries and listen to the news on the radio while note taking.	Sometimes I listen to English songs, write in diary or watch movies. I don't read a lot of English books because they are hard to understand and to memorize the vocabulary.	I watch the news on T.V (CNN), I talk with foreign friends after class and I travel to different places like Vancouver.	I listen to the radio a lot (music); the Detroit station has a variety of topics to listen to.	I watch the news, music videos and comedy shows. I read magazines (Star and Maclean's) I have a part time job as a waitress and I speak English to customers.
How often do you speak English outside of your formal English learning time? Please Explain.	30 mins. I don't have any chance to talk to people. If I meet friends than I can use English.	1 hour. Sometimes my friends and I speak English for fun. But sometimes we have activities where we just speak English for 1/2 hr. for practice. Chinese is more easy to use. We cannot use English as fluently to show our emotions.	Max. 2 hours because we have a lot of classmates from China. I'm not in an academic class, so it is difficult to meet new foreign friends. I live with 1 other Chinese person.	24 hours. My mom forces me to speak.	20 mins. It is difficult to speak outside of class because most of my friends are Chinese and we speak Chinese. It's difficult to speak English because we cannot accurately express ideas.

	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Where do you think English language learning mostly occurs, inside or outside of the classroom? Please Explain.	Both. In the class I can know how to make corrections. Outside the class I can talk with other friends without worrying about my errors. My husband helps me in my error correction.	Outside the class. Classes only 3 hours per day, there's not enough time to speak a lot. After school we can do more like watch a movie, speak and write by ourselves and chat with English speakers. I don't have any English speakers, I'm afraid to bother them.	Inside the classroom because we have to speak English inside and there's more chance to communicate with students from other countries.	Outside because you interact with people, take the bus and everywhere is English.	Outside of class. It is easier to learn outside because when you buy something, watch T.V., easier it's to remember words.

Central Research Questions:

Which of the technique examples have you experienced? How has it contributed to developing your English language skills?

<p>Group Discussions: How it has contributed:</p>	<p>Yes. I have a chance to speak English with group members. I think that if I make mistakes it's okay because I have confidence to talk. I have confidence because it's a chance to speak English.</p>	<p>Yes. In group work we can share information. When I write an essay in class I can't find supporting ideas, but when we work in a group maybe other students can help me find the information.</p>	<p>Yes. Talking with classmates can improve speaking and thinking skills.</p>	<p>Yes. This helped me a lot because it made me concentrate on what I wanted to say and increased my confidence level.</p>	<p>Yes. This is very helpful. At the beginning we are very shy, but later on, we speak a lot. If we keep doing this, we may speak more and more. When I speak to Jessica (a class-mate , it's better for me. Sometimes I really want to talk to my Chinese friends in English, but it's hard. But with Jessica, I'm forced to speak in English.</p>
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Central Research Cont'd.	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Debates: How it has contributed:	Yes. We can think of arguments, we have a chance to speak to everyone.	Yes. I really like debates because people can show their knowledge to others. If you have a debate and you win you can increase self-confidence. If you don't win, you can maybe change views and see things from the other side.	Yes. This also helps to improve speaking and practices logical thinking skills because you have to research information which is also reading practice. Also this makes you more confident.	Yes. Same as group discussions, it helped increase my confidence, which is important.	Yes. This helps us to think critically so that we can ask critical questions.
Games: How it has contributed:	Yes. It is not always helpful to speak English, but it helps us to think because we have to understand and play the game correctly to win.	Yes. Games helps refresh our minds because students sometimes become tired or become bored. We can also learn about different cultures through games.	Yes. We can do this when we are tired of studying and need to relax. To play games, you have to talk to classmates which develops friendships and it is also a way to practice speaking skills.	Yes. This helps me learn new words and helped me understand the differences between Canadian games and games played in my home country.	Yes. This is not helpful for me because to learn the skills, but it is helpful for me to relax in class.

Central Research Cont'd.	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Presentations: How it has contributed:	Yes. We have to talk in front of many people and it builds confidence to talk in front of people.	Yes. This can also increase self-confidence. When you stand in front of people the first time you must feel nervous, then after you will feel confident and speak loud and clearly.	Yes. It builds confidence ,helps practice speaking and writing skills because you have to organize your information. You have to use your reading and logical thinking skills.	Yes. Very important skill. This improved my speaking skills and increased my confidence.	Yes. This is very good because it is helpful. It teaches you how to speak loud to everybody, and find information from different sources.
Multimedia (Audio/Video): How it has contributed:	Yes. These types of activities help with note taking skills. We need to think quickly and correctly write what we understand.	Not so much in Canada. In China, yes. In China we watched more movies, or something related to a topic that we were learning about.	Yes. We can understand the culture and the habits of this country. It helps with listening practice and note taking skills. Some audio materials are easier than others.	Yes. It helps with my writing skills. Especially with speed when I'm listening and taking notes.	Yes. This is helpful because we can practice our note taking skills. Taking notes is a reaction to what we are listening to and what is understood.
Other: How it has contributed:	No. N/A	Yes, timed writing. Students receive a topic and write an essay.	No. N/A	Yes, summary and paraphrased examples are given. This is a good reference, guide for my actual work.	Yes, quizzes. This tests to see if students have improved. It gives students pressure to review and study.

