

Index

Page numbers in italics indicate material in tables and examples.

- academic competence, 41
 accuracy, fluency concept and, 76
 achievement tests, 16
 see also testing
 adjectives, conversation and, 73
 administrative domain, 164–5
 Allen, P., 129
 American Council on the Teaching
 of Foreign Languages (ACTFL),
 7, 8
 Anderson, L.M., 39
 Arens, K., 36
 Ashton-Warner, Sylvia, 121
 Audiolingual Approach, writing and,
 106
 audio recordings, for self-monitoring,
 124, 125
 Australian Adult Migrant Education
 On-Arrival Program (AMEP), 7,
 47, 53
- Bachman, L.F., 18, 19
 Bailey, K.M., 120, 121, 129
 Bassano, S., 124
 Berliner, D.C., 39
 bilingual classrooms, 41–2, 155
 blackboard writing, 14
 self-monitoring and, 129
 Bloomfield, Leonard, 101
 Blum, R.E., 38
 bottom-up processing
 effective teaching and learning
 analysis and, 38–47
 in listening comprehension, 50–1,
 53–4, 58, 59–60, 65
 in reading, 12, 87
 brainstorming, 14, 112
- Bright, J.A., 107
 Brophy, J.E., 39, 128
 Brown, G., 54–5, 56, 72, 82, 146
 Burns, P., 123–4
 Bygate, M., 73
- Canale, M., 104
 Cantoni-Harvey, G., 157
 Carey, J., 110, 111
 Cazden, C., 155
 Chamot, A.U., 152, 155–7
 checklists
 teacher self-observation, 123,
 135–7
 writing program, 114
 Christison, M.A., 124
 Clark, E.V., 51, 76, 102
 Clark, H.M., 51, 76, 102
 Clark, J., 163
 classroom activities and exercises
 communicative, 82–4
 focus on teaching vs. testing, 96
 importance of variety, 96
 micro vs. macro, 97
 precommunicative, 82
 process-based activities, for writ-
 ing, 112–14
 see also role playing; task-based
 activities
 classroom interaction, writing work-
 shop and, 110
 classroom language, 56–7
 classroom management, 38–39, 126
 classroom observation, 48
 bilingual teacher, 42
 learner strategies and, 44
 methods-based teaching and, 36

Index

- classroom observation (*cont.*)
 reading course study and, 89, 90–5, 95–6
 structuring, 39
 teacher self-observation, 118, 135–7, 141–3
 writing classroom, 111
- classroom tasks, *see* task-based activities
- Clifford, R., 78
- cognitive processes, writing and, 108–9
- Cohen, A.D., 44
- communicative needs analysis, 2–3, 29
see also needs analysis
- competence, 41
- computer-based program (curriculum development example), 24
- content-based objectives (curriculum development), 6–7
- conversation
 curriculum development methodology, 12, 14
 listening comprehension analysis and, 55–6, 63–4
 small talk, 55, 57, 63
- conversation class
 casual conversation strategies, 79–81
 classroom activities and materials, 81–4
 conversational routines, 74–5
 curriculum planning guide, 81, 86
 discussion topics and activities, 84–5
 fluency, 75–6
 formal features of conversation, 72–5
 interactive tasks, 77–9
 language programs, 67
 nature of conversations, 67–76
 purpose of conversation, 68
 repair, 71–2
 styles of speaking, 73–4
 syntax, 72–3
 teaching approaches, 76–84
 topics, 70–1
- turn-taking, 68–70
- Corpus of English Conversation, A* (Svartik and Quirk), 74
- Coulthard, M., 70
- Council of Europe's Threshold Level English (program), 6
- Crandall, J., 157
- criterion-referenced tests, 16
see also testing
- Cuevas, G.J., 151–2
- Cummins, J., 145
- curriculum, 163, 165
 classroom learning and, 149–50
 cognitive demands of, 152
 LEP program design and, 154
New York State Core Curriculum for ESL in the Secondary Schools, 144
- curriculum development
 discussion topics and activities, 25–6
 evaluation, 17–19
 goals and objectives, 3–8, 17, 18
 group planning process, 19–25
 methodology, 11–15
 model of process, 8
 needs analysis and, 1–3, 27–9
 syllabus design, 8–11, 30–4
 testing and, 15–16
- curriculum planning (conversation class), 86
- Curriculum Research and Development Group (University of Hawaii), 20–1
- Dale, T.C., 151–2
- Dansereau, D.F., 153
- diagnostic tests, 16
see also testing
- dialogue work, 14, 39
- diaries
 language research and, 74
 personal reflection and, 120–3
- Doyle, W., 149–50
- drafting (writing), 109, 113, 116
- drawing (writing workshop), 110
- echoing, 72

