


THE EFFECTS OF A GOAL-ORIENTED SYLLABUS ON
COLLEGE-BOUND ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS

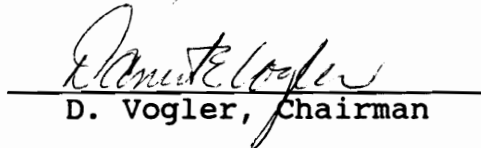
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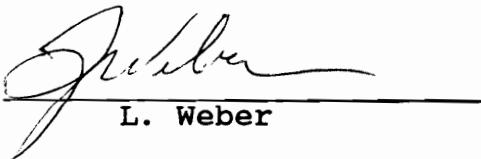
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ABSTRACT

The purpose of this study was to propose optimal syllabus component guidelines for college-preparatory English as a Second Language (ESL) courses. The procedural problem of this study was to analyze the effects of specificity of syllabus content on college-bound ESL student performance. The population of this study consisted of 25 students enrolled in a Low Intermediate writing class at a mid-sized university's English language institute. Thirteen students were randomly assigned to an experimental group and twelve students to a control group. The experimental group was four males and nine females with the average age of 22.8 years. Nationalities were Japanese (4), Korean (4), Bolivian (1), Moroccan (1), and Venezuelan (1). In the control group were two males and ten females with an average age of 21.81. Nationalities were Japanese (5), Korean (4), Ecuadorian (1), Jordanian (1), and Panamanian (1).

Students in the experimental group were assigned a highly-specific CourseBuilding_{tm} syllabus consisting of course goals, and performance objectives, student deliverables at the beginning of the Fall term. Students in the control group were given a non-specific Institute syllabus consisting of homework assignments and due dates. In addition to the independent variable of specificity of syllabus content, as illustrated by the CourseBuilding_{tm} and Institute syllabi, three dependent variables were also

examined. The first was student performance in ESL as measured by the Test of English as a Foreign Language (TOEFL) and class grades. The second was student and instructor perception of necessity and importance of syllabus components as measured by scores on the researcher-developed Syllabus Analysis Scale (SAS) and by structured interviews of students and instructors. The third dependent variable was student satisfaction with the course, as measured by the SAS and interviews.

The study revealed the following statistically significant outcomes at the $p < .05$ level: that students in the experimental group felt that the course met their needs better than did the students in the control group; and that students in the experimental group reported using their syllabus less often than did the students in the control group. From non-significant findings and interview and class observation results, it was concluded that students desire a high degree of syllabus-component specificity. Data from the SAS scale revealed that a combination CourseBuilding_{tm}/Institute syllabus best suited the needs of the students.

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CHAPTER ONE THE PROBLEM

Introduction

Approaches to second language learning abound, ranging from a behavioral viewpoint to a current cognitive viewpoint. Once an instructor espouses an approach, a methodology must be selected from a variety of choices to support the approach chosen. Approach then visibly appears in the classroom in the form of techniques utilized by the instructor (Anthony, 1963).

Such careful consideration allows an instructor to deliberately set the goals that students should reach before a course begins. In addition, an instructor may also pre-plan a means for evaluating attainment of goals. After accomplishing this planning, an instructor must determine the means and extent to which this planning will be communicated to the students. The primary means for such documentation is a course syllabus.

An English as a Second Language (ESL) classroom is especially suited to written documentation such as a syllabus. International students benefit from written documentation of class goals as a reinforcement of verbal presentation of goals, primarily because students who come to the United States to study language are not highly proficient in English. With a syllabus, students can know

short- and long-term goals at any time.

Thus, the task of the instructor is to decide exactly what elements to include on a second language syllabus. If the amount of detail is too small, students may be frustrated and confused as to what they are supposed to do. By contrast, others may argue that too much detail may overwhelm students. Instructors need to find a balance between these two extremes and devise a syllabus with components specifically suited to the needs of ESL students. Such a design, however, should not prevent, but should enhance, the approach of the instructor. The syllabus, then, could become a powerful tool to enhance the performance of students.

Assumptions

The current study examines the role of specificity in syllabus design with a learner-centered classroom. Although learner-centered classrooms are often individualized, it is impossible to take each student's goals and needs into account. By stating that student needs are being met, it is assumed that **majority** needs are being met, not those of particular individuals (Dubin and Olshtain, 1986, p. 102). It is also assumed that the text and materials selected for the study are appropriate for the level. Materials used in the course include quizzes, tests, and exams. It is assumed that these instruments measure what is being taught in the

class. Ultimately, however, it is assumed that if the responsibility for learning is placed on the students, individual motivations may act as a force for success.

Statement of the Problem

Many syllabus models for the second language classroom are readily available to teachers. These syllabi spring from various, yet specific, theoretical approaches to language learning and acquisition. In a second language class, with students of varying cultural and academic backgrounds, teachers often find that the best approach is an eclectic one, taking what works best from a number of theories. Syllabus components become puzzle pieces that must be put together to form a composite picture that encompasses many needs, students, approaches, methods, and techniques.

Furthermore, current approaches do not take into full consideration the goals and needs of the student. Particularly in today's global market, education has become product driven. Because of students' goal-driven behavior, they are less likely to learn despite a teacher's planning and attention to theory if they feel a class will not assist them in reaching their aspirations.

Many English language-learning institutions are operating today, and a sharply increasing percentage of students are enrolling in college/university preparatory programs (Zikopoulos, Sutton, & Julian, 1990). It is necessary to develop a syllabus that will meet the needs of a growing number of students with diverse backgrounds

preparing for differing futures. The procedural problem of this study is to analyze the effects of ESL goal-oriented syllabus on college-bound ESL student performance.

Conceptual Framework

This study is based upon a belief that goals and needs should be carefully addressed when planning a course and then specifically documented in course syllabi. Wilkins (1974), a language theorist, warns of the "considerable danger in overriding the pupil's expectations" (p. 52). As will be seen in the following literature review, a majority of syllabus designs tout the necessity of meeting student needs when planning a course. As will also be seen, however, considerable debate exists as to just how large a role students' needs and wants should play in a curriculum.

Attempts to address more specifically student needs have been made by current language learning theorists. These prevailing theories have become a basis for learner-centered language classes as a means of effective language learning and acquisition. In such classrooms, student goals, background, and interests are considered. Student participation in the learner-centered classroom is critical. For these reasons, curricula developed from these theories tend to be more formative in nature as relationships among classroom participants are molded (Nunan, 1988). Because acquisition theories are composed of many varied principles,

goal-seeking may lose its prominence in application, even though considered in initial theory. As Chamot and Stewner-Manzanares (1985) point out, "current language learning theories are incomplete, tending to focus on only a few aspects of the learning process" (p. 26).

An examination of current language-learning theories and resultant syllabus models shows that a gap exists between student needs and wants and syllabus design. While language learning theories may now be taking student needs into account, theory has not been applied to the practical aspects of syllabus design. This study is grounded in the belief that a goal-oriented syllabus component design can fill this gap and lead to an increase in student performance. Fundamental to such a model is the fact that the teacher is the primary planner of the course and that the student is in the forefront in the "planning, delivering, and evaluating of decisions" (Vogler, 1990, p.23). As a result, the needs, motivations, and attitudes of the student are considered when planning courses, while at the same time leaving the teacher in control of the process. The teacher, as the main contact for the students and as the facilitator for knowledge acquisition, is best able to match needs, motivation and attitude with content. Thus, theory, student needs, and the goal-oriented syllabus design, when meshed together, are the impetus for powerful

course planning. Language learning theory as it relates to student goals can be used initially to identify student and class profiles and then integrated and related with course content.

For the reasons listed above, Vogler's CPA Model, as actualized through PEAKS CourseBuilding_{tm} software was chosen as the best example of specificity in syllabus design and therefore used in this study to assess student performance. It allows course goals to be specifically documented on the syllabus, thus making the student responsible for learning. This would seem to be an ultimate goal for the learner-centered classroom. A further attractive feature of the software package is that it is not approach-limited. While other syllabus types were examined, the components included were based on designated approaches. The purpose of the study was not to test the approach being used, but the content of the syllabus that documents the approach. The instructor using the CourseBuilding_{tm} package may design a course that is behavioral or cognitive in nature. The specificity of components remains the same. For this particular study, then, the syllabi in both sections of the writing class could remain structural/functional, leaving the extent of specificity of content to be the only difference between sections.

Purpose of the Study

The general purpose of this study is to propose optimal ESL syllabus component guidelines. In the process of reaching this goal, the study will serve to reach smaller, yet integral aims. The current state of the second language classroom based on the literature was analyzed in order to determine trends that affect syllabus design. Curriculum models were also assessed to judge the manner in which model choice affects syllabus design. Present syllabus design techniques, including the designing of objectives, were also studied. Development of objectives is an aspect of utmost importance, particularly in the case of proposing necessary components. The study attempts to relate syllabus design to student performance.

Research Questions

The primary question of interest is: "What is the effect of specificity of syllabus design on college-bound ESL student performance?" In answering this question, the researcher will be able to determine the ESL syllabus guidelines best suited for classroom implementation.

Secondary questions addressed in this study are:

1. What is the effect of specificity of syllabus design on student test and class scores?
2. What is the effect of specificity of syllabus design on student satisfaction with the writing course?

3. What is the effect of specificity of syllabus design on student contact with the syllabus and instructor?
4. What is the effect of specificity of syllabus design on student knowledge of course elements ranging from knowledge of basic course information to knowledge of course outcomes?

The independent variable is the specificity of syllabus content. Three dependent variables were used. The first dependent variable is student performance in ESL, as measured by their composite TOEFL scores, taken at the beginning and end of the semester; and their course grades based on classwork, including written essays, quizzes and tests. The second is student perception of necessity and importance of syllabus components as measured by individual student and teacher interviews (see Appendices C & D). This was also measured by the students' ratings on a Syllabus Analysis Scale (SAS), which rates the necessity of various syllabus components, contacts with syllabus, relationship of syllabus to course delivery and evaluation (see Appendices E & F). A third dependent variable is overall student satisfaction with the writing course, as measured by the SAS and interviews.

Delimitations

The study is concerned only with ESL students. As such, material was specifically tied to the second language

setting; that is, students are actually living where a target language is being spoken by a majority of the inhabitants. Thus, material relating to the foreign-language environment, in which students are living in an area where a target language is **not** being spoken by a majority of the inhabitants, was not closely examined unless applications may be made.

A second delimitation is that all students in the study are enrolled in an English language training institution at a mid-sized university. This is an intensive program geared to college-bound students. Moreover, the study examines the work of students placed in the Institute's Low Intermediate writing class. Thus, due to the small number of students examined and the particular learning situation, generalizability is implausible.

Instruments utilized in the study present another delimitation. The "Syllabus Analysis Scale" utilized in this study was developed by the researcher. The questions in the scale are based on an intensive review of pertinent literature, but the scale itself has not been challenged in similar situations. The same holds true for quizzes, tests, and exams.

Syllabi under investigation for this study were that currently in use by the English Language Institute and that designed using PEAKS CourseBuilding_{tm} software. The

Institute syllabus is composed of topic areas and page numbers to be covered in a given time limit. The CourseBuilding_{tm} syllabus is comprised of eight components that include course outcomes and student deliverables.

Limitations

Internal validity could be threatened by the effects of Test of English as a Foreign language (TOEFL) pretest. Students often enter the United States without having taken the test before. Simple test familiarity often causes some improvement in scores. The collection of grades from essays, quizzes, and tests provided additional confirmation of language performance.

Maturation is also a threat to internal validity. As students become acculturated, they are more comfortable in their new environment. Thus, while students are not aging chronologically by more than a few months, they are maturing linguistically and psychologically. In order to control for linguistic maturation, students were asked during the interview at the end of the semester if they had received English training outside of the Institute while involved in this study. If so, a separate statistical analysis would be conducted to see effects on results. Such conditions were regulated by the formation of an experimental and a control group.

External validity could be threatened due to a small

sample size that is somewhat narrowly defined. Each section was composed of approximately ten students. While small class size is an instructional benefit of the Institute, it results in limited generalizability. Class composition is mixed, but it is unlikely that the sample was truly representative of all college-bound ESL students in the United States.

Validity may also be threatened because of initial non-random selection. The students in this study are only those admitted to the Institute. This limitation was controlled to a certain extent by random assignment to writing class sections.

A final limitation of the study is the fact that one instructor has more teaching experience than the other. Although their previous experience at the Institute was similar, the teacher of the Institute syllabus had six months additional teaching experience in Japan.

Definitions

The following list of definitions is intended to serve as a guide to the reader regarding the various terminology of curriculum, syllabus design, and second-language theory. A particular distinction of importance "acquisition" versus "learning" as defined by Krashen. One recurring conflict in terminology arose between the terms "syllabus" and "curriculum." It was found in the literature that "syllabus" is used in Great Britain as Americans use "curriculum." A final distinction is that of "course design" and "syllabus design." "Course design," as used in this work, relates to the overall planning and design of a course or course of study. "Syllabus design" denotes the planning and writing of a document that substantiates the overall goals and theory in the course.

Acquisition. A subconscious process of attaining language similar to the process children undergo (Krashen, 1982).

Affective domain. Field of study concerned with emotions and feelings. Three levels of the affective domain are (simple to complex): awareness, distinction and integration. Presented in discussion format and evaluated by checklist (Vogler, 1989).

Cognitive domain. The area of mental acquisition and use of knowledge. The three levels of the cognitive domain

are (from simple to complex): fact, understanding and application. Information presented in lecture format and evaluated by a written test (Vogler, 1989).

Communicative competence. The ability in language to use language correctly both linguistically and situationally (Widdowson, 1978).

Communicative event. A description of "what the participant has to do, receptively or productively" (Munby, 1978, p. 32-98).

Communicative key. The "tone, manner, and spirit" in which communication takes place" (Hymes, 1972, p. 52).

Competence. "The native speaker-hearer's unconscious, tacit, intrinsic, implicit, intuitive, and finite knowledge of his language . . ." (Palmatier, 1972, p. 25).

Content goal. A statement that "communicates learner orientation, specifies tangible product, includes one present tense action verb, aligns with learning exit point, conforms to three hours learning time, begins with present tense action verb, ends with direct object and uses few parts of speech" (Vogler, 1989).

Crucial content. Material that students must know in order to pass a course (Vogler, 1989).

Curriculum Pedagogy Assessment (CPA) Model. A method of "performance instruction" that results in a

communicative, content-driven course. Utilizes PEAKS CourseBuilding_{tm} Software, PEAKS LessonBuilding Software and PEAKS ExamBuilding Software (Vogler, 1989).

Enrichment content. Supplemental material (not to exceed 10% of course content) not necessary to pass a course (Vogler, 1989).

Foundation content. Basic material presented in a course. Comprises about 80% of course content (Vogler, 1989).

Function. "What a speaker is trying to do by means of a language" (Matties, 1983, p. 3 & 5).

High frequency/high difficulty content. Course content that is "difficult and important". Some students may fail. Such content is often taught in advanced courses. (Vogler, 1989).

High frequency/low difficulty content. Course content that is "easy and important" and that all students should pass. It is usually taught in introductory courses, and may be presented through group or individualized instruction. (Vogler, 1989).

Learning. "Conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them" (Krashen, 1982, p. 10).

Low frequency/high difficulty content. Course content that is "difficult and occurs seldom". It should be

provided to the best students, most often as enrichment material. Quite often such content is individualized. (Vogler, 1989).

Low frequency/low difficulty content. Course content that is "easy and not too important". Students will probably pick up on their own. This is remediation content that can be presented through individualized instruction (Vogler, 1989).

Notion. A "concept of entities in time and space" (Matties, 1983, p. 3 & 5).

PEAKS_™ software. Curriculum development software created by Dr. Daniel Vogler. The complete package includes CourseBuilder, the syllabus design component; LessonBuilder, the lesson plan component; and ExamBuilder, the evaluation component.

Performance content goal. Content goals that give students direction for action (Vogler, 1989).

Performance objectives. A type of objective that "contains outcome statements, contains measurable standards, and a conditions statement" (Vogler, 1989).

Purposive domain. A student's reason for studying, either educational or occupational (Munby, 1978, pp. 32-98).

Psychomotor domain. Field of study concerned with performed actions. The three levels of the psychomotor domain are (from simple to complex): imitation, practice, and

habit. Information presented in a demonstration or laboratory format and evaluated by a performance test (Vogler, 1989).

Remediation content. Material presented in course that reviews prerequisites and is not to exceed 10% of course content (Vogler, 1989).

Second language learning. The acquisition of a language that is "the major language spoken in the community or the language of instruction in the schools" and is not the native language of the speaker (Finocchiaro, 1989, p. viii).

Synthetic syllabus. A syllabus in "which the different parts of language are taught separately step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up". This compares to an analytic syllabus in which "no attempt of this careful linguistic control of the learning environment" is made (Wilkins, 1976, p. 2).

Syllabus components. "Header, course description, course focus, text and reference, course goals, student contributions, course evaluation, course schedule, Addendum A: performance objectives, Addendum B: evaluation system, Addendum C: schedule system" (Vogler, 1989).

Syllabus functions. "Describes course content scope, communicates course focus, suggests propaedeutics (prerequisites), details logistics, sequences/schedules instruction, identifies course goals, identifies performance objectives, constitutes contract, identifies reference materials, provides modification base, motivates students, permits self monitoring, facilitates optional learning activities, establishes evaluation system, advertises/promotes/recruits clientele, serves as articulation tool, meets accreditation requirements" (Vogler, 1989).

Well-written syllabus. "Provides evidence of instructor planning to the world, reduces half the work for teaching, a course through planning, serves as communication device to student, shifts responsibility of learning to student" (Vogler, 1989).

Justification

This descriptive study utilizes the principles underlying Vogler's CPA Model and knowledge of goal-oriented theory to propose syllabus guidelines for second language teachers. As a result of this study, a connection in syllabus design currently lacking will be made. While it is known that student needs play an important part in language learning, practical suggestions for specifically incorporating this theory have not yet been made (Altman, 1980; Nunan, 1988). By studying the effect of specificity of syllabus components on language performance perhaps more practical suggestions may be made.

Degree of specificity of syllabus components creates the first part of a bridge between an instructor's course planning and student language acquisition by dealing with student goals and plans from the beginning of the course. While researchers in the field education currently use a knowledge of goal-seeking in various areas (i.e. attitude as a predictor of success), the area of second language learning has not yet begun to reap the benefits of this knowledge base. This is especially true of language pedagogy, where motivation is extremely helpful in moving students toward acquisition. If course planners more specifically state course details in the syllabus, students can immediately begin acting on and adjusting their goals.

It is at this point that Vogler's CPA Model comes into play. Theories surrounding goal-seeking theory seem to be somewhat generic. Vogler's model, especially through the use of the PEAKS_{tm} software, gives concrete direction for designing a course related to both teacher and student goals. Objectives and goals (both content and performance) are given up front to students and thus become a contract not only between the teacher and students but between the students and their individual goals. Student success then is the responsibility of each student based on individual motivations. Such an application is extremely beneficial to second language learning in that students from such diverse backgrounds may have just as many varied motivations. Because students come from many cultures, it is difficult for the teacher to be familiar with all the reasons, needs, and motivations for a student being in class. Vogler's work allows the student to come to terms with this baggage himself and take the steps necessary to succeed. Careful course planning, along with delivery and evaluation tied to the objectives, allow the teacher to guide the student on a precise path.

These factors, united with language learning theory, provide a powerful basis for helping students succeed. The key, however, is tapping into the student psyche and making connections through the CPA Model. Once these connections

are accomplished, teachers may begin planning powerful lessons.

Organization

Chapter Two includes a literature review concerning intensive ESL programs for college-bound international students. Current language learning theories are discussed. In addition, different types of syllabus construction common to language courses are examined. Theory about student needs and goals is also introduced, particularly as it can apply to education. Vogler's Curriculum Pedagogy Assessment is also introduced.

Chapter Three contains research design and methodology. This includes a description of the syllabus component assessment instruments.

Chapter Four contains the results and analysis of the data. The necessity of syllabus components, observations and interview are included in the analysis.

Chapter Five includes the summary, conclusions, and recommendations of the study. Recommendations concerning PEAKS_{tm} software and its uses in the second language curriculum are emphasized.

Chapter Six contains a proposal for ESL syllabus design. Components to be included are suggested from the findings of the Syllabus Analysis Scale and interviews.

CHAPTER TWO

REVIEW OF THE LITERATURE

In order to reach the ultimate proposal of syllabus component guidelines, several areas relating to syllabus design must first be explored. A progression can be made from the somewhat abstract to the concrete. First of all, prevailing language learning theories must be examined in order to see what researchers feel best aids language acquisition. Then, the application of this research to curriculum in terms of the current classroom environment will be examined.

Areas more visibly related to syllabus design and student needs will then be investigated. Goals and student needs will be discussed in relation to the language classroom. Because such goals are most often voiced in terms of objectives, language learning objectives will also be discussed. In addition, current curriculum models are then related to the previous discussion of goals and objectives. Finally, the current state of syllabus design and syllabus types is provided and related to the present study.

Current Language Learning Theory

An instructor's choice of approach to language learning greatly influences syllabus design. Disillusionment with behavioral methods and structural methodology has led to an

onslaught of many cognitive models. While the majority of the new models are centered around a communicative approach, subtle differences affect choice in syllabus content, wording, and sequencing.

Examination of these current theories reveals that theories and research are now focused on what happens in the process of learning languages more than on the product of language acquisition (Bailey, Hadley, Magnan, & Swaffar, 1991). As such, researchers are looking more closely at the language learner. Bailey, Hadley, Magnan, & Swaffar point out that in the 1990s, more research needs to be done in the area of student needs and motivations in different types of settings. Such knowledge, they postulate, will have more of an impact on curriculum than "the presumed virtues of any particular method" (p. 93 & 97).

Current research supports this direction in language learning theory. For example, many of the theories do not comment on all of the facets of language. As a result, they "fail to address student characteristics" (Chamot & Stewner-Manzanares, 1985, p. 23). A further problem seen by Chamot and Stewner-Manzanares is that language learning theorists became so involved with language processes in general and communicative competence specifically, that they failed to connect with learning theorists in other areas, resulting in a separation from studies that were made in education and

psychology.

In order to understand the move toward a learner-centered theory of language learning, current language learning theories are presented below for analysis. As will be seen, these theories range from an emphasis on the student to an emphasis on the student as part of a linguistic process. The theories to be discussed are Shumann's Acculturation/Pidginization Model, Andersen's Nativization Model, Interlanguage Theory, Discourse Theory, Cognitive Theory, Krashen's Monitor Model, and the Linguistics Universals Theory.

Shumann's acculturation/pidginization model.

One theory that focuses on the student from a psychological vantage point is Shumann's Acculturation/Pidginization Model. Shumann's Model takes the theme of student communication to the farthest limit in that a student must actually become a member of the society in order to truly acquire language. Shumann's Acculturation/Pidginization Theory holds that a student will acquire language only to the degree that he or she acculturates to a given target language group (Schulz, 1991). Acculturation, or the process of becoming accustomed to a culture, is facilitated when students are at "positive social and psychological distance" (p. 18) in relation to the target culture. Pidginization refers to the procedure

of developing a mutually understood language between groups. Factors that affect this distance include: "perceived social equality between the first language (L1) and second language (L2) groups, the similarity between the native and target language (TL) culture (i.e., easy integration and assimilation into the TL culture), positive attitudes toward each other, and an expectation by the L2 learner to stay in . . . the TL area for an extended stay" (p.18). The effects of Acculturation/Pidginization Theory are clear, as Schulz points out, "It is difficult to reject the notion that affective factors determine the effort a student makes in and out of the classroom to obtain input and to use the language for communicative purposes" (p. 19).

Andersen's nativization model.

Another model that approaches language learning from a psychological viewpoint is Andersen's Nativization Model. Andersen's Model is similar to Shumann's Model in that it encourages students to become members of the target language society through positive social and psychological distance (McLaughlin, 1987). On the other hand, Andersen interjects more linguistic theory in the form of interlanguage and the differentiation of first language and second language acquisition. Andersen makes a point of noting that the language learning process for non-natives is not exactly the same as that for natives. He describes two different routes

a student may take to arrive at an interlanguage: nativization and denativization. The nativization process is one in which a language learner moves toward the target language in a manner outside of the "external norm" associated with natural acquisition, as opposed to the denativization process that "involves growth toward the external norm as pressures to conform to the target language cause learners to override natural acquisitional processes" (p. 113).

Interlanguage.

One of the most purely linguistic theories described in this section is that of Interlanguage. As opposed to the two theories above, this theory begins with linguistic theory and arrives at the psychological aspects of learning as a result of this linguistic process. "Interlanguage" is developed directly through contact with the second language. Interlanguage Theory, as defined by Selinker, states that second language learners build a "separate linguistic system" that reflects "systematic patterns of errors and communication strategies" (Schulz, 1991, p. 19). With continued exposure, the learner will extend his or her interlanguage and approach the target language. Instead of investigating interlanguage itself, researchers are currently looking into "the linguistic, sociolinguistic, and psychological processes that underlie interlanguage

development" (McLaughlin, 1987, p. 81).

Discourse theory.

Discourse Theory is also linguistic in nature but stipulates contact with native speakers. Further emphasis on the psychological aspects of language learning points out that a student's need to communicate drives language acquisition. Discourse Theory is a true advocate of the communicative process as a prerequisite to language acquisition. According to Discourse Theory, acquisition is not aided simply by being exposed to the target language. Instead, learners must engage in "communicative interaction" with the native speakers (Schulz, 1991, p. 20). Such interaction will promote competence in the second language. A distinctive feature of this theory is the importance placed on "information gaps" that necessitate communication (p. 20). When a person has a need to know something, he/she will make more of an attempt to communicate, thus improving language proficiency. Comprehension and production will both be enhanced.

Cognitive theory.

Related to this theory is Cognitive Theory, which also requires meaningful communication, but further outlines mental processes involved in second language acquisition. Furthermore, Cognitive Theory "sees second language learning as a mental process, leading through structured practice of

various component subskills to automatization and integration of linguistic patterns" that occurs "only after analytical processes" (Schulz, 1991, p. 20). Critical to the understanding of this theory is the concept of "restructuring" (McLaughlin, 1987, p. 139). As students analyze and process language, they must constantly restructure their knowledge as their "internal representations" of the language change (p. 139). The Cognitive Theory has come into question, as Schulz (1991) points out, because many researchers doubt that language is truly a skill as opposed to a creative process.

Krashen's monitor model.

Other models point out what occurs in a learner's mental processes when communication is taking place. Krashen's Monitor Model points out, among other things, a distinction between acquisition and learning. Language learners, Krashen hypothesizes, learn through a conscious process in which language input and output is monitored through a knowledge of rules. Acquisition is a subconscious process through which fluency is developed. Still questionable, however, is "to what extent this conscious analysis is 'necessary' or helpful for foreign language learning when sufficient and appropriate comprehensible input is not available . . ." (Schulz, 1991, p. 21). In McLaughlin's analysis, the acquisition process contrasts the

learning process in that learning typically does take place in the classroom "where formal rules and feedback provide the basis of language instruction" (McLaughlin, 1987, p. 20).