Central	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Research					
Cont'd.					
How has your English language improved because of the above experience?	Before I came here, I didn't speak with people in English because I didn't have the confidence. If I talk with them and I make a mistake, they laughed at me. But when I come hereno one laugh at me.	My reading has really improved because my grades are higher. Also, I feel that it is a little bit easier. My speaking has improved more than my reading because I can speak a lot during class.	My confidence has increased because in my high school there's less chance to speak a long time during presentations. I have also increased my communication skills because of group work.	I can do more public speaking.	Yes, from my quiz scores I know that I have improved. Also by my assignment marks. When I read the Maclean's magazine, it's easier than before.
What types of feedback have you found to be useful in your English language learning experience?	It depends on the situation. If I need an advice, than a discussion is better.	Both written and oral feedback. Teachers should give feedback after every homework.	Ont-to-one feedback is useful because it gives students specific information on what they need to improve on. There should be a meeting once every two weeks.	Both, oral and wriiten. It depends on the assignment.	Written feedback because there are a lot students and Instructors may not have enough time to to talk to every student after every assignment.
Describe how you would like your reading comprehension to be corrected.	After we are done our reading and we are finished answering questions, it would be helpful to explain what makes an answer correct.	Not sure.	Students need to know how to answer a question (what type of information to include) instead of only being told what the right answer is.	A lot of chances to read.	To review my answers from reading activities with me. Sometimes, I feel that my answer is right, and I don't know why it is wrong.

Central	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Research Cont'd.					
Describe how you would like your listening comprehension to be corrected.	To play the tape repeatedly. For example, to play the tape after we're done reading questions then playing it again after we answer the questions.	Giving a preview about the listening would be good to give some information about the topic.	First, correct answers should be written on the board and then the tape should be replayed so that students can hear and see the answer.	More in-class listening activities for practice and more listening activities for homework.	Replay the tape more time. than 1
Describe how you would like your writing to be corrected.	More focus on grammar correction.	Correct transitions and incorrect ideas.	Grammar and sentence structure errors need to be corrected. The main problems should be written on the board and then students should be talked to about the problems.	Not sure.	Very carefully, and to answer questions that I have about ideas that I didn't understand.
Describe how you would like your speaking (including fluency and accuracy) to be corrected?	I think that when we make mistakes, it should be corrected by telling us our error.	When I speak, the teacher can point out my mistake. Also, I need to speak to the Teacher about my weaknesses.	Instructors should stop a student immediately when a student makes a mistake, because students may continue to make the same mistake.	During class, instructors need to stop and correct at the time of error.	It is important to correct pronunciation. It is most important to test our speaking by asking us questions to respond to.
Do you believe that your English language skills are improving? Please explain.	Yes, because I think and feel that I can speak and my essay writing is better than before.	Yes, because my marks are increasing and I also feel much more comfortable to write an essay.	Yes, because in Canada there's more opportunity to speak in English than in China. All T.V. and newspapers are in English.	Yes, I've been doing a lot of practice reading and when I read it's much easier.	Yes, it is improving a lot but not enough. I think that I can speak very well, I need to speak more fluently.

Central Research	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Cont'd.					
Do you feel that you have improved in your writing skills?	Yes, because I can now write better essays.	Yes, but my writing skill is still my weakness.	Yes, because before I attended ELIP, I did not know how to write an academic essay. Now, I know essay structure.	Yes, because at every level, I learned a new skill. Now, I'm getting really good at essays.	Yes, my first essay 40/100, but my last essay score was 70/100.
Do you feel that you have improved in your listening skills?	Yes, because before, I couldn't understand the main ideas when people spoke. Now, when I watch T.V, I can understand what people are talking about.	Not really, because sometimes I know what the speakers are saying, but I can't write the correct words. Maybe this is due to a lack of vocabulary.	Yes, because we have a lot of opportunities to listen to Canadians when we buy something or go to restaurants or when we're in class.	Yes, because the level of listening difficultly can be increased and I can understand.	It has improved, but I think that my listening is very weak because I always score the lowest in the listening part. I feel that I can understand what the tape says, but I can't write the words.
Do you feel that you have improved in your speaking?	Yes, because I can correct the mistakes that I make when I'm talking to people.	A little because when you speak, you have to organize your ideas. Now, I can organize my speaking a little.	Yes, because we have to speak in English in and outside of class.	Yes, my sentences are more organized and I use bigger (more complex) words.	Yes, when I came to Canada, I couldn't tell a sales person what I was looking for, but now I can.
Do you feel that you have improved in your reading?	Yes, but it depends on the subject. When I read about subjects that I don't like, it is difficult to understand the vocabulary.	Not really because I always get the same marks in the reading comprehension section. I don't like to read novels after class, so maybe because of this, I did not improve my reading.	Yes, because I understand newspapers, advertisements and bills from Fido.	Yes, I tend to understand more of what I'm reading.	Yes, my scanning skills when reading has improved a lot. When I read, I can find the main points.
Please describe strategies that have been useful in learning the 4 language skills (reading, writing, listening and speaking)?	I think that doing different types of listening activities helped with my listening skills and also my writing skills.	Memorize vocabulary, watch movies with subtitles and keep writing diaries.	To improve reading skills, students should look at key words to find the main ideas. Read a lot of books and watch more T.V.	Listening to the radio and watch videos. When writing, look back at previous work for guidance. Read about different topics and try to use different, new words when speaking.	Watch movies, ask the Instructor for suggestions.