Index

- educational design, 163–4
 EFL (English as a foreign language),
 curriculum development plan-
 ning profile and, 22–4
 elaboration exercise (writing pro-
 gram), 113
English Firsthand (Helgeson, Brown,
 and Mandeville), 82
 errors
 group-correction activities, 113–14
 self-monitoring and, 130–1
 writing, 106–7
 Eschholz, P.A., 107
 ESL (English as a second language)
 immersion concept and, 78
 language proficiency and, 146
 learner strategies, 45
 reading case study, 88, 91
 syllabus design, 9
 writing program, 100
 ESP (English for specific purposes)
 needs analysis and, 2
 objectives, 4
 European Threshold Level Project,
 75
 evaluation
 curriculum development and, 17–
 19
 LEP program and, 162
 Evertson, C.M., 39
 “face work,” 55
 feedback, 41
 conversation classroom, 84
 peer, 14
 reading lesson, 91, 96–7
 repairing and, 72
 self-reporting analysis, 127–8
 writing, 100
 writing program and peer, 113
 writing program and teacher, 114
 Fillmore, C.J., 75
 Findlay, C.A., 4
 Fisher, C.W., 39
 Flower, L., 102
 fluency concept, 75–6
 reading case study and, 92–3
 FOCUS (Foci for Observing Commu-
 nications Used in Settings), 129
 Foreign Service Institute Oral Inter-
 view, 7
 Forman, S., 148
 formative evaluation, 17–19
 Fraser, H., 47
 Fries, Charles, 8
 Fröhlich, M., 129
 Frota, S., 78
Functions of American English,
 (Jones and von Baeyer), 82
Gambits (Keller and Taba-Warner),
 82
 Goffman, E., 55, 70
 Good, T.L., 40, 128
 grammar
 bottom-up processes in listening
 comprehension and, 51
 immersion method of teaching
 conversation and, 79
 styles of speaking and, 73
 syllabus design, 9, 10
 writing and, 106
 grouping of students, 40–1, 126
 group work, 14
 LEP students and, 149
 Halliday, M.A.K., 105
 Hasan, R., 105
 Hatch, E., 71, 77
 Hayes, J., 102
 Hieke, A.E., 75
 Higgs, T., 78
 Hirsch, E.D., Jr., 103
 Hoey, M., 104
 Holden, S., 82
 Holmes, V.M., 76
 Hornby, A.S., 8
 Hosenfeld, C., 46
 Hughey, J.B., 111
 Hurd, P.D., 154
 immersion, teaching conversation
 and, 78–9
 immigrant program, 7, 47
 inferencing (reading study), 90–2
 Ingram, D.E., 7

Index

- instructional materials, curriculum
 development methodology and,
 14–15
 interactional competence, 41
 interactional functions of language,
 68
 listening comprehension and, 54–
 6, 57, 58, 62–4

 Johnson, R.K., 10
 Jones, L., 82
 journals, 112
 personal reflection and, 120–3

 Kantor, K.J., 112
 King, M., 157
 Klippel, F., 82
 knowledge
 language programs and, 163–4
 learner strategies and, 44
 listening comprehension affected
 by, 51, 52, 54
 minority students and demonstra-
 tion of, 148
 reading strategies and background,
 95
 schema, 71
 scientific, 153
 writing and shared, 101
 Koziol, S.M., 123–4
 Krahnke, K., 6