Linguistic universals theory.

Because it deals primarily with the biological aspects of language acquisition, the Linguistic Universals Theory does not directly declare its communicative aspects. The Linguistic Universals Theory posits that language is acquired through a "shared, innate, biological, linguistic component in the genetic make-up of homosapiens which accounts for these universally shared features" (Schulz, 1991, p. 19). Rules are ordered according to complexity. This, along with the shared genetic attributes for language leads to the conclusion that first and second language learners will follow a similar acquisition process (Schulz, 1991).

The Communicative Curriculum

The second language curriculum has already begun to change in order to reflect these current theories. The most significant change is the move toward a communicative classroom that reflects the needs of the students. The proficiency levels of language learners is being measured for language proficiency in three areas: function, context, and accuracy in order to get a well-rounded picture of

competence (Higgs & Clifford, 1982; Hoekje, Landau, Madden, & O'Connor, 1986). Such a picture would give a realistic view of a student's communicative competence that is comprised of two primary capabilities: first, to select language that is "appropriate for a particular linguistic context" and secondly, to "recognize which function is fulfilled by a sentence in a particular communicative situation" (Widdowson, 1978, p. 6). As such, language use for real communication as opposed to language use in a structural sense is receiving greater attention than it has in the past (Widdowson, 1978). With this wider scope, the classroom more closely simulates the "rich linguistic environment" of the target culture, and students cease to be "fed intravenously" (Kennedy, 1973, p. 75). In fact, warns Devitt (1989), "We are actually blocking the language learning mechanism if learners are not encouraged to use language from the very beginning to transmit meaning" (p. 2).

Communicative language teaching is not without its problems, however. The biggest problem is a practical one: "such curricula tend to become very long and unwieldy" (Takala, 1983, p. 29). It has proven to be very difficult to organize syllabi except in very general terms (Takala, 1983). Previous structural and analytical curricula were much easier to grade and sequence. This has a great impact

on teachers, who "have fastened onto certain superficial features of communicative teaching without grasping the underlying concepts. They have altered their teaching to take this feature on board, believing thereby to be making their teaching communicative" (Devitt, 1989, p. 39). From these problems, two camps have emerged. In one camp are "those promoting rational approaches" who "attempt to introduce order and reason to the basically disorganized nature of spoken language" (Massey, 1985, p. 264). In the other camp are "those promoting natural approaches to language teaching" who "see a distinctive advantage in attempting to emulate in the classroom setting aspects found in the natural or non-teaching setting" (p. 264).

Various solutions have been proposed to treat these issues. Montgomery & Eisenstein (1985) propose that each class be viewed as an English for Special Purpose (ESP) class where students' "divergent needs" would be taken into account when setting up courses (p. 318). In order to bring organization to the communicative curriculum, Munby (1978) has developed the Communication Needs Processor (CNP). The CNP breaks down the learning situation into the following components: participant, purposive domain, setting, interaction, instrumentality, dialect, target level, communicative event, and communicative key (p. 32-98). This model reflects the idea that incorporating communication in

the curriculum requires a great deal of work.

The Learner-Centered Classroom

The change to a communicative classroom was mandated by the move from a teacher-centered classroom to a learner-centered classroom. If the approach to language learning has changed, then the methodology and techniques used to attain language acquisition must also change. This process involves curricular changes on a broad scale. One important part of a learner-centered curriculum is content selection (Nunan, 1988). Unlike a traditional curriculum, though, an instructor does not always strictly adhere to decisions made at the beginning of a term (Nunan, 1988). Most revisions, according to Nunan, should be made at the beginning of a term after students have been exposed to a wide variety of experiences (p. 4-6).

In second language settings, most friction between student and teacher is in the area of methodology--and these conflicts must be settled (p. 6). In the learner-centered curriculum, objectives must be set and conveyed to the students at the beginning of the term for the following reasons: as learners see possible outcomes of a course and the steps to be taken to achieve these outcomes, the learner's role becomes more defined, it is easier for a student to judge his/her performance, and class seems to have greater relevance (p. 60-61).

Altman (1980) agrees with the above-mentioned criteria and adds that the learner-centered curriculum takes into account "goals, means, rate, and expectations" (p. 4). the teacher may set the standards and rate of progress for a course, and then find that students disagree. Such disagreement may cause the aggravation for the instructor in a teacher-centered classroom. In a learner-centered curriculum, however, teaching meets "the needs of learners, regardless of whether they work individually or in groups of any size" (p. 4).

Although needs analysis is critical to the learner-centered classroom, the disadvantages of on-going curricular changes outweigh the benefits. A curriculum based on a needs analysis conducted before a term of study is more feasible than a curriculum changed by the students for both practical and theoretical reasons. Formal needs analysis, warns Krahnke (1987), "requires the skills of a trained linguist as well as other professionals" (p. 81-82). In addition, for both financial reasons and time constraints, needs analysis is not "practically feasible" (p. 82). Lastly, students are often too general in stating their needs, and thus no specific application can be made. Although informal analysis is often done on an on-going basis, "few follow-up studies are done to determine whether what is taught is actually what students most need" (p. 82).

Changes to the curriculum can be made after a term of study, if merited, by student performance.

The consensus is that the way to the learner-centered classroom is through needs analysis. Needs assessment is especially valuable when "curriculum design is seen as an ongoing process" (Sorensen, 1985, p. 54). One purpose of needs analysis, states Nunan (1988), is to set "parameters of a course of study" (p. 45). When precise, it allow both teacher and student to be happy because immediate changes can be made (Sorensen, 1985, p. 54). Most often, Sorensen states, needs analysis is conducted before a course. In many instances, however, if a course is not going well, needs analysis may be conducted to provide "corrective" measures (p. 54). While this element adds to the flexibility of the course, it demands more of the teacher's creative energies.

According to Kayfetz and Kelly (1988), six goals underlie the process of a designing a learner-centered classroom for the college-bound students. "Actual and expected performance" must be determined along with method choice, "non-performance problems" must be disclosed, materials must be selected (along with the need for video materials), and information must be gathered about all aspects of other ESL courses (p. 13-14). In Kayfetz and Kelly's needs analysis, both faculty and students are

questioned. The faculty survey includes questions in areas such as what students should know before entering a certain class, where do students make the most improvement during a class, what are possible reasons why students may not make improvements in an area, and what factors influence student achievement (1988). Students are questioned about their interests, including why a class is important to them, and what topics motivate them in a course (1988).

Along these same lines, Best (1987) points out that college-bound ESL students are at a "critical" point because learning is of utmost importance (p. 2). Unfortunately, many students in these programs have already studied English yet cannot overcome certain errors (Best, 1987). At the beginning of a course, students should be questioned about "previous ESL instruction, previous bilingual instruction, personal attitude concerning movement from primary language, and family attitudes toward individual students' English-only goals" (p. 3).

In order to plan a learner-centered classroom, some sort of needs analysis must be conducted. As stated formerly, however, pragmatic reasons justify the design of a class syllabus before a term of study begins. Informal, on-going needs analysis may be conducted and used as a basis for course revisions in later semesters. Formal needs analysis should also be conducted at the end of a semester.

Communication

In order to base a class on learner's needs and promote a communicative classroom, instructors and students alike must determine a means of communication. It is necessary to know what needs to be said, the manner in which these things will be articulated, and what, if any, room exists for compromise. In order to determine the best means of communicating course goals, course communication in terms of goals must be examined.

In order to meet student needs, one must be aware of their perceptions of a course in order to avoid a "hostility towards the teacher that would seriously interfere with the pupil's ability to learn" (Light, 1984; Wilkins, 1974, p. 52). As Krahnke (1987) says, "The experience, expectations, and knowledge that students bring to the instruction can also affect syllabus choice although the literature is curiously quiet about this factor" (p. 80). Most often, conflicts occur when students expect to be presented with a structural syllabus and find upon entering a class that they have been presented with a functional syllabus (p. 80). Even if students have failed to learn with a previous method, they still expect to be taught with the same method (Wilkins, 1974, p. 85).

Also, students may have perceptions about what they want to achieve, but not thought as to how they will get

there (Holec, 1980). Brindley complies with this and adds that if the class is to be learner-centered, student expectations should be considered (Brindley, 1984, cited in Nunan, 1988). Such consideration should serve to demonstrate both what the teacher and the students expect. Following this, both may also determine exactly what can actually be accomplished.

According to Schunk (1984b), students who perceive that they have control over outcomes are more likely to begin and continue in a task than those who do not believe they have control. In his research, Brindley has found that teachers are able to reach agreements with students after a consultation (Brindley, 1984, cited in Nunan, 1988). It must be noted, however, that it is difficult to match needs and perceptions in the second language classroom, mostly because teacher and students come from different cultural backgrounds (Hoekje, Landau, Madden, & O'Connor, 1986). Other factors that affect goals and perceptions are "attitudes of the teacher and students, the nature of the task, and the classroom" (p. 12). After perceptions have been discovered and a compromise reached, assessment tools must be developed that evaluate learning (Kinnick, 1986, p. 7).

Conceptions about achievement should also be clarified. The 1984 Involvement in Learning report found one factor to

be most important for increased student learning: that ideas about the outcomes and degree of achievement must be articulated to students (Study Group on the Conditions of Excellence in American Higher Education, 1984). Moreover, one must also keep clear the distinction between "expectations about how performances affect outcomes" and "judgments concerning one's capability to produce those performances" (Schunk, 1984a, p. 8).

It can be expected that problems of miscommunication may arise during a term of study. If teachers meet on a regular basis to discuss problems and techniques for handling them during a particular term of study, a language program can be developed "that satisfies the expectations of learners and teachers alike" (Cumming, 1984, p. 69). Such an assessment could be translated in terms of syllabus adjustment (Cumming, 1984).

Objectives

As stated above, one way of finding common ground for both teacher and student goals is through communication of objectives. Performance objectives are valuable for the teacher as well as the students because "unless a teacher knows exactly where he is going, it is impossible to tell how much progress his classes are making and when, if ever, they achieve the goals set for them" (Valette & Disick, 1972, p. 4). Performance objectives are also needed for

supervisors to evaluate their staff and parents of students how well instruction is going (Valette & Disick, 1972). Vague performance objectives are not uncommon, and the result is that evaluation centers around "the most obvious but not always the most important outcomes, such as remembering information rather than thinking with it" (Taba, 1962, p. 199).

Brumfit (1980) feels that behavioral objectives are necessary to evaluate students, because they "indicate a relationship between the syllabus and the real world" (p. 2). However, he is not sure that such objectives "have any direct relation to our teaching procedures" (p. 2). Another problem with behavioral objectives, according to Brumfit, is that they deal with "sociolinguistic performance" rather than "sociolinguistic competence" (p. 2). Finally, states Brumfit, the entire syllabus is more important than an individual component, because it is desirable for a student to "perceive the system" (p. 3). In 1981, however, Brumfit recants to a certain degree and states with his colleague, Widdowson, that we need to focus not on objectives, but how to reach them (p. 200). Steiner (1975) is quick to jump to the defense of performance objectives:

The charge that the use of performance objectives resembles putting rats through mazes is usually most inappropriate. It is within the creativity,

imagination, and artistry of every teacher to devise several ways of meeting most performance objectives. In fact if performance objectives are well implemented they should offer the student a wide variety of activities and resources that he can use in order to reach the objective. (p. 169)

In fact, one of the problems with foreign language teaching, says Valdman (1966), is the lack of specific objectives and the "confusion between description of course content and description of terminal objectives" (p. 137).

A performance objective, as defined by Valette and Disick (1972), "not only describes what the student is to do, but also explains the purpose for that behavior, the conditions under which it will occur, and how it will be evaluated" (p. 17). In order to accomplish this, "performance-oriented" verbs must be carefully chosen (Steiner, 1975, p. 14). When actually writing performance objectives, the teacher should keep the following guidelines in mind: determine student characteristics, consider class environment, think about student perception of objectives, and institute affective goals in the form of performance objectives (Valette & Disick, 1972, p. 58-60).

In addition to specifying the above factors, it is also helpful to consider a taxonomy when writing objectives (Valette & Disick, 1972). Use of a taxonomy allows an

instructor to analyze the complexity of a task (Steiner, 1975; Valette & Disick, 1972). Krathwohl and Bloom (1964), whose taxonomy is widely used, state that classification gives teachers "a convenient system for describing and ordering test items, examination techniques, and evaluation instruments" (p. 4). Krathwohl and Bloom's taxonomy is based on the cognitive, affective, and psychomotor domains. This taxonomy does enable course planners to be more attentive to the different types of learning that take place, but some feel that concrete directives for writing objectives is needed. Hirst (1975) discards Bloom's taxonomy: "It is a logical mapping of objectives that curriculum planning needs, not a categorisation of them that fails to display their logical needs" (266). Valette and Disick would like to see a specific second language taxonomy developed.

Oxford (1990) describes such a taxonomy of learner strategies that are both "direct" (those that help the learner cope with the target language) and "indirect" (those that help students "manage" learning) (p. 14-15). Oxford's classification, which she states is not fully formed, is actually an extremely thorough set of six categories of direct and indirect strategies. The categories are outlined in the following manner.

Direct strategies.

1. Memory strategies: includes creating mental

linkages, applying images and sounds, reviewing well, and employing strategies.

2. Cognitive strategies: includes practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.
3. Compensation strategies: includes guessing intelligently and overcoming limitations in speaking and writing.

Indirect strategies.

1. Metacognitive strategies: includes centering your learning, arranging and planning your learning, and evaluating your learning.
2. Affective strategies: includes lowering your anxiety, encouraging yourself, and taking your emotional temperature.
3. Social strategies: includes asking questions, cooperating with others, and empathizing with others. (p. 18-21).

Oxford incorporates examples of specific ways that language learners may utilize these strategies.

Oxford's classification is appropriate for second language learning in that it includes the aspects of socialization and acculturation. It also implements equally important categories from the traditional taxonomies, as can

be seen in the cognitive strategy group. The affective and memory categories allow the expertise from the field of psychology to be brought clearly into the language classroom. Metacognition strategies show a definite advancement over the traditional taxonomies in that they allow for more current theoretical applications to the language learning environment. Despite any problems of such taxonomies, states Oxford, "research continues to prove that strategies help learners take control of their learning and become more proficient, and the experience of many teachers indicates that the strategy system shown above is a very useful way to examine such strategies" (p. 22).

Curriculum Models

In accordance with the criteria above for a learner-centered classroom, several curriculum models have been proposed. A unifying quality of the models described below is the attention to students. Two of the following are experimental in nature, while the CPA Model is fixed, yet flexible.

Young (1982) sets forth a model for curriculum design that is "experimental" in that the curriculum is not absolutely set. His model follows the following nine steps:

1. Define curriculum
2. State learning outcomes
3. Identify and sequence content

4. Assess students' characteristics
5. Plan instructional strategies
6. Plan student evaluation (testing)
7. Teach
8. Evaluate course and instructor
9. Revise course

The experimental factor is necessary because it prevents overreliance on any one teaching idea (p. I-9). Besides the experimental aspect, it also "provides a framework for the application of theory and research on learning and teaching" (p. I-8). Critics of the model state that it is too inflexible, relies too much on current theory, and puts too much responsibility on the teachers (p. I-9-I-10).

Tiwari (1982) sets forth an ESL curriculum model that takes into account student needs, most specifically "the language abilities that need to be developed in the learners" (p. 2). First, a planner should take into account the sociological aspects of the language: the need for the language, the purpose for the language, the types of communication to be involved in. Secondly, the teacher should consider the linguistic material to be handled in the course. Thirdly, the planner should think about the psychological aspects including "the intelligence level, attitude, aptitude, interest and motivation of the learners" (p. 4). The final aspect of the model to be considered is

pedagogical, which takes into account methods and techniques. Vital to this model is the need for balance between "the social role and the professional role that English has to play in a learner's life" (p. 8).

The University of Pennsylvania has implemented the "T-Model Curriculum" that allows for both teacher and student needs to be met (Young, 1990). The vertical part of the curriculum, as is depicted by the base of the "T," is a set curriculum. Lower-level students work along this line that is designed to develop communicative competence (p. 8). The advanced students move along the horizontal part of the curriculum in which students are free to choose their own courses (Young, 1990). Current evaluation shows that the horizontal curriculum is doing very well, but the vertical curriculum still needs work in implementation (Tiwari, 1990, p. 8).

One performance curriculum model that gives more specific aid and direction in syllabus design is the Curriculum Pedagogy Assessment Model (CPA). The key to this model is the integration of planning, delivering and evaluating instruction (Vogler, 1991). According to this model, cognitive content is taught "as an integral companion with skills" (Vogler, 1990, p. 21). Due to the level of specificity of criteria that can be set, an instructor is also able to include affective content in the curriculum

(Vogler, 1991, p. 43). Through this model, the instructor is able to deliver "performance-based instruction" that calls for the syllabus designer to set forth clearly specified criteria (DeBrunner, DeBrunner & Vogler, 1990). A great benefit of the model is that it aids research through the ability to "track changes in course content over time and document the direction of those changes" and to "anticipate new directions in the need for the development of additional course offerings" (Martin & Vogler, 1990, p. 5).

A primary benefit of the CPA Model is that it solves the communication gap described in the previous section. A performance-based syllabus "should present a course of study as a clearly marked path through a series of well-defined checkpoints rather than a vague direction through a cloudy wilderness" (Vogler, 1991 p. 62). A direct result of this is that students may check their placement in a course at any given moment. Such a performance-based syllabus should tell a student the following: where he/she is in the course, where he/she is going in the course, why he/she is going "in that direction" in the course, how to get there, and how to know when he/she has arrived at the course's destination (p. 62).

Issues In Second Language Syllabus Design

The syllabus, as proposed by Dubin and Olshtain (1986), is "a more detailed and operational statement of teaching and learning elements that translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives at each level" (p. 35). It describes what should be learned in a course, what is to be taught, the sequencing and timing of events, how material will be taught, and the manner of evaluation (p. 28). In addition to these elements, a syllabus also directs "classroom interaction" (Yalden, 1987, p. 77). Because of this integration, a syllabus must be flexible and open to class needs (Yalden, 1987).

Often, however, this ideal is not met. In many cases, the syllabus is underdefined, leaving both teachers and students to struggle and in other cases the syllabus is too unrealistic (Dubin & Olshtain, 1986). Krahnke (1987) describes a "covert syllabus" that "provides a significant amount of the type of instruction thought to be appropriate for the students without calling attention to it in the course descriptions or materials" (81). Oftentimes, a syllabus may not be available at all. "Not to have a syllabus is to refuse to allow one's assumptions to be scrutinized . . ." (Brumfit, 1984a, p. 76).

A well-chosen syllabus enhances both "pragmatic

efficiency," which means that both time and money are utilized efficiently, and "pedagogical efficiency," which means that the learning process is efficiently handled (Yalden, 1987, p. 86). According to Widdowson and Brumfit (1981), a syllabus is a "rational contrivance" necessary because the natural learning process takes too much time (p. 199). It solves the problem of the covert syllabus mentioned above by bringing objectives and structure out into the open (Brumfit, 1984a).

Brumfit (1984a) sees the syllabus as more of an "administrative convenience" (p. 75-76). Learning may not always be segmented and ordered as a syllabus dictates for a certain time period (Brumfit, 1984a). Because of these two reasons, syllabi can only partly follow theory (Brumfit, 1984a; Yalden, 1984). Even more importantly syllabus dictates only what is taught, it cannot "organize what is learnt" (Brumfit, 1984b, p. 76).

While the syllabus influences what goes on in the classroom, it may not necessarily dictate everything that happens in the class. "What learners do is not directly determined by the syllabus but is a consequence of how the syllabus is methodologically mediated by the teacher in pursuit of his own course of instruction" (Widdowson, 1990, p. 129). It is possible for the teachers to manipulate the methodology, feels Widdowson, because examinations test the

syllabus content, not the methods and techniques used to get the content across. Widdowson suggests that the syllabus type a teacher is assigned is irrelevant, as long as the teacher understands the principles behind the syllabus. One source of syllabus problems is that there are no "definite or authoritative" guidelines for syllabus design (p. 154).

Syllabus Design Procedures

In order to enhance the benefits of using a syllabus and to diminish the problematic aspects, close attention should be paid to the design of a syllabus. Proper consideration of the students' needs and characteristics should be given and then a determination of how to best match the class with an instructor's approach should be made.

According to Krahnke (1987), several factors affect syllabus design. The most important factor is that of the overall objectives of the program. Secondary factors include available resources, the need for accountability, and teacher input. While Yalden (1987) agrees that teachers are a primary factor in building a syllabus, the extent to which students are involved in design depends on factors such as "educational background, age, type of second language program, and a host of other factors" (p. 87).

The first phase of syllabus design is one of simple data collection. Syllabus components are chosen (according

to theory and practice), and the entire learning situation is broken down according to the setting, the learners, and the goals of the class (Yalden, 1987). After this phase, says Yalden, the gathered information is utilized "so that communication and interaction may take place in the classroom" (p. 78).

According to Yalden (1984), three principles guide syllabus organization. The first principle is that syllabus design must follow some sort of language learning theory. This type of organization is very structured. Secondly, syllabus arrangement must follow a theory of how language is acquired. When considering natural acquisition, it can be seen that this aspect of the syllabus is very unstructured. Finally, a syllabus must be constructed according to a theory of how language will actually be used. From this aspect, the syllabus may actually have various starting points.

In Wilkins' (1974) view, several other elements must be taken into account when planning a syllabus. The first of these is the time available for teaching. The second of these is intensity, or "the frequency of the learner's contact with the second language" (p. 43-46). Also, the designer must take note of the total number of students. Fourthly, the learning environment must be taken under consideration. Finally, the materials available to the

teacher must be considered.

The various principles above are embodied in the CPA Model, which is driven by eight concepts:

- Concept One: Students know what to expect at the beginning of the course and will thus know if majority needs are going to be met.
- Concept Two: Content is the force behind every decision, whether it be related to planning, delivering, or evaluation.
- Concept Three: Faculty have primary involvement in selecting content.
- Concept Four: The course must be focused on the student.
- Concept Five: Every "content goal" in the syllabus must be thought about to judge what, how, why, and when the content is included in the curriculum.
- Concept Six: The already-mentioned integration of planning, delivering, and evaluating guides the verb choice for the content goal statements that can be used to guide the student through a course.
- Concept Seven: A "uniform learning time investment" that is especially important to credit systems, but is also necessary to allow for "documentation, articulation, and integration of general and affective content into the curriculum."

· Concept Eight: Provides for the creation of a "macro knowledge base" that allows performance instructions to be constantly evaluated (Vogler, 1990, p. 23-24).

The fact that these principles are concisely illustrated in one model make application to syllabus design more uncomplicated.

Current Syllabus Types

Most current syllabus types emphasize the trend toward communication. The types referenced in the list below can be categorized into five groups: structural, with an emphasis on linguistics and grammar; functional, with an emphasis on situations and natural language acquisition; functional/structural, which combines the characteristics of the first two types; task-based, which emphasizes language acquisition through project-type exercises; and content- or skill-based, which emphasizes specific academic areas.

The structural syllabus.

A common type of language syllabus currently in use is the structural syllabus. The structural syllabus is "one in which the content of language is a collection of the forms and structures, usually grammatical, of the language being taught" (Krahnke, 1987, p. 10). Such a syllabus would give a listing of grammatical and linguistic structures to be studied in a course. For example, many beginning ESL classes begin by studying the simple present tense and

progress through the future and simple past before studying the perfect tenses. Structural syllabi are "synthetic" in that they require analysis of separate language components (word frequency, grammatical and discourse) that are combined to comprise the final syllabus (Wilkins, 1976; Yalden, 1983). Methods used when employing a structural syllabus are primarily cognitive (Krahnke, 1987).

Structural syllabi have several positive characteristics. First of all, although it can be difficult to sequence content, it is not difficult to select content (Krahnke, 1987). Structure can easily be related to the notion of communicative competence as one of the "most general components" and also the easiest to evaluate (p. 21-22). Structural content is not difficult to deliver or evaluate on the part of the teacher and students in turn know what to expect from such a syllabus (Krahnke, 1987). According to Higgs and Clifford (1982), the teaching of structural items can prevent fossilization or a termination in the learning process. Structural knowledge also plays an important part in Krashen's Monitor theory "by serving as the basis for the learner to Monitor, or check on the accuracy of production and self-correct according to known rules when time and the attention of the language user allow for it" (Krahnke, 1987, p. 23). One of the final benefits of the structural syllabus is that it is "naturally value-

and culture-free" in that grammar in and of itself is not culture-specific (p. 24).

Widdowson and Brumfit (1981) argue that the structural syllabus has an important practical advantage: both linguists and teachers alike have a great deal of experience with this type of syllabus unlike some of the newer, more experimental syllabi such as the task-based syllabus. Theoretically, the structural syllabus is "economical"--with a "relatively limited set of rules . . . in combination with a progressively extending vocabulary" learners can "move a long way in a short period of time" (p. 205).

Swan (1985) goes farther by stating that structural courses have had "bad press"--it is unlikely that teachers who implement a structural syllabus completely ignore meaning (p. 77). "Unfortunately," says Swan, "grammar has not become any easier to learn since the communicative revolution" (p. 78). From a linguistic point of view, "language is a set of systems, and it is perverse not to focus on questions of form when this is desirable" (p. 78).

The structural syllabus, however, has serious drawbacks. Most important is that the learning of structures does not seem to connect during "unmonitored language use" (Krahnke, 1987, p. 25). Secondly, while it has been previously pointed out that students know what to expect from such instruction, they often interpret that they

are learning language when in reality they are "learning facts or information about a language" (p. 25). Often, when students realize this fact, they fail to see practical applications of a grammatical focus and begin to lose their motivation (Alexander, 1976; Wilkins, 1979).

As mentioned before, structural syllabi are difficult to sequence. Either students must be forbidden to use structures not yet introduced, or a large number of mistakes must be tolerated until a structure is reached in the syllabus (Krahnke, 1987). Related to this issue is the fact that structural syllabi emphasize low and high frequency items equally (Alexander, 1976). Furthermore, it is difficult to establish complexity levels (Widdowson & Brumfit, 1981).

The strongest complaint against the structural syllabus is that it ignores the language learner's communicative needs. Students are not given appropriate instruction in what type of language to use in a various communicative situations (Alexander, 1976).

The functional syllabus.

Functional syllabi offer a solution to the opponents of the structural syllabus. In a functional syllabus, emphasis is placed on language use in specific communicative situations, such as arguing, asking for information, etc. Direct teaching of grammatical structures does not take

place unless absolutely necessary and then "only as the signals or means of realization of language uses" (Nayar, 1984, p. 198). In order to set up such a syllabus, in-depth needs analysis is carried out that is then followed by the development of specifications for meeting these needs (Yalden, 1987). Teachers are responsible for bringing specifications to the classroom level by selecting appropriate techniques (Yalden, 1987). It should be kept in mind that functions are not so much things that are taught, but means of organizing a syllabus (Swan, 1985).

