COMMUNICATIVE LANGUAGE TEACHING: ANSWERING KOREAN NEEDS IN
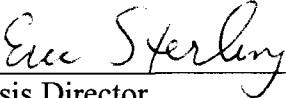
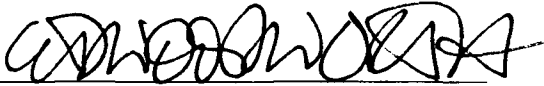MONTGOMERY, ALABAMA

By

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A thesis submitted to the faculty of

Auburn University at Montgomery

in partial fulfillment of the requirements
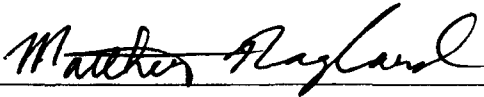
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ACKNOWLEDGMENTS

This page has been the hardest for me to write. It seems almost impossible to thank everyone who has helped me throughout my time at Auburn University Montgomery. Simply, AUM has given me more than just an education; it has given me a fulfilling career, a lighted path, and a passion for learning. Therefore, I must first thank AUM for granting me so many rewarding opportunities. First, I would like to thank AUM's English as a Second Language program. Dr. Gokhan Alkanat and the ESL faculty have enabled a very shy, very timid English graduate to teach with complete confidence and ease thanks to encouragement, training, and constant support.

Prior to my work in the ESL program, I found my calling as a teacher thanks to the help of a phenomenal English department. Along my journey, certain instructors undoubtedly nudged me in the right direction. Dr. Elizabeth Woodworth taught me the power of laughter and intrigue; Dr. Robert Evans taught me the power of encouragement with a simple "ooooooh;" and Dr. Alan Gribben taught me the power of subtle humor. Finally, Dr. Eric Sterling taught me the power of kindness, compassion, and true dedication. Without his support and guidance, I certainly would not have finished this project with full sanity. Thank you all for lighting my path.

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Finally, I want to thank my students. Every class that I teach opens my eyes to a new understanding and love for people, culture, and the world. Thank you all for teaching me that every single day is a lesson worth learning.

TABLE OF CONTENTS

Chapter

CHAPTER I

INTRODUCTION

Prior to the twentieth century, English as a Second Language (ESL) was often considered an appendage of English language pedagogy. With the rise of global communication, worldwide travel, and international business ventures, however, ESL is acquiring extensive attention from current English scholars. Still, questions remain on how to teach English to international students successfully in the most effective manner possible. Because second language learners have various motives for learning English, instructors must first understand the individual's purpose for study. Though academic focus is a customary motivation for learning ESL, global markets are continually bringing surges of international employees and their families into the United States with one main ESL need—survival. Because these businesses disperse foreign employees throughout the English-speaking world, local communities are responsible for addressing the immediate need of individuals for English communicative ability. For example, Auburn University Montgomery's ESL Program utilizes a communicative language teaching approach to satisfy the immediate language needs of transplanted Korean residents living and working in its community.

In May of 2005, the need for English communicative ability became overwhelmingly evident in Montgomery, Alabama, with the opening of Hyundai Motor Manufacturing Alabama, LLC (HMMA). According to the company's website, the plant

cost $1.4 billion and employs over 2,700 people. HMMA prides itself on being a company built on diversity and argues that hiring diverse employees has contributed to the company's success (Hyundai). Along with hiring a variety of Montgomery residents, Hyundai Group relocated Korean employees and their families to Alabama in order to fill job openings at the new plant. Instantly, Montgomery experienced an influx of Korean speakers with an immediate need for communicative ability in the workplace and in the local community.[1] The Korean residents quickly found a local place to learn English— Auburn University at Montgomery (AUM).

During that same year, AUM was offering English as a Second Language through the Department of Continuing Education. According to the program's coordinator, Dr. Gokhan Alkanat, the program offered only three English classes to international students: Reading and Discussion, Listening and Speaking, and Grammar and Writing. However, the ESL Program became an Intensive English Program (IEP) in the summer of 2005 in order to become certified by United States Citizenship and Immigration Services.[2] Thus, the program gained certification, issued I-20s, and gained approximately twenty Korean students in the summer of 2005 (Alkanat). Though the opening of HMMA and the creation of the IEP in the same year were coincidental, AUM quickly found itself shaping its curriculum around the needs of its new Korean students. Soon, HMMA employees and their families began enrolling in the Korean-friendly IEP; the program has not stopped growing since.

According to its website, AUM's program currently offers various types of classes through its IEP, Community Program, and English Language Academy. The largest program, IEP, is geared dominantly towards international students intending to

enter American universities as academic students. These classes are offered in five different levels: beginning, low-intermediate, intermediate, high-intermediate, and advanced. Each level is offered in three classes that meet four days a week: Reading and Discussion, Listening and Speaking, and Writing and Grammar. Though the classes are aimed at recruiting academic students, non-working family members of HMMA employees are encouraged to consider the IEP because it offers six hours of English instruction four days a week. To further aid community students, AUM's IEP offers classes at a discounted rate to any international resident living in the Montgomery area (AUM).

Although AUM's ESL Program offers a vast array of classes, the program's success is largely attributed to the accepted teaching methods of its staff and administration. When asked to share his opinion on the growth of AUM's program, Alkanat affirmed, "We offer programs that meet the needs of everyone. Hyundai employees, usually males, can take classes in the evening and weekend. Their wives can take classes anytime they would like. Their children need some type of language enrichment program, and we are the only program that offers what they want and need" (Alkanat). With only seven instructors and one coordinator, the program prides itself on a collaborative teaching style enhanced by communicative language teaching (CLT). In "Communicative Language Teaching for the Twenty-First Century," Professor Sandra Savignon summarizes that CLT "has been put forth around the world as the 'new,' or 'innovative,' way to teach English as a second or foreign language" (13) because it provides broad "communicative competence, consisting of *grammatical competence, discourse competence, sociocultural competence,* and *strategic competence*" (17).

Because CLT is learner-focused with an emphasis on functional English ability, a curriculum based on this approach must be aware of the student needs and goals of functionality (14-15, 18). While addressing this multifaceted perspective, AUM's IEP has recently expanded its curriculum by adding Academic Word List (AWL), pronunciation, and acculturation components into its curriculum. By enhancing its curriculum with a mixture of English for academic purposes (EAP)[3] and communicative English[4] components, the IEP has answered the needs of its Korean community students while maintaining a traditional focus on academics. As outlined by D.E. Eskey, the traditional objective of an IEP is to teach "the mastery of a particular set of language skills—the English skills required for success in U.S. university programs" (24). With this particular objective in place, IEPs must supplement instruction in order to aid traditional academic students while also helping community students who do not need skills for university study—that is, IEPs with a mixture of academic students and community students must find a teaching approach that helps both. I argue that CLT does just that.

For example, CLT studies "overwhelmingly support the *integration* of form-focused exercises with meaning-focused experience" (Savignon 25). Thus, AUM has incorporated the use of AWL as additional support to students' usual English classes. According to its creator, Averil Coxhead, AWL is a list of 570 English vocabulary word families that prove most useful in academic study. This list does not include the most commonly used English words; instead, the AWL is strictly academic-based vocabulary (226). Therefore, AWL is commonly avoided in CLT because the focus is not on general communicative ability. However, AUM offers classes to students focused on attending a university as well as community students; thus, a compromise was met. While EAP is

essential for students intending to enter universities, community students have very little

use for vocabulary such as AWL. Therefore, under the instruction of Dr. Alkanat, AWL

was introduced into the program with standards that incorporate form and meaning. First,

words from the AWL and their definitions are presented to students in the Reading and

Discussion classes and later reviewed in all other classes. Special attention is given to

parts of speech, family words, antonyms, synonyms, collocations, and usage. Though

these words and definitions are above the average level of spoken English, the additional

information about the academic words enhances communicative ability.

For instance, antonyms and synonyms are not required to be words from the

AWL; instead, the staff encourages students to make connections to their everyday lives.

Collocations also exemplify communicative focus by presenting students with phrases,

expressions, and even slang that might be heard in the community. Finally, both

academic and community students are required to create personal sentences that use the

AWL words in a meaningful way. Consequently, AWL addresses two CLT variables

defined by researchers as grammatical competence and discourse competence. According

to Savignon, grammatical competence is the ability to distinguish the features of English

well enough to personally form single words and complete sentences. Discourse

competence, however, focuses on connecting these sentences in order to structure more

complex forms of communication (17-18). Thus, AWL enhances student vocabulary

while simultaneously instructing them on how to transform these words into related

family words, useful expressions, and complete thoughts.

While presenting new vocabulary in a useful manner is initiated in the Reading

and Discussion classes at AUM, the staff administers its second component of curriculum

enhancement in the Listening and Speaking classes. Though AWL was sculpted into an advantageous component for the community Korean students, the implementation of Pronunciation Focus is of obvious importance. Although experts in the field of CLT use various terms, author John H. T. Harvey explains that communicative ability derives from "*reference, intention*, and *uncertainty*" (208). Harvey clarifies that ESL instruction must reference the real world in order for the student to connect the new language to reality. Communication must also answer the student's intentions; there must be a realistic reason to learn the material. Finally, communicative instruction must have a level of uncertainty that demands clarification by the student (208-210). Thus, AUM utilizes reference, intention, and uncertainty in the teaching of pronunciation.

In the Listening and Speaking courses, instructors are required to administer pronunciation instruction in a variety of ways in order to balance EAP and communicative English. First, instructors reference life outside the classroom by presenting students with realistic texts, videos, audio, and realia. For example, local Montgomery newspapers are presented to students for oral reading. While the students take turns reading newspaper clippings of their choice, the instructor documents any recurring pronunciation mistakes and later corrects the class as a whole. For community Korean students, these readings offer stress-free pronunciation correction while also presenting local news occurring in their community. These oral exercises are commonly expanded to incorporate the students' intentions as well. For instance, the students are divided into pairs for discussion about the newspaper clippings. Because the news comes directly from the Montgomery community, the Korean students are actually discussing a topic that might arise in daily conversation with local friends and neighbors. The students

are encouraged to offer suggestions about their partners' pronunciation, which also

contributes to stress-free correction. Finally, a level of uncertainty is presented in this

activity because the clippings and discussion are unpredictable. Though the students are

not expected to understand the full meaning of every word in the clipping, they are

expected to realize the word's structure and pronounce the word correctly. Consequently,

students practice the strategic competence component of CLT. As defined by Savignon,

strategic competence is the ability to handle communicative situations when there is a

level of uncertainty (18). Instead of an expected list of practiced vocabulary words, the

students practice real world situations by spontaneously forming words, sentences, and

conversation. Although this communicative activity eventually transforms into an

academic report, CLT allows students to use the language in communication prior to

applying it to academia.

The newest addition to AUM's IEP curriculum is a focus on acculturation.

According to researchers William R. Acton and Judith Walker de Felix, acculturation is

"the gradual adaptation to the target culture without necessarily forsaking one's native

language identity" (20). Therefore, acculturation addresses the remaining aspect of CLT:

sociocultural competence. Savignon explains that sociocultural competence encompasses

the social interaction experienced during communication. This interaction includes oral

conversation, body language, choice of topic, and other culturally-based aspects of

communication (18). Each term, AUM offers numerous acculturation activities that offer

students the chance to experience American culture in context. Birthdays of staff,

national traditions, and holidays are celebrated via parties, cook-outs, local outings, and

group discussions. As residents of Montgomery, Korean students benefit from

acculturation activities because they are often expected to understand these American traditions.

For example, the staff holds an annual pumpkin carving contest in celebration of Halloween. During this event, students are informed of common interactions surrounding the holiday such as trick-or-treating for candy, wearing costumes, and decorating houses. Because many Koreans own homes in Montgomery neighborhoods, information pertaining to this sort of social interaction strengthens their sociocultural competence. Similarly, their strategic competence is also enhanced by experiencing a tradition that is not fully understood. Though holiday-related vocabulary is discussed weeklong prior to the celebration, students must learn for themselves when and where to use the vocabulary appropriately. Therefore, students must connect the language to the culture:

> The process of acculturation runs even deeper when language is brought into the picture. To be sure, culture is a deeply ingrained part of the very fiber of our being, but language—the means for communication among members of a culture—is the most visible and available expression of that culture. And so a person's world view, self-identity, his systems of thinking, acting, feeling, and communicating, are disrupted by a change from one culture to another. (Brown 34)

For international students learning ESL, H. Douglas Brown's description of acculturation is evident in the students' understanding and acceptance of the second language and culture. There is a need to redefine one's identity in the new culture in order to truly understand and accept the new language. Redefinition is especially true for Koreans residing in Montgomery because they are not only students; they are fathers, mothers,

and children urgently trying to learn a second language in order to survive and adapt within their new culture, community, and home. In order to connect acculturation to students' classes academically, writing prompts pertaining to the activities are administered within the Writing and Grammar classes. By writing about their personal experiences, students balance their communicative experience with their academic experience.