 Lado, Robert, 8
 language program; *see* curriculum
 development
 language use
 interaction functions and listening
 comprehension, 54–6, 57, 58,
 62–4
 LEP students and, 145–6
 transactional functions and listen-
 ing comprehension, 56–8, 64–5
 Lapp, R., 46
 learners
 curriculum development methodol-
 ogy and, 13–14
 grouping of, 40–1, 126

 instructional strategies, 164
 reading instruction focus on, 97
 teaching conversation, 82–4
 writing instruction and, 109–
 10
 see also LEP (limited English profi-
 ciency) students
 learner strategies, 39–40, 42–7
 LEP (limited English proficiency)
 students
 academic achievement, 146
 classroom learning and, 147, 149–
 50
 cognitive demands and strategies,
 152–4, 156
 competence, 41
 cultural information, 155
 designing program for, 154–8
 discussion topics and activities,
 158–9
 instructional-task demands and,
 149–52, 155–6
 interactional demands in main-
 stream class and, 147–9, 155,
 156
 language use and, 145–6
 sample lesson plan for, 160–2
 social-affective strategies, 156
 traditional approaches and, 144–
 54
 lexical changes, styles of speaking
 and, 73
 lexical item scanning, 50, 51
 limited English proficiency students,
 see LEP students
 linguistic content of language pro-
 gram, 9
 listening
 microskills and academic, 5–6
 syllabus design in ESL program,
 9
 listening comprehension
 bottom-up processing and, 50–1,
 53–4, 58, 59–60, 65
 curriculum development methodol-
 ogy and, 12
 discussion topics and activities for,
 66

Index

- interactional functions of language
 and, 54–6, 57, 58
 listening for interactional purposes, 62–4
 listening for transactional purposes, 64–5
 top-down processing and, 51–3, 54, 60–2
 transactional functions of language and, 56–8
 use of news broadcasts, 61–2
 Littlewood, W., 82
 Livingstone, C., 82
 Long, M., 78
 Luft, J., 119

 McGregor, G.P., 107
 McLaughlin, B., 124
 Mager, R.F., 4, 7
 mainstreaming, LEP students and, 144, 154
Malaysian Communicational Syllabus, 10
 Marshall, S., 40
 memory, 51
 memory tasks, 150
 methodology (curriculum development)
 activities, tasks, and learning experiences, 14
 characteristics of, 11
 instructional materials and, 14–15
 learner's role and, 13–14
 philosophy of, 12
 teacher's role and, 12–13
 teaching in terms of methods and, 35–7
 methodology (writing), 108, 109
 microskills, skill-based objectives (curriculum development), 5
 minority students, *see* LEP (limited English proficiency) students
 Mohan, B.A., 146, 157
 Moore, D.W., 149

 Morgan, M., 36
 Murray, D.M., 108–9

 Nathan, L.A., 4
 needs analysis (curriculum development), 1–3, 27–9
New York State Core Curriculum for English as a Second Language in the Secondary Schools, 144
 norm-referenced tests, 16
 see also testing
 noun groups, conversation and, 73
 Nunan, D., 81
 Nuttall, C., 5

 objectives (curriculum development), 3–8, 17, 18, 19
 observation, *see* classroom observation
 Olson, D.R., 101
 O'Malley, J., 45, 152, 155–7
 Omaggio, A.P., 18–19, 81, 86
 Ongtoco, B.C., 155
 oral production tricks, learner strategies and, 44

 pacing, 39
 pair work, 14
 reading lesson, 91
 teaching conversation, 79
 Pak, J., 124
 Palmer, Harold, 8
 Pattison, P., 82
 Pawley, A., 75
 personal reflection (self-monitoring), 120–3
Person to Person (Richards and Bycina), 82
 Philips, S.V., 148
 Phillips, J., 46
 phonological changes, styles of speaking and, 73
 phonological cues, 51
 Pica, T., 77
 placement tests, 16
 see also testing
 Porter, P., 78