Central Research Cont'd.	Interview 1	Interview 2	Interview 3	Interview 4	Interview 5
Overall, what would you say are the advantages to studying in the city of Windsor?	Windsor has cultural diversity, where we can study people's cultures.	It is very diverse and I can learn about lots of different cultures. The people are friendly.	I don't know.	Being on my own has made me become more motivated to learn English.	This city is very quiet, it's not like Toronto. There's less entertainment so, it does not distract students.
Is there anything else you would like to tell me about your experience?	I came to study Chemistry, I took ELIP first. I think that this helped me improve my English.	No.	Before I came to Canada, I liked to talk to foreign people to improve my English. One time, I even dreamt that I was talking in English.	No.	No.

Interviews 6-10

Demographic Questions:	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
How old are you?	18	18	20	19	
Name your country of origin.	China	China	China	China	China
How long have you lived in Canada?	Approx. 1 year	Approx. 15 months	1 1/2 years	1 1/2 years	2 1/2 years
Is this your first time attending school in Canada?	No, this is the second time. I went to China and came back.	Yes	Yes	Yes	Yes
What was your grade in the English subject in your last year of high school?	127/150	Approx. 70/100	Approx. 53/100	60/100	87/100

Class Background Information:

How many consecutive months of English language training have you taken part in?	11 months	10 months	8 months	8 months	24 months
How many days a week is class offered?	5	5	4 days	4 days	5
How often do you attend class?	5 days	Almost everyday.	Everyday.	Everyday.	Everyday.

	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
What type of English language related activities do you do outside of your formal English learning time?	I go to church once per week for 1 1/2 hours. Also, I go shopping.	I chat with foreign friends, watch English movies and watch/ listen to on-line videos.	Watch movies, watch and read English websites and chat with English speaking roomates.	Watch drama T.V., borrow books from the library. Use the internet and visit local friends.	Listen to the radio (news), read novels, talk to local students. I went to church 1/ week and met people.
How often do you speak English outside of your formal English learning time? Please Explain.	1 hour because it is not necessary to speak in English. I live alone and go to the gym.	30 mins. I have a local roommate that I need to talk to. All other roomates are Chinese, we naturally speak Chinese.	2 hours, because after class I go home and there are no local students who speak English. Sometimes, I even talked to myself in English.	2-3 hours. The cultural differences make it difficult to talk to students. First, you feel like talking to locals, but someimtes local students don't want to make friends foreign students because they think its too hard to communicate	Approx. 1-2 hrs. There isn't enough chance because I live with Chinese students. It's strange to talk to Chinese people in English.

	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Where do you think English language learning mostly occurs, inside or outside of the classroom? Please Explain.	Depends on what you need. If you need to learn quickly than you need to learn in class because it will push you to learn. If you study English outside of class, maybe the speed of learning will be slower.	Both, because inside the class we do the training and learn skills related to the CAEL. Outside, we learn to communicate with foreigners and learn about their culture.	Inside, because you have to speak English in class. The environment forces you to speak English.	Inside, but you need to do some work outside of the class. Going to class forces you to learn.	It depends. For academic use, inside the classroom because there's reading , learning vocabulary. Outside is for regular communication such as slang.

Central Research Questions:

Which of the technique examples have you experienced? How has it contributed to developing your English language skills?