As explained in her essay, Savignon clarifies, "The essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence" (27). Because CLT focuses on improving the competence of each individual, there is no universal method of evaluation. According to Chaochang Wang's essay on innovative teaching methods, CLT is impractical when paired with traditional evaluation methods. CLT flexibly meets individual student needs; thus, the evaluation of individual students must also be flexible in order to reach CLT's full beneficial potential (141-142). To eliminate the ambiguity surrounding proper evaluation, AUM's IEP assesses students in every class by considering more than the numerical grade. According to AUM's *IEP Student Handbook*, students are initially placed in classes based on a preliminary proficiency test. The student must complete one full term, eight weeks, of the assigned class level before becoming eligible for advancement. The student is then assessed according to attendance records, numerical grade, and instructor recommendation. At the end of each term, a committee evaluates each student according to these three criteria and advancement is either granted or denied (ESL Office 24). Therefore, traditional testing methods are administered for the benefit of academic practice and instructor reference; however, testing methods and traditional grades are

used only in collaboration with instructor recommendations. Consequently, a student with a low numerical grade who demonstrates high-proficiency communicative ability might advance faster than a student with a high numerical grade who demonstrates low-proficiency. This method of evaluation allows community Korean students to focus on learning English for personal communicative ability instead of sacrificing large portions of time on test preparation. Similar to the components of AUM's IEP curriculum enhancement, evaluation is administered with the students' mixture of needs in mind.

The focus on student needs is essential as global markets continue to expand. Industrial areas that foster international businesses will inevitably receive growing numbers of foreigners who must quickly learn English. By molding curriculum to better assist the various needs of students, local ESL programs can efficiently equip international residents with the communicative ability to survive within their new community. AUM's IEP exemplifies the potential of flexible, learner-focused instruction. By implementing a unique curriculum sprinkled with communicative language teaching, AUM has adequately provided skills for communication to its local Korean populace. Thus, this thesis will focus specifically on AUM's Intensive English Program as an example of CLT at work in an academic setting. As one of AUM's IEP instructors, I will include commentary and personal lesson plans that exemplify the aforementioned components of the CLT approach: grammatical competence, discourse competence, strategic competence, sociocultural competence, reference, intention, uncertainty, and flexible evaluation. Because many Intensive English Programs are not as communicative-friendly as that of AUM, this thesis serves as a "CLT user's guide" for individual instructors assisting community students in an IEP or other academic setting.

Each chapter provides practical ideas for lesson plans and classroom construction that enable instructors to answer various needs of both academic and community students. Chapter two analyzes Reading and Discussion classes by focusing on two lesson plans I implement within a low-intermediate class. These lessons document the usefulness of CLT's focus on the learner as an individual when dealing with a mixture of goal-oriented students. The third chapter offers insight into the effectiveness of CLT-based instruction inside the Listening and Speaking classroom. This chapter will examine two lesson plans that I administer within a beginning-level Listening and Speaking class and how the implementation of CLT eliminates the resistance to verbal communication common among ESL students. Chapter four takes an in-depth look at students' varying perceptions of writing and grammar instruction. With two lesson plans I developed for an intermediate level Writing and Grammar class, I outline how CLT assists Korean community students in overcoming the initial anxiety that they often endure when dealing with their new roles in the English-speaking community. Chapter five contains instructor interviews held between myself and various IEP instructors who currently work at AUM. These interviews provide opinions and insight from fellow colleagues who also use CLT on a daily basis. Essentially, these interviews highlight benefits of CLT that I discuss in this thesis, as well as difficulties of CLT that I aim to examine and eliminate throughout chapters two, three, and four.

Throughout these chapters, expert advice and research is referenced and reviewed; yet, this thesis offers value not present in most theoretical textbooks. This thesis aims to provide first-hand CLT experience *to* working teachers *from* a working teacher. The theoretical difficulty of teaching communicative English in an academic-

based program has caused numerous instructors to resist CLT; consequently, many students' communicative needs have been left unmet due to a misunderstanding of the approach.[5] However, I argue that by making a few adjustments to lesson plans and by setting direct learning objectives, CLT can be seamlessly implemented within the academic-based IEP classroom in order to meet the needs of local community students successfully .

Notes

1.   To aid Korean employees in enhancing their English-speaking ability, HMMA offers an allowance each month for English lessons. Furthermore, the company has expanded this incentive by offering the allowance to the spouses of employees as well.

2.   Certification from the United States Citizenship and Immigration Services granted the program the ability to issue I-20 certificates for F-1 visa eligibility. According to Alkanat, the decision to become an IEP was not directly connected to HMMA; however, AUM had an agreement with the University of Ulsan, which ensured the enrollment of Korean students if F-1 visas could be acquired (Alkanat).

3.   A general definition of English for academic purposes was constructed in 1975 by the English Teaching Information Centre: "'EAP is concerned with those communication skills in English which are required for study purposes in formal education systems'" (qtd. in Jordan 1).

4.   A general description of communicative English is targeted language that facilitates basic communication. As defined by Savignon, "The terms that best represent the collaborative nature of what goes on [during basic communication] are *interpretation, expression,* and *negotiation* of meaning" (15).

5.   In his article "Practical Understandings of CLT," Kazuyoshi Sato reexamines his 1997 study of CLT that revealed teachers' resistance to the approach was commonly based on misunderstandings. He noted four common misconceptions: "(1) CLT is learning to communicate in the second language, (2) CLT relies mainly on speaking and listening, (3) CLT involves little grammar instruction, and (4) CLT relies on (time-consuming) activities" (45).

CHAPTER II

READING AND DISCUSSION

Perhaps the first skill that internationals must fine-tune is reading. To buy a home,
rent a car, pay a bill, and survive in their new communities, reading is essential. Thus, it
is important for instructors to focus reading practice and skills towards just that—
survival. Though many IEPs tend to focus reading instruction exclusively on academic
comprehension or language-test preparation, instructors must understand that passing the
Test of English as a Foreign Language (TOEFL) or the International English Language
Testing System (IELTS) will not guarantee success in the university classroom. In fact,
students in academic settings certainly use communicative English in order to survive in
the university. It does not help a student to understand the vocabulary in a biology book if
the student is unable to actually go to the bookstore and purchase the text. No matter how
educators look at it, learning English surpasses learning a pure academic register of
English. Therefore, it is vital that language instructors mesh EAP with communicative
English within the reading classroom. By doing so, instructors not only help the
academic-based students, but they also help community students who desperately need to
learn this type of survival English.

At Auburn University Montgomery, ESL reading skills are addressed within the
Reading and Discussion classroom. These classes certainly allow students to practice
reading and comprehension, but they also allow students to discuss the text and their

personal opinions of what they have read. Therefore, the class offers more skills than simply reading a text and circling the correct answer. These classes allow students to actually *use* what they have read during a class discussion, which mirrors what they might experience within a university classroom. While this type of classroom setup obviously benefits the academic student, instructors at AUM enhance these classes with CLT in order to benefit the community students as well. By utilizing the communicative approach, these classes transform into a resource for both types of students. As explained by Freeman and Freeman, students respond better to lessons that focus on areas of personal importance. The connection between instruction and self allows students to find a personal purpose for learning the information. With a personal purpose established, students develop a sense of ownership over their learning; thus, they tend to take greater risks as they study the new information (147). Therefore, a lesson that promotes academic students to focus on scholastic aspects and community students to focus on communication is the most beneficial choice for the class as a whole. Because CLT flexibly focuses on learners as individuals, a lesson plan outlined using the approach encourages the students to find their personal purpose for learning the material.

Therefore, I will share a few lessons that I have implemented within my own classroom. I teach a low-intermediate Reading and Discussion class with the following performance objectives:

> Individuals can read and interpret most simplified materials on familiar subjects that have a simple and clear underlying structure (e.g. clear main ideas, chronological order) with extensive teacher assistance; mostly utilize dictionary to determine meaning; can interpret simple charts,

graphs, and labels to some extent; recognize spelling patterns for short vowels and some long vowels; use a basic monolingual learner's dictionary for meaning; can understand pronoun referents in low-intermediate reading textbooks; can identify the main ideas in two-to-four paragraph readings; can classify vocabulary by root words to some extent; read at least one Level 2 or 3 ESL story book in an eight-week term. (ESL Office 16)

These objectives initially seem cut-and-dry academia; however, CLT allows instructors to stretch these objectives into something more—something useful. As explained by R.R. Jordan, communicative activities come in two forms. The first type of communicative activity encourages students to use English as a way to share information, often with group members. The second type encourages students to process information, often in discussion or evaluation (112). For example, AUM's first performance objective states that students will be able to "read and interpret most simplified materials on familiar subjects that have a simple and clear underlying structure (e.g. clear main ideas, chronological order) with extensive teacher assistance" (ESL Office 16). Alas, how do I make a "familiar subject" come to life in a communicative manner? More importantly, how do I make this useful to both academic and community students? Simply, an instructor must produce an array of activities that make students "share information" and "process information." I have found that using simplified texts that focus on the history of the local community provides an entertaining topic that references life in their new community. Because our program is located in the heart of Montgomery, Alabama, I have not had much trouble finding interesting, historical topics with which students are

familiar. For example, I have developed the following lesson plan with Montgomery's

rich history in mind.

Montgomery, Alabama History

Lesson title: Montgomery Bus Boycott   **Class:** Reading and Discussion

Proficiency level: Low-Intermediate

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . read a short history of the Montgomery Bus Boycott; complete relevant vocabulary assignments; discuss the importance of the boycott within personal cultures and American culture; role-play a part within the boycott; watch related You-Tube videos and discuss images; discuss the effects of the boycott in small groups and large groups.	**The student will . . .** practice reading and conversation that is relevant within the Montgomery community; role-play a scenario with unpracticed parts; learn risky vocabulary and its proper/improper usage in society. **Strategies:** *Grammatical Competence *Discourse Competence *Sociocultural Competence *Strategic Competence	**The student will . . .** practice reading and discussion that is relevant within an academic, history classroom; take notes of historical events and people; personalize the information in order to connect it to personal, academic studies; add to historical knowledge; add to historical vocabulary. **Strategies:** *Use Background Knowledge *Use Context Clues *Cooperate with Others *Listen Carefully *Use Images as Clues *Take Notes *Use Personal Experiences *Make Inferences *Personalize

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	**Class:** Watch Martin Luther King Jr. speech snippet **Ss:** Offer initial opinions		**CLT:** *Discourse competence **Academic:** *Take notes *Make inferences	*You-Tube	5

PRESENTATION:	1. Brief review of speech and its importance 2. Handout typed snippet of speech; watch speech snippet again 3. Slideshow explaining Bus Boycott 4. Read short history		**CLT:** *Discourse competence *Sociocultural competence **Academic:** *Listen carefully *Use images to understand	*PowerPoint *History handout	10
ACTIVITY 1: Vocabulary Sheet	1. Pass out vocabulary sheet 2. Allow students time to skim sheet 3. Explain the term "risky" 4. Ss complete sheet in groups 5. Ss discuss the importance of proper/improper usage 6. Class discusses offensive language and its effects	**Vocabulary:** Negro, racism, hate, boycott, equality, rights, protest, segregation, dignity, illegal, etc.	**CLT:** *Grammatical competence **Academic:** *Take notes *Use context clues *Use own experiences	*Vocabulary sheet *Response sheet	20
ACTIVITY 2: Response Sheet Review	1. Ss complete response/comprehension handout on boycott 2. Group discussion 3. Class discussion		**CLT:** *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Make inferences *Cooperate with others	*Response sheet	20
ACTIVITY 3: Role-play	1. T presents multiple roles to the class / Ss blindly choose roles from a hat 2. Classroom transforms	*"Risky" language	**CLT:** *Discourse competence *Sociocultural	*Multiple roles *Realia: hats, umbrellas,	20

	to 1955 / Ss begin role-play **3.** T takes notes on the board (interesting conversation; problem areas) but does NOT answer Ss questions; Class discusses.		competence *Strategic competence **Academic:** *Use background knowledge	newspapers, baby doll, briefcase, etc. *Notes on board	
ACTIVITY 4: Why Is This Important?	**1.** T writes on the board one question: Why is this important? **2.** Ss reread history handout and answer the question **3.** Ss discuss in pairs; class discussion	*"Risky" language	**CLT:** *Discourse competence *Sociocultural competence **Academic:** *Use background knowledge *Personalize	*Question on board *Handout	15
EVALUATION: YOU!	**1.** T personally asks each student, "What do you think?"		**CLT:** *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Personalize		End of entire lesson
HOMEWORK ASSIGNMENT:	**1.** T presents each student with a short bio of Civil Rights figure **2.** Ss read bio and answer comprehension questions **3.** Ss prepare to discuss their bio with the class during next class meeting				

The lesson targets learning objectives for both academic students and for Korean community students, while keeping the classroom entertaining. For instance, the hook is

a You-Tube snippet of Dr. Martin Luther King Jr. and his powerful "I Have a Dream"

speech. Dr. King is a central historical figure in Montgomery, and students will

undoubtedly encounter this topic while living in Montgomery. The speech is loud,

meaningful, and slowly spoken; therefore, students have time to listen and comprehend

the message. Of course, the hook only takes a matter of minutes within the entire class

period, but students rarely forget the words, "I have a dream." I have found it helpful to

allow students to listen once without any text, but I always supply a typed copy of the

section covered in order to enhance students' understanding. This speech opens the doors

for a series of questions: Why is he giving this speech? What is he talking about? Why is

this important?