Index

- Pratt, D., 17
 proficiency scales (curriculum development), 7–8
 proficiency testing, 16, 46
 see also testing
 Program Planning Profile, 20
 pronunciation exercises, 14
 Provisional Proficiency Guidelines (ACTFL), 7
- questions (self-reporting analysis), 127
 quickwriting, 14, 39, 112
- Raimes, A., 108, 109
 reading
 curriculum development methodology and, 12
 learner strategies and, 44, 46
 listening comprehension and, 51
 reading aloud, 39
 teacher's diary concerning teaching of, 121–3
 theory and research on, 87, 88, 95, 97–8
 reading program
 skills-based objectives (curriculum development analysis), 5
 time-on-task studies and, 40
 reading program case study
 analysis of study lesson and, 95–7
 conclusions concerning, 97–8
 discussion topics and activities, 98–9
 extensive reading activity and, 94–5
 fluency and, 92–3
 good teaching characteristics, 87–8
 inferencing, 90–2
 reading course in, 89–90
 reading course observation, 89, 90–5, 95–6
 teacher and student in, 88–9
 vocabulary, 93–4
 repair (conversation), 71–2
 Richards, J.C., 5, 20, 82
 Rodgers, T.S., 20
- role playing, 10
 listening comprehension, interactional functions of language and, 63
 teaching conversation and, 82–3
- Sacks, H., 70
 Saville-Troike, M., 146
 Schegloff, E., 70
 schema (text structure), writing and, 104
 schema knowledge
 conversation topics and, 71
 reading, 95
 see also knowledge
 schemata, 51
 sciences and, 153
 Schinke-Llano, L., 147
 Schmidt, R., 78
 scripts, 51
 second language acquisition, *see* SLA
 self-observation (teacher)
 analysis of, 131–2
 audio and video recording, 124–5, 127, 128–9, 130, 131
 defining, 118
 discussion topics and activities, 132
 guidelines for, 129–31
 personal reflection approach to, 120–3
 reasons for use of, 119
 sample self-report inventory for, 133–4
 self-reporting approach to, 123–4
 structured observation form and, 141–3
 teacher behavior aspects to look for, 125–7
 teacher behavior examination, 119
 teacher self-observation checklist, 123, 135–7
 vocabulary self-report example, 138–40
 segmenting the stream of speech, 50
 sentence pattern, syllabus design and, 9

Index

- sentence structure, writing and, 106
 Significant Bilingual Instructional Features (SBIF), 41
 silences (in conversation), 68
 simulations, 10
 situation analysis, 2, 27–8
 Skibicki, A., 47
 skill-based objectives (curriculum development), 5–6
 SLA (second language acquisition), teaching of conversation and, 77
 Slade, D., 69
 small talk, 55, 57, 63
 social talk, writing and, 110
 Spada, N., 129
 speaking
 difference between writing and, 100–1
 syllabus design in ESL programs and, 9
 speaking opportunities (self-reporting), 127
 speaking style (self-reporting), 127
 Spencer, Herbert, 102
 SRA kit (Science Research Associates kit), reading case study and, 90–1, 92, 93, 94, 96
 Stenhouse, L., 19
 story comprehension, listening comprehension and, 51–2
 storytelling, fluency and, 76
 structure
 reading lesson and, 96
 writing coherent and, 105
 structuring, 39
 self-reporting and, 126
 student classroom responses, 148
 students, *see* learners; LEP (limited English proficiency) students
 student teachers, 165
 self-reporting and, 123–4
 see also teachers
 styles of speaking (conversation), 73–4
 summative evaluation, 17–19
 survival English, 7
 Swaffar, J.K., 36–7, 119
 Syder, F., 72
 syntax
 conversation class and, 72–3
 writing and, 101
 Taba, H., 8
 task-based activities
 curriculum development methodology and, 14
 conversation and interactive, 77–9
 conversation teaching and, 78–9, 82
 LEP students and instructional, 149–52, 155–6
 memory, 150
 self-reporting and, 126
 syllabus design analysis and, 9, 10
 teacher strategies and, 39–40
Teacher (Ashton-Warner), 121
 teacher behavior, self-monitoring and, 119, 125–7
 see also self-observation (teacher)
 teacher preparation programs, 165
 teachers
 curriculum development methodology and, 12–13
 language teaching, 165
 reading case study, 87–8, 88–9, 90–8
 writing instruction, 110–14, 115
 see also student teachers
 teacher observation, *see* self-observation (teacher)
 teacher strategies, 38–42
 teaching
 administrative domain, 164–5
 bilingual classrooms, 41–2
 classroom management, 38–9
 comprehensive view of, 163
 conversation class, 67, 76–84
 discussion topics and activities, 49
 educational design, 163–4
 grouping, 40–1
 instructional strategies, 164
 learner strategies, 42–7
 methods-based approach, 35–7, 47–8
 reading case study, 87–8
 research on, 35, 37, 41