Group Discussions: How it has contributed:	Yes. You have to listen to what other people are saying, so this is practicing listening skills. At the same time you will want to say your own opinion, so this is speaking practice. Writing summaries of the group's idea contributes to team work.	Yes. It is helpful because working in teams is better. You can gather other people's ideas.	Yes. We can exchange different opinions and we can learn new vocabulary from each other.	Yes. To communicate, share ideas, to show different opinions.	Yes. When you talk to people, you practice spoken English. I don't prefer discussions. Learning is personal and vocabulary cannot be learned.
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Central Research Cont'd.	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Debates: How it has contributed:	Yes. It helps us learn how to argue an idea without being rude. Also, we learn to use proper language for the topic.	Yes. It can help brainstorm ideas.	Yes. When in a debate, you must speak quickly and use powerful words. When I'm not debating, I usually translate my Chinese word into English words, but when we are debating, I don't have time and I have to think in English.	Yes. This is another type of communicatio skills. I'm not a good debator because I get confused and it's hard for me to state my opinion and make others think I am right.	Yes. It is more useful than group work. You must answer questions immediately to support your argument. It forces you to think quicker and less grammar errors are made.
Games: How it has contributed:	Yes. I enjoy this because I can learn new English vocabular.	Not a lot. It is useful because it's active and attractive. Students can take part.	Yes. Not useful for learning English, but it is useful to learn about culture.	Yes. I like games, but I can't remember what I learned from the game.	Yes. Not very helpful. Usually, I remember the fun, not the reason for the fun.

Central Research Cont'd.	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Presentations: How it has contributed:	Yes. It helps to express your idea, what you learned and is a very important skill in North America.	Yes. It can help with organization and communication skills, especially with speaking (pronunciation).	Yes. It builds our confidence. We can focus on our volume, speed, tone and expression. This helps us feel comfortable for when we will be in our academic class.	Yes. This is very important for business students because we will do presentations in our academic classes. When you present more often, you become more comfortable and we will improve this skill.	Yes. You need to read English material to prepare for the presentation. You also need to research to find details, learn new vocabulary. It improves organization skills and speaking skills.
Multimedia (Audio/Video): How it has contributed:	Yes. We can see how an English speaker actually speaks English. To see how they use tone in speaking helps us correct our own speaking.	Yes. Helps with listening practice and teaches us how to focus on key words. Then we are able to quickly catch what the speaker is saying.	Yes. It trains our listening skills. This helps to learn cliches and idioms that are common and what situation to use them in. It also helps teach about culture.	Yes. This helps our listening skills and note taking skills. Visuals help us remember ideas more easily.	Yes. Listening practice and note taking.
Other: How it has contributed:	Yes. Note taking. This first improves our writing skills by writing accurately and quickly. Secondly, it improves our listening skills.	No. N/A	Yes. Extra curricula activities such as going to plays or ice skating helps us learn about the culture. When you know more about the culture, you are more motivated to speak English.	Yes. Practice tests help us pass the exit test.	Yes. Impromptu speaking, which is similar to debate. You have to focus on one topic and organize the information to support your point.

Central	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Research					
Cont'd.					
How has your English language improved because of the above experience?	First, I can speak English to many people, especially when I do a presentation. Second, when I take an academic course, I can take notes much easier.	My listening is better than before. When I read, I know how to catch the key words. Also, I understand the note taking structure and my notes have improved.	Yes, because I feel it. When I speak to Canadians, I'm not as scared as before. Also, my friends, (especially my roommate's parents) have told me that I have improved.	I think I did, because right now we can communicate.	I speak more clearly and the pronunciation has improved. I read faster than before. The biggest improvement is in my writing structure.
What types of feedback have you found to be useful in your English language learning experience?	Written comments, because before a test, I like to look back at my assignments and find the comments. Students may not remember oral comments.	Not sure.	Both. When the feedback is written, you can learn new vocabulary. But when the instructor speaks to you, you can ask and find out more information.	Both, because when the feedback is written, you can know the specific mistakes. If you talk with instructor, you may know which part is most important to improve first.	One-on-one (oral), you get to speak with your instructor and you can focus on weaknesses.
Describe how you would like your reading comprehension to be corrected.	Generally, students make reading comprehension errors because of unknown vocabulary. It is important to tell the meaning of vocabulary words or idioms.	The most important part of reading is vocabulary. Sometimes I don't know what the reading is about and I only look at key words and copy. Learning vocabulary is important.	To underline key words and to help find the key words in the reading.	To help remember more English words, To help understand what the text is about. To teach reading techniques are important.	Review key vocabulary, highlight sentences not understood and discuss the sentences with the class.

Central	Interview 6	Interview 7	Interview 8	Interview 9
Research Cont'd.				
Describe how you would like your listening comprehension to be corrected.	Repeat the tape and then correct answers. Sometimes the tape can be stopped after each sentence to ensure that students understand the informatin given.	I'm not sure. Doing more practice.	The same as reading because they are related.	More listening practice and to read each question carefully before the tape is played.
Describe how you would like your writing to be corrected.	Rewrite a previously written essay to make corrections.	Grammar, organization of ideas, and the thesis needs to be corrected.	I would like the structure to be corrected, especially transition words.	Grammar and essay structure and to compare essay types.
Describe how you would like your speaking (including fluency and accuracy) to be corrected?	Point out the mistakes made. Sometimes, students can record their speaking and listen to it after to find the mistakes.	To do more read alouds and stop errors immediately.	To say the correct pronunciation. When I say the wrong word, the teacher need to say how the word is correctly used.	Just correct right away, but maybe wait until the sentence is completed.
Do you believe that your English language skills are improving? Please explain.	Yes, because we live in Canada and we need to use English everyday. Sometimes I use better vocabulary when I'm writing or speaking.	Yes, because when I watch English movies I can undestand 70-80% of what they're saying. Before, I couldn't. Also, I read faster than before.	Of course.	Yes, I feel more confident, but still shy.