I allow students a chance to answer these questions within an open-class

discussion. At this point, students are still unsure of the topic and tend to resist offering

personal opinions. However, this hook allows students a chance to *question* their

uncertainty. Therefore, students eagerly search the slideshow and handouts for their

answers. They want to know. They want to be informed. They know that this is important

to the world, to their community, and to themselves. Until this point, I treat my academic

students and my Korean community students as one. They are all residents of

Montgomery, so this information affects them equally. However, I often see a divide

once I hand out the first assignment. Because most of the vocabulary in this assignment is

new, students must find a way to complete the worksheet without guidance from the

instructor. For my academic students, I encourage the use of a monolingual dictionary to

derive the answers. These dictionaries provide direct definitions while subjecting students

to a multitude of other words. When they finally enter university classes, they must

depend on themselves and the resources nearest to them. Thus, knowledgeable use of dictionaries is essential.

However, I often encourage the use of peer-help for my Korean students. When they are at a local park or neighborhood picnic, these students must depend on their peers for aid. While many international residents carry dictionaries or pocket-translators, I encourage them to ask questions—that is, I encourage them to start conversations. As stated on the lesson plan, this activity allows community students to practice grammatical competence and strategic competence. Grammatical competence is enriched by the addition of new vocabulary. Words and slang that they might encounter within the community is addressed in the worksheet, and the proper use of these words is discussed. In a community where racism is a relevant issue, students always feel more informed when they learn the meaning and proper usage of words such as "negro." For example, Dr. King uses this term to address African Americans in his speech; however, the word is outdated and quite offensive in modern society. I have had many Korean students explain that they have heard the word but were unaware of its meaning. This is proof that communicative English truly helps these students adjust to their new communities.

While I never forbid academic students from using peer-help or community students from using dictionaries, I try to keep my individual students' goals in mind. Their task may be the same, but instructors can facilitate the most helpful path for completion. For example, the next activity in this lesson is a response sheet. This handout contains numerous comprehension questions pertaining to the history text, but it also goes one step further. I add personal response questions to this handout because students usually have powerful opinions by this point in the lesson. Of course, comprehension

questions test basic understanding; however, the response questions evaluate students' deeper meaning of the text. I find this beneficial for academic students because they learn to assess text on a basic level as well as search for a broader picture. Again, the ability to communicate personal opinion may not be strict academia, but this ability will undoubtedly benefit academic students once they enter a university. As for my community students, they seem to enjoy this activity the most out of the lesson. Because the activity leads to group discussion, community students are allowed to explain their opinion and support their stand. I always tell students to pretend that they are at a community barbecue or other social event. They are meeting new people with new personalities; they must be ready for debate. To support this imagery, I question my students' opinions.

For example, a Korean student might suggest that he cannot believe that Americans do not get along with other Americans. While I would certainly agree that racism is incomprehensible, I would connect this divide in the American nation to the divide between North and South Korea. The student must respond to the best of his ability using his personal knowledge of Korea and connecting it to the issue at hand; in other words, he is practicing strategic competence. He has stated his opinion and now must defend it with whatever means he has. After questioning one or two students' opinions, students catch on and begin questioning their classmates. Before you know it, students are practicing discourse competence and sociocultural competence. Discourse is obvious within the class discussion, and sociocultural competence is addressed when students question and respond. Though not traditional academic English, I find it

necessary to teach all students how to politely disagree and how to respectfully voice their opinion.

The next activity is rooted in CLT because it touches on all four language competencies. Role-plays are the easiest way for instructors to entertainingly incorporate grammar, discourse, social behavior, and strategic thinking. In fact, role-plays enrich the classroom with CLT while unquestionably making academic instruction concrete. Students put what they have learned to work in a "real-world" situation, so the information is remembered more as "something I once did" instead of "something I once heard." For example, I sketch out multiple roles of people who would have lived during the Montgomery Bus Boycott. I try to include a wide array of possibilities such as a mother, a student, a child, a businessman, a bus driver, a teacher, and a police officer. For this specific role-play, I instruct students that they live in Montgomery during the boycott. Students must act out their part using the information and the vocabulary that we previously learned. The classroom is completely open and students are encouraged to walk from classmate to classmate in order to start conversation. To make the activity more believable, I provide students with realia: a baby doll for the mother, a briefcase for the businessman, a teddy bear for the child, etc.

In order to enter the role-play without interfering, I often play the part of the police officer. As students discuss the boycott and their opinions of racism, I walk around the room as if I am a suspicious officer questioning Montgomery citizens. As an officer, I ask questions and evaluate students' understanding. This allows me to gauge the class as a whole, while assessing the needs of individual students. I take notes on my "officer's clipboard" and copy these notes to the board after the role-play has ended. These notes

allow students to self-correct without me specifically pointing out their errors, which is a helpful skill for academic and community students. I wrap up this lesson with two final activities that ask a global question and then a personal question. When I ask why the boycott is important in general, academic students lean towards historical significance while community students lean towards social effects. It never fails, however, that both types of students answer similarly when asked why the boycott is important to them as individuals; most students offer some version of Dr. King's words, "I have a dream."

This type of community personalization is possible within any IEP because all it needs is one social connection to link the intentions of each individual. Whether the topic is an event or a person, America is full of historical facts and fantasies that serve as relevant topics for CLT instruction. Just as the Montgomery Bus Boycott serves as a factual base for instruction, Alabama is infamous for its fantastical ghost stories. Although the low-intermediate level may not be proficient enough to read and understand an entire collection of unsimplified ghost stories, a single tale from a collection offers students the chance to examine a true text with literary aspects such as humor, deception, sarcasm, and exaggeration. These aspects are essential for academic students because they aid in gaining comprehension, reading between the lines, making inferences, and drawing logical conclusions. For community students, these literary aspects must be understood in order to understand everyday situations such as advertisements, news broadcasts, and common conversation. Thus, I find a good ghost story allows my students the opportunity to gain confidence in reading a "real" story, while allowing me the opportunity to address these crucial literary aspects.

For instructors teaching in Alabama, I have found *13 Alabama Ghosts and Jeffrey* to be an invaluable text in this endeavor. The stories are straightforward yet compelling, and the reading level is simple enough to be understood but complex enough to prevent insult. I usually take one story from this collection and share it with the class a week before we cover it in a lesson. This allows students the chance to read the text in their own time and note any difficulties. The following lesson comes from a five-part series that covers multiple literary aspects of the stories in detail.

Alabama Ghost Stories

Lesson title: Deception   **Class:** Reading and Discussion

Proficiency level: Low-Intermediate

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . read an Alabama ghost story; complete relevant vocabulary assignments; complete comprehension assignments; discuss the story in reference to deception; role-play deception scenarios; discuss the effects of deception.	**The student will . . .** practice reading and conversation that utilizes deception as a communicative skill; role-play a scenario with unpracticed parts; learn deception-related vocabulary and its proper/improper usage in society. **Strategies:** *Grammatical Competence *Discourse Competence *Sociocultural Competence *Strategic Competence	**The student will . . .** practice reading and discussion that utilizes deception as a literary variable; take notes of multiple uses of deception in text; personalize the information in order to connect it to academic studies; add to vocabulary. **Strategies:** *Use Context Clues *Read Between the Lines *Make Inferences *Draw Logical Conclusions *Use Images as Clues *Take Notes *Personalize

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	**Class:** Watch author's introduction to book		**CLT:** *Discourse	*You-Tube	5

	Ss: Offer initial opinions		competence **Academic:** *Take notes *Make inferences		
PRESENTATION:	1. Brief overview of *13 Alabama Ghost Stores and Jeffrey* 2. Handout ghost story 3. Slideshow explaining deception (meaning and examples) 4. Read selected passages of ghost story (deception examples)		**CLT:** *Grammatical competence **Academic:** *Take notes *Listen carefully	*PowerPoint *Ghost story	5
ACTIVITY 1: Vocabulary Sheet	1. Pass out vocabulary sheet 2. Allow Ss time to skim sheet 3. Ss complete sheet 4. Have Ss discuss the importance of proper/improper usage in small groups 5. Class-discussion on deception and its effects	**Vocabulary:** deception, lie, white lie, truth, deceive, honesty, fact, fiction, fantasy, fib, etc.	**CLT:** *Grammatical competence *Strategic competence *Sociocultural competence **Academic:** *Take notes *Use context clues *Make inferences	*Vocabulary sheet *Response sheet	20
ACTIVITY 2: Response Sheet Review	1. Ss complete response/comprehension handout on deception and selected passages 2. Partner discussion 3. Class discussion	*Deception-related vocabulary	**CLT:** *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Use context clues *Make inferences	*Response sheet	20

			*Read between the lines *Draw logical conclusions		
ACTIVITY 3: Role-play	**1.** T presents multiple roles to partners **2.** Ss role-play in pairs **3.** T takes notes on the board (interesting conversation; problem areas) but does NOT answer Ss questions **4.** Class discusses T notes on board	*Deception-related vocabulary	**CLT:** *Grammatical competence *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Draw logical conclusions *Read between the lines *Self-correction	*Multiple roles for pairs	20
ACTIVITY 4: Effects of Deception	**1.** T writes on the board one question: What are the good/bad effects of deception? **2.** Ss discuss in pairs **3.** Class discussion	*Deception-related vocabulary	**CLT:** *Discourse competence *Sociocultural competence **Academic:** *Take notes *Personalize		10
EVALUATION: YOU!	**1.** T personally asks each student, "Have you ever been deceived?"	*Deception-related vocabulary	**CLT:** *Discourse competence **Academic:** *Personalize		End of entire lesson
HOMEWORK ASSIGNMENT:	**1.** T assigns selected passages that contain examples of exaggeration **2.** Ss read passages and	*New vocabulary: exaggeration			

	underline examples of exaggeration				
	3. Ss prepare to discuss examples during next class meeting				

Just like Dr. King's speech remains in students' minds as a powerful and meaningful speech, Kathryn Tucker Windham's introduction to her book provides an intriguing hook dipped in southern dialect. Her introduction sets the scene of interest as she joyfully entices readers to enjoy her ghost stories. I often use a clip of her introduction to explain the southern story-telling tradition, which references the southern community and its residents. After discussing a few students' opinions of the author and the clip, I try to jump right into an overview of the collection and an in-depth slideshow of the term "deception." This slideshow allows students the chance to take notes and listen carefully as I explain "deception" and its uses. By creating a basic understanding of "deception," this slideshow aids the grammatical competence of students because it explains unconnected concepts and keywords. At this point, I find it helpful to offer a vocabulary sheet that reviews these concepts and keywords. The use of vocabulary handouts guarantees that students have made note of keywords, and it allows instructors the opportunity to stretch grammatical competence into discourse competence. Instead of simple matching exercises, instructors can make vocabulary activities more communicative by utilizing sentence completion and cloze exercises. Thus, academic vocabulary is covered by academic students, but community students learn academic vocabulary in useful context.

Furthermore, CLT continues to enrich this lesson by creating an atmosphere that encourages debate. For example, I distribute a comprehension/response worksheet that

evaluates students' understanding of the text and the concept of deception. Questions touch on sequence of events and main ideas, but these questions go further than traditional academic questions. By asking questions focused on deceptive instances in the text, students must draw their own conclusions to answer the question of what really happened. CLT allows instructors the ability to surpass "what happened" and lead students to question "what *they* think happened." These types of comprehension questions test their grammatical competence in relation to the new vocabulary, their discourse competence in relation to analyzing an entire passage, their sociocultural competence in relation to assessing deception, and their strategic competence in relation to their ability to maneuver past a falsehood and uncover a truth. These skills surrounding uncertainty are pivotal for survival within modern society.