School systems in Papua, New Guinea were among the first to use the functional syllabus. In such an academic setting, it was found that the language of instruction, English, was needed "not so much as a code for saying things, but more as a means of doing things" with language (Nayar, 1984, p. 197). While it was expected in this situation that learners be able to possess at least a minimal amount of communicative competence, teachers expected "unrestricted intellectual activity" (p. 197). Unfortunately, certain difficulties with the functional syllabus were exposed. First of all, it was difficult for the state to adapt materials to fit functional needs (p. 200). Secondly, it was hard to train non-natives to use a functional approach (p. 200). With the current focus on the communicative classroom, the first difficulty is probably

not such an obstacle at present, yet it is still necessary to have a teacher who is able to function in various communicative settings.

The notional syllabus.

Wilkins (1979) proposed the notional, or semantic, syllabus in 1979 in order to "provide the means by which a certain minimum level of communicative ability in European language can be set up" (p. 86). A notional syllabus is derived from two categories. The first category is semantico-grammatical, which is comprised of six units: time, quantity, space, matter, case, and deixis (p. 86-87). This category relates to grammatical elements as Wilkins points out, "in European languages at least" (p. 86). The second category is that of communicative function, which is further subdivided into modality, moral evaluation and discipline, suasion, argument, rational enquiry & exposition, personal emotions, emotional relations, and interpersonal relations (Wilkins, 1979).

The set-up of a notional syllabus is different from both the structural and functional syllabus. Like the functional syllabus, communication is important from the start, but "instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through the language" (Wilkins, 1976, p. 19). According to Dubin and Olshtain

(1986), the following questions must be answered: "1) What kind of semantico-grammatical knowledge does a learner need to have in order to communicate (sic) effectively? 2) What kinds of skills are needed for communication? 3) What types of learning/teaching activities will contribute to the acquisition of the communicative skills?" (p. 90; Wilkins, 1976). Grammar, while a part of the notional syllabus, is reflected only against a communicative backdrop (Dubin & Olshtain, 1986).

The advantage of the notional syllabus, says Wilkins (1979), "is that it forces one to consider the communicative value of everything that is taught" (p. 90). In addition, while focusing on communicative content, "grammatical and situational factors" are not ignored (Wilkins, 1976, p. 19). In this way, the notional syllabus is set up ideally to deal with the problems of the functional and structural syllabus.

Brumfit (1981), however, feels that it is not so easy to construct such a syllabus. For example, it is not easy either to define a notion or to clearly relate one notion to another. In addition, while it is advantageous that grammar is incorporated into this syllabus, structures do not always fit well into the "logical lines presented in his [Wilkins] organization of time relations." Simply ordering notional elements in a syllabus also presents a problem. "While the notional organization is inherently logical," warn Dubin

and Olshtain (1986), "it is not necessarily sequential" Dubin and Olshtain also feel that notions are not easily generalizable" (p. 91-92).

The functional/notional syllabus.

A functional/notional syllabus is, like the functional and notional syllabi, a means for organizing content rather than the content itself (Krahnke, 1987). Content is determined by the "functions that are performed when language is used, or of the notions that language is used to express" (p. 10). When devising such a syllabus, the designer begins with an idea of both functions and settings (keeping in mind that functions can be introduced in various settings) and then determines appropriate structures and vocabulary (Finocchiaro, 1989). The principles driving the functional/notional syllabus are best described by Finocchiaro (1989):

It recognizes that, while the language used in any speech act should be based on the situation or setting in which it occurs and be grammatically correct and semantically appropriate, the speaker must, above all, have a real purpose for speaking and something to talk about. The act of communication, even at elementary levels, will be intrinsically motivating simply because it expresses basic universal communicative functions of language and because it makes use of notions (the term

used for semantic themes and language items) that are most appropriate to complete the specific function or functions being expressed. (p. 12-13)

The concept of the functional/notional approach originated in Switzerland in 1975 by a committee appointed by the Council for Cultural Co-operation. The result of the committee's finding was called the "Threshold-Level Syllabus" (T-Level), so named because it took students to a proficiency level equivalent to 250 hours of instruction. Analysis based on speech act and information processing theories produce five categories around which the functional/notional syllabus is based: "semantic notions (concepts of entities in time and space), communicative functions (what a speaker is trying to do by means of language), topics (what is talked/written about), situations (where the communication occurs and with whom), and language activities (listening, speaking, reading, writing)" (Matties, 1983, p. 2-9). The syllabus subsequently developed is a list of items that the teacher selects, orders, and presents. As such, the functional/notional syllabus has often been referred to as a "pre-syllabus" (Lee, 1979, cited in Matties, 1983, p. 9).

An advantage of the functional/notional syllabus is that it does take into account language use (Krahnke, 1987). Because it is based on an analysis of student needs, if

students follow the syllabus they can become "effective users" of language in a minimal amount of time (p. 35).

Users of functional/notional syllabi must be alert to several pitfalls. For instance, items are presented in isolation that does not allow for realistic discourse (Krahnke, 1987). It is easy to imagine situations where functional/notional items are presented and learned through "routines" and "patterns," audiolingual techniques that the functional/notional approach seeks to avoid (p. 37). Also, the teachers must be aware of the extremely high number of things that can be accomplished through language, such as greetings, asking for information, saying goodbye, etc. (Brumfit, 1982).

The combined syllabus.

The danger in moving too quickly with the functional/notional syllabus, feels Tyacke (1984), is that lower level students will not be properly exposed to the "solid language base . . . very important, and essential to communicate" (p. 27). While the need to combine the two syllabi did not originate with Tyacke, he does state ten important assumptions underlying the rationale for combination of structural and functional/notional syllabi:

1. "Learning to communicate in another language does not simply mean mastery of the formal properties of that language"

2. Assessment tools should be created "which assess not only the student's mastery of the linguistic form . . . but also his communicative competence"
3. "learners can acquire communicative competence concurrently with linguistic proficiency. However, at different stages in the syllabus the emphasis given to either one should be different."
4. "In order to be able to communicate adequately, it is essential that students learn, from very early on, that one linguistic form can have several different functions . . . and that one communicative function can be manifested in several different linguistic forms."
5. "Paralinguistics is a part of communicative competence"
6. "The division of foreign language teaching materials according to the four skills . . . can help to focus attention in a teaching situation, but this division is, in effect, an artificial one and in learning real communication the skills must be integrated."
7. "Comprehension precedes production."

8. "The materials and activities used should be made as relevant as possible to the needs of the students."
9. "Learners can and should be trained to monitor their own use of English wherever possible."
10. "Different learners have different learning strategies and the syllabus should attempt to satisfy these differences." (p. 27-29)

Widdowson (1990) agrees with the previously mentioned point that a structural syllabus does not necessarily rule out communication as a terminal objective; instead he sees the structural and functional/notional syllabus as employing different ways of reaching this objective. In fact, he further proposes they are not in "opposition, they are really complementary, each compensating for the limitations of the other" (p. 132). This is quite true, agrees Brumfit (1982), "providing the syllabus is not seen as a specification of everything that happens in class" (p. 21).

Brumfit (1980) hypothesizes that functions "cannot be discussed seriously as the major basis for a syllabus with pretensions to be systematic" (p. 3). Because of this, a "realistic syllabus" that is practical and systematic is needed (p. 4). Thus, a structural syllabus must be retained for practical reasons, but it could be combined with a

functional/notional syllabus (p. 5-6). This type of integrated syllabus allows for both accuracy and fluency work, emphasized at times appropriate to the level of the student. During fluency work, "gaps" would appear in the syllabus due to the fact that learners most often employ their own strategies during this type of work that cannot be dictated by the teacher (p. 8). These gaps, according to Brumfit, are "more important than the syllabus itself" because it is the syllabus of the learner (p. 8).

Alexander (1976) proposes a "functional/structural" syllabus that would have a "structurally graded sequence" attached to "ungraded-but-semantically-related patterns" (p. 93). Functions are divided into six categories with corresponding notions: "imparting and seeking factual information, expressing and finding out intellectual attitudes, expressing and finding out emotional relations, expressing and finding out moral attitudes, getting things done (suasion), socializing" (p. 93). Such a syllabus would be constructed from possible "desirable objectives" into "practical objectives" that would serve as a specific syllabus for a class (p. 97). While admitting the difficulties in developing such a syllabus, Alexander feels that students will be highly motivated by such an approach.

Widdowson and Brumfit (1981) see this process operating as a spiral. At the core would be a set of grammatical

items that can be structured, while the spiral would be made up of functions and notions, serving as a "checklist" that could not be structured (p. 208).

McKay (1980) sees yet another way to integrate structure, function and notion. It is important to integrate the three elements in a way that "meets the needs of the students and ensures full communicative competence" (p. 83). Beginning the class with a structural emphasis is to be avoided because it takes the focus off of communication. Instead, the syllabus should start off with a notional slant that has a "wider applicability" due to the fact that it shows "the relationship between form and meaning better" (p. 80). If "units of discourse" that meet the needs of students in a specific class are given at the beginning of a course, functions will not seem so "fragmented" (p. 81). Grammatical aspects could be introduced at various points.

States McKay:

In short, the designing of a syllabus could proceed as follows: (1) a selection of the discourse (interviews, lectures, telephone talk, etc.); (2) an analysis of this discourse to discover its core functions and their sequence; and (3) a clarification of the social context. (p. 82)

Such an integration may resolve some problems that can occur with the structural/functional syllabus. Valdman (1980), sees a problem similar to that of the functional syllabus. He sees certain "finite" grammatical elements as being "selected and ordered" and then "seeded" in dialogue (p. 87). Such a presentation of structure is "poorly motivated" (p. 88). Valdman sees a solution similar to that of McKay, in that "semantic notions and modalities" should be considered before "surface structures in selecting and ordering the grammar to be presented" (p. 94).

Often, a decision to combine syllabus types is made for reasons that are not purely theoretical. "English Every Day," a program in Sri Lanka, attempted to move away from a strictly structural course to a communicative one, yet kept a structural base for "consumer acceptability" (Mosback, 1990, p. 23). Such successful meshing would allow for students' perceptions and needs to be met while yield to the implementation of more communicative theories.

One type of combined syllabus different from the structural/functional kind is proposed by Ullmann (1982). In Ullmann's view, a curriculum is made up of four different syllabi: the language syllabus, the communicative activity syllabus, the culture syllabus, and the general language education syllabus (p. 256-258). The language syllabus is comprised of the traditional structural content. The

communicative activity syllabus emphasizes language "in use" (p. 258). A culture syllabus is needed because such content is not always well-planned. "The implications of this are far-reaching: an obvious area of interest is being misrepresented to students because of inaccurate or insufficient teacher background or knowledge" (p. 258-259). The primary objective of the general language syllabus is "transfer"--an attempt is made to get the students to apply what they have learned (p. 260). Ullmann warns that while these syllabi may be considered separately, they must be "closely integrated" in practice (p. 260).

The situational syllabus.

In a situational syllabus real or unreal settings are proposed in which participants may be involved in various types of functions and discourse that may or may not relate to student needs (Krahnke, 1987). The main goal of this syllabus is to "teach the language that occurs in the situations" (p. 4). According to McKay (1980), a primary benefit is in fact that the emphasis of the syllabus is "on language use rather than grammatical form" (p. 77).

Three types of settings make up the syllabus: "limbo," in which the setting is not important; "concrete," in which the setting is important to the lesson being learned; and "mythical," which follows a set storyline (Alexander, 1976). Usually, focused language practice follows the presentation

of the situation (Krahnke, 1987).

The benefits of the situational syllabi include providing communicative context in various settings at the same time "social and cultural information" is supplied (p. 45). Furthermore, the "contexts of discourse" allow "form" and "meaning" to occur at the same time (p. 45). If the syllabus is based on student needs, learners will be more motivated (Wilkins, 1979).

If the setting or situation is too specific or too unreal, however, transfer of knowledge may not occur (Krahnke, 1987; Wilkins, 1979). Students may have a hard time making grammatical generalizations from the situations (Wilkins, 1979). Also, instructors may not want to expose students to cultural values, something that is hard to avoid with the situational syllabus (Krahnke, 1987). Design problems are also inherent. It is very difficult to select, grade or order situations in a syllabus (Krahnke, 1987; McKay, 1980). In the heterogenous classroom, one may not be able to create situations that will meet everyone's needs (McKay, 1980). Often, it is also hard to "create authentic language for instructional purposes" (Krahnke, 1987, p. 46).

The learnable syllabus.

The learnable syllabus is based on the supposition that syllabi need to be based on language learning theory (Pienemann, 1985). The communicative and structural

syllabi, asserts Pienemann, are based on "intuitive procedures"--a syllabus based on L2 [second language] development is "a more reliable background for psychologically plausible simple-complex criteria in material grading" (p. 40-41). Second language learning in formal and natural environments is much different and therefore, "teaching is only possible within the margin determined by these principles" (p. 40-41). If activities are planned outside of these theories, they are "unlearnable" and "ask too much of the learner" (p. 40-41). While Pienemann does not give concrete guides for syllabus design, he points out that this theory can "serve as the starting point for very different concrete proposals" (p. 41).

The natural syllabus.

Related to the learnable syllabus is the natural syllabus put forth by Terrell (1977, 1982). The chief decision-maker in this syllabus is the psycholinguist. According to Terrell language is acquired in the classroom through "comprehensible input" in stages that reflect a natural language learning/acquisition environment (Terrell, 1977, 1982). The trouble with this syllabus, says Allen (1984), is that it is difficult to follow natural order with normal classroom time restrictions.

Moffett's structural syllabus.

Moffett's syllabus was designed for native speakers, but L2 applications can be made through a comparison of Moffett's syllabus and the functional/notional syllabus. Such comparisons have led some to think that benefits can be gained from looking at the similarities between L1 and L2 acquisition (Schafer, 1983). Moffett proposes two types of relations: "I-You" and "I-It". The "I-You" continuum deals with speaking and the sender and receiver of messages. On the "I-You" continuum, discourse types can be classified "based on the amount of physical and psychological distance that typically exists between sender and receiver" (Schafer, 1983, p. 60). The "I-It" continuum deals primarily with writing and is concerned primarily with the message being sent. The "I-It" continuum can be classified "by degree of abstraction" (p. 60). Moffett combines these two "rhetorical" and "logical" continua and then plots discourse types (p. 60). Objectives are derived from this plot that allows children to "send and receive in both modes--speaking and writing" (p. 60).

On the whole, Moffett's structural syllabus puts an emphasis on communication without ignoring structure (Schafer, 1983). What Moffett depends on is the fact that learners can get the structure themselves from being exposed to a large amount of language. Because the curriculum

promotes language use, it is very motivating for the students.

The primary difference between the two syllabi is that Moffett's is designed to prepare young learners for many kinds of situations that can occur in language while the functional/notional syllabus is geared more toward adults who have very specific needs (Schafer, 1983). Moffett's syllabus is based upon "psychological growth". Functional/notional syllabi are usually ordered "from forms that are not strongly marked for politeness or extreme formality or informality to the more marked forms" (p. 63).

The negotiated syllabus.

In a negotiated approach to language learning, the linguist describes desirable outcomes for the "good language learner" and the content of individual learning segments are negotiated between teacher and learner (Yalden, 1987). Consequently, the syllabus cannot really be "prospective," but must be "retrospective" (Candlin, 1984, p. 34-35). According to this theory, language learning is facilitated when the student feels that he is involved in the development of the curriculum (Shaw & Emilsson, 1984). It does not promote the traditional feeling that "Teacher Is Right" (Cane, 1989, p. 5).

It is not necessary to modify the syllabus every time the students request--oftentimes negotiation means

"explaining" why something is being done (Shaw & Emilsson, 1984, p. 26). The entire syllabus does not even have to be negotiated--it can be carried out on a much smaller scale (Cane, 1989). Furthermore, it must be remembered that negotiation takes place over materials and methods already selected by the teacher thus creating "token" negotiation (Shaw & Emilsson, 1984, p. 20; Cane, 1989). Candlin notes that "banks of items and accounts of procedures" may be developed that can be drawn upon in the process of negotiation (1984, p. 35). Cane envisions the negotiation process to follow this path: wide exposure to material during the first two weeks of class, then negotiation coupled with constant discussion and evaluation.

Candlin (1984) seeks a syllabus that invites learners to become totally involved with the learning process. As Candlin states, "A syllabus would then avoid the mistake of regarding knowledge as information and would expect to be concerned as much with the learning experiences it offered to learners as with the subject matter content of those experiences" (p. 33). Such a curriculum involves two syllabi: one for "learning" and another for "subject-matter and procedures" (p. 36). This type of "dynamic" syllabus has a "learner orientation": learners and teachers together determine objectives and ways of reaching objectives (p. 33-34).

Along these lines, Breen (1984) proposes the "Process Syllabus". Predesigned syllabi are often set aside in the classroom, as the teachers and students react to situations at hand. A benefit of the pre-planned syllabus is that it offers certain guidelines, but students may use whatever means suit them to reach the ends. The Process Syllabus "prioritizes" the means of getting to objectives (p. 52). Decisions are made in the class concerning "participation, procedure, and subject matter" (p. 54). Through these decisions, "alternative procedures, alternative activities, and alternative tasks" would then be devised (p. 56). This syllabus then serves to "guide and serve the explicit interaction in the classroom between any content syllabus and the various and changing learner syllabuses within the group" (p. 58).

The task-based syllabus.

This syllabus is centered around a "series of complex and purposeful tasks that the students want or need to perform with the language they are learning" (Krahnke, 1987, p. 11). Thus, the emphasis is not on "product" but rather on "process," particularly the "cognitive processes of evaluation, selection, combination, modification, or supplementation" (p. 11; Nunan, 1989). Furthermore, the core of the class is "the performance of tasks, rather than the language required to perform them" (Yalden, 1987, p.

66). "Tasks," states Krahnke, "are distinct from other activities to the degree they have a noninstructional purpose and a measurable outcome" (p. 57). Krashen's Acquisition Theory is the basis of this syllabus type, although Richards does not feel that Krashen adequately explains "how school-based learning actually occurs" (Krahnke, 1987, p. 59; Krashen, 1982; Richards, 1985, p. 23). Tasks may be analyzed by studying the various components: goals, input (what is needed by the learners to start the task), activities, teacher role, student role, and setting (Nunan, 1989).

A basis of the task-based syllabus is the notion of proficiency because it is interpreted "with reference to specific situations, settings, purposes, activities, and tasks" (Richards, 1985, p. 18). One must be certain, then, when describing a proficiency task to include what must be done and how well it must be done.

One of the advantages of the task-based syllabus is that it is "potentially very powerful and widely applicable" (Krahnke, 1987, p. 61). It also provides for transfer of learning, particularly when students are doing things outside of the classroom similar to what they are doing inside the classroom (Krahnke, 1987). Students may not always perform the exact same tasks, but they will acquire the ability to carry out those "which are difficult to

predict in advance, or which are not feasible to practise in class" (Nunan, 1989, p. 41). State Scarino & Vale (1988), "an essential feature of an activities-based curriculum is that it contains a range of learning experiences" (p. 5). Furthermore, a task-based syllabus allows one to look at both "the what and the how of learning, in both product and process" (Richards, 1985, p. 28).

A task-based syllabus requires not only creative teachers, but also resources different from the standard textbook (Krahnke, 1987). In addition, grading may also be a problem. Setting difficulty level is also a problem, but Nunan (1989) suggests that one may consider the "complexity of the text" involved (p. 97). While this type of syllabus meets student needs and may be thus motivating, it is not traditional and thus often goes against student needs and goals, causing resistance or objection (Krahnke, 1987).

This type of syllabus has been actualized in the form of Australian Language Levels (ALL) (Scarino & Vale, 1988). As the name implies, "the Project advocates a principled, learner-centered, activities-based approach that pursues well described goals and is relevant to the teaching and learning of all languages, at all phases of schooling" (p. 2). As described above, the task is set forth, but the language to be used and encountered is not. The tasks in the syllabus are ordered into "modules" containing "goals,

objectives, and activities" whose sequencing is "arbitrary" but pre-determined (p. 7).

Another example of this syllabus type was realized as the "Bangalore Procedural Syllabus" (Brumfit, 1984b). In this instance, problems were set up for the students to solve with the problem determining the language to be used. A problem is looked at in three stages: pre task (teacher demonstration), task, and post task (to see if the problem was solved and to evaluate language use) (p. 235). Tasks should be demanding, yet not insurmountable (Brumfit, 1984b, p. 236).

Content is not exactly specified as students deal with abstractions, which Brumfit (1984b) feels more closely compares to "cognitive processes" (p. 240). To Greenwood (1985), though, the syllabus is too vague--not everything in the syllabus could be considered problem solving. Furthermore, he sees the potential for excessive audiolingual drilling. What is necessary, he says, is "more information on teacher and learner performance, more explicit and illustrative evidence of materials and methodology" (p. 273).

The project-based syllabus.

This syllabus is extremely similar to the task-based syllabus, but considers a more constant theme and can be carried out over a long term. Such a syllabus was set up in

an immersion setting with teenagers from West Germany (Hilton-Jones, 1988). In planning the syllabus, the author took into account the following: "time-overlap in the students' stay, the varying levels of linguistic competence and cognitive development in this mixed-ability group and the need for a balance between 'school' and 'holidays'" (p. 2).

Questionnaires given to both teacher and student revealed that both had similar expectancies about the course, but had different ideas about the methodology to be used (p. 2). Week-long "mini-projects" were drawn up to utilize the shopping mall and activities such as surveys were planned.

The benefits of the project syllabus in this instance were increased motivation and a "feeling of increasing independence" (p. 11). The author is quick to warn, however, that "project work can produce project fatigue" (p. 12). Students must be given more creative "outlets" (p. 12).

The content-based syllabus.

In a content-based classroom, "the subject matter is primary and language learning occurs incidentally to the content learning" and as such is "not really a language teaching syllabus at all" (Krahnke, 1987, p. 12). To allow for the ability of the student, rate of delivery, vocabulary

choice and nonverbal behavior may be adjusted (Yalden, 1987). This syllabus is also grounded in Krashen's Acquisition Theory (Krashen & Terrell, 1983).

One of the greatest advantages of this syllabus is that students do not have to wait to be proficient in a language before entering the "regular" classroom (Krahnke, 1987, p. 69). Once again, transfer is more likely to occur (Krahnke, 1987). Learners' needs are taken into account, they are more motivated, especially if they are interested in the content (Krahnke, 1987; Schulz, 1991). "Focus on content," asserts Devitt (1989), "would allow the learner to activate his or her knowledge of the world, something which . . . simply does not happen in traditional language lessons" (p. 32). Widdowson (1978) agrees: "By effectively denying the learner reference to his own experience the teacher increases the difficulty of the language learning task" (P. 18).

According to Krahnke (1987), during content instruction, students' language ability must be constantly assessed and communicated to them in order to avoid "premature fossilization or overreliance on compensatory communication strategies" (p. 70). Adults learners present a special problem. They may need "some amount of analytic and formal instruction, either as preparation for content-based instruction or concurrent with it, to overcome their

affective resistance . . . " (p. 70-71).

A problem with this syllabus is that it requires instructors to know about content areas outside of their language-learning domain. A solution to this is the Adjunct Model in which students attended regular university courses (such as Psychology) at the same time they attend ESL courses (Snow & Brinton, 1984). As Bernbrock points out, a result of this model is that ESL teachers do not need to become content-area experts and the content-area experts do not have to be language teachers (Bernbrock, 1979, cited in Snow & Brinton, 1984, p. 7). In this instance, however, specific syllabus types and methodology for the different courses (ESL and content area) may be conflicting.

The skill-based syllabus.

A skill-based syllabus is based on the various skills needed to communicate in a language. The main goal of such a curriculum is to teach the specific skills, such as reading, writing, grammar, etc. (Krahnke, 1987). More "general competence" is a "secondary goal" that occurs in passing (p. 11). An inexplicit theory that backs the skill-based syllabus is that language learning occurs more easily when the overall language is broken down and then put back together by the student (p. 52).

Two positive points of this syllabus are that provides both "efficiency and relevance" (p. 54). Students are very

aware of how they will spend a class: they concentrate either on writing, reading, grammar, or listening and speaking. It is difficult for a student to argue that these skills are not necessary. Students may complain, however, about the material used to convey these skills. For example, students who are not preparing for academics will not appreciate a writing text that emphasizes the importance of a properly worded thesis statement.

Summary

Current language theory points to a number of issues relevant to syllabus design. One prevailing precept is that first and second language acquisition are similar. A second precept is that language acquisition is aided by engaging in meaningful communication. Therefore, the second language curriculum must be adjusted to make the its language learning environment more analogous to the native language acquisition setting and must emphasize communication.

The role of the student as a focal point in the classroom has been viewed as one channel toward a natural language learning environment. Discussing the needs, backgrounds, and interests of the students is necessary to allow for meaningful communication. Through this exploration, instructors and theorists are learning more about how students learn a second language. As a result, current theory relates more to the process of acquisition

rather than the product of acquisition.

Such discussions with students and teachers have revealed the importance of student needs. If a class is to be learner-centered, the teacher must find out what the learner wants. This is not to suggest that students must be given what they want; student expectations can be unrealistic or imprecise. What this does suggest is that perceptions must be dealt with at the beginning of a term in order to remove this barrier from the way of acquisition.

One way of setting forth aims is through course objectives. The more specific the objective, the more clearly the student understands not only what is expected of him or her, but whether he or she will be able to achieve personal outcomes. Most specifically, the creation of objectives at the beginning of a term drives the teacher to fully plan a course, taking outcomes into account when planning the course. Thus, the entire course can be established to reach and measure these goals.

Several curriculum models attempt to exemplify these theories. Young's model sets a procedure that can be followed when designing a curriculum, yet it states simply that student characteristics must be assessed. He does not provide specific guidelines for placing these characteristics into the curriculum. Tiwari does take the learner into account quite specifically, particularly the

psychological facets. Important to this model are specific desirable outcomes that are crucial to planning. The T-Model Curriculum is at the moment too incomplete, yet promising, in that it promotes both communicative competence while allowing students to explore their own area of interest. The CPA Model is the most complete of these models, because it takes the learner, instructor and content into account. Because of its open format, the instructor of the course can write objectives based on the methodology of his/her choice. Furthermore, the planning done before the course is carried out in the delivery and evaluation stages. Students can easily see what they need to do to be successful in a course and how to evaluate their own progress along these lines.

A primary problem of second language syllabus design is that the theories and models have not been used to provide concrete suggestions for a "syllabus construction blueprint". Current syllabus types are based on language learning philosophies that range from those that are structural in nature to those that focus on the communicative aspects of language, as with the functional, notional, functional/notional, and situational syllabi. Some theorists have opted to combine these syllabi in order to provide students with the grammatical background they need to express themselves in a linguist and situationally

appropriate way, as with Moffett's Structural Syllabus.