Central Research Cont'd.	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Do you feel that you have improved in your writing skills?	Yes, I can use better vocabulary and I can change the sentence structure. I can write more academic essays.	Yes, my grammar has improved and also, I have improved in organizing ideas.	Yes, in the beginning I didn't know what to write, now I know the structure and what to write.	Yes, I have more ideas about what to write and readers have a better understanding of my opinion.	Same as answer as for question # 2 under Central Questions.
Do you feel that you have improved in your listening skills?	Yes, sometimes I listen to the radio station and listen to the weather forecast and news. Since it's usually the same person reporting, I can better understand the information.	Yes, I can catch the main ideas when I watch a video and I can take notes and include detailed information.	Yes, I can understand more information. I know what people are talking about.	Yes, but sometimes I still have problems. I am better at taking notes than listening and carrying on a conversation.	Same as answer as for question # 2 under Central Questions.
Do you feel that you have improved in your reading skills?	Yes, I can find the topic sentence in an academic article and I can find the main ideas quicker.	Yes, I can read faster than before.	Yes, I can read a book more thoroughly.	Yes, because before I could not read long texts, but now I can read a lot more.	Same as answer as for question # 2 under Central Questions.
Do you feel that you have improved in your speaking skills?	Yes, but I can't find an obvious improvement like in the other skills. It's a slow process, my pronunciation and tone has improved.	Yes, I speak more fluently than before and my pronunciation is more accurate.	Yes, I can speak faster than before and I can use accurate vocabulary.	Yes, my friends tell me and they have a better understanding of what I am saying.	Same as answer as for question # 2 under Central Questions.
Please describe some of the strategies that have been useful in learning the 4 language skills (reading, writing, listening and speaking)	Watch drama shows on T.V. I watch without subtitles and then check the meaning with subtitles if I don't understand.	Learn plenty of vocabulary. When reading, record new vocabulary that you don't know and look up the meaning in the dictionary. Then review it until you remember it.	First, watch English movies with subtitles because it helps with listening and learning new vocabulary.	Doing activities after class is helpful. Such as research, participating in activities with local students. Also, it's important to be disciplined and consistent.	Same as answer as for question # 4 under Background Questions.

Central	Interview 6	Interview 7	Interview 8	Interview 9	Interview 10
Research Cont'd.					
Overall, what would you say are the advantages to studying in the city of Windsor.	Windsor is a multicultural city and English is the most important common tool to help communicate with people all around the world.	I don't know.	Windsor is small and doesn't have a lot of entertainment which does not distract students from their studies. Second, there aren't many Chinese, there's more opportunity to speak English. Third it's diverse.	Windsor is close to the U.S and it is easier to transfer to an American university because of similar cultures. University of Windsor has a lot of international students from China, so this does not help us communicate with local students.	No advantages. The problem is that there are too many international students who don't speak English.
Is there anything else you would like to tell me about your experience?	Learning English is sometimes very tough, but in the end the results will be good.	Nothing.	I watched a lot of English movies. When I watched the movies, I repeated some parts a lot of times to make sure I understand what they're saying.	Before I came to Windsor, I worked for 3 months for an American teacher. When you study or work with people who speak English, you improve your English quicker.	Speaking more is the key. If students only practice in class it is not enough.

APPENDIX F: EXAMPLES OF COMMUNICATIVE LANGUAGE TEACHING

TASKS

ACTIVITY #1: GROUP DISCUSSION

Total time: 30-45 minutes

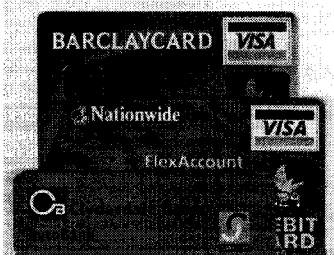
Objective: To synthesize and information, create and communicate a well thought out opinion with valid support.

Instructions: 1. Independently read the following information about credit cards while underlining key ideas and unfamiliar words that you may want to discuss.
2. As a group, discuss the following question and prepare a 5 min. presentation based on your groups opinion. (Not everyone has to have the same opinion)

Question: “Should teenagers have credit cards?”

Should Teens Have Credit Cards?

Adapted from About.com: <http://financialplan.about.com/od/studentsandmoney/a/TeenCreditCards.htm>



What is a credit card?