These essential skills are materialized when practiced within a role-play. When I plan these roles of deception, I try to input scenarios that suggest both good and bad uses of the skill. For instance, I might form a role of a party-planner and a birthday-person. In this instance, hiding the truth does not hurt anyone, so the deception is arguably acceptable. However, I definitely include situations that blatantly represent the harm of deception such as a teacher and a student caught cheating. In any case, students have very limited time to decide whether they believe the deception to be acceptable or not before they must play the part. Therefore, students are incorporating all four communicative competencies while maintaining a focus on academic vocabulary and skills. During these role-plays, it is helpful for instructors to circle the room and take note of students' difficulties and achievements. For example, I might note that the word "fib" was misused; however, I would note that body language such as crossing one's fingers was

used appropriately. Whenever a negative is addressed, it is encouraging for academic and community students to also hear acknowledgement of a positive achievement.

To wrap up the day's lesson, it is important to evaluate what the students have or have not learned. As demonstrated in the previous lesson plan, I tend to ask individual students one question that can quickly be answered as long as there is a basic understanding. While it might be difficult for a student to quickly recall the definition of "fact" or "fiction," a broader question serves as an outlet for students to verbalize what they have learned. For example, I would ask a student, "Have you ever been deceived?" Of course, the answer will be affirmative and students will give as little or as much detail as they see fit. Essentially, I believe there should be no right or wrong answer to these evaluation questions; however, the answers should allow instructors the ability to gauge the understanding of the class as a whole.

These two lessons hit on academic aspects of AUM's performance objectives such as using a dictionary, finding main ideas, and understanding vocabulary; however, these lessons provide much more to both academic and community students. When I sketch out a Reading and Discussion lesson plan, I keep in mind that I have two sets of students with two sets of intentions. Most of my students aim to enter a university and excel in academia, so their goals surround academic vocabulary, reading comprehension, and question-answer responses. Therefore, I have to continually remind myself that constant role-plays or personal responses do not adequately meet their needs. On the other hand, I have Korean students who eagerly await these textual role-plays and chances to voice their own opinions about texts. It is the mixture of these two different types of students that demonstrates the effectiveness of CLT's focus on the individual

within the classroom. By utilizing the communicative approach, I am able to address the four communicative competencies while also educating students about academic skills such as making inferences, reading between the lines, and drawing conclusions. Essentially, CLT enables instructors to teach two goal-oriented reading classes in one multi-faceted Reading and Discussion course.

CHAPTER III

LISTENING AND SPEAKING

While reading skills tend to be the initial need of internationals living in their new communities, listening and speaking skills are by far the most important. Residents must interact with neighbors, employers, children's teachers, and countless others on a daily basis. Without adequate listening and speaking skills, internationals have absolutely no chance of happily adjusting to their new lives in America. Therefore, it is the language instructor's responsibility to provide skills that aid in surviving day-to-day situations. Answering the listening and speaking needs of community students is especially hard in IEPs because academic-based English and communicative English are extremely different. Connecting the dots between EAP and communicative English is much easier in reading classes than in listening and speaking classes because written texts do not change with context as often or as drastically as spoken English. For example, Americans speak to professors in a very different manner than they order a hamburger. The divide between academic and communicative English may seem too drastic to bridge; however, CLT once again offers opportunities to connect the goals and instruction of both types of students.

I have recently been teaching a beginning level Listening and Speaking class with the following performance objectives:

Individuals can satisfy basic survival needs and very routine social

demands; can understand most simple learned phrases easily and some

new simple phrases containing familiar vocabulary (spoken slowly with

frequent repetition); can demonstrate awareness of some of the word

endings in English (e.g. plural form, -ing, -ed, etc.); can identify word

stress in some multi-syllabic words that are familiar; can recognize some

of the differences between written and spoken English. (ESL Office 17)

At this level, the use of academic English is limited; however, the course is designed to

set a base for an academic focus. In fact, I often imagine many beginning level textbooks

as prep-guides for a student's first day in a university class. Introductory phrases,

common questions and answers, and likes and dislikes are the typical path of instruction

for this level. In my opinion, these memorized lines are quite useless in the end. When

academic students are proficient enough to enter a university, these memorized lines are

forgotten and replaced with a deeper understanding of the language. To the beginner

community student, expressing the fact that they "like" the color blue seems quite trivial

compared to what they are expected to express throughout their daily lives in society.

Therefore, I think it is time that language instructors focus class time on useful listening

and speaking skills that will actually answer the intentions of students at the beginning

level.

For example, AUM states that students will learn to "satisfy basic survival needs

and very routine social demands" (ESL Office 17). Though this might be interpreted by

some instructors as a focus on common expressions and questions, I believe this is a call

for more. Instead of teaching students to *memorize* the answers to questions about name,

birthday, phone number, address, and nationality, instructors can utilize CLT to actually *teach* students this information. On multiple occasions, I have encountered students who could answer the question "What is your name?" but could not answer "Who are you?" Although the following lesson plans focus only on the beginning level, CLT is beneficial at any level of listening and speaking instruction because it can be molded to fit the abilities and disabilities of individual students. However, I have found that CLT does wonders in lower-level classes because it offers a stress-free environment that produces opportunities for less talkative students to practice their speaking at a pace comfortable for themselves. For example, I have outlined a lesson about personal information in the following lesson plan.

Personal Information

Lesson title: Know Your Info!   **Class:** Listening and Speaking

Proficiency level: Beginning

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . listen to multiple recordings of individual information; complete cloze exercises attached to audio; discuss personal information; role-play personal information scenarios.	**The student will . . .** practice listening to recordings of real-life scenarios; practice listening while taking notes; learn conversational vocabulary; role-play a scenario with unpracticed parts; learn personal information and multiple ways of asking and answering personal questions. **Strategies:** *Grammatical Competence *Discourse Competence *Sociocultural Competence *Strategic Competence	**The student will . . .** practice listening while taking notes; learn relevant vocabulary; practice vocabulary in role-plays; learn personal information and multiple ways of asking and answering personal questions. **Strategies:** *Listen Carefully *Use Background Knowledge *Use Context Clues *Take Notes *Make Inferences *Personalize

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	**T:** Introduces self to class using personal information **Ss:** Listen and respond if possible		**CLT:** *Discourse competence **Academic:** *Listen carefully		5
PRESENTATION:	**1.** Slideshow detailing common personal information **2.** Handout on common questions with variations of these questions **3.** Slideshow explaining handout in detail		**CLT:** *Grammatical competence *Strategic competence **Academic:** *Listen carefully *Take notes *Use context clues	*PowerPoint *Handout	10
ACTIVITY 1: Common Questions Worksheet	**1.** T passes out common question sheet **2.** Allow students time to answer questions with their personal information **3.** Have Ss ask and answer these common questions **4.** Class-discussion on variations of common questions (ways to identify the question being asked)	**Vocabulary:** name, birthday, age, phone number, address, nationality, email address, etc.	**CLT:** *Grammatical competence *Discourse competence *Strategic competence **Academic:** *Take notes *Make inferences *Use background knowledge	*Common question worksheet	20
ACTIVITY 2: Listening to Other's	**1.** Ss listen to audio		**CLT:** *Discourse	*Cloze worksheet	20

Personal Information	2. T passes out cloze worksheet 3. Ss listen for answers (personal information); repeat as necessary 4. Ss check answers with partner; class discusses		competence *Sociocultural competence **Academic:** *Listen carefully *Take notes		
ACTIVITY 3: Role-play	1. T assigns partners and labels student as employee and employer 2. Ss role-play parts and ask personal information questions 3. Ss fill-in personal information worksheet with partner's info. 4. T takes notes on the board (interesting conversation; problem areas) 5. Class discusses T notes		**CLT:** *Grammatical competence *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Use background knowledge *Make inferences *Take notes *Listen carefully *Personalize	*Partner-personal information worksheet	20
ACTIVITY 4: Tell Me about Yourself	1. T writes on the board: Tell me about yourself. 2. Ss answer with any personal information 3. Ss discuss in pairs; class discussion		**CLT:** *Discourse competence *Sociocultural competence **Academic:** *Use background knowledge *Personalize		15

EVALUATION: YOU!	1. T asks class random personal information questions (anyone can answer)		CLT: *Discourse competence *Sociocultural competence **Academic:** *Personalize		End of entire lesson
HOMEWORK ASSIGNMENT:	1. T provides another copy of partner-personal information worksheet 2. Ss ask a friend the common personal information questions and complete the worksheet 3. Ss prepare to share information during next class meeting				

The hook for this specific lesson is a teacher demonstration of self-introduction. I usually walk into the door, set my things down, and quickly begin my introduction as I shake the hand of a nearby student. Nothing is discussed, but students certainly seem entertained as I spend a few minutes giving out personal information such as my name, phone number, and other unsolicited information. If students are skilled enough to respond to any of my information, I welcome the practice of discourse competence; however, I usually slide into an explanatory slideshow at this level. The slideshow and accompanying handout list common questions asking for personal information. A few examples include: "What is your name?" or "What is your birthday?" I keep the first page of the handout basic, but the purpose of this lesson is to understand the multiple

variations of these questions. Thus, the bulk of the slideshow and handout outline variations of these questions such as "May I have your name?" or "What is your date of birth?" At this point, students are not expected to fill-in any blanks or even think further than the common questions listed on their worksheet. Therefore, this activity enhances their grammatical competence by growing their understanding of personal information questions at the sentence level. In fact, this handout puts essential keywords in boldface in order to connect understanding of one question to a different question. For example, "name" is boldfaced in the question "What is your name?" and in the question "May I have your name?" By understanding that "name" is their title and is commonly used in differing questions to request that title, students' grammatical competence allows them to connect the dots. Freeman and Freeman suggest that language learners can easily memorize vocabulary; however, the vocabulary is useless if the words have an isolated definition. Even for academic students, isolated vocabulary has very little use if it is not applied in a meaningful way (135). In other words, vocabulary is best taught in a manner that promotes communication and references their real lives. Instead of rote memorization of word-to-definition, CLT connects the learning of new vocabulary to meaningful use in practical communication.

For example, this activity aids students' strategic competence by practicing the use of context clues. Although students might not understand every word in a question, strategically connecting keywords such as "name" to their meaningful applications can often help students answer accordingly. For the academic student, practicing the use of context clues enables them to gradually increase their level of comprehension. The beginning level is far from a university level class; however, this is certainly a skill that

they will not disregard alongside futile memorized lines and phrases. This lesson practices academic skills further by encouraging note taking in the next activity. This listening exercise presents students with multiple clips of people sharing personal information. These types of audio clips can be easily found on You-Tube, and the worksheets can quickly be made by the instructor. Simply transcribe the audio clips word-for-word and then delete approximately every tenth word (deletion frequency can be increased for higher levels). Before passing out the handouts, I usually let the class listen to the audio one time in order to allow a personal reaction from individual students. Then, the cloze worksheet is dispersed with instructions to listen carefully and fill-in the blanks with what they hear. Apart from academic note taking, students practice discourse competence by listening to a complete conversation, as well as sociocultural competence by listening to the way multiple people present their personal information to each other. By carefully listening to pause-time, turn-taking, and polite vocabulary, students are informed of how to appropriately respond to personal information questions instead of rudely rushing along the questions.

At this point in the lesson, students have heard the instructor's personal information and the numerous audio clips, so most students feel ready to offer their own information to the class. With many of my Korean community students, supplying personal information is essential in their daily lives. Whether it is a mother enrolling her child in school or a son applying for a summer job, community students must be able to appropriately hold this type of uncertain, unscripted conversation. Thus, I administer role-plays that practice the learned questions and expressions while allowing room for students to supplement their conversations with their own ideas. Suggested roles for

partners include: parents and their child's teacher, a sick patient and a nurse, a driver and a police officer, etc. These roles not only touch on all four language competencies, but they also practice everyday scenarios that are quite possible in community students' lives. Furthermore, this role-play allows academic students to practice learned skills such as using context clues for understanding.