Other syllabi, such as the Learnable Syllabus and the Natural syllabus can be more directly traced to language learning theory. The close connection to theory makes direct application difficult because they are quite abstract in nature. As was pointed out, the Natural Syllabus is difficult to apply in a restricted classroom setting.

Many current syllabi models focus very specifically on getting the students to do things with the language. This is the case with the Task-based and Project-Based syllabi. More traditional language syllabi, such as the content-based syllabus and the skill based syllabus, focus predominantly on the material being studied in a language class. In such syllabi, structure can easily fall to the wayside.

The Negotiated Syllabus is the only type that strongly emphasizes the students' place in syllabus design. While content is not ignored, it does seem to be de-emphasized. It is possible to envision a classroom that suffers from a semester-long power play as a result of this negotiation.

From an examination of the current syllabus models, it can be seen that no model exists that takes into account all necessary components. The CourseBuilding_{tm} syllabus, while not specifically designed for the language classroom, takes all other elements of the CPA Model into consideration. At the same time, it does give concrete guidelines for syllabus

design. A syllabus can thus be constructed no matter what approach to language learning an instructor takes. Thus the CourseBuilding_{tm} syllabus will continue to be relevant in the future, adapted by the instructor as new theories emerge and others are updated. What is left then, is to connect this syllabus with student needs and language performance.

Table 1

A Matrix of Syllabus Types and Their Functions

Syllabus Purpose	Syllabus Type															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
provide knowledge of grammatical structures	X				X				X							if desired
analyze language components	X				X											X
teach lang. use in situations			X	X	X	X	X			X						if desired
teach semantico-grammatical elements			X	X	X				X							if desired
base instruction on lang. activities				X	X				X				X			X
base instruction on lang. learning theories							X	X								if desired
involve student in determination of appropriate "learner outcomes"										X						X
instruct student through process of tasks											X	X				X
instruct student in academic content areas													X			if desired

Key

- 1=Structural Syllabus
- 2=Functional Syllabus
- 3=Notional Syllabus
- 4=Functional/Notional Syllabus
- 5=Combined Syllabus
- 6=Situational Syllabus
- 7=Learnable Syllabus
- 8=Natural Syllabus
- 9=Moffett's Structural Syllabus
- 10=Negotiated Syllabus
- 11=Task-Based Syllabus
- 12=Project-Based Syllabus
- 13=Content-Based Syllabus
- 14=Skill-Based Syllabus
- 15=CourseBuilding™ Syllabus

Table 2

A Matrix of Syllabus Types and Their Characteristics

Syllabus Characteristics	Syllabus Type														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
difficult to sequence content		X					X								
difficult to select content				X	X	X	X								
easy to select content	X												X	X	X
easy to evaluate	X												X	X	X
most common syllabus type	X														
ignores communicative needs	X														
emphasizes communicative skills				X	X	X	X				X	X	X		X
difficult to obtain materials			X									X			
difficult for non-natives to use			X												
based on "reliable" psychological theories									X	X	X				X
cannot be designed before a class begins											X				
proficiency-based											X	X	X		X

Key

- 1=Structural Syllabus
- 2=Functional Syllabus
- 3=Notional Syllabus
- 4=Functional/Notional Syllabus
- 5=Combined Syllabus
- 6=Situational Syllabus
- 7=Learnable Syllabus
- 8=Natural Syllabus
- 9=Moffett's Structural Syllabus
- 10=Negotiated Syllabus
- 11=Task-Based Syllabus
- 12=Project-Based Syllabus
- 13=Content-Based Syllabus
- 14=Skill-Based Syllabus
- 15=CourseBuildingtm Syllabus

CHAPTER THREE

METHODOLOGY

Research Design

This quasi-experimental study explored the question of syllabus design and its impact on student performance. The primary aspect of syllabus design examined was specificity of syllabus components. From this study, a proposal for syllabus component design was developed. This was accomplished by studying various aspects of a Low Intermediate writing class for one semester: TOEFL scores, class grades, and student and teacher perceptions of the class and syllabus through a questionnaire and interviews.

Population

The population of the study consisted of 25 students enrolled in the Low Intermediate writing class at a mid-sized university's English language training institute during Fall Semester 1991. This university is a co-educational, state-supported school located in the southeastern region of the United States. The Institute was established in 1984 to offer non-credit English language instruction to international students wishing to enroll in regular academic undergraduate and graduate courses at the university. In subsequent years, instruction has also been offered to those not intending to study at the university, but the majority of students are pre-academic. All classes

are taught by Graduate Teaching Fellows majoring in Curriculum and Instruction with a specialization in Teaching English as a Second Language. Students enrolled in the Institute take classes for 18 hours per week during the Fall and Spring semesters. Classes are broken down into 50-minute periods. Course offerings include six hours a week of grammar, five hours a week of reading, four hours a week of writing, and three hours a week of a multi-skill class.

Procedures

Using the literature review, the researcher developed a Likert "Syllabus Analysis Scale" to measure students' perceptions of the writing course and the writing course syllabus (See Appendices C & D). This scale was given to both students and teachers at the end of the Fall semester.

In order to judge language performance, composite TOEFL scores were collected at the beginning and the end of the semester. As another measure of proficiency, students in both sections were given 11 quizzes during the semester (one per chapter), three tests (one every three chapters), one midterm and one final. Both sections also completed 90 text-based homework assignments during the semester. In order to ensure that evaluation was conducted similarly by each teacher, every grade assigned was reviewed by an independent evaluator.

In order to ensure that delivery of material coincided

with the syllabus, the teachers of the two sections were required to submit lesson plans for each writing class. Each class instructor was also videotaped at the beginning, middle, and end of the semester. Classes were also observed weekly throughout the semester. While this is standard operating procedure at the Institute, the findings from such observations were also analyzed to check for correspondence in teaching, reference to and use of the syllabus, and student questions. (See Appendix J).

At the end of the semester, the teachers and students were asked open-ended interview questions to probe their attitudes toward each of the syllabi. Questions included use and presentation of syllabus, concerns about the syllabus, and perceived advantages and disadvantages of syllabus.

Sample Selection

All students enrolled in the Low Intermediate class were used for the study. Students were placed in classes at this level according to an initial score on the Test of English as a Foreign Language (TOEFL). The TOEFL range for the Low Intermediate class is 393-447. The test was administered to all students on the first day of the semester.

From this population, students were randomly assigned to two different sections of the Low Intermediate class.

One section was taught using the current Institute syllabus and the other was taught using the PEAKS CourseBuilding_{tm} syllabus (see Appendices A & B). Twelve students were placed in the Institute syllabus section and thirteen students were placed in the CourseBuilding_{tm} syllabus section.

Variables

The independent variable in the study was specificity of syllabus content. The CourseBuilding_{tm} syllabus is representative of a highly specific syllabus. It includes the following elements: "header" information (class address, instructor name and phone number, course title and number), a course description, a course focus that allows the instructor to emphasize certain aspects of the course, text and references required for the course, course goals, student contributions, course evaluation information, the course schedule, and performance objectives.

The first dependent variable is student performance in ESL. The first measure of this was TOEFL scores collected at the beginning and the end of the semester. A TOEFL score is comprised of three components: A listening comprehension score, a grammar score, and a reading comprehension score. Only the composite score was taken into consideration. TOEFL scores are used worldwide as measures of overall English proficiency. Another measure of proficiency was

class grade. Class grades were based on quizzes, tests, and essays written throughout the semester.

The second dependent variable is the students' perception of necessity and importance of syllabus components. This was measured by scores on the "Syllabus Analysis Scale". Scores ranged from one (very necessary) to five (unnecessary) and one (strongly agree) to five (strongly disagree). Students also rated various frequencies (such as how often they referred to the syllabus) and satisfaction with the course (very satisfied to very unsatisfied). Scores for each item, including a rating and ranking for each syllabus element is included in the analysis. Elaboration of these points were allowed for in the interview at the end of the semester.

The third dependent variable is overall satisfaction with the writing course. This was measured by the SAS and the interview at the end of the semester. Variables examined to describe the population included nationality, native language, age, gender, and previous language study. Examination of such variables may aid in explanation of section differences.

Instrumentation

The CourseBuilding_{tm} syllabus, which actualizes the CPA model through an artificial intelligence program, was chosen because it best embodies the student-centered class deemed

necessary by second-language learning researchers. A principle concept of the CPA model is that the course is focus on student performance. Furthermore, the CourseBuilding_{tm} format, an embodiment of the CPA model, was chosen over other models because it provides specific guidelines for syllabus design. its goal-oriented components are thoroughly and specifically written. Specific documentation of basic course information, course goals and student deliverables allows for concrete integration of planning, delivery, and evaluation. The format of the syllabus was checked against the criteria set forth in the program manual and double-checked by the designer of the program for accuracy and adherence to the CPA concept.

The clear, organized presentation of components is intended to enable students to know what is expected of them and also how to follow through on objectives. A special benefit of this syllabus for second language instruction is the freedom it allows teachers to specify desired outcomes no matter which methodology is chosen. This is especially helpful for those choosing a notional syllabus type that is particularly difficult to order and sequence. Because the program is designed for use in many fields, the second language instructor may adopt any approach he or she desires, whether it be structural or functional/notional.

This flexibility is an added benefit that aids the teacher in taking an eclectic approach.

The process of developing a syllabus using the CourseBuilding_{tm} program is simplified for teachers by a computerized-tutorial format. Teachers are guided through each step of the design process by computer-generated questions (experienced users of the program may choose to delete this guidance). The completed syllabus a syllabus can be created that includes general information about the course, course goals, student contributions, and evaluation procedures (DeBrunner, DeBrunner & Vogler, 1990). Content goals are developed that are labeled with learning domain (cognitive, psychomotor, affective), student commitment, level of difficulty, purpose, and presentation sequence (Martin & Vogler, 1990; Pointer, 1989). Design of the syllabus represents the planning stage.

During the second phase, delivering, the teacher acts upon the syllabus by letting the students know "what is expected of them" (DeBrunner, DeBrunner, & Vogler, 1990, p. 833). In the evaluation stage, students are tested on the same content goals that were presented at the beginning of the course. While some critics state that this may result in a lower level of learning, students are tested on initial goals that "may be quite high" (p. 833). The program itself is "systematic and easy to follow" (Pointer, 1989, p. 44).

Because the approach employed by the Institute is functional/structural, objectives were written that fit this design as described in the literature review, which allows for a combination of communicative activities in appropriate context and an attention to linguistic and grammatical elements of instruction.

The Institute syllabus, originated by the Director of the Institute, has been in use and revised since 1986. It is primarily a list of weekly assignments to be covered that includes the title and page number of the exercise, the approximate time required to complete the assignment, whether assignments will be collected or not, and whether the complete answer or only a word or phrase is required. Also provided on the syllabus is the course title and beginning and ending dates for each week. One assignment that was not detailed, except on the first week's syllabus, was a journal that was to be kept. Topics for the journal were provided in each chapter. The teacher of the control syllabus soon noted that the students could not remember to do this because it was not on the homework sheet. Thus, a revision was made and each journal entry was also detailed on the syllabus. The control syllabus was also revised to reflect that the control group was one day behind.

A "Syllabus Analysis Scale" developed specifically for this type of second language setting was constructed by the

researcher (See Appendix A) because no other comprehensive syllabus component analysis instrument could be found. During the process of conducting the review of literature, it was discovered that many students have set perceptions about methodology, course content and their own performance. Such perceptions can be addressed at the beginning of a term through a syllabus whose components are specific, as is the case with the CourseBuilding_{tm} syllabus. When considering the principles that drive the CPA model, it can be seen that expectancies such as student need, teacher input, and clear communication of goals must be measured in order to establish syllabus content.

On the other hand, the Institute syllabus was not specific in dealing with student goals and teacher objectives. Students know specific due dates of assignments along with page numbers, but they are not given objectives. In order to propose optimal syllabus guidelines, it was necessary to measure the importance and relevance of components.

The open-ended interview administered at the end of the semester enabled the teachers and students to evaluate the implementation of the syllabi. The teachers were encouraged at the beginning of the semester to take notes regarding both positive and negative aspects of the syllabus that could be brought to the interview, thus relieving them of

the burden of recalling specific instances by memory where the syllabi worked or did not work.

Data Collection

TOEFL scores were collected from all students at the beginning of the semester. These scores were collected for initial class placement, thus determining the composition of the High Intermediate class. Scores also give an evaluation of initial English language proficiency. The test was given on the first day of the semester and hand-scored immediately afterward. Results are later confirmed by Educational Testing Service (ETS), which scores the test by computer. Class placement is also determined on the first day. The TOEFL was administered on the last class day of the semester and scored in the same manner as at the beginning of the semester.

Grades from all material was recorded in a separate gradebook. Scores were not examined by the researcher until the end of the semester.

Each section of the writing class was videotaped by the researcher three times during the semester. Because each section follows the same class schedule, it was not possible to videotape them on the same day. Therefore, they were videotaped on consecutive days. Each class was observed weekly.

The "Syllabus Analysis Scale" was given to both

teachers and students at the end of the semester, approximately one week before the TOEFL test. In order to collect as much data from students as possible, students who were not present on the day the SAS was first administered were allowed to complete it the following day. A special question after the biographical data was added that asked if the student had discussed the scale with other students.

The open-ended interview was conducted the day after the "Syllabus Analysis Scale" was administered. The researcher interviewed teachers individually while simultaneously taking notes and recording the interview. The researcher conducted interviews with the students in each separate section also on the day following the administration of the "Syllabus Analysis Scale". This session was tape recorded in order to ensure that all comments were noted. Necessary notes were taken immediately after the interview to avoid intimidating the students.

The attempt was made to interview all students from both sections the day after the Syllabus Analysis Scale was administered. Students were interviewed in random order. Those not present on the first interview day were interviewed on the following day. As with the SAS, students in this situation were asked if they had discussed the interview with classmates. Due to a mechanical failure, one student interview was completely lost and had to be re-done.

Three other interviews on the same tape were approximately 95% intact, but had to be supplemented by follow-up questions the next day.

Pilot Study

Syllabus analysis scale pilot.

In order to determine the appropriateness of the syllabus analysis scale developed by the researcher, a pilot study was conducted on October 28 of Fall semester 1991. The scale was administered to the high intermediate class (n=14) and the beginning class (n=9) at the English Language Institute. A total of 12 males and 8 females responded. Three students did not indicate gender. The average age of the students was 22.37 with a range of 16-34. The scale was administered during each section's writing class.

Because the scale requires students to follow the complex procedure of rating and ranking items one through four, two different methods were employed for the pilot study. In the high intermediate class, students rated each sub-item by circling a number from one to four and then ranked the sub-items by filling in the blank next to the sub-item. In the beginning class, students rated each sub-item by circling a number from one to four. Then, students were handed strips of paper on which the sub-items were typed. They were told to arrange the strips in order of importance. These two different methods were employed to

determine how Low Intermediate students would best understand the difference in meaning between "rate" and "rank."

The following procedure was followed in every class. First, these instructions were read aloud to the class: "This is a questionnaire about your writing class. I will read the questions aloud as you read them silently. Please answer every question. If you don't understand one of the questions, ask me and I will explain it to you." Students were then guided through the questionnaire with pauses for questions. Questionnaires were collected after the students had finished and later analyzed for mean, standard deviation, median, maximum score, and minimum score.

Most of the problems related to vocabulary. Both classes had virtually the same vocabulary questions about the following terms: adequate, assignment*, contact, content goal, course break, documentation, emphasis, format, gender*, general overview, outcome, participation*, required*, satisfied*, SSN, syllabus, topic*, textbooks and references, and training. Because the term "syllabus" is crucial to the study, it will not be changed on the final form. An explanation will be provided if necessary. The vocabulary marked with an asterisk will not be reworded. These items were questioned only by the beginning class, and based on observation it is felt that the low intermediate

class will have few problems with these terms.

Other problems related to wording arose. Students were confused about the difference between where they had studied previously and if they were currently receiving outside training. It was determined that students would be asked only if they had received previous training and how long, and if they are currently receiving English instruction outside of the Institute and for how long. Where students studied was later determined to be irrelevant. For question #7, the phrase "on the average" needs to be added. In question #8, "at least once a day" needs to be added, as some students said they looked at the syllabus in class and then at home.

Another problem did arise with the differentiation of "rate" and "rank." While students in the beginning class had more vocabulary questions, students in the high intermediate class had a difficult time understanding how to rank. One student asked if he could repeat numbers in the rank section. One student filled in only the rank blanks, but with the rate information. Three students in the beginning class physically ranked subitems and then filled in the rank blanks with rate items. All in all, students in the beginning class had a better concept of what they were doing. It took more time for the beginning class to manipulate the slips of paper and attach them to the

questionnaire.

Furthermore, it took more time to go over vocabulary with the beginning class. It took the beginning class 50 minutes to complete the questionnaire whereas it took the high intermediate class 20 minutes. Thus, it was of utmost importance to redesign the wording of the questionnaire so that students do not get too inattentive while completing the questionnaire. In the actual study, students used removable labels, in order to avoid the confusing processes of sorting and taping slips of paper.

Other minor revisions needed to be made. Several students did not circle a gender. Although a question did arise as to the meaning, it was felt that this question is positioned too closely to the age question and thus overlooked. One student did not fill in the instructor blank. Adequate spacing must be provided on the revised form. Also, in the response "once/month" the final "-h" was omitted. Finally, all sub-items must be alphabetized.

From the summary of data, it was determined that students did have a problem with the rate/rank distinction. A consistent ranking for an element that is rated highly (i.e. "very necessary") would also be high. Ratings and rankings, however, did not always correspond in a logical fashion. For example, in Item one, "dates for course breaks" was given a high rating, but a low rank. Elements

listed under Item 3, elements predominantly of the Institute syllabus, received the lowest ranking of all items.

"Required text and references" was given the highest rating. This element is included on CourseBuilding_{tm} syllabus.

The analysis of questions 5-13 reveals that students did have frequent contact with the syllabus. This thought to be true primarily because students were using the Institute syllabus that details homework assignments. Students felt that the syllabus helped them understand expectations "okay" ($x=3.00$), and their understanding of the course based on the syllabus was also somewhat low based on the other ratings ($x=2.65$).

Interview pilot.

The interviews for both the teachers and the students were also pilot tested in order to determine appropriateness of wording and the timing of the interview. Two students and the teacher of the high-intermediate writing class were interviewed on November 25, 1991. Responses were recorded by note-taking and a tape recorder. The two students chosen from the high intermediate class for the pilot had the lowest TOEFL scores of the students available in an attempt to most closely match them to the proficiency of the Low Intermediate students.

Overall, the students and teacher had few problems understanding and answering the interview questions. In the

teacher interview, the word "writing" needs to be inserted before the word "syllabus" in question five in order to clarify the question. Both the teacher and the students were unclear about what was meant by "basic course information." In the actual study, this phrase was replaced with "details about the writing course." The students also did not understand the word "proficiency." This term will be replaced with the terms, "skill or ability." Students also had problems describing how the writing syllabus made them participate in class. This was clarified by asking them if it prompted them to "talk or do something" in the class. In questions nine and ten, students were asked to discuss conversations about the syllabus between students and the teacher. The construction, "what might I hear" seemed to be problematic for the students. When the question was rephrased using, "what would I hear," students were able to answer the question.

Perhaps most problematic was the use of the term "syllabus." Students in the high-intermediate class have only homework sheets. It was explained to students that the term "homework sheets" is synonymous to "syllabus." This seemed to eliminate confusion on their part. This term will not be changed as it is essential to the study. The use of homework sheet substitution will be explained to the appropriate students.

Respondents were quite similar in their answers to the questions. All stated that they used the syllabus to prepare their work. One student remarked that the teacher sometimes changes the homework assignments and that such changes must be noted on the homework sheet. This contradicted a remark of the other student who stated that the homework sheets were not discussed in class. All respondents seemed more concerned about course content than the syllabus. The teacher especially focused many of her responses on the textbook and material from it used in the class. She felt that students did not need as much time to carry out "Evaluating for Rewriting" as students did not devote the full time allotted to it in the class. A student also felt that writing takes a long time to improve and that this area could be more emphasized after TOEFL scores had been improved.

One student replied that a relationship between homework and classwork was difficult to see. The other student stated that the two were related in that homework assignments were often discussed when given and that students often exchanged homework to evaluate each other's work. The teacher stated that the only difference between the syllabus and what was done in class was that timing was sometimes different.

While the teacher was diligent about expanding on

comments made, the students need prompting. The phrase, "Anything else?" was most helpful. Attempts were made to avoid, "What do you mean?" and "Can you explain?" because these convey the impression that the English level is poor. Also, it seemed very beneficial to take notes after a student finished a comment. Often during this interlude students and teacher made further remarks.

Data Analysis

TOEFL scores from the beginning and end of the semester and Syllabus Analysis Scale were analyzed by descriptive statistics and analysis of covariance. Data described includes sample means, sample medians, and minimum and maximum scores. Sample standard deviation is also examined. Gain scores from the TOEFL administered at the beginning and end of the semester are also analyzed.

Background data collected from the students was also discussed through descriptive statistics. These data include gender, age, home country, native language, number of other languages besides English and native language spoken, and previous English training. Data regarding age, gender, and nationality can also be elaborated in order to explain cultural traits.

The videotapes, lesson plans and observations were studied to assess differences and similarities in teaching. In addition, notes from the independent grader can be used

to assess similarities and differences in grading.

Because the interview at the end of the semester has an open-ended format, information gathered may not be reduced to one score. Rather, the comments gathered were synthesized in order to obtain a general response. Specific individual comments that have a special bearing on the specificity of syllabus design and satisfaction with the course targeted are presented.

Experimental Procedures

The descriptive analysis techniques described above are necessary due to the small sample sizes. While small class size was an instructional benefit, generalizability is limited. While various measures of central tendency and dispersion were reported in order to most thoroughly describe the two groups, the mean was considered to be the most reliable measure of central tendency assuming there are no extreme outliers, in which case the median will be examined more closely. Significant differences are tested and reported through the use of T-tests.

Summary of Research Hypotheses

In order to determine the effect of syllabus design on student performance, the tests outlined in the previous section were conducted. In order to determine the results, research hypotheses were formulated from the research questions. First, specificity of syllabus design has no effect on student performance. Secondly, specificity of syllabus design has no effect on class and test scores. Thirdly, specificity of syllabus design has no effect on student satisfaction with the writing class. Furthermore, syllabus design has no effect on student contact with the syllabus or instructor. Finally, syllabus design has no effect on student knowledge of course elements such as basic course information or course outcomes.

CHAPTER FOUR

ANALYSIS

In order to determine whether specificity of syllabus design affects the performance of ESL students enrolled in a college-preparatory program, students in the low intermediate section at the English Language Institute were randomly assigned to either an experimental or a control section. The experimental section received a CourseBuilding_{tm} syllabus for the writing class, and the control section received the standard Institute writing syllabus.

Through this random assignment, the experimental group was composed of 13 students: four males and nine females. Four of the students were Japanese, four were Korean, one was Bolivian, one was Moroccan, and one was Venezuelan. The average age of the students was 22.8 years old. Five students in the group reported studying at an English language institute before this semester for an average of 10.2 months. The control group was comprised of twelve students: two males and ten females. Five of the control group students were Japanese, four were Korean, one was Ecuadorian, one was Jordanian, and one was a Panamanian. The average age of the control group students was 21.81 years old. In this group, seven students reported studying at an English language institute for approximately 3.43

months. Although an apparent discrepancy exists between the two groups in the area of previous study, the average length of study for the experimental group (10.2 months) was skewed by one student who reported 36 months of previous study. If this student's report were left out of the analysis, the mean of the experimental group would be 3.75 months.

Two Korean females from the experimental group were dropped from the final data analysis. While they did take the initial TOEFL test, they did not report for the final TOEFL test administered at the end of the semester. One of these students was absent 24% of the semester (out of a total of 259 class periods) and the other was absent 72% of the semester. While one of these students did complete the Syllabus Analysis Scale and various homework assignments, quizzes, and tests, it was determined that they did not provide sufficient input to yield an accurate depiction of the class.

In order to answer the primary research question concerning student performance in both sections and secondary questions related to the specificity of syllabus content, the following data were collected: scores on the TOEFL administered at the beginning and end of the semester, homework, quiz, and test scores, results from the Syllabus Analysis Scale, and feedback from student interviews. The summary and analysis of this data are detailed in the

sections below. Sub-questions related to the primary question are answered based upon the following data in Table 3.

Table 3

Instruments for Measuring Research Questions

Question	TOEFL	Grades	SAS	Interview
The effect of syllabus design on student test and class scores	x	x		x
The effect of syllabus design on student satisfaction with the writing course			x	x
The effect of syllabus design on student contact with the course and syllabus			x	x
The effect of syllabus design on student knowledge of course elements			x	x

The Effect of Syllabus Design on Student Test and Class Scores

An indicator of the effect of syllabus design on student performance is student scores on tests. The following sections detail student performance on the Test of English as a Foreign Language (TOEFL), and student scores on homework, tests, quizzes, and exams. A final indicator of student performance is the students' individual perceptions of their performance based on data collected from the interview.

Pre- and post-semester TOEFL results.

A comparison of Tables 4 and 5 depicts that the experimental group gained 50.27 points, while the control group gained a total of 43.92 points. T-tests run on pre- and post- TOEFL scores and gain scores, as well as an analysis of covariance revealed no significant difference ($\alpha=.05$) between the two randomly-assigned groups. The lowest gain made by a student in the experimental group was +7.00, and the highest gain was +137.00 (Student E in Table 7). In the control group, one student lost four points and another maintained the pre-TOEFL score. The highest gain was +103 points (Student J in Table 7). These gains are average for this level when compared to the past year's administration with similar groups. The exceptional gains for Student E in the experimental group and Student J in the control group

can account for the nearly doubled pre- and post- TOEFL standard deviations for both groups.

Table 4

Composite TOEFL Results from the Beginning-of-Semester Administration

Group	# obs	\bar{x}	SD	Med	Min	Max
Exper.	11	403.18	21.71	400.00	360.00	440.00
Control	12	416.08	22.48	418.50	383.00	443.00

Table 5

Composite TOEFL Results from the End-of-Semester Administration

Group	# obs	\bar{x}	SD	Med	Min	Max
Exper.	11	453.45	37.53	450.00	410.00	530.00
Control	12	460.00	40.38	463.50	400.00	540.00

Table 6

Summary of Analysis of Covariance for TOEFL Scores

Source	SS	df	MS	F ratio
X (Pre-TOEFL)	7822.29	1	7822.29	6.47
A (Instructor)	116.62	1	116.62	.10
ERROR	24192.43	20	1209.622	
TOTAL	32260.61	22		

Table 7

Individual Pre- and Post-Semester TOEFL scores

Group	Student	Pre-TOEFL	Post-TOEFL	
Experimental	A	413	450	
	B	360	417	
	C	400	427	
	D	390	417	
	E	393	530	
	F	423	470	
	G	440	447	
	H	423	503	
	I	410	450	
	J	390	410	
	K	393	467	
	Control	A	440	477
		B	383	427
C		430	483	
D		390	443	
E		433	450	
F		400	400	
G		443	487	
H		393	487	
I		407	403	
J		437	540	
K		400	440	
L		437	483	

Student performance as based on course grades.