Index

- teaching (*cont.*)
 structuring, 39
 tasks, 39–40
 teacher strategies, 38–42, 48
 teaching process, curriculum development methodology, 11
 teaching resources (self-reporting), 126–7
 teaching strategies, 164
 testing
 citizen competency, 152
 curriculum development and, 15–16
 language proficiency, 146, 157
 placement tests, 16
 reading course focus and, 96
 reading study subjects and, 89
 text practice, 14
 texts, teaching conversation and, 82
 Tikunoff, W.J., 39, 40, 41, 42, 56, 150–1
 time-focused writing (writing program), 113
 time-on-task studies, 40, 41
 top-down processing
 listening comprehension and, 51–3, 54, 60–2
 reading and, 12, 87
 teaching in terms of methods and, 35–7
 topics
 in conversation, 70–1
 for writing, 110, 113
 transactional functions of language, 65, 68
 listening comprehension and, 56–8, 64–5
 teaching conversation, 79
 turn-taking (in conversation), 68–70, 148
 University of Hawaii, 20–1, 88
 Ur, P., 82
 values clarification (writing program), 112
 Van Lier, L., 71, 88, 97
 video recordings
 LEP student and, 148–9
 reading lesson and, 90, 95
 self-monitoring and, 124–5, 127, 128–9, 130, 131
 vocabulary
 citizenship competency exam and, 152
 learner strategies and, 44
 LEP student analysis 146, 157
 reading study and, 93–4
 scientific, 154
 self-report example for teaching of, 138–40
 syllabus design and, 9, 10
 writing and, 101
 vocational English in industry (syllabus guide for), 6–7
 Wardhaugh, R., 74
 Webb, N.M., 40
 Wenden, A., 45, 46
 West, Michael, 8
 Willing, K., 13, 43–4, 47
 Winkowski, C., 70
 Wong Fillmore, L., 147
 writing
 curriculum development group planning and, 24
 curriculum development methodology and, 14
 learning strategies and, 44, 46, 47
 writing, teaching of
 clustering, 112
 cognitive processes in, 108–9
 coherence and, 104–5
 cohesion and, 105–6
 difference between speech and, 100–1
 discussion topics and activities, 115–17
 drafting and, 109, 113, 116
 free association, 112
 free composition, 14
 group drafting, 113
 instructional activities and, 112–14
 learner and, 109–10

Index

- process approach, 108–14
- product approach, 106–8, 114
- quick writing, 14, 39, 112
- readability, 102–3
- reduction exercise, 113
- rehearsing, 108–9, 112–13, 116
- revision, 109, 113–14, 116
- sentence structure, 106
- strategic questioning, 113
- teacher and, 110–14, 115
- thesis statements, 113
- word mappings, 112
- written discourse production,
101
- Yule, G., 54–5, 56, 72, 82
- Zamel, V., 109
- Zuck, J., 61
- Zuck, L., 61