The lesson ends with one final request from the instructor: "Tell me about yourself." Students are allowed to gather all of the information that they have practiced and compile it into one self-introduction that mirrors the lesson's initial hook. Students are allowed to say as much or as little about themselves as they want; however, my experience with CLT is that students are more than willing to share what they have learned. Because they have seen the teacher do it, heard the audio do it, and practiced it with a partner, students have usually gained enough communicative confidence to share at least a sentence or two about themselves. This is yet another wonderful aspect of CLT; the approach allows flexibility for each individual student. Instead of one worksheet with ten direct questions and ten direct answers, the communicative approach encourages the use of open-ended questions and practice that do not hinder students' confidence. I have witnessed Korean students blush at the sound of their name when they enter my classroom on the first day, but then transform into a risk-taking chatterbox after only a few lessons enriched with CLT. Therefore, the evaluation of this lesson is a series of personal information questions directed at the class as a whole. Any student can offer an answer, which assesses the class without pinpointing individual students; thus, sociocultural competence is addressed again as students practice pause-time, turn-taking, and polite vocabulary.

AUM's performance objectives for this course go on to suggest that students will gain the ability to "demonstrate awareness of some of the word endings in English (e.g. plural form, -ing, -ed, etc.)" (ESL Office 17). Obviously, learning word endings is important for both academic and community students; however, the method of teaching these endings can be approached in two ways. First, word endings can be discussed as pure grammatical structures. Academically speaking, word endings should be addressed as grammatical functions with form, meaning, and use. On the other hand, word endings can also be taught as variables of communication with little stress given to grammatical aspects. In order to encompass both approaches, I have used CLT in my lesson plans to teach word endings such as plural forms.

Word Endings

Lesson title: Plural Form   **Class:** Listening and Speaking

Proficiency level: Beginning

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . watch and listen to multiple videos of grocery store checkouts; complete cloze exercises attached to videos; discuss variations of plural form; role-play a grocery store checkout.	**The student will . . .** practice listening to recordings of real-life scenarios; practice listening while taking notes; role-play a scenario with unpracticed parts; learn plural form word endings. **Strategies:** *Grammatical Competence *Discourse Competence *Sociocultural Competence *Strategic Competence	**The student will . . .** practice listening to audio while taking notes; practice plural form in role-plays; learn plural form word endings. **Strategies:** *Listen Carefully *Take Notes *Connect Information *Follow Directions *Cooperate with a Group *Personalize

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	T: Passes out packets of fake	Vocabulary: penny,	**CLT:** *Sociocultural	*Fake money	5

	money and directs Ss attention to monetary vocabulary written on board. T points to a vocabulary word and then holds up its example. **Ss:** Organize money in groups of pennies, nickels, dimes, quarters, etc.	nickel, dime, quarter, dollar	competence **Academic:** *Listen carefully *Follow directions *Connect information	*Vocabulary written on board	
PRESENTATION:	**1.** Slideshow detailing plural form word endings **2.** Handout outlining plural forms and rules for formation Note: Do not spend time on pronunciation. This will be covered in a separate lesson.	Endings: -s, -es, -ies	**CLT:** *Grammatical competence **Academic:** *Take notes *Listen carefully	*PowerPoint *Handout on plural forms	10
ACTIVITY 1: Currency: One Dollar, Two Dollars	**1.** T passes out currency worksheet **2.** Allow Ss time to skim worksheet and then direct them to complete **3.** Ss transfer knowledge from slideshow to worksheet: one penny → two pennies **4.** Ss check their answers with a partner before the class reviews as a whole	Endings: -s, -es, -ies	**CLT:** *Grammatical competence *Strategic competence **Academic:** *Take notes *Connect information *Follow directions	*Currency worksheet	20
ACTIVITY 2: Listening- A Day at the Grocery Store	**1.** Ss listen to audio **2.** T passes out cloze worksheet **3.** Ss listen for answers (plural	Endings: -s, -es, -ies	**CLT:** *Grammatical competence *Discourse competence	*Cloze worksheet *Audio	20

	forms of grocery items); repeat as necessary **4.** Ss check answers with partner **5.** Class discusses answers		*Strategic competence **Academic:** *Listen carefully *Take notes *Connect information		
ACTIVITY 3: Role-play	**1.** T assigns partners and labels student as cashier and customer **2.** Ss role-play parts and ask about items to be purchased **3.** Ss fill-in a "receipt" outlining how many bananas were bought, how many boxes of cereal, etc. **4.** Ss must purchase food with ___dollars, ___ tens, ____ twenties, etc. Ss fill-in this information. **5.** T takes notes on the board (interesting conversation; problem areas) but does NOT answer Ss questions **6.** Class discusses T notes on board	Endings: -s, -es, -ies	**CLT:** *Grammatical competence *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Listen carefully *Take notes *Connect information *Follow directions *Cooperate with a group *Personalize	*Grocery store receipt *Fake money	20
ACTIVITY 4: Grocery List	**1.** T writes on the board: GROCERY LIST **2.** Ss provide items that the class needs to purchase and T asks, "How many?" **3.** Ss must provide a number and the	Endings: -s, -es, -ies	**CLT:** *Discourse competence *Sociocultural competence **Academic:** *Listen carefully	*List on board	15

	plural ending of the word		*Connect information *Cooperate with a group		
EVALUATION: YOU!	**1.** T lists random items for sale and their prices on board and asks individuals, "What would you like to purchase?" **2.** Ss choose items that they can afford **3.** T labels items with purchaser's name and reviews plural endings of items bought	Endings: -s, -es, -ies	**CLT:** *Discourse competence **Academic:** *Connect information *Personalize	*List on board	End of entire lesson
HOMEWORK ASSIGNMENT:	**1.** T provides a worksheet on pronunciation of plural endings **2.** Ss study worksheet at home and gain a basic understanding	Endings: -s, -es, -ies			

When dealing with the plural form, I have found it helpful to use something familiar to students as a meeting point. Even at the beginning level, students know what a dollar is and can usually give the plural form of dollars. Therefore, I use currency as a hook in this lesson plan because every student can reference the need to accurately buy and sell items. When I pass out the packets of fake money, I make sure to distribute the currency unevenly. I usually give my most talkative student the least amount and my quietest student the greatest. During the evaluation section of the lesson, this choice of currency distribution provides humorous dialogue for the entire class. However, for the purpose of the hook, the currency serves as realia that connects the abstract vocabulary to

concrete objects. Students have a hard time remembering which coin is a penny and which is a dime, so it helps to match these words to actual objects that they can physically hold and see. Therefore, students' sociocultural competence grows as they understand their new culture's currency. I have had numerous students explain that buying items at a grocery store is one of the most terrifying situations that they encounter in their new communities. However, practicing with currency in the classroom eases that anxiety and allows verbal practice that they certainly do not get at the busy line at Wal-Mart.

For the academic student, organizing their currency allows them to transfer what they have heard to what they are doing. In other words, they are connecting information. A penny is the smallest unit in coin form, and a quarter is the largest (steer clear of unusual currency such as half-dollars or gold dollars). After organizing their currency, I begin the lesson on plural forms with a slideshow. Especially in the lower levels, it is helpful to label an image of a singular noun and then provide an image of the same noun multiplied. For example, I might show a picture of an apple and label it "one apple." The next slide would be a bowl full of apples labeled "five apples." These images would continue to demonstrate the plural endings -s, -es, and -ies. After quite a few slides such as these, I issue a handout that outlines the rules for these endings. At the beginning level, these rules should be fairly basic; however, I encourage upper-level classes to learn a complete list of rules and their exceptions. Word to the wise: do not attempt to teach exceptions to beginning level students! English is a frightfully unpredictable language, so it is best to keep beginners blissfully unaware.

After students have time to skim the worksheet, I usually offer a few slides that cover the material presented on the sheet. At this point, students are doing nothing but listening carefully, taking notes, and enhancing their grammatical competence. When I feel that the class has a basic understanding of the plural form endings, I distribute a simple worksheet that covers the plural form but uses currency to do so. For example, I would list penny, nickel, dime, quarter, and dollar. Beside these singular words, students would write the plural form. The worksheet would then provide pictures of multiple price tags and students would suggest how they would pay for each. For example, there would be a picture of $3.02 on a price tag. Students would fill-in blanks signifying that they would give three dollars and two pennies to the cashier. This type of activity focuses on students' grammatical competence as they provide plural forms, but it also touches on strategic competence. Students must think for themselves how to pay for the item. In some cases, more than one way of paying for an item could be correct. For instance, one student might give five pennies and another student might give one nickel. In fact, I encourage questions that have more than one answer because the instructor can write all possibilities on the board and demonstrate that the students are thinking for themselves rather than regurgitating material from the slideshow. This is strategic competence at its finest.

Furthermore, the lesson continues to a listening activity that practices the plural form spoken by others. As usual, I like to play the audio one time before I distribute the cloze activity. Throughout the previous activity and this one, academic students are allowed to practice taking notes, listening carefully, and most importantly, they practice connecting information. No matter the proficiency level, it is never too early to encourage

students to transfer information from one assignment to the next. This is an invaluable skill for academic students, and it surely comes in handy for community students. For example, the audio offers different people paying for items at a grocery store. The audio might say, "I do not have any nickels, so here are five pennies." The cloze worksheet would provide the dialogue but delete words such as "nickels" and "pennies." Because students are listening to mini conversations, they are practicing their discourse skills. They must listen carefully to the entire dialogue in order to accurately fill-in the cloze. This is an easy way for lower-level instructors to bridge the gap between grammatical competence and discourse competence. Instead of offering short snippets of plural words, instructors can provide discourse practice by stretching single words into full conversations. While the entire conversation might be too difficult for beginners to understand, the dialogue offers a level of uncertainty as students practice extracting known words and strategically guessing meaning from context clues.

The next activity in this lesson puts the fake money to use again as students role-play a grocery store cashier and a customer. I provide a mock receipt that the cashier completes according to the items that the customer agrees to purchase. For example, the receipt would list items such as an apple, banana, box of cereal, etc. The cashiers would ask customers how many of each item they would like to purchase. It is the pair's responsibility to fill-in the receipt with quantities and appropriate plural endings. Finally, the customers would pay for the items with a price derived by the cashier. This activity touches on each of the four communicative competencies as they move from simple plural forms (grammatical) to a grocery store conversation (discourse) and from thinking on their feet (strategic) to feeling comfortable in a checkout line (sociocultural).

Furthermore, students are practicing numerous academic skills such as listening carefully to their partner, taking notes from what they hear, connecting information, following directions, cooperating with their group, and personalizing their answers. The use of role-plays in the language classroom offers numerous benefits to both academic and community students. In order to make these activities beneficial to both types of students, however, instructors must carefully plan scenarios that offer skill practice that aid the intentions of their students. This type of planning takes time, but the benefits are invaluable to students.

The last activity in this lesson compiles the skills practiced throughout the lesson as the class creates a grocery list on the board. By this point in the lesson, students have heard multiple examples of pluralized words and have used plural endings themselves, so most students feel confident enough to speak up. While I try to avoid calling directly on individual students during this activity, I try to make sure that every student provides a suggestion for the list. It is essential for instructors to ask repeatedly, "How many?" For example, a student suggests that the class needs to buy cake. The teacher should ask the class how many cakes they need. This supports the use of plural endings while simultaneously making the class work as a group. Thus, discourse competence and sociocultural competence are practiced as they create a grocery list together. At the end of the lesson, I evaluate students by asking them what they would buy with their fake money. I list several items on the board such as flowers, a hat, shoes, a car, and old socks. I call on the students and write their name beside the item that they would like to purchase. As I mentioned before, this is when the talkative student must purchase the cheap old socks and the quiet student is allowed to buy the expensive car. This little

detail in my lesson plan never fails to provide a ton of laughter at the end of the lesson. Therefore, I suggest that instructors take the time to personalize their lesson plans in order to create these laughable moments. Details are what make lessons fun, stress-free, and memorable.

As demonstrated in the provided lesson plans, I create multiple listening and speaking lessons with the same format construction. I outline English language objectives, communicative objectives, and academic objectives that I hope the lesson will meet; furthermore, I provide CLT strategies and academic strategies to answer these objectives. With any lesson plan formed to answer needs of a mixed classroom of academic and community students, it is essential to understand that the objectives will and should be met by different students using different strategies. As an instructor enriching a class with CLT, it is important to encourage different paths that lead to the same goal. In fact, I argue that CLT not only allows flexibility between academic and community groups of students, but it also allows flexibility between each and every student within those groups. Within an IEP, classes are composed of a mixture of ages, genders, and social classes. These are factors that affect whether students speak up in a class. While older people might voice their opinion, a younger person sitting beside them might rarely voice an opposing idea. Thus, CLT molds the lesson around individual students because there is no "one correct answer." In fact, lesson plans designed with CLT in mind answer Krashen's i+1 design by offering roughly tuned input.[1] As Krashen explains, students within a classroom are never at the same exact level of English proficiency; therefore, communicative input provides i+1 for all students as they push their personal limits in conversation (23-25). I argue that CLT broadens English

instruction from finely tuned input to roughly tuned input. Instruction is provided by the teacher, but students apply the knowledge in a manner appropriate for their level of understanding. Thus, the "one correct answer" transforms into multiple possibilities for each individual student. Essentially, the approach treats students as individuals, which is crucial when confidence is low and speaking is resisted. These CLT lesson plans certainly meet many of AUM's performance objectives such as survival needs, routine demands, word endings, and simple phrases; however, these lessons do so much more. They provide stress-free support and numerous opportunities for both academic and community students to take that first step—that is, they gain the confidence to open their mouths and speak!