A **credit card** is a system of payment named after the small plastic card issued to users of the system. A credit card is different from a debit card in that it does not remove money from the user's account after every transaction. In the case of credit cards, the issuer lends money to the consumer (or the user). It is also different from a charge card (though this name is sometimes used by the public to describe credit cards), which requires the balance to be paid in full each month. In contrast, a credit card allows the consumer to 'revolve' their balance, at the cost of having interest charged. Most credit cards are the same shape and size, as specified by the ISO 7810 standard.

Tips For Teaching Teens the Wise Use of Credit

The plight of college students in deep credit card debt is reported in the media almost daily, but for many young people, credit card issues begin in high school, not college. Should teens have credit cards? According to the Jump\$tart Coalition, an advocate for financial literacy, one in every three high school seniors uses credit cards. Teens today are consumers, pumping billions of dollars into the economy, so there's something to be said about teaching them to use credit cards responsibly before they go off to college or out on their own.

Why Should Teens Use Credit?

Credit cards offer convenience, but their main purpose should be to establish a good credit history so your teen can, when the time comes:

- qualify for car loans and mortgages
- be able to rent an apartment
- qualify for favorable interest rates on all types of loans
- obtain lower auto and homeowners insurance premiums
- qualify for a job (employers are increasingly using credit scores when evaluating job candidates)

The best way to learn is often by doing. Having a credit card in high school can be beneficial if:

- the teen is given a credit card with a low credit limit
- parents monitor the teen's spending and payments monthly
- parents discuss the choices made, the implications of those choices, the obvious and hidden costs with the teen
- parents make suggestions for positive changes

How Should Teen Credit Cards Be Handled?

Before teens acquire a credit card, they should have their own checking account and know how to:

- write checks
- keep their check register up to date
- balance their checkbook every month

They, and not their parents, should write the check that pays the teen's monthly credit card balance, so the teen understands the connection between cash and credit and how one affects the other.

Teens should keep a record of the credit card purchases they've made during the month, with a running total. When they've reached the amount they can afford to pay off at the end of the month, they should stop using the card until the next month rolls around. Parents and teens should discuss what types of purchases are appropriate with a credit card. For example, appropriate purchases do not include anything you can eat, drink, or wear.

To compare offers on student credit card deals, go to BankRate's Web site (www.bankrate.com) and search for "Student Credit Cards." When evaluating credit card offers, get everything in writing and read all the details, especially the fine print. Prepaid credit cards are a good alternative to regular credit cards for teens and can serve as a type of training wheels to ease young people into using credit wisely. Visa Buxx is one such card, which allows parents to limit spending by funding the credit card via transfers from their checking account to the card. They can monitor their teen's spending on the card with monthly statements or online.

The best way to fund a prepaid card is with the teen's own money (they can give you some of the cash they acquire through allowances, jobs, or gifts, and you can fund the card with it). When choosing a prepaid card, look out for fees. Some credit card companies nickel and dime you to death before you've even made a purchase. Low-limit credit cards are another alternative. Parent's co-sign with their teen on these cards and set a low credit limit of \$200 to \$300.

Should You Bail Your Teen Out?

Parents who bail their teens out when they get in over their head with credit are not doing their kids any favours in the long run. It's better to be involved enough with your teen's credit use to be able to nip potential problems in the bud rather than give your teens the message that they can use credit irresponsibly and not pay the consequences. Credit cards should be viewed as a convenience and not an extension of income. The goal is for teens to learn to use credit cards as a tool, not as a crutch.

ACTIVITY #2: GROUP DISCUSSION

Total time: 30-45 minutes

Objective: To identify and understand unfamiliar vocabulary for the purpose of summarizing the main idea of text; along with providing a personal opinion and/or suggestion relating to the topic.

Instructions:

1. In your group, each student will take turns reading 1 paragraph aloud. Pause between paragraphs to identify, look up and share unfamiliar words and to discuss the ideas discussed in the paragraph.
2. When you have completed the text, take 5-10 minutes to summarize the main ideas and prepare to present your summary when placed in a new group.

Global Warming

Adapted from: <http://topics.nytimes.com/top/news/science/topics/globalwarming/index.html?inline=nyt-classifier#>



On Feb. 2, 2007, the United Nations scientific panel studying climate change declared that the evidence of a warming trend is "unequivocal," and that human activity has "very likely" been the driving force in that change over the last 50 years. The last report by the group, the Intergovernmental Panel on Climate Change, in 2001, had found that humanity had "likely" played a role.

The addition of that single word "very" did more than reflect mounting scientific evidence that the release of carbon dioxide and other heat-trapping gases from smokestacks, tailpipes and burning forests has played a central role in raising the average surface temperature of the earth by more than 1 degree Fahrenheit since 1900. It also added new momentum to a debate that now seems centered less over whether humans are warming the planet, but instead over what to do about it. In recent months, business groups have banded together to make unprecedented calls for federal regulation of

greenhouse gases. The subject had a red-carpet moment when former Vice President Al Gore's documentary, "An Inconvenient Truth," was awarded an Oscar; and the Supreme Court made its first global warming-related decision, ruling 5 to 4 that the Environmental Protection Agency had not justified its position that it was not authorized to regulate carbon dioxide.