Performance in classwork was balanced between the experimental group and the control group (see Tables 8 & 9). The experimental group scored higher than the control group on the ninety homework assignments and the midterm. The control group scored higher than the experimental group on the quizzes, tests, and final. All grading done by the teachers was reviewed by an independent grader, therefore lessening the chances of teacher bias and variation in teaching style. The quizzes, tests, and exams were developed by the researcher.

Toward the end of the semester, both teachers noted that they were worried about not being able to complete the material and administer the final exam before the scheduled TOEFL preparation classes at the end of the semester. Teachers were allowed to devise their own solution, in order that the researcher not interfere with the teaching and learning process. Both determined that they would be able to complete the material if they continued into the final TOEFL preparation period. Thus, both instructors did complete all material detailed in each of the syllabi in addition to completing the final exam. In addition, in the middle of the semester, quizzes, tests, and exams were not always administered on the same day by both sections. Students were questioned both on the SAS and at the

interview, and it was determined that test, quiz, and exam content was not discussed between the experimental and control sections.

Table 8: Statistical summary of total homework, quiz, and test scores- Experimental

Instrument	n	\bar{x}	SD	Median	Min	Max
Homework	11	94.97	7.70	98	10	100
Quizzes	11	71.29	20.96	75	17	100
Tests	11	79.09	16.37	84	39	99
Midterm	11	78.45	14.66	83	39	92
Final	11	70.18	17.68	75	39	90

Table 9: Statistical summary of total homework, quiz, and test scores- Control

Instrument	n	\bar{x}	SD	Median	Min	Max
Homework	12	93.16	10.03	96	25	100
Quizzes	12	78.93	17.41	82	22	100
Tests	12	79.32	11.88	80	56	97
Midterm	10	76.9	5.00	77.5	67	84
Final	10	83.2	10.09	83.5	70	99

Student perceptions on the syllabus' effect on English ability: Student interview question 16.

Responses to interview question 16, ("Describe ways in which the writing syllabus affected your English skill or ability"), lead to the conclusion that students in general felt that their English ability had improved and a majority felt that the syllabus was an aid to their English ability. Most students, regardless of section, commented on the writing class overall, and the textbook specifically. In the experimental group, students seemed to be clear at least on what the syllabus was and the function it played in their class. One student commented that English was learned from the class, not the syllabus. Another stated that the syllabus was helpful for taking tests. Another student sensed the integration aspect of the CourseBuildingtm syllabus by remarking that the class, the book, and the syllabus helped improve writing. Other students felt that the syllabus did help their skill or ability. One positive reaction is that the syllabus helped prepare students for entrance into colleges, universities, and other institutions.

In the control section, students spoke about the writing textbook and how much it helped them. One student did directly reference the syllabus, ". . . I can know many words in writing and I can write with syllabus." Another

student, while not directly mentioning the syllabus, stated that writing is a time-consuming process: which points out attention to approximate time limits given on the homework sheets.

Teacher perceptions on the syllabus' effect on English skill/ability and course grades: Teacher interview question 13.

In reaction to interview question thirteen, ("Describe the ways in which the writing syllabus may have affected student language proficiency"), Ellen (fictitious name for the experimental group teacher) noted that her classroom had a "stricter environment" based on objectives. Students knew what they were supposed to be able to do based on the syllabus and could easily question if they did not understand a point. Furthermore, states Ellen, "I think it just gave them a goal to shoot for and they were able to meet those goals because it was written out." Carrie (fictitious name for control group teacher) commented in general that the syllabus did not affect language proficiency. What the syllabus did provide them with, she felt, were study skills. They were familiar, because of the homework sheets, a syllabus format, if not the one used in future courses. A specific study skill provided, is the knowledge of "where to look for things."

The Effect of Syllabus Design on Student Satisfaction with the Writing Course

One measure of student performance is satisfaction with the course. In order to answer a secondary research question of the effect of syllabus design on student satisfaction with the writing class, students were questioned both on the SAS and the individual interviews. The following sections contain the analysis of relevant data.

SAS Items 12-13: Student satisfaction with writing course.

The issue of student satisfaction with the course was discussed in Items 12 and 13. It can be seen from Tables 10 and 11 that students in the experimental group felt more satisfied with the course than the control group. Experimental-group students stated that the writing course met their needs "very well" to "well" (mean=1.73). Control-group students felt that the writing course met their needs "well" to "okay" (mean=2.45). This difference was found to be significant. Overall, the students in the experimental group were more satisfied with the writing class than the control class. The experimental mean equaled 1.73, or "very satisfied" to "satisfied," while the control mean equaled 2.18, or "satisfied" to "unsatisfied."

Table 10: SAS- Statistical Summary for Items 5-13-
Experimental (n=11)

Item	\bar{x}	SD	Median	Min.	Max.
5	3.36	1.50	3	1	5
6	2.55	1.04	3	1	4
7	2.55	.93	2	1	4
8	3.82*	1.25	4	2	6
9	3.82	.75	4	3	5
10	2.36	.81	2	1	4
11	2.27	.90	2	1	4
12	1.82*	.60	2	1	3
13	1.73	.65	2	1	3

Significantly different at $p < .05$

Table 11: SAS- Statistical Summary for Items 5-13-Control
(n=11)

Item	\bar{x}	SD	Median	Min.	Max.
5	4.18	1.25	5	2	6
6	2.73	.78	3	2	4
7	2.45	.93	3	1	4
8	2.82*	.87	3	2	4
9	3.91	.94	4	3	5
10	3.09	1.51	3	2	7
11	2.91	.83	3	2	4
12	2.45*	.69	3	1	3
13	2.18	.60	2	1	3

Significantly different at $p < .05$

Student interview results: The syllabus' effect on meeting student needs (interview question 4).

Responses to interview question 4, ("Describe any times when the writing syllabus helped you"), indicate that the syllabus seemed to help meet immediate student needs. The students in the experimental group felt that the syllabus was an aid when taking quizzes, tests, and examinations. The students in the control group felt that their syllabus was necessary for doing daily work. One student stated it quite clearly: "If we don't have homework syllabus, how can we do our homework?" As expressed by one student above in response to question 16, however, it can be seen that future needs were being met. In fact, in response to question 5, ("Describe any times when the writing syllabus caused you problems"), few students had problems with the syllabus. One student in the experimental group felt that the syllabus was "vague" and needed an easier explanation. In the control group, a few students mentioned being confused about what they were supposed to do. In either case, students pointed out the that the teachers were able to help them.

Student interview results: The effect of syllabus design on student satisfaction with the writing course (student interview questions 4-8).

As mentioned above in response to interview questions four, ("Describe any times when the writing syllabus helped

you"), and five, ("Describe any times when the writing syllabus caused you problems), students in both sections felt that they had no major problems with the syllabus. In response to question six, ("Are there benefits to the writing class syllabus? What are they?"), four students in the experimental group remarked that they did not know of any benefits of the syllabus. The other eight remarked unequivocally that the syllabus did help them to understand the important things about writing, the "gist" of specific chapters in the writing book, the direction of the class, the correct way to write, and what to study for tests. All ten students in the control group felt that the syllabus was beneficial in that it told them what homework had to be done and completion deadlines. One student mentioned the ability to work ahead in the week. Two students mentioned the organization, one remarking that the class moved "step by step," and the other remarking that the combination of writing a first draft and second draft was beneficial. These two remarks seem to be related more to the way the material was organized than the way it was depicted on the syllabus.

In response to interview question seven, ("Are there disadvantages to the writing class syllabus? What are they?"), two students in the experimental group commented about the disadvantages of the syllabus. One of the two

commented that an easier explanation was needed and the other said at first too much information was confusing. One student complained that there was too much homework and another complained that the purpose of the tests was unclear and different from the types of test taken in Japan. The students in the control group did not feel that any overwhelming disadvantages were presented by the syllabus. One student remarked that a lot of time was needed to complete assignments. Another student complained that the book dictated writing topics; the students did not choose them. One student remarked that students should not rely on the syllabus too much. Finally, one control group student was happy about not having to notes about the homework in class.

Interview question eight, ("If I were listening to a conversation about the writing syllabus between you and another student, what would I hear?"), required students to relate conversations between themselves and fellow classmates about the syllabus. Seven of the twelve experimental group students interviewed responded to question eight by stating that they never talked to students about the writing syllabus. Two of the five who did talk said that they discussed homework. One reported discussing the chapters and the important things in them. A fourth student reported discussing how the syllabus shows students

the correct way to write. A fifth student stated that some students were not serious about the Institute and did not use the syllabus, but that he used it because it was useful to him. Two students in the control group reported that they never discussed the writing syllabus with other students. Four students reported discussing homework assignments. Two remarked that the syllabus was good, even though one of the two felt that sometimes the syllabus was not clear. One student also complained about the homework, but felt that his/her English level had improved. One student stated that he/she asked a friend in "another class to explain" any material that was not understood.

Teacher interview results: Role of syllabus in meeting student needs (teacher interview question 17).

Ellen felt that the syllabus met student needs on several levels. In response to interview question seventeen, ("Describe how the writing syllabus helped meet student needs"), Ellen said that students seemed happy to be provided with specific guidelines. Secondly, the syllabus provided students with the key points that they needed to know for the chapter. Finally, the points covered were those which students would use in an academic environment. Carrie stated that the syllabus stated "exactly what to do and when." Carrie further reiterated that students were provided with the skill of being able to follow a syllabus,

a skill required in academic courses.

Teacher interview results: Effect of syllabus design on student satisfaction with course (interview question 10).

In response to question ten, ("Are there benefits of the writing class syllabus? What are they?"), Ellen felt that students were happy knowing what was expected of them and that they could report what objectives were. She did feel, on the other hand, that students were overwhelmed, especially at the beginning of the course, but soon got into the habit of working with the syllabus. Carrie felt that the syllabus was good as a "reference point" for students and teacher to know where they were in the class. She further felt that the syllabus was "useful as a guideline," but "as a set of rules, poor." Carrie felt constrained by time on the Institute syllabus.

The Effect of Syllabus Design on Student Contact with the Course and Syllabus

An additional research question was the effect of syllabus design on student contact with various aspects of the course and the syllabus. In order to determine the answer to this question, data from the SAS and student interviews was analyzed. Students were questioned about how many times they referred to the syllabus, and how many times they discussed the syllabus with the teacher.

SAS Items 5-9: Time spent in areas related to writing class.

Questions five through seven in Tables 10 and 11 demonstrate that students in the experimental group spent more time in areas related to the writing class than did the control group. On the average, students in the experimental group talked about the writing class with the teacher outside of the class more than students in the control group. This may have led to added knowledge as this group reported such contact about twice a month in response to Item 5. The control group reported talking to the teacher outside of class about once a month.

Participation in class was almost the same, although the experimental group reported participation slightly more, with a mean of 2.55 (between "often" and "sometimes") in response to Item 6. The control group reported 2.73. Furthermore, the experimental group reported spending more time on the homework (Item 7), but only by a tenth of a point.

On the other hand, students in the experimental group reported referring to the syllabus less often than the control group (Item 8). Compared to an experimental mean of 3.82 (between once a week and twice a month), the control mean was 2.82 (between once a day and once a week). This difference was significant. This is most likely because the

control syllabus had daily homework assignments written on it that students had to refer to in order to see specific due dates of specific assignments. Furthermore, as will be shown in the interview results, there were students who reported never looking at the syllabus which may have skewed results.

Some concern arose around the middle of the semester because the control class was running ahead of the experimental class. It was felt that perhaps students in one section were reporting exam content to the other section. In Item 9, students in the experimental group did report talking to students in the other section more often (3.82="sometimes" - "not very often" as compared to the control's 3.91). During the student interviews, it was revealed that students in the experimental group primarily discussed the content of coming classes with the control group, not information on the tests.

Student interview results: Effect of syllabus design on student contact with syllabus (interview question 1).

In response to interview question 1, ("How do you plan your work for the writing class?"), students in the experimental group seemed more inclined to use the syllabus to plan their work for the writing class. One student commented, "We have a curriculum for writing class, first we have to get a topic sentence and next we . . . have to write

a first draft and then . . . final draft." Four other students commented that they considered specific steps in the writing process. Two students study their homework before writing. One student used the syllabus to prepare for tests and direction. Four students pointed to sources outside the syllabus and the class. Among these outside sources were homework sheets, dictionaries, novels and other texts. Only two students in the control group reported using the homework sheets in planning their work. Two students reported thinking and writing and two said they "just write." One student reviewed class material and two reviewed the textbook. Only one reported planning how much time it would take to complete a given assignment. Only one student, who also reported using the textbook to prepare, said anything about taking the organization of writing into account.

Student interview results: Effect of syllabus design on student contact with teacher (interview question 9).

In response to interview question nine, ("If I were listening to a conversation about the writing syllabus between you and the teacher, what would I hear?"), three students stated that they did not talk to the teacher about the syllabus. As revealed by the rest of the students, however, Ellen often refers to the text, homework, examinations and how the syllabus relates to these areas in

class. One student said that if the syllabus was unclear, he/she could ask Ellen to explain it. In the control group, the overwhelming response was that students had to ask Carrie to explain the homework in more detail. In other words, students were often confused about what they were supposed to do and how. Criteria seemed unclear.

Student interview results: Effect of syllabus design on student participation (interview questions 3 and 11) .

From responses to question three, ("Describe your use of the writing syllabus"), it could be seen that in the experimental class the syllabus did affect student participation in that students responded that Ellen referenced the syllabus often in class. Two students said that they had the syllabus but did not use it and one remarked that he lost it and never asked for another. Participation and use of the syllabus increased particularly around test time. Students in the control class felt that the syllabus was necessary to tell them specifically what to do every night for homework, the page number, if homework is collected or not, and the time required for each assignment. One student said that he/she did not use the syllabus often and another had no response beyond "I don't know." Only one student reported using homework sheets to review for tests.

In response to question eleven, ("Describe times when the syllabus caused you to talk in class), two students

responded that the syllabus did not cause them to talk in class. Other students could not remember specific comments that were made but that whenever questions arose about the syllabus, Ellen could answer them. Concerning the nature of the questions, one student remarked that the syllabus and the purposes were clear, but they were "foreign students and sometimes we need to ask questions." In the control class two students remarked that they did not talk about the syllabus. The others remarked that they asked what the homework was about and procedural questions about the homework. One student did comment that he/she discussed the interest level of the homework.

Teacher interview results: Effect of syllabus design on student contact with syllabus and student contact with teacher (interview question 5).

In response to question five of the teacher interview, ("Imagine you are talking to a student about the writing syllabus. What kinds of things are said?"), Ellen echoed conversations reported by her students. Ellen stated that she would point out the objectives of each chapter and how they fit into the documents of record. This seemed to be an integrated part of the class. Carrie reported that she simply referenced that specific assignments would be done by the class on a given night. If, she continued, an assignment seemed to be particularly difficult, Carrie would

point out specifically what must be done. This was not, she reported, something that she did very often. A few students had a chronic problem turning in the correct homework despite the homework sheets, and Carrie worked with them on this.

Teacher interview results: Effect of syllabus design on student participation (interview question 12).

In response to interview question twelve, ("Describe ways in which the syllabus may have caused students to participate in class"), Ellen noted that the students did seem more inclined to participate with the syllabus around the time of quizzes, tests, and exams. She noted that participation increased when she said, "This is what you're supposed to do." She felt that even if the students could not understand her instructions, the syllabus was clear. Carrie remarked that her class did not have class discussions about the homework, but if the students did not understand a homework assignment, they would discuss it in class.

The Effect of Syllabus Design on Student Knowledge of Course Elements

A final research question explored in this study was the effect of syllabus design on student knowledge of course aspects such as objectives, course information, and deliverables. Students were questioned about these areas

both on the SAS and the individual student interviews conducted at the end of the semester. The sections below detail these results.

SAS Items 10-11: Student knowledge about course information and expectations.

Students in the experimental group felt that the syllabus helped them understand basic course information "well" to "okay" (mean=2.36). Students in the control group felt that the syllabus helped to understand "okay," with a mean of 3.09 (between "okay" and "not very well"). Students in the experimental group also felt that the syllabus helped them to better know what was expected of them. The experimental mean was 2.27 (between "well" and "okay") compared to the control mean of 2.91 (also between "well" and "okay"). Although this difference is not significant, it is possible that any difference existed because the CourseBuilding_{tm} syllabus does outline both of these aspects very specifically. It may have been difficult for students using the Institute syllabus to evaluate elements they had not seen throughout the semester.

Student interview results: Effect of syllabus design on students' understanding of course purpose (interview question 12).

In response to question twelve, ("Describe how the writing syllabus helps you understand the purpose of the

course"), two students in the experimental group said that the syllabus did not help them understand the course's purpose. Two students pointed out that the syllabus was helpful in that it pointed out the purpose of the course in few words. Furthermore, one student stated that the syllabus pointed out what information was needed from the text. One student remarked that the syllabus clearly stated not only the objectives, but the purpose of the objectives. Another student remarked that not only was the syllabus helpful for writing tests, but that the syllabus included a lot of vocabulary that international students need to know. Another student stated that the syllabus helps to understand at home what cannot be understood in class. As for the control group, one student stated: "It doesn't explain. It only give you, for example, the number of your exercise, the page number, and then that's it." The other comments from the control group were mixed between a group that felt the writing class was important for entering the university and those that like the organization and form of the syllabus because it allowed them to plan for the week. One student remarked that the homework sheets were "the most important part of class."

Student interview results: Effect of syllabus design on student knowledge of basic course information (interview question 13).

As mentioned previously, the interview showed that students in the experimental class learned about basic information related to tests, quizzes, and examinations. The primary basic course information that the control group learned from the syllabus was related to the procedural processes of doing homework.

In response to question thirteen, ("What types of details about the writing course did you learn from the syllabus?"), three students had no response and one student remarked on the overall benefit of the course. Three students stated that they learned details about examinations. Five students reported that they used the syllabus to learn details about the important points of writing. In the control group, three students could discuss details learned from the syllabus. Four students restated the benefits of learning about the processes of doing homework. Two students reported that they learned about writing style and editing.

Student interview results: Effect of syllabus design on knowledge of course outcomes (interview questions 1 and 2).

Response to interview question one, ("How do you plan your work for the writing class?"), indicates that the

experimental group students used their syllabus more often when doing their work for the class, both for writing assignments and examinations. Based on that same question, control group use of the syllabus when preparing for all outcomes is less.

In answer to interview question two, ("How do you study for writing tests?"), two students from the experimental reported not studying at all. Two students reported studying the syllabus specifically. Three students, while not mentioning the syllabus specifically, mentioned items related to the syllabus. Two of the three studied what Ellen told them to in class. As described above, Ellen often discussed the syllabus in relation to tests. One student said that to study, the chapter purpose had to be understood--something already mentioned as being in the syllabus. Only one student in the control group mentioned reviewing the homework, and another stated reviewing "what I did before." Except for one other student who reported not studying, the rest reported reviewing the textbook to study for tests.

Teacher interview results: Effect of syllabus design on students' understanding of course purpose (interview question 14).

In response to interview question fourteen, ("Describe ways in which the writing syllabus affected student

knowledge about the writing course's purpose"), Ellen, who has also taught the Institute syllabus, felt that the CourseBuilding_{tm} syllabus allowed "less room to miss the objectives or the focus of the class" because the objectives were specifically spelled out. She felt that the CourseBuilding_{tm} syllabus aided the students' and the teachers' understanding of the course. Carrie stated, admittedly facetiously, that the students may come to feel that the purpose (based on the syllabus) was to "gather homework for no apparent reason." She felt it would have been helpful to list "more directly stated objectives" for each chapter.

Teacher interview results: Effect of syllabus design on student knowledge of basic course information (interview question 15).

When asked interview question fifteen, ("Describe ways in which the writing syllabus affected student knowledge about the writing class"), Ellen felt that the syllabus "simplified the chapters." Students knew at a glance what the goals were, without having to go through all of the pages, pictures, and explanations in the book. She made no reference to items such as text and references, etc. As for the control group, Carrie felt that the syllabus reported the current week and semester, what homework to do, how to spend on an assignment, the page number of an assignment,

the chapter of the assignment, and the semester of study.

Teacher interview results: Effect of syllabus design on knowledge of course outcomes (interview question 16).

In response to interview question 16, ("Describe how the syllabus helped the students know what was expected of them"), Ellen felt that as the semester progressed, students became more and more aware of the outcomes because of the syllabus. She found that the students could tell her the objectives and how they would be evaluated. She found at the end of the semester that students would take the syllabus out and look at it after they had gone over something without being prompted to do so. As stated previously, Carrie felt that her students were aware of procedural aspects of the homework, but having objectives stated on the syllabus would have been helpful.

Syllabus Analysis Scale (SAS) Rating and Ranking of Components: Student Scale

In order to fulfill the ultimate purpose of this study, a proposal of optimal syllabus component guidelines, both teachers and students were asked to give their opinions of various syllabus components on the SAS. The first half of the SAS required students to rate syllabus components from "Very necessary" (1) to "Unnecessary" (4). After completing this task, students were then to rank each component based on its importance, with a ranking of "1" being most

important. T-tests were compiled for each of the ratings and rankings. Significant differences are marked by an asterisk.

Table 12: SAS- Syllabus Components Rating and Ranking-
Experimental Group (n= 11)

Item	Component	rate \bar{x}	(SD)	rank \bar{x}	(SD)
1	class location	1.91	(.83)	3.73	(1.95)
	class meeting times	1.55	(.52)	2.73	(1.35)
	class title	1.64	(.67)	3.00	(.77)
	dates for course vacations	1.91	(.83)	5.18	(1.40)
	instructor name	1.45*	(.52)	4.00	(1.95)
	instructor phone no.	2.91	(.70)	6.82	(.40)
	required textbooks & course materials	1.82*	(.40)	2.55	(1.75)
	2	course description	1.64	(.50)	2.56
course focus		1.73	(.79)	2.36	(1.21)
objective statement		1.73	(.45)	2.91	(1.14)
performance objective		1.64	(.50)	2.82	(1.17)
specific topic dates		1.91*	(.70)	4.36	(1.43)
3	est. time to complete homework assignments	2.82	(.98)	5.45	(2.16)
	guidelines for completing assign. homework assign.	2.09	(.54)	4.09	(1.70)
	info. about quiz, test & exam content	1.73	(.65)	3.55	(2.30)
	specific TOEFL & PTOEFL dates	1.91	(.54)	3.54	(1.69)
	specific assignment due dates	1.73	(.79)	2.73	(2.10)
	specific test dates	1.91	(.54)	4.64	(1.43)
	specific test dates	1.64	(.67)	4.00	(1.90)
	4	general idea of course content from beginning of semester	1.64	(.50)	1.82
coordination of class discussion, assignments, & tests		1.82	(.60)	2.00	(.63)
sufficient instructor pre-planning		1.64	(.81)	2.18	(.87)

Significantly different at $p < .05$

Table 13: SAS- Syllabus Components Rating and Ranking-
Control Group (n=11)

Item	Component	rate \bar{x}	(SD)	rank \bar{x}	(SD)
1	class location	1.82	(.60)	3.55	(1.57)
	class meeting times	1.73	(.65)	3.00	(1.10)
	class title	2.09	(.70)	3.73	(1.74)
	dates for course	2.27	(.90)	5.18	(1.83)
	vacations				
	instructor name	2.27*	(1.01)	4.64	(1.50)
	instructor phone no.	2.73	(.90)	6.36	(.92)
	required textbooks & course materials	1.27*	(.47)	1.55	(1.21)
2	course description	1.91	(.70)	2.09	(1.14)
	course focus	1.64	(.81)	2.45	(1.44)
	objective statement	1.82	(.87)	2.91	(1.30)
	performance objective	2.09	(.94)	2.91	(1.14)
	specific topic dates	2.64*	(.93)	4.64	(.67)
3	est. time to complete	2.73	(1.01)	4.36	(2.54)
	homework assignments				
	guidelines for	2.64	(.92)	4.18	(2.04)
	completing assign.				
	homework assign.	2.00	(.89)	3.00	(1.84)
	info. about quiz,	1.73	(.65)	3.36	(1.50)
	test & exam content				
	specific TOEFL & PTOEFL dates	1.64	(1.03)	3.09	(2.17)
specific assignment	2.36	(.81)	5.09	(1.64)	
due dates					
specific test dates	2.27	(.79)	4.91	(1.51)	
4	general idea of course	1.64	(.67)	1.73	(.79)
	content from beginning of semester				
	coordination of class discussion, assignments, & tests	2.00	(.63)	2.18	(.75)
sufficient instructor pre-planning	1.73	(.79)	2.09	(.94)	

Significantly different at $p < .05$

Item one: Components related to basic course information.

From the data in Tables 12 and 13, it can be seen that both the experimental and the control groups rated and ranked the syllabus components in Item 1 similarly. All items were rated "very necessary" to "necessary," although "instructor phone number" was considered close to "not very necessary" (experimental mean=2.91, control mean=2.73). On the average, most components centered around the "necessary" rating. The range of ratings for the experimental group 1.45-2.91, while the range for the control group was 1.27-2.73.

Both groups ranked Item 1 components the same with two exceptions. "Required textbooks and materials" was considered to be the most important component, followed by "class meeting times." The experimental group ranked "class title" third and "class location" fourth. The control group reversed the order of these rankings. "Instructor name," "dates for course vacations," and "instructor phone number" were ranked fifth through sixth respectively for both groups.

Item two: Components related to the description of course outcomes.

Ratings for Item 2 were also quite similar. Students in the experimental group ranked the items somewhat higher

than students in the control group. The first four components were rated between "very necessary" and "necessary." All of these components were provided to the group on the CourseBuilding_{tm} syllabus. The lowest rating for the experimental group was received by "specific topic dates," a component that was not available to this group. Students in the control group also gave their highest ratings to the first four components: course focus received a top rating followed by the objective or purpose statement for each class, then a course description, and then performance objectives. These components were not provided on the Institute syllabus. "Specific dates for class topics," which are listed on the Institute syllabus, was also given the lowest mean rating of 2.64.

Rankings corresponded to the ratings for each group. The highest ranked element for the experimental group was "a course focus" with a mean rank of 1.73. The control group ranked a course description highest with a mean of 2.09. These two components reversed to become the second most important component for each group. It may be concluded here that the experimental group, who were provided with both components on the syllabus, felt that having a specific course focus was more important. The control group, which was provided with neither, first needed an overall idea of what the course was about. Again, students in both groups

were more concerned with knowing what they had to do, as can be seen by their third and fourth rankings of "objectives" and "performance objectives." In accordance with their ratings, "specific dates for class topics" received the lowest rankings for both groups.