Notes

1.   Krashen's input hypothesis argues that language acquisition occurs when a learner

understands input that contains i+1, where i equals the learner's current level of understanding

and 1 equals one step above that level. Essentially, Krashen states that i+1 is the way learners

progress from one level of proficiency to the next, which disagrees with the traditional theory that

a learner progresses after learning a structure and then using it in communication. The input

hypothesis highlights acquisition of a language as a learner focuses on meaning and,

consequently, acquires structure (20-22). Krashen identifies four parts to the input hypothesis:

> (1) The input hypothesis relates to acquisition, not learning. . . . (2) We acquire
>
> by understanding language that contains structure a bit beyond our current level
>
> of competence (i +1). This is done with the help of context or extra-linguistic
>
> information. . . . (3) When communication is successful, when the input is
>
> understood and there is enough of it, i+1 will be provided automatically. . . . (4)
>
> Production ability emerges. It is not taught directly. (21-22)

CHAPTER IV

WRITING AND GRAMMAR

Throughout my time teaching ESL, I have found that second language learners either love or hate writing and grammar. Because there is rarely a middle ground, Writing and Grammar classes take time and preparation in order to insure beneficial yet fun instruction. For the academic student, writing and grammar is a necessity, and these students generally expect classes to offer grammar rules and correction. In their eyes, writing can be perfected through the memorization of rules and constant reminders with a red pen. However, community students generally expect classes to provide writing instruction that mirrors and, therefore, improves spoken English. In both cases, instructors must explain to students that writing and grammar are much more than rote memorization or conversational practice. These skills are powerful tools in American society, and the benefits of developing these skills will follow them into the university or even their local department store. On the first day of class each term, I always make it a point to explain the power of writing and multiple examples of its worth. For example, I explain that writing a complaint letter provides time to think and present a logical argument, while frantically complaining to a store manager often results in misunderstanding. I also try to present writing as a tool for relaxation and stress-free English practice. However teachers present these skills to their class, I truly hope it is more than grammar rules and red ink.

In my own experiences, the power of writing has been multiplied once paired with CLT. The communicative approach allows students to practice and personalize the power of writing that I explain on the first day of class. I teach an intermediate level Writing and Grammar class with the following performance objectives:

> Individuals can correctly interpret actions required in specific written directions, differentiating between lead-in and writing tasks; can write simple paragraphs and two-or-three paragraph compositions (7 sentence minimum for each paragraph) with topic sentences and supporting details on various topics by recombining learned vocabulary and structures; can draft and revise those paragraphs; can self-edit and peer-edit for spelling and some punctuation error. Individuals also have a firm grasp of mid-level grammar topics (e.g. simple and perfect tenses, clauses, modals, and so on) and can produce several satisfactory paragraphs. Students may frequently translate from their first language to English when they write. (ESL Office 15)

At the intermediate level, it is beneficial to spend approximately 50% of class time on grammar and 50% of class time on writing. While the portion of time spent on grammar instruction seems substantial, CLT enables instructors to produce grammar activities that are more in-depth than fill-in the blank exercises. Many instructors have the misconception that CLT avoids any type of grammar instruction; however, the approach actually supports grammar instruction as a fundamental aspect of communicating effectively. Therefore, grammar is addressed as a communicative skill rather than a list of grammar rules. Although teaching writing and grammar as communicative skills often

frightens students entering a CLT environment for the first time, it does not take long for students to accept the approach and even begin to enjoy writing and grammar.

In order to document CLT at work in both areas, I will supply lesson plans for a grammar lesson and a writing lesson. Although I usually connect the two skills within one class period, I have separated the skills in these lesson plans to detail CLT's effectiveness in both areas. I will begin with a grammar lesson that comes from a series of lesson plans that focuses on proper punctuation. Although the intermediate level has few problems with periods or question marks, the comma is undoubtedly a torturous piece of punctuation for any ESL student. With this particular lesson on grammar mechanics, I present the comma as a method of writing enhancement. In other words, I describe the comma as a useful tool rather than a grammatical function. CLT allows instructors the ability to manipulate lessons into a less stressful grammar approach, which eliminates anxiety and enhances understanding. Thus, this lesson focuses on using commas to move from simple sentences to more advanced compound sentences. I stress to students that forming compound sentences from simple sentences is not a process of correction; it is a process of improvement. Therefore, students perceive this lesson as learning a skill rather than learning a grammar rule.

Grammar Mechanics: Punctuation

Lesson title: Be a Fan of FANBOYS   **Class:** Writing and Grammar

Proficiency level: Intermediate

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . create compound sentences from simple sentences using commas; edit paragraphs using commas; offer personal examples of compound sentences to class; form compound sentences about themselves.	The student will . . . practice forming compound sentences with the use of commas; enhance communicative ability by learning how to improve fluidity; practice editorial skills at the sentence and paragraph level; learn to strategically form compound sentences about themselves. **Strategies:** *Grammatical Competence *Discourse Competence *Sociocultural Competence *Strategic Competence	The student will . . . practice forming compound sentences with the use of commas; practice editorial skills at the sentence and paragraph level; personalize compound sentences; improve writing fluidity in preparation of academic essay writing. **Strategies:** *Proofread / Edit *Connect Ideas *Cooperate with Others *Listen Carefully *Take Notes *Use Personal Experiences *Personalize

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	**T:** Writes FANBOYS on the board and asks class to explain the word **Ss:** Offer possible meanings of FANBOYS		**CLT:** *Discourse competence **Academic:** *Use personal experiences		5
PRESENTATION:	**1.** Outline FANBOYS meaning; write corresponding conjunctions on board **2.** Distribute handout outlining common functions	Conjunctions: for, and, nor, but, or, yet, so	**CLT:** *Grammatical competence *Discourse competence **Academic:** *Listen	*PowerPoint *Handout on conjunctions	10

	of each conjunction

3. Present slideshow demonstrating conjunctions in sentences

4. Explain formula for compound sentences: S V , S V | | carefully

*Take notes | | |
| **ACTIVITY 1:**

Comma, Comma, No Comma | **1.** Pass out comma handout

2. Allow Ss time to skim sheet

3. Explain that some sentences need commas and some do not

4. Ss complete handout and check answers with a partner; class discusses answers as a group (stress "why" commas are or are not used) | | **CLT:**

*Grammatical competence

Academic:

*Connect ideas

*Proofread / edit | *Comma handout | 15 |
| **ACTIVITY 2:**

Sound Smarter: Use Compound Sentences | **1.** T distributes handout with random simple sentences

2. Ss combine simple sentences to form logical compound sentences

3. T writes several Ss examples on board and discusses structure: SV , SV | | **CLT:**

*Grammatical competence

*Discourse competence

*Strategic competence

Academic:

*Connect ideas

*Use own experiences | *Simple sentence handout | 20 |
| **ACTIVITY 3:**

Role-play | **1.** T divides class into pairs and assigns the role of doctor and patient | | **CLT:**

*Grammatical competence

*Discourse | *Role-play assignments of doctor and patient | 20 |

	2. Patients are instructed to explain symptoms using compound sentences **3.** Doctors are instructed to write down symptoms appropriately **4.** Ss switch roles and repeat steps 2-3 **5.** T writes multiple Ss examples on board and class discusses.		competence *Sociocultural competence *Strategic competence **Academic:** *Use background knowledge *Connect ideas *Cooperate with others *Personalize *Listen carefully *Take notes		
ACTIVITY 4: Proofreading a Paragraph	**1.** T distributes handout containing a paragraph made of fifteen simple sentences **2.** Ss improve the paragraph by forming compound sentences **3.** Ss compete to see who can accurately transform the paragraph to the fewest sentences **4.** T finds Ss with the fewest sentences; checks the paragraph of winner; shares the winning paragraph on the projector		**CLT:** *Discourse competence *Strategic competence **Academic:** *Connect ideas *Proofread / edit	*Handout of simple sentence paragraph *Projector	20
EVALUATION: YOU!	**1.** T asks Ss to offer one compound sentence about themselves	*Conjunctions	**CLT:** *Grammatical competence *Discourse		End of entire lesson

			competence		
			*Strategic competence		
			Academic:		
			*Personalize		
HOMEWORK ASSIGNMENT:	1. T distributes various newspaper clippings that contain compound sentence				
	2. Ss read clippings and highlights examples of compound sentences				
	3. Ss prepare to discuss examples during next class meeting				

I begin the lesson with a hook that creates discourse and gets students guessing

from their own knowledge. I write the acronym FANBOYS (for, and, nor, but, or, yet, so)

on the board and ask for its meaning. Students generally guess logical answers such as a

male fan of sports; however, students are surprised to learn that the acronym is a trick to

help them remember English coordinating conjunctions. It takes only a few humorous

guesses from students to make FANBOYS memorable, so make sure to allow enough

time for students to put their imaginations to work. During the presentation portion of any

writing and grammar lesson plan, it is important to appeal to students' grammatical

competence. Because English is quite complex and often full of exceptions, I have found

it easiest to begin at the bottom and work my way up to more advanced portions of the

lesson. If students initially feel overwhelmed at the beginning of the lesson, they tend to

stressfully overcomplicate the rest of the lesson. Therefore, I usually provide students

with a handout that explains the functions of each coordinating conjunction. The handout should be simple and direct, and I suggest that it only provides information without making students find the answers. After grammatical needs are met, I present a slideshow with multiple examples of compound sentences. By demonstrating the structure of these sentences from single conjunctions to complete sentences, the student is moving from grammatical practice to discourse practice. Instead of simple functions of FANBOYS, they are seeing the acronym put to use. Therefore, it is time to point out that compound sentences have a SV, SV formula. Students should be listening carefully and can certainly take notes, but the presentation should provide all the information without asking students to find answers themselves.

By setting a stress-free base in the teacher presentation, students are less anxious when I pass out a worksheet practicing the always dreaded comma. This worksheet should offer examples of both simple sentences and compound sentences; thus, students are required to connect information from the presentation and decide whether the sentence needs a comma or not. This grammatical practice applies the comma, but it also reiterates the compound sentence formula. To heighten the level of uncertainty and grammatical practice, it is helpful to include simple sentences that contain conjunctions so students have to reference the formula. When students have completed the worksheet, it is imperative to do more than simply provide answers. Instructors should ask students for answers and then ask why a comma was or was not used. Again, this is reviewing the compound sentence formula, which leads the class into the next activity.

Because the activities become progressively more challenging, students move from using their grammatical and discourse competence to using their strategic

competence. The next worksheet should encourage students to think for themselves without expecting a single correct answer. For example, the worksheet can be a list of random simple sentences. Students must logically connect these simple sentences to form compound sentences. This type of activity practices commas, structure, and strategic choices. When students have had time to form sentences of their own, I enjoy writing a few of their examples on the board. This demonstrates that the worksheet did not have a single correct answer, so students feel as if they have truly learned a skill rather than memorized a grammar rule. They are connecting ideas and using their own experiences to connect these sentences as individuals, which is a fundamental aim of CLT. The students are using the language to communicate their ideas and opinions instead of a clear-cut answer expected by the teacher.

The next activity in this lesson is quite controversial among language instructors because many do not see the benefit of role-plays in the writing and grammar classroom. However, I argue that CLT allows role-plays to benefit both academic and community students by practicing the four communicative competencies and touching on academic skills such as using background knowledge, connecting ideas, cooperating with others, listening carefully, taking notes, and personalizing. The benefits of role-plays in writing and grammar classes are far more numerous than the benefits of multiple fill-in the blank exercises or other traditional methods of grammar practice. Role-plays materialize the information, and students immediately use the information to communicate because the scenarios reference the real world. As explained before, successfully incorporating role-plays in academic settings must create a beneficial atmosphere for both academic and community students. The necessity for this atmosphere is why it is so important to outline

both the communicative objectives and the academic objectives in lesson plans. Balanced objectives create a beneficial atmosphere for both types of students.