The greenhouse effect has been part of the earth's workings since its earliest days. Gases like carbon dioxide and methane allow sunlight to reach the earth, but prevent some of the resulting heat from radiating back out into space. Without the greenhouse effect, the planet would never have warmed enough to allow life to form. But as ever larger amounts of carbon dioxide have been released along with the development of industrial economies, the atmosphere has grown warmer at an accelerating rate: Since 1970, temperatures have gone up at nearly three times the average for the 20th century. The latest report from the climate panel predicted that the global climate is likely to rise between 3.5 and 8 degrees Fahrenheit if the carbon dioxide concentration in the atmosphere reaches twice the level of 1750. By 2100, sea levels are likely to rise between 7 to 23 inches, it said, and the changes now underway will continue for centuries to come.

**ACTIVITY #3: LISTENING FOR INFORMATION
&
GROUP DISCUSSION**

Objective: Listening for specific information

Instructions: Answer the following questions while listening to the lecture. Once completed, you will have 10 minutes to discuss and compare your answers with a partner.

Fill in the blank.

1. "One in _____ college students admit to _____".
2. Most students believe that lying to their teacher is fine. T/ F
3. According to Mr. X, who is responsible for student integrity?
4. How many years did Bill spend cheating throughout college?
5. Take notes in the following area on the suggestions that are provided to reduce student cheating.

ACTIVITY #4(a): DEBATE

Total Time: 1.5-2 hrs.

Objective: To critically evaluate information and organize arguments in a logical way that effectively supports a position.

Instructions:

1. Read the following and as a group research ideas that would support your position. You will have 30 minutes to go to the computer centre as a group to research your topic.
2. Meet with your group to organize the information collected and decide what information will be presented, by who, and in what order (20 minutes)
3. Once both groups are prepared, I will be the moderator and we will begin the debate.

Advertising has grown to be an industry worth many billions of dollars across the world. Almost all public space has some advertisements in sight and all forms of media, from newspapers to the internet, are also filled with adverts. While this helps companies sell their produces, and helps consumers to learn what is on offer, many believe that this huge amount of advertising can be harmful. It may make people want too much, or things that they cannot have, or it might make them feel inadequate when they don't have something. Research shows that children can be particularly open to these kinds of risk.

Position: Having widespread advertising is good for society?

ACTIVITY #4(b): DEBATE

Objective: To critically evaluate information and organize arguments in a logical way that effectively supports a position.

Instructions:

1. Read the following and as a group research ideas that would support your position. You will have 30 minutes to go to the computer centre as a group to research your topic.
2. Meet with your group to organize the information collected and decide what information will be presented, by who, and in what order (20 minutes)
3. Once both groups are prepared, I will be the moderator and we will begin the debate.

Advertising has grown to be an industry worth many billions of dollars across the world. Almost all public space has some advertisements in sight and all forms of media, from newspapers to the internet, are also filled with adverts. While this helps companies sell their produces, and helps consumers to learn what is on offer, many believe that this huge amount of advertising can be harmful. It may make people want too much, or things that they cannot have, or it might make them feel inadequate when they don't have something. Research shows that children can be particularly open to these kinds of risk.

Position: Having widespread advertising is not good for society?

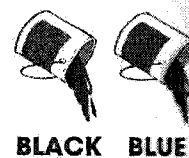
ACTIVITY #5: LANGUAGE GAME

2. TIC TAC TOE

Board, Worksheet 53 (optional)

Teams

10 minutes



1. Draw a tic tac toe grid on the board with the first word of the phrasal verbs written in. Divide the class into two groups.
2. A student from Team X comes to the board and writes in the corresponding particle for the verb he/she selects. If correct, he/she draws his/her mark in the square (an X). (You may choose to accept only combinations you have studied in class or that are listed in the students' books, or you may decide to accept any correct combination. Whichever you decide to accept, make your decision clear to the students before playing the game.)
3. A student from Team O then comes to the board and does the same. If an answer is incorrect, the student cannot draw his/her mark and erases the answer. The next player on the other team may choose that same square or another square.

4. The first team with three marks in a row wins.

NOTE: *You will probably want to explain game strategy such as blocking, but often the student's choice is based on which verb he/she knows.*

5. As a follow-up, divide the class into groups of three and use the worksheet. One student is X, one is O, and the other is in charge and can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students should rotate roles so that the judge is now one of the players. Continue until all students have had a chance to be the judge. As you will see, some of the verbs on the handout take several different prepositions. As long as the students make an acceptable phrasal verb, the answer is correct.