Item three: Components related to course outcomes.

The most disparity between groups in the Syllabus Analysis Scale appeared in response to Item 3. Ratings were similar for both groups, clustering around the "necessary" boundaries, although the experimental group rated components slightly higher. Both groups gave the lowest rating to "estimated time needed to complete homework assignments": 2.82 for the experimental group and 2.73 for the control group. Knowledge of test dates seemed to be extremely important to both groups: the experimental group rated "specific test dates" highest, while the control group rated "specific TOEFL and Practice TOEFL dates" highest. Least important to both sections was "estimated time needed to complete homework assignments," a component provided on the Institute syllabus but not the CourseBuilding_{tm} syllabus.

Although student rankings closely approximated the ratings, they did not correspond as tightly as they did for Items one and two. "Specific dates for TOEFL and PTOEFL" was also ranked highest by the experimental group. The control group ranked "homework assignments" most important,

although the group rated this item at 2.00. The lowest ranked item for the experimental group was "estimated time needed to complete homework assignments". The lowest ranked element for the control group was "specific due dates for assignments." Of the seven components rated and ranked for this item, only "guidelines for completing assignments" and "information about quiz, test, and exam content" were included on the CourseBuilding_{tm} syllabus. The highest average ranking for any component was 2.73. This is not surprising considering the component was "specific TOEFL and Practice TOEFL dates," a critical factor for all international students.

Item four: Components related to content explanation and integration.

Ratings for Item 4 seemed to be almost indistinguishable. It was clear that the lowest rated item was "coordination of class discussion, assignments, and tests," although this component still fell at the necessary range. The experimental group rated having a general idea of course content and adequate pre-planning 1.64. The control group rated having a general idea of content 1.64, followed by sufficient pre-planning by teacher 1.73. 2.18.

Both groups felt that having a general idea of course content from the beginning of the semester was most

important. Least important for the experimental group was "sufficient pre-planning by the instructor". Least important for the control group was "coordination of class discussion, assignments, and tests."

The highest ranked component in Item 1, "required textbooks and materials" is included on the experimental syllabus but not the control. Both groups felt that instructor phone number was the least important. The low rankings of this component could be due to the extent of direct contact students have with these instructors: twelve hours per week.

Both a course focus statement and a more general course description were included on the experimental CourseBuilding_{tm} but not on the regular Institute syllabus. The experimental group's ranking of "course focus" as number one and "course description" as number two perhaps reflects that students knew the general description and wanted to know more. The control group students, who had neither on their syllabus, needed to know the most basic information first. Both groups ranked specific topic dates, a component of the control syllabus, last. The control group seemed to feel that they needed more information about the course that they did not have on their syllabus. Specific dates were not necessary for the experimental group, as the content goals listed on the CourseBuilding_{tm}

syllabus are given in order of presentation. The similarity between objective statements and performance objectives is reflected in the similar ratings.

Overall analysis of items 1-4.

The experimental group felt that knowing the dates for the TOEFL and Practice TOEFL was most important ($x = 2.73$). The control group ranked this a close second ($x = 3.09$). Two possible explanations exist for this high ranking. As stated previously, the TOEFL is an extremely important test for these students who are seeking entrance into colleges and universities. A second explanation is that in this particular semester the time of the TOEFL test had to be changed due to room assignment conflicts, a factor that caused some anxiety for the students.

Both sections felt that having a general idea of course content from the beginning of the semester was very important. The experimental group was provided with this information on the syllabus. The control group felt that sufficient pre-planning ranked second, a fact that is not surprising considering that they are not presented with written documentation of this in the form of the syllabus. For the experimental group, this component ranked third. Coordination of class discussion, assignments, and tests, was given a "2" ranking by the experimental group. This component could have been considered crucial to the

experimental group because they saw from the syllabus what would be tested. Therefore, they wanted to know and be instructed in this content. The control group did not have this data, and therefore may have seen this information as less important.

Teacher Responses to the Syllabus Analysis Scale

In order to obtain a complete picture of the optimal syllabus, both teachers were also asked to complete a version of the Syllabus Analysis Scale in order to determine their perceptions of the syllabus.

Teacher response to Items 1-4: Ratings and rankings of syllabus components.

The information provided in Table 14 reveals that many responses of the experimental group teacher and the control group teacher are quite similar. In terms of differences, though, the instructor of the experimental group was primarily concerned with the student deliverables. Performance objectives (item 2), information about quiz, test, and exam content (item 3) and coordination of class discussion, assignments, and tests (item 4) were all ranked number 1. The instructor of the control section, as can be seen from the rankings given in items 1, 2, and 4, seems more concerned that students know more of what the course is about.

Teacher response to Items 5-8: Teacher contact with syllabus, understanding of course information, and satisfaction with writing course.

As seen in Table 15, the responses to items 5-8 were similar, except in the case of item 6, "How well did the writing syllabus help you understand basic course information?" While the instructor of the experimental group responded "1- very well," the instructor of the control group felt it explained slightly less by responding "2-well." These responses correspond to remarks made in the interview and on the rating and ranking component of the syllabus analysis scale.

Table 14: Teacher SAS Response: Items 1-4 Syllabus

Components Rating and Ranking

Item	Component	Rate		Rank	
		Exper.	Control	Exper.	Control
1	class location	4	1	7	5
	class meeting times	1	1	3	4
	class title	1	1	1	1
	dates for course	2	1	6	6
	vacations				
	instructor name	1	1	2	2
	instructor phone no.	2	1	5	7
	required textbooks & course materials	1	1	4	3
2	course description	1	1	4	5
	course focus	1	2	3	1
	objective statement	1	2	2	3
	performance objective	1	1	1	2
	specific topic dates	3	1	5	4
3	est. time to complete	2	2	6	6
	homework assignments				
	guidelines for completing assign.	1	1	4	4
	homework assign. info. about quiz,	1	1	2	1
	test & exam content	1	1	1	5
	specific TOEFL & PTOEFL dates	3	1	7	7
	specific assignment due dates	1	1	3	3
	specific test dates	1	1	5	2
4	general idea of course content from beginning of semester	1	2	3	2
	coordination of class discussion, assignments, & tests	1	1	1	1
	sufficient instructor pre-planning	1	1	2	3

Table 15: SAS- Statistical Summary for Items 5-8-Teacher

Item	Experimental	Control
5	1	1
6	1	2
7	1	1
8	2	2

Results from Observations of Teachers

In order to determine that teachers were not widely different in teaching material and presentation, they were observed once a week and videotaped three times during the semester. Using information obtained through weekly observation of Ellen and Carrie, it was determined that both the approach and methodology of the two teachers were primarily similar. Most differences found were a result of the syllabus used by the class. As for the effect of the syllabus on student participation, students in Ellen's class discussed the syllabus much more frequently than those in Carrie's class. In fact, students and teacher were found to be discussing the syllabus ten times out of twelve in the experimental group. In Carrie's group, the syllabus was referred to as a group only twice. This resulted in the following consequences. First, students in Ellen's class had a clearer idea of the objectives. The class was more clearly organized and focussed. The exceptions to this were the two times that Ellen was not observed discussing the syllabus in class. In Carrie's class, as related to the syllabus, more attention was given to procedural aspects. In many cases, there was confusion as to the what the homework was and how it was to be done.

Carrie was one day behind the syllabus at the beginning of the semester because she spent a whole day on review for

a test. Because the syllabus was not referred to in class, this caused greater confusion for the students. One day in particular, students had not done the correct homework and became very frustrated in the classroom. As a result of this, the syllabus and the homework sheets were re-done to reflect that the class was a day behind. The experimental group was not without the same problem. Ellen also got behind in too much review. Although review was not expressly forbidden in CourseBuilding_{tm} syllabus, review did seem to take up a great deal of time. At the end of the semester, class became rushed, a factor that also affected her students negatively based upon their comments in the interview and the SAS.

In conclusion, although the teachers were found to utilize the same material and similar classroom techniques, the experimental class was more closely bound to specific criteria governed by objectives. The result was that students in the experimental class were more aware of the what and why that was going on in the classroom and not just the how. It should be noted, however, that the homework sheets were not abandoned by the students. Although all documents of record were written on the CourseBuilding_{tm} syllabus, exact due dates were not recorded. When Ellen gave these to the students, they were often observed writing the due dates on their homework sheets for the other

classes. By the same token, however, some students were observed to have highlighted, circled, underlined, and made notes on their syllabi. Thus, it can be said that the CourseBuilding_{tm} syllabus had an effect not only on student participation and understanding, but also on teacher effectiveness.

Table 16: Summary results of the teacher interview

Interview Question	Ellen's Response (Experimental)	Carrie's Response (Control)
#1 Describe your use of the writing syllabus.	Plan classes, check homework, determine how to meet objectives, review for evaluations	As a reference, dates, material to be covered, time limits
#2 Describe what you typically do when you are planning a writing class.	Look at syllabus, objectives, look at text, decide how to meet objectives, plan evaluation	Refer to syllabus, check pages to be covered, plan objectives and list techniques
#3 Describe any times when the writing syllabus helped you.	Simplified book, aided review, communicates expectations	Served as guideline, helped plan at test times
#4 Describe any times when the writing syllabus caused you problems.	One conflict between the book and a quiz, wanted the first objective of each chapter to be more concrete	Could be more compact, point out the need for outside materials

Table 16: Summary results of the teacher interview (cont'd)

Interview Question	Ellen's Response (Experimental)	Carrie's Response (Control)
#5 Imagine you are talking to a student about the writing syllabus. What kinds of things are said?	Relationship of objectives to deliverables	Reference to specific homework
#6 Imagine you are talking to another teacher about the writing syllabus. What kinds of things are said?	Syllabus helps deliver and meet expectations, objectives help plan, need more help budgeting time	Did not like timing given, rationale for exercises, marking "collect on Developing Fluency exercises, problems with text
#7 If you were in charge of writing the syllabus for the writing class, what things would you include? What things would you leave out?	Include objectives, name, focus, mark chapter titles by objectives; Leave out "the student will be allowed references"	Include all dates, info about text strengths and weaknesses, topics for each chapter and when they would be covered, recommendation for studying material

Table 16: Summary results of the teacher interview (cont'd)

Interview Question	Ellen's Response (Experimental)	Carrie's Response (Control)
#8 In what ways does the writing syllabus help you plan the writing class?	Gave focus and goals for the lesson plans, helped prepare students for quizzes and exams, guideline for material to be covered	Tells what to do when and how to time activities
#9 Are there differences between what is stated in the writing syllabus and what is done in class?	Moved too quickly toward the end of the semester, not sure if students met objectives	If students were not prepared for class, activities had to be modified; a few times, felt that timing on syllabus was off.
#10 Are there benefits of the writing class syllabus? What are they?	Students liked knowing what was expected of them	Good reference point
#11 Are there disadvantages of the writing class syllabus? What are they?	Could have been cut down a little, students overwhelmed at first	Felt constrained by time

Table 16: Summary results of the teacher interview (cont'd)

Interview Question	Ellen's Response (Experimental)	Carrie's Response (Control)
#12 Describe ways in which the syllabus may have caused students to participate in class.	More participation at test time, and when something was due	Only discussed if problems with homework
#13 Describe ways in which the syllabus may have affected student language proficiency.	Clear expectations made it easy for students to monitor performance	No effect Provides study skills
#14 Describe ways in which the writing syllabus affected student knowledge about the writing course's purpose.	CB _{tm} syllabus made objectives hard to miss	No effect
#15 Describe ways in which the writing syllabus affected student knowledge about details about the writing class.	Simplified the text's chapters	Knew basic info about homework

Table 16: Summary results of the teacher interview (cont'd)

Interview Question	Ellen's Response (Experimental)	Carrie's Response (Control)
#16 Describe how the syllabus helped the students know what was expected of them.	Students could tell objectives, what they needed to do, and how they would be evaluated	Told students what to do and long it would take
#17 Describe how the writing syllabus helped meet student needs.	Students liked guidelines	Told students what to do
#18 Did you give students homework assignments outside the syllabus? Describe them.	Finish things at home that could not be completed in class.	Finish things at home that could not be completed in class, Sometimes tell them to watch a movie
#19 Do you have any other comments about the writing writing class or the writing class syllabus?	Needed more help to pace herself, helps evaluate students, easy for teacher to defend, knew objectives	Did not like not having sole control over grading, would have liked to motivate students more, like grading

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

Effect of syllabus design on student test and class scores.

The primary aim of this study is to propose syllabus component guidelines best suited to ESL. In order to accomplish this, the effect of syllabus design on student performance was questioned and measured using two syllabus designs, one with a high degree of specificity and one with a low degree of specificity. First, the effect of syllabus design on students' test and class scores was examined. Although the group using the CourseBuilding_{tm} syllabus design did score 6.35 points higher on the TOEFL, the difference was not found to be statistically significant. The CourseBuilding_{tm} group outperformed the Institute group on the homework assignments and the midterm, although these was not statistically significant. The control group did outperform the experimental group in three areas: quizzes, tests, and the final. These differences were not found to be statistically significant.

Students and teachers in both groups were also interviewed to determine their feelings about the effect of syllabus design on student proficiency. All students felt that their English had improved. The students in the

experimental group felt that the syllabus did help them prepare for tests, and would prepare them for entrance into institutions for further study. Students also mentioned the interaction between the class, the text, and the syllabus as helping proficiency. The control group students stated that the text and the syllabus helped their writing. It was also mentioned that the writing process was time consuming. The teacher of the CourseBuilding_{tm} syllabus stated that the syllabus gave students goals that students could meet because they were specified directly in the syllabus. The control group teacher felt that the syllabus did not affect English proficiency, but did provide students with study skills.

Effect of syllabus design on student satisfaction with the writing course.

Another secondary research question was determining the effect of syllabus design on student satisfaction with the course. It was found to be statistically significant that students using the CourseBuilding_{tm} syllabus felt that the course met their needs better than did the group using the Institute syllabus. The students in the experimental group also felt more satisfied with the writing class, but this was not found to be statistically significant.

In the student interviews, both groups expressed reasons for their satisfaction and needs fulfillment levels.

In the experimental group, students felt that the syllabus helped them to take quizzes, tests, and exams. The syllabus, they felt, also helped them to understand the material. Some students, however, reported that the syllabus was confusing. The control group reported that the syllabus was needed to do the homework assignments. The teacher interviews concurred with the student responses. Ellen felt that the students liked having guidelines and key points for the chapters through the objectives. She felt that students were most happy to know what was expected of them in the course. Carrie stated that the students liked being told what to do and when, and the syllabus served as a reference point so that students could know where they were in the course.

Effect of syllabus design on student contact in the areas related to the writing course.

A third research question measured the effect of syllabus design on student contact in areas of the writing course related to class and syllabus. A statistically significant finding was that the experimental group reported referring to the syllabus less often than the control group. In the following findings, the experimental group reported more contact in related areas than the control group, but the differences were not found to be statistically significant: contact with the teacher outside of class,

higher classroom oral participation, spending more time on homework, and talking to classmates about class content. A final nonsignificant finding was that students in the control group had to have the homework explained more than the experimental group.

Input from the student interview questions related to this area revealed that students in the experimental group were more apt to use the syllabus to plan their work than students in the control group. The interview also revealed that the experimental group did participate more, especially around quiz, test, and exam time than the control group. The experimental group reported that when questions about the class or syllabus arose, the teacher would answer them, and the students in the control reported asking procedural questions about the homework. The teacher interviews once again confirmed the student input. Ellen stated that the students did participate more around test time. Participation especially increased whenever she gave students an assignment. Carrie confirmed that participation about the syllabus increased only when students had questions about the syllabus. As for the teachers' discussion of the syllabus as a part of class, Ellen stated that the discussion of the objectives on the syllabus was an integral part of class. Carrie's discussion of the syllabus was just to reference what assignments should be done.

Effect of syllabus design on student knowledge of course outcomes.

A final secondary research question was centered around the effect of syllabus design on students' knowledge of course outcomes. Although the findings were not statistically significant, the experimental group reported understanding basic course information better than the control group students. Furthermore, the experimental group students reported that the syllabus helped them to know what was expected of them better than the control group students. This too was found not to be statistically significant.

During the student interviews, the experimental group further revealed its use of the syllabus to learn about course outcomes. The experimental group also reported that the syllabus explained the purpose of the course more than the control group did. In addition to learning about the course purpose, the experimental group reported learning more details about the course from the syllabus than did the control group. A finding that further adds evidence that the experimental group students learned about the course purpose and details is that they reported using the syllabus more when doing their class work and when studying for quizzes, tests, and exams. The teacher of the experimental group perceived that students had a good understanding of the course's purpose and details because the objectives were

spelled out on the syllabus, students could understand the objectives, and thus the chapters were simplified. The teacher of the control group, on the other hand, stated that students did not have a clear idea of course purpose, except that they had to turn in homework. The syllabus, in fact, contained only basic information about the homework and thus students were aware only of procedural aspects of the course.

Conclusions

Valette and Disick (1972) assert that it is necessary to have specific performance objectives in order to provide direction for the course and to determine when students have reached this destination. In this study, the quantitative findings that would support this statement are mixed. The experimental group was found to achieve better results on the homework assignments and midterm, while the control group scored better on the quizzes, tests, and final. Qualitative results based on the students and teacher interview results showed that the students in the experimental group did perceive that the syllabus helped to improve their English, as did the teacher of the group. The control group teacher did not feel that the syllabus had any effect on English proficiency whatsoever. It could be concluded that while syllabus design does not have an overwhelming effect on student performance as manifested

through test and class scores, it does have an effect on student perception of their ability.

This conclusion is supported by the findings related to the effect of syllabus design on student satisfaction with the writing course. The experimental-group students' perception that their needs were met, a statistically significant finding, sustains this. Furthermore, the students expressed in the interviews that the syllabus helped them understand the course better and help them to study. The teacher of this group felt that the students were aided by knowing the key points of the class, and also to know what was expected of them. The control group, on the other hand, did not share these perceptions. As stated most clearly by the instructor, the syllabus for the control group was merely a list of homework assignments. The most important finding of the study is that students with the CourseBuilding_{tm} syllabus felt that the writing course met their needs significantly better than students with the Institute syllabus. As noted extensively in Chapter Two, the trend in second-language syllabus design is an interweaving of objectives and evaluation based on "classroom interaction" (Dubin & Olshtain, 1986; Yalden, 1987, p. 77). Research overwhelmingly supported the idea of addressing and meeting student needs in the second language classroom.

The qualitative data pertaining to the question of the effect of syllabus design on student contact with elements of the course also supports the conclusion that students are more aware of course goals. Based upon the interview results, both teacher and students reported that discussion of syllabus objectives was a part of the daily class. In both groups, students stated that any questions about the syllabus were answered by the teachers in class, but the control-group instructor reported that only procedural assignment questions were discussed. Therefore, it can be seen that goals and the meeting of these goals was a daily concern for experimental group, further heightening their awareness. The quantitative data, are somewhat contradictory, in that it was found that the CourseBuilding_{tm}-syllabus group referred to the syllabus less often than the Institute-syllabus group. This is most likely because the daily assignments were listed on the Institute syllabus, and not always discussed in class. Therefore, the students had to look at the syllabus to know what was due in class the next day.

No quantitative findings statistically supported the conclusion that syllabus design has an effect on student knowledge of course outcomes. Once again, though, the qualitative data supported this. When interviewed, students reported that the syllabus did help them know the purpose of

the course and helped them to prepare for assignments and tests. The teacher of this group reiterated this and added that when called upon to do so, students could state course objectives to her. As stated in the findings, the control-group instructor and several students remarked that the syllabus only provided basic information about assignments.

Brumfit (1980) states that it is more important to help students perceive an overall system, and not place a great emphasis on individual components. This is supported by the lack of statistically significant findings on the long-term tests administered throughout the semester: a test every three chapters, a midterm based on the first half of the material, and a final based on the last half of the material. In addition to this, the scores for all three of the test types were low on the average, as shown in Tables 9 and 10. Although it has been mentioned that the researcher-developed tests were perhaps invalid and unreliable, it is also possible that students did not know how to build and retain individual objectives.

Another contributor to this finding is student population in both sections. The majority of students in both sections were Asian. A well-known characteristic of such students is attention to detail and memorization of detail. A syllabus such as the CourseBuilding_{cm} syllabus is then well suited to this profile, as it points out specific

details that are most important to the course. As pointed out in the interview with the teacher of the Institute syllabus, students were developing the skill of using an academic syllabus in an American university. Another necessary skill for ESL may be showing students how to process and organize material. As stated by Wilkins (1974), students expect to always be taught with the same method, regardless of whether learning has taken place with that method (p. 85).

Recommendations

While this study does not reveal syllabus design as having an overwhelming effect on test and class scores, it does have an effect on students' perception of their skill and knowledge of course goals. This effect, according to the quantitative and particularly qualitative data, is a positive one. From the language learning theories that favor positive psychological distance, such as the Acculturation/Pidginization Model and Krashen's Monitor Model, which states that language learning is facilitated when a person's affective filter is lowered, the use of a goal-oriented syllabus such as the CourseBuilding_{tm} is supported. The syllabus type also supports the Cognitive Theory, which posits that students of language must constantly analyze and restructure their knowledge in order to learn a language. The selection and presentation of

objectives in the CourseBuilding_{tm} expedites this process.

If then, the elements of the CourseBuilding_{tm}, are suited to making students feel more comfortable with their language abilities, then it may also be worthwhile to further explore other aspects of the CourseBuilding_{tm}, such as the ability to categorize objectives by domain. Because of the different cultures involved, different organizational styles may be suited to different types of syllabi. As the teacher of the control group indicated, the syllabus does provide students with a skill needed for the academic environment in the United States. Therefore, as pointed out, students from various cultures may not process information similarly to the way it is presented in American syllabi. If the objective of the course is to be able to synthesize material, this particular element of the cognitive taxonomy should be taught.

A negative aspect of the study is that the teachers were not given the opportunity to have any input in the syllabus design process. The ability to plan a course is an integral part of a teacher's repertoire. Thus, graduate students in ESL should be specifically prepared to do this. Indirectly, this study has shown that the current Institute syllabus is not providing an appropriate model for the instructors and therefore must be reconstructed. The CourseBuilding_{tm} package is extremely user-friendly and

could be used in the teacher-training process. Such a process would give teachers ownership in the course, thus enhancing their teaching.

As will be further discussed in Chapter Six, the students with the CourseBuilding_{tm} syllabus felt that the course met their needs. Consequently, the ultimate syllabus design would be one in which an attention to detail is given. One way to help students overcome the culture shock that most students feel upon entering a new culture is to provide security. Benefits are also accrued by the instructors of a course. By taking the guesswork out of course requirements, instructors can allow students to concentrate on the more important process of reaching objectives (Brumfit, 1981).

CHAPTER SIX
SYLLABUS PROPOSAL

In many senses, aspects of this study such as the Syllabus Analysis Scale served as a needs analysis. By rating and ranking components of the syllabus, students further proved that the demand for details is high. The following groups of components were included for analysis: elements of basic course information, results of a course, course evaluation, and course content explanation. Possible ratings for each element were 1 (Very necessary), 2 (Necessary), 3 (Not very necessary), and 4 (Unnecessary). Students then ranked the elements of each component from most to least important. While only three elements from two component areas were found to be significant, all data will be considered for the proposal. See Tables 10 and 11 for a complete listing of components and their statistical analysis. See Table 17 for a breakdown of elements unique to the CourseBuilding_{tm} syllabus and the Institute syllabus.

Basic Course Information

The ratings of two elements in this category were found to be statistically significant. One of these elements was "instructor name," which ranked fifth of seven elements for both groups. Although it received a low ranking, the rating of this element was quite high, 1.45 for the experimental group and 2.27 for the control group. Because the high

rating was statistically significant, however, this element should be included. This could be because students are unfamiliar with American names and terms of address.

The other statistically significant finding of this component was the rating for "required textbooks and materials." This component was ranked number one by both groups. The experimental group rated this element 1.82, while the control group rated it 1.27. Therefore, in this instance the ratings and rankings are consistent. This element should also be included.

The trend for the students when completing this scale was to rate every element from "necessary" to "unnecessary." Because this was anticipated, the ranking distinction was added to the scale. Therefore, in all elements that were found to have non-significant statistical results, only the ranking will be considered when proposing elements for the ultimate ESL syllabus.

"Class meeting times" was ranked second by both groups. "Class title" was ranked third by the experimental group, while "class location" was ranked third by the control group. These two elements were reversed and ranked fourth by both groups. Finally, both groups ranked "dates for course vacations" sixth.

It can be seen from these findings that students, despite group, see even the smallest details as being

important. Because of the high rankings received, the first three elements should be included in the optimal syllabus. "Dates for course vacations" could be considered optional, although in this setting of this study, it would be required as instruction is non-credit and therefore no catalog is provided for the students. These findings further support the conclusion that students from certain cultures crave detail.

Results of a Course

Only one element related to the component, "outcomes of a course," was found to be statistically significant in the student ratings. This element was "specific topic dates," which was ranked the last of five elements by both groups. It received the lowest rating for each group also, 1.91 by the experimental group and 2.64 by the control group. In this study, this element was unique to the Institute syllabus. Students with the CourseBuilding_{tm} syllabus were not provided with this information, although they were told that content goals would be taught in the order of presentation on the syllabus. Part of the feeling of being "overwhelmed," as these students stated at the interview, could have been avoided by simply putting dates next to these goals.

"Course description" and "course focus" were ranked in the top two spots by both groups. "Course focus" was number

one for the experimental group, and "course description" was number one for the control group. "Performance objectives" and "objective statements" were ranked equally (2.91) by the control group. "Performance objectives" was ranked third by the experimental group and "objective statements" was ranked fourth. From this information, it can be seen that students preferred to know what they were doing rather than when something was due.

Course Evaluation

No elements in this component were found to be statistically significant. Rankings for both groups were close, but mixed in that students did not seem to prefer items from one syllabus type over another. For example, the experimental group ranked "specific TOEFL and PTOEFL dates" first, followed by "information about quiz, test, and exam content," "homework assignments," "specific test dates," "guidelines for completing assignments," "specific assignments due dates," and "estimated time to complete homework assignments." The control group ranked "homework assignments" first, followed by "specific TOEFL and PTOEFL dates," "information about quiz, test, and exam content," "guidelines for completing assignments," "estimated time to complete homework assignments," "specific test dates," and "specific assignment due dates."

The one element unique to the CourseBuilding_{tm} syllabus

was "information about quiz, test, and exam content." It was ranked relatively high by both groups, but was not considered as important as the deliverables themselves. It was ranked higher by the experimental class, which truly saw the importance of this based on reports of increased syllabus use at test time.