For example, I use a doctor's office scenario to practice commas in compound sentences. Because this is a writing and grammar class, there must be some element of writing and grammar practice. Therefore, I assign one student as a doctor and the other as a patient. As the patients explain their symptoms in verbal compound sentences, the doctors must document these symptoms using appropriate commas, conjunctions, and formulas. Thus, the patients are strategically answering the doctors' questions as they create grammatically correct discourse that practices the use of conjunctions and SV, SV structure. Furthermore, the doctors are practicing grammatical, discourse, and strategic competence as they transfer the spoken symptoms into written symptoms. This role-play certainly aids students in communicating effectively with compound sentences, but it also enhances sociocultural competence by mirroring a scenario that students will encounter in their new communities. Thus, this activity practices writing and grammar, and it also practices communicating in a stressful yet common environment. Needless to say, carefully planned role-plays are a win-win!

After reviewing several student examples of compound sentence symptoms, it is important to move students' attention back to written text. Practicing commas, conjunctions, and structure at the sentence level has equipped students with the experience to tackle compound sentences within a complete text. I usually begin this activity by explaining that accurate simple sentences can get a point across, but accurate compound sentences can get a message across. The worksheet for this activity is a complaint letter from a customer to a store manager. The letter is composed of

approximately fifteen simple sentences that certainly communicate an angry point. The students are expected to edit this letter by creating compound sentences from the simple sentences provided. I usually do one example on the board to demonstrate the fact that a compound sentence increases fluidity and the letter becomes a message of complaint.

To add a bit of excitement to the activity, I create a level of competition. The student who creates a letter with the fewest number of sentences is allowed to share their letter on the projector. Although many students are timid about sharing their personal writing, this competition allows students to strategically use provided information to create their new letter of discourse. Thus, they are not sharing personal information with the class; they are demonstrating that they have mastered the comma as an editing tool. Essentially, competitions are great, but instructors must be aware of the strengths and weaknesses of their students. Never force students to compete, but encourage them to try their best.

As with any lesson plan, the success of the activities should be evaluated with a few simple questions. I always try to personalize the lesson's evaluation in order to prevent students from repeating an answer that they remember from a previous activity. Thus, this lesson can be wrapped up by asking a few students to share a compound sentence about themselves. Answers can be as simple as, "I am tall, and I have brown hair." The focus here is not on content but on structure. Students must use their grammatical, discourse, and strategic competence in order to answer a simple request for personalized information.

While presenting grammar lessons on topics such as comma use and sentence structure must be carefully planned by instructors, a writing lesson plan allows instructors

to throw open the English language doors, per se. During my time as an ESL instructor, I have found no greater pleasure than teaching my students how to write and, more importantly, how to enjoy writing. AUM sets specific performance objectives for intermediate students such as the ability to "write simple paragraphs and two-or-three paragraph compositions (7 sentence minimum for each paragraph) with topic sentences and supporting details on various topics" (ESL Office 15). This objective has an obvious focus on EAP and the practice of academic essay writing, so I have once again utilized CLT to construct lesson plans that make even academic essays beneficial to both academic and community students. The following lesson plan is a CLT-enriched compilation of narrative writing activities that are especially useful for instructors who have language learners similar to my Korean students. As I mentioned before, Korean students are initially quite timid because they tend to follow a strict social order. Age, gender, and social class are contributing factors when it comes to self-expression in both verbal and written communication due to the Confucian "five relationships."[1] Thus, CLT supplements lessons by creating an open environment that provides each student the confidence to articulate individual thought.

Writing Workshop: From Narrative Paragraphs to Narrative Essays (Part I)

Lesson title: Forming a Delicious Narrative Paragraph   **Class:** Writing and Grammar

Proficiency level: Intermediate

English Language Objectives:	CLT Objectives:	Academic Objectives:
The student will . . . learn the form and function of a narrative; outline a narrative paragraph; draft a narrative paragraph from a personal account; learn the three-part	**The student will . . .** practice transferring personal experience into written text; communicate at paragraph level; practice self-correction; learn from	**The student will . . .** learn the form and function of a narrative paragraph; practice planning strategies through outlining; articulate a personal experience in

<table>
<tr><td>format for paragraph writing; self-edit; peer-review; revise.</td><td>example during peer-review; improve communicative clarity through revision.

Strategies:
*Grammatical Competence
*Discourse Competence
*Sociocultural Competence
*Strategic Competence</td><td>formal writing; improve editing/proofreading skills through self-edit and peer-review; improve personal revision practices.

Strategies:
*Proofread / Edit
*Outline / Plan
*Cooperate with Others
*Use Personal Experiences
*Use Past Knowledge
*Connect Ideas
*Take Notes
*Brainstorm
*Personalize</td></tr>
</table>

Phase:	Process:	Language:	Strategies:	Materials:	Min:
HOOK:	**T:** Writes a prompt on the board: "Last week, I…" **Ss:** Offer completions to the prompt		**CLT:** *Discourse competence **Academic:** *Personalize		5
PRESENTATION:	**1.** Discuss the function of a narrative **2.** Handout listing common traits of a narrative **3.** Handout on "sandwich style" writing **4.** Explain the three parts of a paragraph in connection to "sandwich style"	Vocabulary: topic sentence, supporting details, concluding sentence	**CLT:** *Discourse competence *Strategic competence **Academic:** *Take notes *Connect ideas *Use personal experiences *Use past knowledge	*PowerPoint *Narrative traits handout *Sandwich style handout	15
ACTIVITY 1: Sandwich Style	**1.** Connect parts of a sandwich to parts of a paragraph **2.** Ss use handout to outline a personal experience	Vocabulary: topic sentence, points of support, concluding sentence	**CLT:** *Discourse competence *Strategic competence	*Sandwich style handout	15

	paragraph **3.** Ss form a topic sentence, list three points of support, and form a concluding sentence		**Academic:** *Connect ideas *Outline / plan *Personalize		
ACTIVITY 2: Make Your Sandwich Taste Good!	**1.** T distributes ingredients handout **2.** Ss brainstorm details for each point of support **3.** Ss draft three supporting sentences from brainstorming details **4.** Ss combine topic sentence, supporting sentences, and concluding sentence	Vocabulary: supporting sentences	**CLT:** *Discourse competence *Strategic competence **Academic:** *Outline / plan *Brainstorm *Connect ideas *Personalize	*Ingredients handout *Blank paper for complete draft	20
ACTIVITY 3: Role-play Picnic	**1.** T sets the scene: "We are at a picnic and are ready to eat! Share your sandwiches with a partner. Tell your partners if their sandwich is delicious or lacking taste." **2.** Ss exchange drafts and edit each other's paragraphs **3.** Ss return to seats and review their peer-edits **4.** Ss decide whether to add or subtract their sandwich's ingredients **5.** T explains that the final decision is left to the cook	Vocabulary: topic sentence, supporting details, concluding sentence	**CLT:** *Grammatical competence *Discourse competence *Sociocultural competence *Strategic competence **Academic:** *Proofread / edit *Take notes *Cooperate with others	*Role-play description	20

ACTIVITY 4: Label the Ingredients	1. T collects Ss paragraphs and redistributes randomly 2. Ss read random paragraphs and label parts of the paragraph 3. Ss offer examples of each paragraph part and T writes examples on board 4. T collects paragraphs and returns to writer	Vocabulary: topic sentence, supporting details, concluding sentence	CLT: *Discourse competence *Strategic competence *Sociocultural competence Academic: *Connect ideas *Proofread / edit	*Student paragraphs *Written examples on board	15
EVALUATION: YOU!	1. T asks a few Ss to share their ingredients: top bread = topic sentence, condiments = points of support, bottom bread = concluding sentence	Vocabulary: topic sentence, points of support, concluding sentence	CLT: *Discourse competence *Strategic competence Academic: *Personalize *Connect ideas		End of entire lesson
HOMEWORK ASSIGNMENT:	1. Ss edit paragraphs using peer-review suggestions 2. Ss bring 2nd draft to next class meeting	Vocabulary: topic sentence, supporting details, concluding sentence			

This particular lesson comes from a series of lesson plans that moves from narrative paragraphs to narrative essays. It is essential to lay firm foundations in paragraph writing before expecting students to write acceptable essays. Thus, I begin the lesson with a hook that opens discourse about personal experience. By writing a prompt such as "Last week, I…" on the board, the students are able to choose a personal experience that they feel comfortable sharing with the class. As students share their

personal experiences, they are personalizing the introduction into narratives. Therefore, the teacher presentation easily connects narrative writing to storytelling as the students tell the class about their personal accounts. After I make this connection, I like to hand out a worksheet that outlines common traits of narrative writing. I make sure that this handout explains that narrative writing can certainly be factual events, but narratives can also be imaginary and fantastical. It is also helpful to list the five senses and a few examples of how using the senses can vividly tell a story. For example, the handout might include the line "The room was dark." Although this sentence informs readers that there was no light in the room, the story becomes more vivid when senses are used in the line "The room was so dark that I could not see anything." Explain to students that the use of sight as a descriptor makes the second line much more vivid and, therefore, a better narrative sentence. Finally, the teacher presentation should move from the definition of a narrative to the structure of a narrative. When I teach the structure of a paragraph, I always rely on "sandwich style writing."

After handing out a worksheet with a blank picture of a sandwich, I ask students what their favorite part of a sandwich is. Most students refer to the meat and cheese that make up the middle of the sandwich, so I usually label the middle first. On the projector, I label the middle of the sandwich as "details." I then label the top piece of bread as "topic sentence" and the bottom piece of bread as "concluding sentence." By using this sandwich analogy, the teacher presentation should explain that the topic sentence is the top piece of bread and should let readers know what the paragraph will be about in the first bite; the meat and cheese are the supporting sentences and should deliciously give the paragraph substance; and the bottom piece of bread should conclude the entire

paragraph with one final yummy taste. The use of a sandwich analogy practices students'

discourse competence and strategic competence. As I fill-in the sandwich, I continually

ask students for their opinion. What is your favorite part of a sandwich? What does the

bread do in a sandwich? What does the meat and cheese do in a sandwich? These types of

questions reiterate the connection of bread framing a sandwich and the meat and cheese

giving it substance. As students share their opinions, they are simultaneously improving

their strategic competence. By connecting something as common as a sandwich to a new

idea such as paragraph writing, students are learning to handle new situations by utilizing

their own experiences and past knowledge. Essentially, they are learning a great strategy

for communication as they learn to connect ideas.

After this explanation, I ask students to outline their personal experiences during

the first activity. They utilize the sandwich handout to outline their ideas as they fill-in

the pieces of the sandwich with a topic sentence, three points of support, and a

concluding sentence. Again, students are shaping their discourse and strategic

competencies as they organize their ideas in a personalized outline. For the academic

student, learning to outline ideas prior to writing is a fundamental skill for successful

essay writing; therefore, the "sandwich style" benefits both types of students. Once the

basic outline is constructed, students begin forming supporting sentences from their three

points of support. I utilize another sandwich-themed handout that inquires about

ingredients. Students fill-in pictures of lettuce, cheese, and meat with supporting

sentences formed from their points of support. Finally, students combine their drafted

topic sentence, supporting sentences, and concluding sentence to form one complete

narrative paragraph.

Just when students feel as if the sandwich analogy could go no further, it is beneficial to stretch the idea further into a picnic role-play. In order for a writing role-play to be successful, students must learn or practice a writing skill—that is, it is more beneficial to utilize role-play to improve individual skills rather than to encourage group writing. Although many researchers argue that group writing enhances ESL development, my own experiences show that the most proficient student usually does most of the writing while the less advanced students stare in wonder. No matter the number of students within a level-appropriate class, proficiency levels will vary according to personal strengths and weaknesses. While one student is at a strong intermediate grammar level, another student might lack in grammar but write at a strong intermediate level. As CLT explains, students are individuals; therefore, instructors must enhance students' individual abilities. Thus, role-plays are great ways to improve editing skills during peer-reviews.

To set the scene, teachers should enthusiastically explain that the class is at a picnic and all students must share their sandwich with a friend. As they read through their partners' paragraphs, encourage students to correct grammar, spelling, punctuation, and structure. The role-play allows students to practice all four competencies, and the activity also exposes them to more examples of narrative writing. As the role-play reaches its end, it is essential for teachers to explain that final edits are always left up to the writer. Although an editor might make several suggestions, students must understand that they are the final judge when it comes to editing their own papers. Through this process, students are learning to draft, read for accuracy, edit, and self-correct. After students have time to review their peer-edits, the class should review the structure of a paragraph one

last time during the fourth activity. By collecting the paragraphs and redistributing them randomly, students are exposed to even more narrative examples. After reading the paragraphs, students are asked to label the "parts of a sandwich." Locating the topic sentence, supporting sentences, and concluding sentences recaps the parts of a paragraph and the connection to a common idea.