NOTE: *The items on the worksheet come from the list in Fundamentals of English Grammar. If this worksheet is not appropriate to your class, modify it.*

Variation: On the grid on the board (or on a modified worksheet), fill in the squares with both parts of phrasal verbs. When a student selects a certain square, he/she must use the phrasal verb in a complete sentence which demonstrates understanding of the meaning. If the sentence is correct, the student puts his/her team's mark in that square.

Example:

ask out	do over	fill up
get off	give up	try on
turn off	make up	hang up

A student from Team X chooses "give up." The student then makes a sentence orally: *I couldn't understand the assignment, so I gave up.* The sentence must reflect the student's understanding of the meaning of the phrasal verb. A sentence such as *I gave up* or *Don't give up* is not acceptable. If a sentence is accepted as being correct, the student writes an X over the square. A student from Team O then chooses a square and makes a meaningful sentence using that phrasal verb. Alternate turns until one team has three in a row or the game is a draw.

ACTIVITY #6: PRESENTATION

Presentation Time Requirement: 10-15 minutes

Objective: To present information in an engaging and creative manner.

Instructions: Select and research a company brand. Prepare and conduct a presentation about the brand. Use the following as a guide for the types of information to include in your presentation.

- company history
- explanation of how the company selected the brand
- the brand value
- positive/negative effects
- brand revisions/ changes
- any other relevant information

(Brand selection must be approved by Instructor)

APPENDIX G:

When You Start Teaching: Six-Stage ESL Lesson Plan

How do I plan and organize my lessons?

The lesson plan format below often is used for effective instruction in adult education classes, especially for ESL learners.

A. BEFORE YOU BEGIN

Set Objective

Instructor determines what learners will be able to do upon completion of this lesson.

B. NOW PLAN THE LESSON

Lesson Stage

1. Warm-up and/or Review

Instructor provides an activity to focus learner attention on the lesson objective and/or an activity that encourages learners to use previously taught skills/vocabulary that tie into the lesson.

2. Introduce Instructor establishes the purpose of the lesson by stating the objective and relating it to the learner's own life. "After this lesson, you will be able to . . ."

3. Present Instructor presents new information and checks for comprehension.

4. Practice Learners are provided opportunities to practice the new knowledge that has been presented.

5. Evaluate Instructor provides an activity that assesses individual learners on their attainment of the lesson objective.

6. Apply Learners use the language/information/material/ in a new situation

VITA AUCTORIS

ANOUCHKA PLUMB

EDUCATION

- 2008 **DOCTORATE OF PHILOSOPHY IN EDUCATION**
(Provisional The University of Windsor, Faculty of Education, Windsor, ON
Acceptance)
- 2005-2008 **MASTER OF EDUCATION**
The University of Windsor, Faculty of Education, Windsor, ON
Thesis: *Communicative Language Teaching in an EAP Program: A Study
Of International Student's English Language Acquisition*
- 2007 **TESL DIPLOMA (Distance Education)**
Benns Educational Services, Toronto, ON
- 2005 **BACHELOR OF EDUCATION**
University of Windsor, Windsor, ON
Concentration: **Primary/Junior**
- 2003 **BACHELOR OF ARTS (HONOURS)**
University of Windsor, Windsor ON
Concentration: **Sociology and Geography**
- 2002 **CERTIFICATE OF ACHIEVEMENT (ALTERNATIVE DISPUTE
RESOLUTION)**
Faculty of Law (Stitt Feld & Handy Co.), University of Windsor,
Windsor, ON

PROFESSIONAL MEMBERSHIPS

- 2008 **TESL Ontario**
2008 **TESL International Society**
2005-Present **Ontario College of Teachers**

TEACHING EXPERIENCE

- 2005-Pres. **ENGLISH AS A SECOND LANGUAGE INSTRUCTOR**
English Language Improvement Program, Academic Writing Centre
University of Windsor, Windsor, ON

- 2006 **LANGUAGE CONSULTANT** (*for professors with English as a second language*)
University of Windsor, Windsor, ON
- 2005-2006 **LONG TERM OCCASIONAL TEACHER (EARLY LITERACY)**
Northwood Public Elementary School, Windsor, ON
- 2005 **OCCASIONAL TEACHER**
Greater Essex County District School Board, Windsor, ON

VOLUNTEER RELATED EXPERIENCE

- 2004-2005 **MENTOR**
Faculty of Education, University of Windsor, Windsor, ON

PRESENTATIONS

- March 2008 Presented workshop entitled "Letting Go: Motivating Beyond the CAEL"
at the Academic Writing Centre, University of Windsor

PROFESSIONAL SOCIETIES

- 2004 **BOARD OF DIRECTORS**
House of Sophrasyne, Windsor, ON
- 2004 **YOUTH ON BOARD LEADERSHIP PROGRAM**
United Way, Windsor, ON