Course Content Explanation

As with the previous component, no findings were statistically significant. Both groups ranked having a "general idea of course content from the beginning of the semester" number one. The experimental group ranked "sufficient instructor pre-planning" second and "coordination of class discussion, assignments, and tests" was ranked third. The control group reversed the ranking of these two elements. It is possible that the students in the control group ranked coordination higher than the experimental because this was unique to the CourseBuilding_{tm} syllabus and therefore was not an element to be taken for granted.

Although "specific due dates" was not ranked highly by either group, observation and other qualitative data supports including these dates on the syllabus. One significant finding was that students with the Institute syllabus had more contact with the syllabus than the students with the CourseBuilding_{tm} syllabus. Students in

the control group were provided specific due dates for all material. They had to look at their syllabus every day in order to complete their assignments, as the teacher did not always directly tell students what their assignments were. Students in the experimental group were observed to simply write due dates for assignments on a separate homework sheet. The primary contact with the CourseBuilding_{cm} came at test times, as indicated overwhelmingly by the students. As stated before, tests, quizzes, and exams were spaced relatively far apart. It is quite easy to envision students cramming right before tests, thus limiting learning and long-term acquisition.

Conclusion

The results of this study indicate that a highly specific syllabus did meet students needs and if anything, students showed a desire for even more specificity. In order to improve the design, a combination of the two types could be proposed that would allow for needs to be more directly met. The findings above, in addition to including the instructor name and listing required texts and references, indicates that specific dates for topics could be included. Other elements might be left out so that students are not immediately inundated with words, as was revealed in the interviews. A primary component to be eliminated is student references. In this case, students

were always permitted to use references. Thus it was unnecessary to constantly repeat this.

Modifications could also be made in the "documents of record" section of the CourseBuilding_{tm} syllabus. If students will persist in using homework sheets with specific dates and assignments, then they should be provided with these from the beginning to save class time. All that would be necessary is add the due dates after each document of record. As the study pointed out, students are not concerned with being told how long they should spend on an assignment, and the format in which assignments are to be presented. This part of the Institute syllabus would not have to be added. This modification would increase student contact with the syllabus, thus heightening their awareness of the objectives. See Appendix M for a sample optimal syllabus.

As can be seen from the data provided by the teachers, the components included on the CourseBuilding_{tm} syllabus aid instruction. Both instructors pointed out in the interviews that objectives were imperative for providing direction in their teaching. While this does support the research that states that this is one of the primary reasons for using objectives, it is even more true in this case because both instructors were teacher trainees. As such, they do are in a different "culture" not unlike their students and need

specific guidance. While the study did not reveal a significant result regarding student performance, the data gathered from the teachers revealed a potential for further research. For example, how does syllabus design affect teaching? What is the role of syllabus design in teacher training?

The number of intervening variables involved in second language acquisition (motivation, living in the target culture, etc.) may have contributed to the inconclusive results that would have definitively linked syllabus design to student performance. In order to further examine the effects of syllabus design on student performance, perhaps not using a syllabus could be weighed against using a syllabus. As stated previously, the affective benefits of using a specific syllabus helped to make the class more student-centered by meeting their needs. Future research could be conducted to study the effects of student input in the syllabus design process, as depicted by the negotiated syllabus.

Table 17: CourseBuilding_{tm}, Institute, and Optimal Syllabus Components

Item	Component	Institute	CourseBuilding _{tm}	Optimal
1	class location		X	X
	class meeting times		X	X
	class title	X	X	X
	dates for course	X		X
	vacations			
	instructor name		X	X
	instructor phone no.		X	
	required textbooks & course materials		X	X
2	course description		X	X
	course focus		X	X
	objective statement		X	X
	performance objective		X	X
	specific topic dates	X		
3	est. time to complete	X		
	homework assignments			
	guidelines for completing assign.	X	X	X
	homework assign.	X	X	X
	info. about quiz, test & exam content		X	X
	specific TOEFL & PTOEFL dates	X		X
	specific assignment due dates	X		X
	specific test dates	X		X
4	general idea of course content from beginning of semester		X	X
	coordination of class discussion, assignments, & tests		X	
	sufficient instructor pre-planning		X	

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Appendix A: Institute Syllabus

Low Intermediate Class Syllabus
Fall 1991
August 26-30, 1991

Monday, August 26

TOEFL Test

Tuesday, August 27

Writing

In Class To the Student (xix-xxi) 15 min.
Getting Ready to Write (p. 2-4) 20 min.
Building Vocabulary A (p. 4) 15 min.

Wednesday, August 28

Writing

In Class Building Vocabulary B-D (p. 4-5) 15 min.
Organizing Ideas (p. 5) 15 min.
Writing Topic Sentences - A (p. 6)
20 min.

Homework Writing Topic Sentences - B (p. 6) 15
min.-collect.

Friday, August 30

Writing

In Class Writing Topic Sentences - C (p. 6-7) 10
min.
Developing Writing Skills (boxed) (p. 7-
8)
15 min.
Using Transition Words: In Addition,
Also-A Boxed Text (p. 8-9) 15 min.
Using Transition Words: First of All,
Finally- Boxed and A (p. 10) 10 min.

Homework Sentences 1-5 (ans. only) (p. 8) 10
min.- collect.
B (p. 9) 5 min.- collect.
C (p. 9) 5 min.- collect.
Using Transition Words B (p. 10) 10

min.- collect.

Low Intermediate Class Syllabus
Fall 1991
September 2-6, 1991

Monday, September 2

Writing

In Class Moderating Opinions: Adv. of Frequency
and Quantifies (p. 10-11) 15 min.
Sentences 1-5 (p. 11-12) 10 min.
Writing the First Draft (help students
get started) (p. 12) 25 min.

Homework Finishing writing first draft -Look at
your paragraph and think about Questions
1-3 on pp. 12-13, 20 min.

Tuesday, September 3

Writing

In Class A & B (p. 13) 10 min.
Editing Practice (box & work on
paragraph) (p. 14) 20 min.
Making General Statements with Present-
Tense Verbs (box) (p. 14-15) 20 min.

Homework Revise your Paragraph (p. 13) 15 min.-
collect.

Wednesday, September 4

Writing

In Class Making General Statements with Present-
Tense Verbs (box) (p. 14-15) 25 min.
Editing Your Writing (in pairs) (p. 15)
25 min.

Homework Sentences 1-5 (p. 15) 10 min.- collect.

Friday, September 6

Writing

In Class Quiz 1 (10 min.)
Communicating through Writing (p.
16) 30 min.
(Allow students to prepare first)
Developing Fluency - A (p. 17) 10 min.

Homework Using Feedback (does not have to be written) (p. 16) 5 min.
Developing Fluency - B (p. 17) 10 min.

Low Intermediate Class Syllabus
Fall 1991
September 9-13, 1991

Monday, September 9

Writing

In Class Getting Ready to Write (p. 18-19) 20 min.
Building Vocabulary (p. 21) 15 min.
B (p. 22-23) 15 min.

Homework A, B, & C (p. 20) 20 min.- collect

Tuesday, September 10

Writing

In Class D (p. 20) 15 min.
B (p. 22-23) 10 min.
Writing Topic Sentences (box) (p. 23) 15 min.
A (p. 23) 10 min.

Homework B (p. 23) 15 min.- collect.

Wednesday, September 11

Writing

In Class Adding Details to a Paragraph (box) (p. 24-25) 15 min.
Checking that All the Details
Develop the Topic Sentence (box and A & B) (p. 25) 15 min.
Writing Concluding Sentences (box).
Do additional practice (p. 25) 20 min.

Homework Make Notes for sentences for your paragraph (p. 25) 10 min.
Sentences 1-5 (p. 26) 20 min.- collect.

Friday, September 13

Writing

In Class Giving Reasons: Since (box) (p. 26) 15

min.
Varying Word Order (box) (p. 27) 15 min.
A (p. 29-30) 20 min.

Homework Sentences 1-4 (p. 27) 10 min.- collect.
Writing the First Draft (p. 28) 20
min.
Revising Your Writing (p. 28) 10
min.- collect

A (p. 29) 15 min.- collect

Low Intermediate Class Syllabus
Fall 1991
September 16-20, 1991

Monday, September 16

Writing

In Class Editing Practice (box & A) (p. 31-32) 30
min.
Using Noncount Nouns (p. 33) 20
min.

Homework B (p. 31) 15 min.- collect.
B (p. 32) 15 min.- collect.

Tuesday, September 17

Writing

In Class Quiz 2 (10 min.)
Editing Your Writing (in pairs) (p.
33) 20 min.
Developing Your Skills - A & B (p.
34)
20 min.

Homework Writing the Second Draft (p. 33) 15
min.- collect.
Developing Fluency (in journal) (p. 35)
20 min.

Wednesday, September 18

Writing

In Class Exploring Attitudes Toward Money (p. 36-
37)
20 min.
D (have students skim) (p. 38) 15 min.

Building Vocabulary A (p. 38) 15
min.

Homework Writing Reactions to a Reading Selection
- A (p. 39) 10 min.- collect.
Read Home Free (p. 40) 5 min.

Friday, September 20

Writing

In Class Discuss "Home Free" (p. 40) 5 min.
B (p. 41) 10 min.
Stating Obligations and Opinions with
Modals (box & A) (p. 41) 10 min.
Supporting an Opinion with a General
Statement and Examples (A & B) (p. 42)
25 min.

Homework C (p. 41) 15 min.- collect.
Developing Cohesion & Style- B (p.
41) 15 min.- collect.
C (p. 42) 10 min.-collect

Low Intermediate Class Syllabus
Fall 1991
September 23-27, 1991

Monday, September 23

Writing

In Class Supporting an Opinion with Prediction -
A
(p. 42-43) 10 min.
B - in groups (p. 43) 20 min.
Stating Opinions: Strong and
Moderate
(box & A) (p. 43) 15 min.
B (p. 44) 5 min.

Homework C (p. 43) 10 min.
Writing the First Draft (p. 44) 20
min.

Tuesday, September 24

Writing

In Class Avoiding Faulty Reasoning (Box & A) (44-
45) 30 min.
Correcting Spelling Errors (Box & 1-10)

(p. 46) 10 min.
Correcting Syllabification Errors (Box &
A) (p. 46-47) 10 min.

Homework B & C (p. 45-46) 15 min.- collect
B (p. 47) 10 min.- collect
Editing Your Writing and Writing the
Second Draft (p. 48) 20 min.- collect.

Wednesday, September 25

Writing

In Class Quiz 3 (10 min.)
Sharing (p. 48) 5 min.
C - in groups (p. 49) 20 min.-
collect at end of class and grade
Exploring Ideas (p.50-51) 15 min.

Homework Developing Fluency - A (p. 49) 10 min.

Friday, September 27

Writing

In Class Building Vocabulary - A (p. 52) 10 min.
B (p. 52) 15 min.
C (p. 52) 5 min.
A (p. 53) 10 min.
Writing Topic Sentences (p. 53-54)
10 min.

Homework Using Feedback (p. 48-49) 10 min.-
collect
E (p. 52) 15 min.- collect
B (p. 53) 5 min.- collect

Low Intermediate Class Syllabus
Fall 1991
September 30-October 4, 1991

Monday, September 30

Writing

In Class Test One (50 min.)

Tuesday, October 1

Writing

In Class Writing Concluding Sentences (p.
54) 15 min.
Key to Choosing Past or Present

Perfect (box) (p. 55) 5 min.
Key to Choosing Pres. Perf. or
Pres. Perf. Cont. (p. 56) 10 min.
Using Demonstrative to Unify a Paragraph
(p. 57-58) 10 min.
C (p. 58-59) 10 min.

Homework Sentences 1-8 (p. 55) 10 min.- collect.
B (p. 57) 10 min.- collect
Writing the First Draft (p. 59) 15
min.

Wednesday, October 2

Writing

In Class Omitting Unimportant Ideas - A (p. 59-
60) 15 min.
Editing Your Writing (in pairs) (p.
62)
15 min.
Discussing Lesson People Learn from
Experience - A & C (p. 64-65) 20
min.

Homework Writing the Second Draft (p. 62) 15
min.-collect.
D (p. 65) 10 min.- collect

Friday, October 4

Writing

In Class Quiz 4 (10 min.)
Building Vocabulary - a (p. 66) 10
min.
Understanding Anecdotes & A (p. 66-67)
15 min.
B (p. 67) 5 min.
Using Details (p. 68) 15 min.

Homework Using Feedback (p. 62) 5 min.- collect

Low Intermediate Class Syllabus
Fall 1991
October 7-11, 1991

Monday, October 7

Writing

In Class Using the Past Perfect Tense (box & A)
(p. 69) 15 min.

Omitting Digressions and
Unimportant Details (in groups) (p.
71-72) 20 min.
Punctuating Direct Speech (box & A)
(p. 72-73) 15 min.

Homework B (ans) (p. 70) 15 min.- collect.
Writing the First Draft (p. 71) 20
min.
C (p. 72) 10 min.- collect

Tuesday, October 8

Writing

In Class Editing Your Writing (in pairs) (p. 74)
20 min.
Developing Your Skills - Put
students in new groups of 3 and use
Newsweek (p. 75) 15 min.
Discussing Long-Distance
Transportation (p. 76-77) 15 min.

Homework B (p. 73-74) 15 min.- collect
Writing the Second Draft (p. 74) 15
min.- collect.

Wednesday, October 9

Writing

In Class Sharing (in groups of 3) (p. 74) 20 min.
B (p. 78) 5 min.
Building Vocabulary (p. 78) 10 min.
Using Outside Sources of
Information
(p. 79-80) 15 min.

Homework Using Feedback (p. 74) 5 min.-
collect
Developing Fluency - choose A,B or
C (p. 75) 10 min.
A & B (p. 80-81) 15 min.- collect.

Friday, October 11

Writing

In Class Quiz 5 (10 min.)
Analyzing the Organization of a
Composition- Discuss the
article as a class first - (p. 81-83)
20 min.
Choosing a Title (p. 83) 10 min.
B (p. 84-85) 10 min.

Homework Writing the First Draft (A, B & D) (p. 85-86) 35 min.- collect

Low Intermediate Class Syllabus
Fall 1991
October 14-18, 1991

Monday, October 14

Writing

In Class Revising Your Writing - In pairs (p.86-87)
25 min.
Correcting Sentences Fragments
(box) (p. 87) 15 min.
Sentences 1-6 (p. 87-88) 10 min.

Homework B (p. 88) 10 min.- collect.
Editing Your Writing (p. 88) 10 min.
Writing the Second Draft (p. 88) 20 min.- collect.

Tuesday, October 15

Writing

In Class Quiz 6 (10 min)
Sharing (p. 89) 10 min.
Developing Skills - A (p. 89) 15 min.
Interviewing Someone (p. 90-91) 15 min.

Homework Developing Fluency - Choose A or B (p. 89) 10 min.

Wednesday, October 16

Writing

In Class B & C (p. 92) 20 min.
Building Vocabulary (p. 92) 15 min.
Using Verbal Adjectives to Describe Feelings (box & A) (p. 92) 15 min.

Homework Using Feedback (p. 89) 5 min.
B (ans) (p. 93) 5 min.- collect.
C (ans) (p. 94) 5 min.- collect.
D (p. 94) 10 min.- collect

Friday, October 18

Writing

In Class Test 2 (50 min.)

Low Intermediate Class Syllabus
Fall 1991
October 21-25, 1991

Monday, October 21

Writing

In Class Keeping to One Subject (p. 94) 10 min.
Developing Ideas by Adding Details A-C
(p. 95) 40 min.

Homework Dividing a Composition into paragraphs
(p. 95) 15 min.- collect

Tuesday, October 22

Writing

In Class Writing Topic Sentences - A (p. 96) 10
min.
Writing Concluding Sentences (p.
96) 10 min.
Using Gerunds as Subjects (box) (p.
97) 15 min.
Using Gerunds and Infinitives in
Parallel Constructions (p. 98-99)
15 min.

Homework Writing Topic Sentences - B (p. 96) 10
min.- collect
A 1-5 (p. 97) 10 min.- collect

Wednesday, October 23

Writing

In Class Using Would and Used to (box) (p. 99) 15
min.
B (p. 100) 15 min.
A (p. 101-102) 20 min.

Homework A (p. 100) 10 min.- collect.
Writing the First Draft (p. 101) 15
min.
B (p. 102) 10 min.- collect

Friday, October 25

Writing

In Class C (p. 102) 15 min.
Editing Practice (p. 103) 20 min.
Discussing Well-Known People (A & B) (p. 106-107) 15 min.

Homework Editing Your Writing (p. 104) 10 min.-
collect
Writing the Second Draft (p. 104)
15 min.- collect.

Low Intermediate Class Syllabus
Fall 1991
October 28-November 1, 1991

Monday, October 28

Writing

In Class Quiz 7 (10 min.)
Sharing (p. 104) 20 min.
C (p. 108) 10 min.
Building Vocabulary - A & B (p. 108) 10 min.

Homework Using Feedback (p. 104) 5 min.
Developing Fluency - choose A or B (p. 105) 15 min.

Tuesday, October 29

Writing

In Class Listing Similarities and Differences (p. 109) 10 min.
C (p. 110) 10 min.
Writing Topic Sentences A (p. 110) 10 min.
Writing Topic Sentences B (p. 111) 10 min.
Analyzing the Organization of a Composition (p. 111) 10 min.

Homework B (p. 109) 10 min.- collect
Writing Topics Sentences C (p. 111) 15 min.- collect

Wednesday, October 30

Writing

In Class Midterm (50 min)

Friday, November 1

Writing

In Class Using Both in Comparisons (box) (p. 112)
10 min.
Using Neither in Comparison (box) (p.
112) 10 min.
Using While to Show Contrast (p. 114) 15
min.
Using Expressions of Contrast: In
Contrast and On The Other Hand (p. 114)
10 min.
A - Sentences 1-6 (p. 113) 5 min.

Homework B - Sentences 1 & 2 (p. 113) 10 min.-
collect.
Sentences 1-4 (p. 115) 15 min.- collect.
Writing the First Draft (p. 115) 20 min.
min.

Low Intermediate Class Syllabus
Fall 1991
November 4-8, 1991

Monday, November 4

Writing

In Class Organizing Sentences into Paragraphs (p.
116-118) 25 min.
Using Comparatives and Superlatives (p.
119) 15 min.
A - Sentences 1-6 (p. 120) 10 min.

Homework B (p. 118) 15 min.- collect
B (p. 120-121) 15 min.- collect.

Tuesday, November 5

Writing

In Class Quiz 8 (10 min.)
C and Editing Your Writing (p. 118
& 121) 20 min.
Developing Your Skills - A (p. 122)
20 min.

Homework Writing the Second Draft (p. 121)
20 min.- collect.

Wednesday, November 6

Writing

In Class Obtaining Info. from Charts and Graphs -
A (p. 124-128) 20 min.
Building Vocabulary A & B (p. 129)
15 min.
Making Comparisons (p. 130) 15 min.

Homework Developing Fluency - A or B (p. 123) 15
min.
B (p. 128) 15 min.- collect

Friday, November 8

Writing

In Class Ordering Info. in Paragraph - A (p. 131)
15 min.
Using the Passive Voice (p. 132) 10
min.
A (p. 133) 10 min.
Varying Word Order: With + Nouns
Phrase -(box & A) (p. 134) 15
min.

Homework B (p. 131) 10 min.- collect
B (p. 133) 15 min.- collect
B (p. 134) 10 min.- collect

Low Intermediate Class Syllabus
Fall 1991
November 11-15, 1991

Monday, November 11

Writing

In Class Using Unlike + Noun Phrase to Show
Contrast (p. 134-135) 15 min.
Giving Reasons with Because of +
Noun Phrase + Clause (p. 135-136)
20 min.
Editing Practice (p. 137) 15 min.

Homework B (p. 136) 10 min.- collect
Writing the First Draft (p. 136) 20
min.- collect

Tuesday, November 12

Writing

In Class Quiz 9 (10 min.)

Revising Your Writing - in pairs
(p. 136-137) 20 min.
Discussing Medical Issues (p. 140-
141) 10 min.
A & B (p. 142-143) 10 min.

Homework Editing Your Writing (p. 138) 10 min.
Writing the Second Draft (p. 138)
20 min.- collect.
Read the Right to Choose (p. 146-
147) 10 min.

Wednesday, November 13

Writing

In Class Building Vocabulary - A (p. 143) 10 min.
B (p. 144) 5 min.
Focusing on a Topic (box & A) (p.
144) 15 min.
Supporting an Argument with
Examples (box & A) (p. 145-147) 20
min.

Homework Using Feedback (p. 138) 10 min.- collect
B (p. 145) 10 min.- collect
B (p. 147) 15 min.- collect

Friday, November 15

Writing

In Class Test 3 (20 min)
Using Restrictive Adjective Clauses
(box)
(p. 147) 5 min.
Using Transitions and Giving
Examples (box) 10 min.
Using Quotations (p. 149) 5 min.
Making Generalizations & 1-10 (p.
149) 10 min.

Homework Sentences 1-6 (p. 147) 15 min.- collect.
A (ans. only) (p. 148) 10 min.-
collect.
B (p. 148) 10 min.- collect

Low Intermediate Class Syllabus
Fall 1991
November 18-22, 1991

Monday, November 18

Writing

In Class Editing Practice (box + A & B) (p. 150-151) 25 min.
Developing Your Skills A (p. 153) 25 min.

Homework Writing the First Draft (p. 150) 25 min.

Tuesday, November 19

Writing

In Class Revising Your Writing - in pairs (p. 150) 25 min.
Discussing a News Event (p. 154-155) 10 min.
C (p. 156) 5 min.
Building Vocabulary (p. 156) 10 min.

Homework Editing Your Writing (p. 152) 10 min.
Writing the Second Draft (p. 152) 20 min.- collect.

Wednesday, November 20

Writing

In Class Quiz 10 (10 min.)
Answering Question in an Article about an Event (Box & A) (p. 157-158) 10 min.
Adding a Title (box & A) (p. 159) 10 min.
Using Adjective Clauses (p. 160) 10 min.
Using Restrictive Adjective Clauses: Review (p. 160-161) 10 min.

Homework Using Feedback (p. 153) 5 min.-collect.
B (p. 159) 5 min.- collect
Using Nonrestrictive Adjective Clauses- A, B, C (p. 161-162) 15 min.- collect

Friday, November 22

Writing

In Class Using Reduced Clauses (p. 163) 30 min.
A (p. 164) 20 min.

Homework B (p. 162) 15 min.-collect.
C (p. 162) 10 min.
B (p. 164) 5 min.- collect
Writing the First Draft (p. 164) 20
min.

Low Intermediate Class Syllabus
Fall 1991
November 25, 1991

Monday, November 25

Writing

In Class Distinguishing Fact from Opinion (box &
A) (p. 165) 15 min.
B-in pairs (p. 165) 20 min.
Editing Practice (p. 166) 15 min.

Homework Editing Your Writing (p. 166) 10 min.-
collect
Writing the Second Draft (p. 166) 20
min.-collect.

**Wednesday, November 27 - Friday, November 29 - Thanksgiving
Break**

Low Intermediate Class Syllabus
Fall 1991
December 2-6, 1991

Monday, December 2

Writing

In Class Quiz 11 (10 min.)
Developing Your Skills (p. 167) 20
min.
Discussing Ready to Write (p. 168-169)
20 min.

Homework Developing Fluency-A (p. 167) 15 min.
D (p. 170) 10 min.-collect.

Tuesday, December 3

Writing

In Class Building Vocabulary (p. 170) 10 min.
Determining Who Your Audience Is (p.
170) 10 min.

Countering Objections to Your Proposal
(box) (p. 171) A-E (in groups) 20 min.

Wednesday, December 4

Writing

In Class Making an Outline (p. 172-173) 30
min.
Using the Conditional Mood (p. 174)
20 min.

Homework Make an Outline for Your Essay (p.
173) 15 min.- collect
Using Feedback (p. 167) 5 min.-
collect

Friday, December 6

Writing

In Class Final Exam (50 min.)

Wednesday, December 11 - TOEFL Test (Final Examination)

Appendix B: CourseBuilding_™ Syllabus

Name of school Ellen
Street address ELI
City, state, zip code Phone number

ELI200

Low Intermediate Writing

COURSE DESCRIPTION

This course covers the development of writing from topic sentence to composition. Introduces students to academic writing by focusing on academic-related material. (Prerequisites: None.) (0 credit course)

COURSE FOCUS

This course focuses on steps in the writing process which aid writing organization. Emphasis is also placed on writing form.

TEXT AND REFERENCES

Segal, M. K., & Pavlik, C. (1990). Interactions II: A writing process book (2nd ed.). New York: McGraw-Hill, Inc.

COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A). (* designates a CRUCIAL goal)

1. determine writing steps
2. organize writing ideas
3. write topic sentences
4. use transition words
5. moderate opinion statements
6. write advantage paragraph
7. formulate paragraph support
8. use correct paragraph format
9. make general present tense statements
10. display critical ability
11. critique advantage paragraph

ELI200 - Page 1

12. present advantage/ disadvantage debate
13. create freewrite journal
14. describe scenes
15. develop focused paragraph
16. write concluding sentences
17. vary sentence structure
18. write descriptive paragraph
19. critique developed topic sentences
20. modify run-on sentences
21. differentiate count/ noncount nouns
22. critique descriptive paragraph
23. describe monetary attitudes
24. write opinion/ obligation statements
25. support opinion statements
26. write opinion paragraph
27. determine faulty reasoning
28. correct spelling/ syllabification errors
29. critique opinion paragraphs
30. create editorial page
31. describe personal accomplishments
32. use correct tense
33. use unifying demonstratives
34. write personal paragraph
35. revise personal paragraphs
36. critique personal paragraph
37. develop personal anecdotes
38. use past perfect tense
39. omit unimportant details
40. write anecdote
41. punctuate direct speech
42. critique anecdotes
43. describe transportation forms
44. organize composition
45. use correct part-of-speech
46. write advantage/ disadvantage composition
47. critique advantage/ disadvantage compositions
48. describe student feelings
49. develop single subject
50. write integrated topic/concluding sentences
51. use gerund/ infinitive constructions
52. write would/ used to sentences
53. write detailed student-feelings composition
54. revise detailed student-feelings paragraphs
55. critique detailed student-feelings composition
56. describe personal characteristics
57. describe similarity/differ.
58. use contrast terminology

59. write comparison composition
60. organize comparison sentences
61. write comparative/ superlative statements
62. critique comparison compositions
63. describe chart/ graph information
64. order paragraph information
65. use passive voice
66. vary word order
67. write noun phrase statements
68. write comparative graph-based composition
69. critique graph-based composition
70. describe medical issues
71. focus topic
72. support topic
73. use restrictive adjective clauses
74. write transition statements
75. support arguments
76. write argumentative composition
77. edit noun phrase sentences
78. critique argumentative composition
79. describe news events
80. use nonrestrictive adjective & reduced clauses
81. write news article
82. distinguish fact/opinion
83. critique news article
84. describe community problems
85. focus persuasive essay
86. use conditional mood

STUDENT CONTRIBUTIONS

Each student will spend at least eight hours per week preparing for this class. Attendance is critical in this class.