At the end of the lesson, the personalized evaluation should check students' understanding of parts of a paragraph and an understanding of narrative writing. Therefore, I usually ask students to share their topic sentences. This evaluation allows an opportunity to analyze their answers for accurate use and purpose of a topic sentence, but it is also imperative to make sure that these topic sentences introduce a narrative. Although I do not correct mistakes during evaluation, it is helpful to take notes and address recurring problem areas with the entire class or specific problems with individual students. I usually address these problems during the next class period in order to give students the opportunity to edit their paragraphs and self-correct.

Unlike the lesson plans presented in previous chapters, these writing and grammar lesson plans are single parts plucked from two series of lesson plans. Instead of presenting students with chunks of grammar and snippets of writing instruction, I have found that smoothly transitioning from one writing and grammar topic to the next is easiest when presented as a series under a single theme. For example, I would refrain from informing the class that the next week would be focused on comma usage. Instead, I would inform the class that punctuation will be discussed as a tool for writing enhancement. Essentially, I present writing and grammar instruction as communicative ability instead of unconnected chunks of information. By connecting writing and

grammar to communication, students experience a lower level of anxiety and stress. CLT encourages students to acknowledge these lessons as opportunities to learn ways of communicating better rather than learning commas, periods, question marks, exclamation points, semicolons, etc. Although the same topics are covered using CLT as with other teaching methods, the communicative approach relinquishes the idea that there is only "one right way." CLT allows students to find their individual strengths during these series of lessons rather than expecting them to perfect each individual grammar and writing topic. Essentially, CLT helps shape students' individual identities as they learn to textually communicate in their second language.

Notes

1.   As Clark explains in his book *Culture and Customs of Korea*, Koreans follow a paradigm "often referred to as the Confucian 'five relationships': ruler/subject, father/son, older/younger, husband/wife, and friend/friend" (31). Clark goes on to explain that relationships promote a stronger person and a weaker person within every human relationship. Although the weaker side is expected to submit to its stronger counterpart, the stronger patron holds a position of responsibility and guidance over its weaker acquaintance. Thus, a balance is met within the relationship (31).

CHAPTER V

INSTRUCTOR INTERVIEWS

In order to gain a broader understanding of the CLT approach, I have interviewed

various colleagues who currently work in AUM's Intensive English Program. Because I

teach classes at only three levels, I wanted to document CLT's advantages and

disadvantages within classrooms at various levels. Also, these interviews document

opinions of CLT from instructors of various styles and techniques, which demonstrates

the flexibility of CLT to encompass the needs of a mixture of diverse students *and*

instructors. Many opinions documented below highlight the advantages of CLT that have

been discussed in the proceeding chapters; furthermore, these interviews draw attention

to many of the difficulties that instructors face when implementing CLT within an IEP.

These difficulties are, essentially, what the previous chapters aim to eliminate.

1. Do you use Communicative Language Teaching?

    -- Yes.

    -- Yes.

    -- Yes. I implement non-academic aspects of communication in all of my classes.

    -- Yes

    -- Yes

2. What are the advantages and disadvantages of CLT?

-- The greatest advantage is that this approach gives students the skills to be able to communicate in various circumstances. The greatest disadvantage is that it is very difficult to do if you have a big class.

-- [One advantage is that] ... students remember better when they can internalize and use the language. It is more fun and exciting, and it is useful immediately. It allows students to communicate more like native speakers in less formal situations. [A disadvantage is that] ... not all students respond to CLT with a positive attitude. They simply want to pass a test or get a promotion at a job. Not all students take English classes for the same purpose. Sometimes, it is difficult to make some academic tasks seem meaningful from a CLT perspective. Some students also begin to use slang or abbreviations such as "gonna" in inappropriate contexts.

-- The CLT approach enables students to communicate outside of the classroom. [Many programs] ... are not equipping students with the skills that they would need to communicate with classmates, professors, healthcare workers, building managers, etc.

-- [An advantage is that] ... students use the basics in class every day and learn to truly express themselves. [However,] ... sometimes it [CLT activities] seems elementary.

-- There are so many advantages to this approach. The biggest one that comes to mind is the fact that students actually practice using English. I have had so many students enter my class with a great understanding of English vocabulary and grammar, but they are completely lost when they have to apply that knowledge. For example, they could make a perfect score on a fill-in-the-blank worksheet, but they would have no clue how to verbalize the same grammar knowledge. They also have a hard time writing paragraphs

or essays because traditional methods do not give students much time to think for themselves. CLT really allows the student to practice the language for individual growth. Plus, communicative activities make the classroom much more entertaining for students and instructors! There are a few disadvantages, but none that I can think of that degrade CLT's importance. One of the recurring disadvantages is implementing CLT when there are students that are focused only on passing TOEFL or IELTS. Initially, they tend to feel like role-plays waste valuable "memorization time." After a few lessons with CLT, however, they usually realize that a communicative classroom helps them learn much more than a rote memorization setting.

3. Do you think students respond well to CLT? Why?

    -- Yes, they respond well because it teaches them realistic interaction. Also, it takes the focus away from a teacher-centered classroom and places the focus on the students and their abilities or lack thereof. However, I have been in different situations in both stateside ESL and EFL abroad in which students in my classroom were not concerned with communication skills as much as they were skills that would enable them to pass a language proficiency exam. These students have a hard time completing some CLT activities if they cannot relate it to how it is helping them prepare the skills that are tested on the exam. Culturally, this approach can be hard for some students to accept right away, but I do feel they warm-up to it after a little time.

    -- Some do because communicating with new friends or classmates of other nationalities is just as important to them as learning academic English. However, others are very resistant. Some of them are not familiar with CLT methods and are used to reading, writing, and translating without ever having to really *use* the language for

interpersonal communication. Others just want to prove that they can pass a test, so it is not very important to them to learn to communicate in informal settings on a day-to-day basis.

-- I have had mixed responses to using CLT. The Korean students have always responded well. However, it needs to be said that most of our Korean students are not here for the same academic purposes as our other students. I have had some students whose only purpose for being in our program is passing the language requirement for AUM—it is these students who typically do not appreciate CLT.

-- Some students initially feel like it is a waste of time; however, once they get into it, they seem to benefit from the activities and enjoy them at the same time.

-- As I said before, one of the biggest disadvantages of CLT is that many academic students have a hard time appreciating the approach at first. Students that come here in hopes of entering the university usually come from academic settings in their native countries. In many of these EFL [English as a Foreign Language] settings, CLT is unheard of! They practice English by keeping their head down and memorizing the material at home. However, once students experience CLT, they never look back! The approach makes the ESL classroom informing and entertaining. The students learn something, and then they apply it to communication such as a role-play or personal essay. They respond well to CLT because the approach makes what they are learning connect directly to their real lives, so they feel like they are learning something useful. Who wouldn't like that? I think students will eventually respond better to CLT once the approach begins to be taught around the globe. Because the approach is still relatively new, many students are afraid of it.

4. Is it easy or difficult to implement CLT? Why?

-- I have always found it easy to implement CLT into my classrooms, simply because of its functionality. However, I do feel that the teacher has to gain rapport with the students and really work hard at making the classroom a safe environment before asking students to participate in CLT activities. Unfortunately, in classrooms and programs which are comprised of a majority of students whose goal is not communication, but preparation for a language exam, it can be difficult and frustrating to implement the CLT approach. In my experience, most of the students whose focus is preparation for language exams seem to have trouble handling requests for group activities, role-play, or pair work—the very core activities of CLT. Also, on a cultural note, many learners may come from a background where they were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer. Because of this, these students may feel uncomfortable when I ask them to get up and move around, work in pairs or groups, and talk to one another. This is why it is extremely important to gain rapport, make sure that the students know the classroom is a safe environment, and that the teaching style may be a new experience for them.

-- Sometimes it can seem very difficult to make academic tasks meaningful in a communicative way, especially as the difficulty of the subject matter increases.

-- I have had no trouble using CLT. I find it useful for explaining or practicing highly repetitive uses of language.

-- It can take some extra prep-time to create interesting ideas rather than to just use a textbook. In class, however, it is easy to actually implement.

-- CLT makes language instruction a breeze. Although it definitely calls for planning, the approach offers guidance from the instructor, peers, and self. Because students are practicing the language with these three different guides, implementation has very few setbacks.

5. What is your favorite communicative activity?

-- [I enjoy] ... "Find Someone Who" for listening and speaking practice; "Telephone" for listening and speaking practice; "Toilet Paper Game" for student introductions; "M&M Game" for teacher introductions; [and] short impromptu role-plays.

-- I really enjoy role-play activities. It is a lot of fun to see students interacting and practicing what they have learned. I especially enjoy activities that emphasize intonation. It is always great to teach students something that they actually find useful right away.

-- I do not have an activity to which I am partial.

-- [I enjoy] ... interviews, role-plays, and pair work.

-- I am a big fan of role-plays. No matter what the topic of the activity happens to be, role-plays always offer language and laughter.

6. Do you think Communicative Language Teaching is beneficial for AUM's program?

--Absolutely! I believe without the CLT approach, we set our students up for failure. Can they pass an exam? Maybe. Can they function in daily life in America? I do not think so. Can they function successfully in a traditional American college class? Probably not. They can read a textbook, but they may not be able to interact in class

discussions or feel comfortable enough to make presentations that are required in almost every college-level course offered in American universities.

--Absolutely. Far too often, students only pay attention to the academic aspects of English language learning. Sure, this helps them pass the TOEFL or IELTS test, but when they begin studying toward a degree, they are lost. They cannot express themselves. CLT helps prevent that by putting a great deal of emphasis on both the academic and communicative aspects of English language learning.

--If the purpose of the program is to prepare students for personal interactions with their peers and future peers, then yes.

--Yes, I think CLT should be a part of any program that teaches a second language. Without practicing useful, meaningful language, the students are just left with a few vocabulary words to toss around.

--Unquestionably. Students in our program are learning so much more when they are subjected to CLT. Yes, they will inevitably pass the same language test as other students who do not experience the approach. However, this approach offers students skills that they will learn once they actually enter the university. At AUM, we hope to do more than simply pass the ESL students along. We hope to actually instill skills that will bring them success in the university, workplace, and community.

While these teachers certainly have differing likes and dislikes of CLT, I argue that the final question proves that CLT is essential when faced with a mixed classroom of academic and community students. Unanimously, CLT is decidedly beneficial for AUM's program and the students enrolled in the Intensive English Program. As

instructors, it is much easier to witness the benefits of CLT when students communicate

in English before our eyes. However, it is our responsibility to relay these benefits to our

students. Community students experience these benefits as they successfully

communicate in grocery stores, doctors' offices, and their children's schools. Students

focusing on entering universities may need a bit more guidance, however. As with many

instructors who know little about CLT, the approach is often misunderstood as a waste of

time for academic-based students and programs. This misconception cannot be further

from the truth. In Emerson D. Case's 2004 study, *Making the Transition from an*

Intensive English Program to Mainstream University Courses, a holistic assessment of

ESL students' needs during the transition from an IEP to university classes exemplified a

need for better communicative skills. Although Case never directly states that CLT is

needed, his research suggests "the need for more comprehensive training and practice in

participating in group work and presentations" (224). The findings go on to explain a

need for students to practice expressing individual thought in a clear and direct manner

while understanding the different dynamics between students and professors (224-225).

As exemplified throughout this thesis, CLT answers these needs. Case's study is

founded on the information related from an ESL student's perspective. Thus, it is

imperative that ESL instructors explain the necessity of the skills practiced in CLT *before*

students are thrown into academic study without the ability to function in a classroom. As

many of my colleagues stated, the biggest difficulty with the implementation of CLT is

gaining active participation from students who are focused on passing a university's

language test entrance requirement. With carefully-planned lesson plans, such as the ones

provided in the chapters above, it is quite possible for instructors to include the intentions

of all students within their instruction. Before this planning can be done, however, instructors must understand that CLT is flexible—so flexible, in fact, that two sets of objectives can be met: academic and communicative. These objectives should not be kept from students; *stress* the objectives. Write them on the board. Distribute them in a handout. Repeat, repeat, repeat. The clearer the objectives are relayed to students, the more beneficial the instruction appears to each individual. Thus, academic students and community students realize that they are learning exactly what they need—that is, their English language needs are being met.

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