COURSE EVALUATION

Grading Scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; below 60=F
Students will be given one quiz per chapter, one test per three chapters, one midterm, and final.

COURSE SCHEDULE

Class meets every Monday, Wednesday, Thursday, and Friday from 9:30 a.m. to 10:20 a.m.

You should refer to the performance objectives for specific assignments and documents of record. The list of content goals establishes the order of introduction of content.

ADDENDUM A

PERFORMANCE OBJECTIVES

1. The student will be allowed references. The student will determine writing steps. Performance will be satisfactory if steps are determined and the determination is consistent with Interactions II (pp. xix-xxi). The documents of record will be quizzes and exams.
2. The student will be allowed references. The student will organize writing ideas. Performance will be satisfactory if ideas are organized and the organization is consistent with Interactions II (pp. 2-6). The documents of record will be paragraphs and compositions submitted throughout semester.
3. The student will be allowed references. The student will write topic sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (pp. 6-7). The documents of record will be Topic Sentences (B. p. 6) and quizzes and exams.
4. The student will be allowed references. The student will use transition words. Performance will be satisfactory if words are used and the usage is consistent with Interactions II (pp. 7-10). The documents of record will be Sentences 1-5 (p. 8), Ex. B (p. 9), Ex. C (p. 9), and Using Transition Words B (p. 10) and quizzes and exams.
5. The student will be allowed references. The student will moderate opinion statements. Performance will be satisfactory if statements are moderated and the moderation is consistent with Interactions II (pp. 10-12). The document of record will be advantage paragraph.
6. The student will be allowed references. The student will write advantage paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 12). The document of record will be advantage paragraph (p. 12).

7. The student will be allowed references. The student will formulate paragraph support. Performance will be satisfactory if support is formulated and the formulation is consistent with Interactions II (pp. 12-13). The document of record will be advantage paragraph.
8. The student will be allowed references. The student will use correct paragraph format. Performance will be satisfactory if format is used and the usage is consistent with Interactions II (p. 14). The documents of record will be quizzes, exams and paragraphs.
9. The student will be allowed references. The student will make general present tense statements. Performance will be satisfactory if statements are made and the making is consistent with Interactions II (pp. 14-15). The documents of record will be quizzes and exams and Sentences 1-5 (p. 15).
10. The student will be a member of ELI200. The student will display critical ability. Performance will be satisfactory if all of the items on the DO and DON'T list developed in class are met.
11. The student will be allowed references. The student will critique advantage paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (pp. 15-16).
12. The student will be allowed references. The student will present advantage/ disadvantage debate. Performance will be satisfactory if debate is presented and the presentation is consistent with Interactions II (p. 16).
13. The student will be allowed references. The student will create freewrite journal. Performance will be satisfactory if journal is created and the creation is consistent with Interactions II (p. 17). The document of record will be Developing Fluency Activities at the end of each chapter.

14. The student will be allowed references. The student will describe scenes. Performance will be satisfactory if scenes are described and the description is consistent with Interactions II (pp. 18-23). The documents of record will be A, B & C (p. 20).
15. The student will be allowed references. The student will develop focused paragraph. Performance will be satisfactory if paragraph is developed and the development is consistent with Interactions II (pp. 23-26). The documents of record will be B (p. 23), descriptive paragraph and paragraphs written throughout semester.
16. The student will be allowed references. The student will write concluding sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 54). The documents of record will be Sentences 1-5 (p. 26) and quizzes and exams.
17. The student will be allowed references. The student will vary sentence structure. Performance will be satisfactory if structure is varied and the variation is consistent with Interactions II (pp. 26-27). The documents of record will be Sentences 1-4 (p. 27) and paragraphs written throughout the semester.
18. The student will be allowed references. The student will write descriptive paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 28). The document of record will be descriptive paragraph (p. 28).
19. The student will be allowed references. The student will critique developed topic sentences. Performance will be satisfactory if sentences are critiqued and the critique is consistent with Interactions II (pp. 28-31). The documents of record will be Revising Your Writing (pp. 28-29), A (p. 29) and quizzes and exams.

20. The student will be allowed references. The student will modify run-on sentences. Performance will be satisfactory if sentences are modified and the modification is consistent with Interactions II (p. 31-32). The documents of record will be B (p. 31), B (p. 32) and quizzes and exams.
21. The student will be allowed references. The student will differentiate count/ noncount nouns. Performance will be satisfactory if nouns are differentiated and the differentiation is consistent Interactions II (p. 33). The documents of record will be descriptive paragraph, quizzes and exams.
22. The student will be allowed references. The student will critique descriptive paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (pp. 33-34).
23. The student will be allowed references. The student will describe monetary attitudes. Performance will be satisfactory if attitudes are described and the description is consistent with Interactions II (pp. 36-41). The documents of record will be A (p. 39) and C (p. 41).
24. The student will be allowed references. The student will write opinion/ obligation statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 41-42). The documents of record will be A (p. 39), C (p. 41), Developing Cohesive Style B (p. 41), opinion paragraph, and quizzes and exams.
25. The student will be allowed references. The student will support opinion statements. Performance will be satisfactory if statements are supported and the support is consistent with Interactions II (pp. 42-44). The documents of record will be C (p. 42) and opinion paragraph.
26. The student will be allowed references. The student will write opinion paragraph. Performance will be satisfactory if paragraph is written and

the writing is consistent with Interactions II (p. 44). The document of record will be opinion paragraph.

27. The student will be allowed references. The student will determine faulty reasoning. Performance will be satisfactory if reasoning is determined and the determination is consistent with Interactions II (pp. 44-46). The documents of record will be B & C (p. 45-46) and quizzes and exams.
28. The student will be allowed references. The student will correct spelling/ syllabification errors. Performance will be satisfactory if errors are corrected and the correction is consistent with Interactions II (pp. 46-47). The documents of record will be B (p. 47) and quizzes and exams.
29. The student will be allowed references. The student will critique opinion paragraphs. Performance will be satisfactory if paragraphs are critiqued and the critique is consistent with Interactions II (p. 48). The document of record will be Editing Your Writing (p. 48).
30. The student will be allowed references. The student will create editorial page. Performance will be satisfactory if page is created and the creation is consistent with Interactions II (p. 49). The document of record will be Developing Your Skills (C, p. 49).
31. The student will be allowed references. The student will describe personal accomplishments. Performance will be satisfactory if accomplishments are described and the description is consistent with Interactions II (pp. 50-54). The documents of record will be Using Feedback (pp. 48-49), E (p. 52) and B (p. 53).
32. The student will be allowed references. The student will use correct tense. Performance will be satisfactory if tense is used and the usage is consistent with Interactions II (pp. 55-56). The documents of record will be Sentences 1-8 (p. 55),

B (p. 57) and quizzes and exams.

33. The student will be allowed references. The student will use unifying demonstratives. Performance will be satisfactory if demonstratives are used and the usage is consistent with Interactions II (pp. 57-59). The document of record will be paragraphs and quizzes and exams.
34. The student will be allowed references. The student will write personal paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 59). The document of record will be personal paragraph.
35. The student will be allowed references. The student will revise personal paragraphs. Performance will be satisfactory if paragraphs are revised and the revision is consistent with Interactions II (pp. 59-61). The document of record will be revised personal paragraph.
36. The student will be allowed references. The student will critique personal paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (p. 62). The document of record will be Using Feedback (p. 62).
37. The student will be allowed references. The student will develop personal anecdotes. Performance will be satisfactory if anecdotes are developed and the development is consistent with Interactions II (pp. 64-68). The documents of record will be D (p. 65) and personal anecdote.
38. The student will be allowed references. The student will use past perfect tense. Performance will be satisfactory if tense is used and the usage is consistent with Interactions II (p. 69). The document of record will be B (p. 70) and quizzes and exams.
39. The student will be allowed references. The student will omit unimportant details. Performance will be satisfactory if details are

omitted and the omission is consistent with Interactions II (pp. 71-72). The documents of record will be C (p. 72) and quizzes and exams.

40. The student will be allowed references. The student will write anecdote. Performance will be satisfactory if anecdote is written and the writing is consistent with Interactions II (p. 71). The document of record will be personal anecdote.
41. The student will be allowed references. The student will punctuate direct speech. Performance will be satisfactory if speech is punctuated and the punctuation is consistent with Interactions II (pp. 72-73). The document of record will be B (p. 73) and quizzes and exams.
42. The student will be allowed references. The student will critique anecdotes. Performance will be satisfactory if anecdotes are critiqued and the critique is consistent with Interactions II (pp. 74-75). The document of record will be Using Feedback (p. 74).
43. The student will be allowed references. The student will describe transportation forms. Performance will be satisfactory if forms are described and the description is consistent with Interactions (pp. 76-80). The documents of record will be A and B (pp. 80-81) and quizzes and exams.
44. The student will be allowed references. The student will organize composition. Performance will be satisfactory if composition is organized and the organization is consistent with Interactions (pp. 81-83). The document of record will be advantage/disadvantage paragraph.
45. The student will be allowed references. The student will use correct part-of-speech. Performance will be satisfactory if part-of-speech is used and the usage is consistent with Interactions II (pp. 84-85). The document of record will be paragraphs and compositions and quizzes and exams.

46. The student will be allowed references. The student will write advantage/ disadvantage composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 85). The document of record is advantage/disadvantage composition and A, B, & D (p. 85).
47. The student will be allowed references. The student will critique advantage/ disadvantage compositions. Performance will be satisfactory if compositions is critiqued and the critique is consistent with Interactions II (pp. 86-89). The documents of record will be B (p. 88).
48. The student will be allowed references. The student will describe student feelings. Performance will be satisfactory if feelings are described and the description is consistent with Interactions II (pp. 90-92). The documents of record will be B (p. 93), C (p. 94), and D (p. 94).
49. The student will be allowed references. The student will develop single subject. Performance will be satisfactory if subject is developed and the development is consistent with Interactions II (pp. 94-95). The documents of record will be Dividing a Composition into Paragraphs (p. 95).
50. The student will be allowed references. The student will write integrated topic/concluding sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 96). The documents of record will be B (p. 96) and quizzes and exams.
51. The student will be allowed references. The student will use gerund/ infinitive constructions. Performance will be satisfactory if constructions are used and the usage is consistent with Interactions II (pp. 97-99). The documents of record will be A (1-5, p. 97) and quizzes and exams.

52. The student will be allowed references. The student will write would/ used to sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 99). The document of record will be A (p. 100) and quizzes and exams.
53. The student will be allowed references. The student will write detailed student-feelings composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 101). The document of record will be student feeling composition.
54. The student will be allowed references. The student will revise detailed student-feelings paragraphs. Performance will be satisfactory if paragraphs are revised and the revision is consistent with Interactions II (pp. 101-102). The document of record will be B (p. 102) and revised paragraphs.
55. The student will be allowed references. The student will critique detailed student-feelings composition. Performance will be satisfactory if composition is critiqued and the critique is consistent with Interactions II (pp. 103-105). The documents of record will be Editing Your Writing (p. 104) and Using Feedback (p. 104).
56. The student will be allowed references. The student will describe personal characteristics. Performance will be satisfactory if characteristics are described and the description is consistent with Interactions II (pp. 106-108). The documents of record will be quizzes and exams.
57. The student will be allowed references. The student will describe similarity/differ.. Performance will be satisfactory if similarities and differences are described and the description is consistent with Interactions II (pp. 109-111). The documents of record will be B (p. 109), Writing Topic Sentences C (p. 111) and quizzes and exams.

58. The student will be allowed references. The student will use contrast terminology. Performance will be satisfactory if terminology is used and the usage is consistent with Interactions II (pp. 112-117). The documents of record will be B (1 & 2, p. 113), Sentences 1-4 (p. 115), paragraphs and quizzes and exams.
59. The student will be allowed references. The student will write comparison composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 115). The document of record will be comparison composition.
60. The student will be allowed references. The student will organize comparison sentences. Performance will be satisfactory if sentences are organized and the organization is consistent with Interactions II (pp. 116-118). The document of record will be B (p. 118).
61. The student will be allowed references. The student will write comparative/ superlative statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 119-120). The documents of record will be B (p. 120-121) and quizzes and exams.
62. The student will be allowed references. The student will critique comparison compositions. Performance will be satisfactory if compositions are critiqued and the critique is consistent with Interactions II (pp. 121-122). The documents of record will be revised paragraph.
63. The student will be allowed references. The student will describe chart/ graph information. Performance will be satisfactory if information is described and the description is consistent with Interactions II (pp. 124-130). The documents of record will be B (p. 128) and quizzes and exams.
64. The student will be allowed references. The student will order paragraph information. Performance will be satisfactory if information is

ordered and the ordering is consistent with Interactions II (p. 131). The documents of record will be B (p. 131), paragraphs, compositions, and quizzes and exams.

65. The student will be allowed references. The student will use passive voice. Performance will be satisfactory if voice is used and the usage is consistent with Interactions II (pp. 132-133 & 137). The documents of record will be B (p. 133) and quizzes and exams.
66. The student will be allowed references. The student will vary word order. Performance will be satisfactory if order is varied and the variation is consistent with Interactions II (p. 134). The documents of record will be B (p. 134) and paragraphs and compositions.
67. The student will be allowed references. The student will write noun phrase statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 134-136). The documents of record will be B (p. 136), Writing the First Draft (p. 136) and quizzes and exams.
68. The student will be allowed references. The student will write comparative graph-based composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 136). The document of record will be comparative-graph-based essay.
69. The student will be allowed references. The student will critique graph-based composition. Performance will be satisfactory if composition is critiqued and the critique is consistent with Interactions II (pp. 136-137). The document of record will be Using Feedback (p. 138).
70. The student will be allowed references. The student will describe medical issues. Performance will be satisfactory if issues are described and the description is consistent with Interactions II (pp. 140-144). The documents of record

argumentative composition and quizzes and exams.

71. The student will be allowed references. The student will focus topic. Performance will be satisfactory if topic is focused and the focus is consistent with Interactions II (pp. 144-146). The documents of record will be B (p. 145) and quizzes and exams.
72. The student will be allowed references. The student will support topic. Performance will be satisfactory if topic is supported and the support is consistent with Interactions II (pp. 146-147). The document of record will be B (p. 147) and paragraphs and compositions.
73. The student will be allowed references. The student will use restrictive adjective clauses. Performance will be satisfactory if clauses are used and the usage is consistent with Interactions II (p. 147). The documents of record will be Sentences 1-6 (p. 147) and quizzes and exams.
74. The student will be allowed references. The student will write transition statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (p. 148). The documents of record will be A (p. 148), B (p. 148) and quizzes and exams.
75. The student will be allowed references. The student will support arguments. Performance will be satisfactory if arguments are supported and the support is consistent with Interactions II (p. 149). The documents of record will be argumentative composition and quizzes and exams.
76. The student will be allowed references. The student will write argumentative composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 150). The document of record will be argumentative composition.
77. The student will be allowed references. The student will edit noun phrase sentences.

Performance will be satisfactory if sentences are edited and the editing is consistent with Interactions II (pp. 150-151). The documents of record will be quizzes and exams.

78. The student will be allowed references. The student will critique argumentative composition. Performance will be satisfactory if composition is critiqued and the critique is consistent with Interactions II (pp. 150 & 153). The document of record will be Using Feedback (p. 153).
79. The student will be allowed references. The student will describe news events. Performance will be satisfactory if events are described and the description is consistent with Interactions II (pp. 154-159). The document of record will be B (p. 159).
80. The student will be allowed references. The student will use nonrestrictive adjective & reduced clauses. Performance will be satisfactory if clauses are used and the usage is consistent with Interactions II (pp. 160-164). The documents of record will be A (pp. 161-162), B (p. 162), C (p. 162), and B (p. 164).
81. The student will be allowed references. The student will write news article. Performance will be satisfactory if article is written and the writing is consistent with Interactions II (p. 164). The document of record is news article.
82. The student will be allowed references. The student will distinguish fact/opinion. Performance will be satisfactory if fact/opinion is distinguished and the distinguishing is consistent with Interactions II (p. 165). The documents of record will be quizzes and exams.
83. The student will be allowed references. The student will critique news article. Performance will be satisfactory if article is critiqued and the critique is consistent with Interactions II (pp. 166-167). The documents of record will be Editing Your Writing (p. 166) and Using Feedback (p. 167).

84. The student will be allowed references. The student will describe community problems. Performance will be satisfactory if problems are described and the description is consistent with Interactions II (pp. 168-170). The documents of record will be D (p. 170) and quizzes and exams.
85. The student will be allowed references. The student will focus persuasive essay. Performance will be satisfactory if essay is focused and the focus is consistent with Interactions II (pp. 170-173). The documents of record will be Outline for essay (p. 173).
86. The student will be allowed references. The student will use conditional mood. Performance will be satisfactory if mood is used and the usage is consistent with Interactions II (p. 174). The documents of record will be quizzes and exams.

Developed/Revised: August 26, 1991

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Appendix C: Syllabus Analysis Scale: Students

Syllabus Analysis Scale: Student

SSN: _____

Gender: Male Female

Age: _____

Home country: _____

Native Language: _____

Other languages spoken (besides English and native language):

Instructor: _____

Have you studied at an English Language Institute before?

Yes No

For how long? _____

Have you received English instruction outside of the English Language Institute this semester?

Yes No

For how long? _____

Did you talk about the contents of this questionnaire with anyone before today?

Yes No

Directions: In each section below, you are asked to **rate** and **rank** specific items.

Rate each item according to how necessary it is to have that element written on the syllabus:

1= Very necessary 2= Necessary 3= Not Very Necessary 4= Unnecessary

Rank items in order of importance in the space to the right of each item.

1. Rate and rank the following elements of basic course information that can be included on a syllabus.

Rating

1 2 3 4 class location

1 2 3 4 class meeting times

1 2 3 4 class title

1 2 3 4 dates for course vacations

1 2 3 4 instructor name

1 2 3 4 instructor phone number

1 2 3 4 required textbooks and course materials

Rank (1-7; 1= most important, 7= least important)

2. Rate and rank the following elements which can be used to describe results of a course on the syllabus.

Rating

- 1 2 3 4 a course description that states what the course is about
- 1 2 3 4 a course focus that states the special importance and stress of a course
- 1 2 3 4 an objective or purpose statement for each class session
- 1 2 3 4 performance objectives that specifically describe how students will meet objectives, including what materials a student must give to the teacher
- 1 2 3 4 specific dates for class topics

Rank (1-5; 1= most important, 5= least important)

3. Rate and rank the following elements pertaining to evaluation that can be included on the syllabus.

Rating

1 2 3 4 estimated time needed to complete homework assignments

1 2 3 4 guidelines for completing assignments (whether answers are to be written completely and whether it is to be collected)

1 2 3 4 homework assignments

1 2 3 4 information about content to be included on tests, quizzes, & exams

1 2 3 4 specific dates for TOEFL and PTOEFL

1 2 3 4 specific due dates for assignments

1 2 3 4 specific test dates

Rank (1-7; 1= most important, 7= least important)

4. Rate and rank the following elements that deal with course content explanation based on the syllabus.

Rating

1 2 3 4 a general idea of the writing course content from the beginning of the semester

1 2 3 4 coordination of writing class discussions, assignments, and tests

1 2 3 4 sufficient pre-planning by the instructor

Rank (1-3; 1= most important, 3= least important)

Directions: The following questions deal with how much time you spent in areas related to your writing class. Circle the response to each question that most closely matches the way you feel.

5. How many times did you contact the teacher about the writing class outside of the writing classroom?

- | | | | | | |
|-----------------|------------------|------------------|-----------------|------------------------------|------------|
| 1
once a day | 2
once a week | 3
twice/month | 4
once/month | 5
less than
once/month | 6
never |
|-----------------|------------------|------------------|-----------------|------------------------------|------------|

6. How often did you participate (orally) in the classroom?

- | | | | | |
|--------------------|------------|----------------|------------------------|------------|
| 1
Very
Often | 2
Often | 3
Sometimes | 4
Not Very
Often | 5
Never |
|--------------------|------------|----------------|------------------------|------------|

7. How much time on the average did you spend on each writing assignment?

- | | | | |
|---------------------------|--------------------|-----------------------------|-----------------------|
| 1
Less than 30 minutes | 2
30-45 minutes | 3
45 minutes to one hour | 4
More than 1 hour |
|---------------------------|--------------------|-----------------------------|-----------------------|

8. How many times did you refer to the writing syllabus during the semester?

- | | | | | | | |
|---------------------------|-----------------|------------------|------------------|-----------------|------------------------------|------------|
| 1
at least
once/day | 2
once a day | 3
once a week | 4
twice/month | 5
once/month | 6
less than
once/month | 7
never |
|---------------------------|-----------------|------------------|------------------|-----------------|------------------------------|------------|

9. How often did you discuss the writing class with students from the other class?

- | | | | | |
|--------------------|------------|----------------|------------------------|------------|
| 1
Very
Often | 2
Often | 3
Sometimes | 4
Not Very
Often | 5
Never |
|--------------------|------------|----------------|------------------------|------------|

Directions: Circle the answer to the question that most closely matches how you feel.

10. How well did the writing syllabus help you understand basic course information?

- | | | | | |
|----------------|-----------|-----------|--------------------|-----------------|
| 1
Very Well | 2
Well | 3
Okay | 4
Not Very Well | 5
Not at all |
|----------------|-----------|-----------|--------------------|-----------------|

11. How well did the writing syllabus help you to know what was expected of you in the writing course?

1	2	3	4	5
Very Well	Well	Okay	Not Very Well	Not at all

12. How well did the writing course meet your needs?

1	2	3	4	5
Very Well	Well	Okay	Not Very Well	Not at all

13. How satisfied were you with the writing class?

1	2	3	4
Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied

Please write any additional comments you have about the writing class or the writing class syllabus in the space provided below.

Appendix D: Syllabus Analysis Scale: Teacher

SSN: _____

Gender: Male Female

Age: _____

**How many semesters have you taught English at the
University's Institute?** _____

**How many semesters have you taught English outside of the
University's Institute?** _____

Directions: In each section below, you are asked to **rate** and **rank** specific items.

Rate each item according to how necessary it is to have that element written on the syllabus:

1= Very necessary 2= Necessary 3= Not Very Necessary 4= Unnecessary

Rank items in order of importance in the space to the right of each item.

1. Rate and rank the following elements of basic course information that can be included on a syllabus.

Rating

- 1 2 3 4 class location
- 1 2 3 4 class meeting times
- 1 2 3 4 class title
- 1 2 3 4 dates for course vacations
- 1 2 3 4 instructor name
- 1 2 3 4 instructor phone number
- 1 2 3 4 required textbooks and course materials

Rank (1-7; 1= most important, 7= least important)

2. Rate and rank the following elements which can be used to describe results of a course on the syllabus.

Rating

- 1 2 3 4 a course description that states what the course is about
- 1 2 3 4 a course focus that states the special importance and stress of a course
- 1 2 3 4 an objective or purpose statement for each class session
- 1 2 3 4 performance objectives that specifically describe how students will meet objectives, including what materials a student must give to the teacher
- 1 2 3 4 specific dates for class topics

Rank (1-5; 1= most important, 5= least important)

3. Rate and rank the following elements pertaining to evaluation that can be included on the syllabus.

Rating

1 2 3 4 estimated time needed to complete homework assignments

1 2 3 4 guidelines for completing assignments (whether answers are to be written completely and whether it is to be collected)

1 2 3 4 homework assignments

1 2 3 4 information about content to be included on tests, quizzes, & exams

1 2 3 4 specific dates for TOEFL and PTOEFL

1 2 3 4 specific due dates for assignments

1 2 3 4 specific test dates

Rank (1-7; 1= most important, 7= least important)

4. Rate and rank the following elements that deal with course content explanation based on the syllabus.

Rating

1 2 3 4 a general idea of the writing course content from the beginning of the semester

1 2 3 4 coordination of writing class discussions, assignments, and tests

1 2 3 4 sufficient pre-planning by the instructor

Rank (1-3; 1= most important, 3= least important)

Directions: The following question deals with how much time you spent in areas related to your writing class. Circle the response to each question that most closely matches the way you feel.

5. How many times did you refer to the writing syllabus during the semester?

1	2	3	4	5	6	7
at least never once/day	once a day	once a week	twice/month		once/month	less than once/month

Directions: Circle the answer to the question that most closely matches how you feel.

6. How well did the writing syllabus help you understand basic course information?

1	2	3	4	5
Very Well	Well	Okay	Not Very Well	Not at all

7. How well did the writing syllabus help you to know what was expected of you in the writing course?

1	2	3	4	5
Very Well	Well	Okay	Not Very Well	all Not at

8. How satisfied were you with the writing class?

1	2	3	4
Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied

Please write any additional comments you have about the writing class or the writing class syllabus in the space provided below.

Appendix E: Student Interview Questions

Student Questionnaire

1. How do you to plan your work for the writing class?
2. How do you study for writing tests?
3. Describe your use of the writing syllabus.
4. Describe any times when the writing syllabus helped you.
5. Describe any times when the writing syllabus caused you problems.
6. Are there benefits to the writing class syllabus?
What are they?
7. Are there disadvantages to the writing class syllabus?
What are they?
8. If I were listening to a conversation about the writing syllabus between you and another student, what would I hear?
9. If I were listening to a conversation about the writing syllabus between you and the teacher, what would I hear?
10. Did you talk to students in the other class about the writing class? What did you talk about?
11. Describe times when the syllabus caused you to talk in class.
12. Describe how the writing syllabus helps you understand

the purpose of the course.

13. What types of details about the writing course did you learn from the syllabus?
14. Are there differences between what is stated in the writing syllabus and what is done in class? What are they?
15. Are there differences between what is stated in the writing syllabus and what is on writing tests? What are they?
16. Describe ways in which the writing syllabus affected your English skill or ability.
17. What other comments about the writing class or the writing class syllabus can you offer?

Appendix F: Teacher Interview Questions

Teacher Interview Questions

1. Describe your use of the writing class syllabus.
2. Describe what you typically do when you are planning a writing class.
3. Describe any times when the writing syllabus helped you.
4. Describe any times when the writing syllabus caused you problems.
5. Imagine you are talking to a student about the writing syllabus. What kinds of things are said?
6. Imagine you are talking to another teacher about the writing syllabus. What kinds of things are said?
7. If you were in charge of writing the syllabus for the writing class, what things would you include? What things would you leave out?
8. In what ways does the writing syllabus help you to plan the writing class?
9. Are there differences between what is stated in the writing syllabus and what is done in class?
10. Are there benefits of the writing class syllabus? What are they?
11. Are there disadvantages of the writing class syllabus? What are they?
12. Describe ways in which the syllabus may have caused

- students to participate in class.
13. Describe ways in which the writing syllabus may have affected student language proficiency.
 14. Describe ways in which the writing syllabus affected student knowledge about the writing course's purpose.
 15. Describe ways in which the writing syllabus affected student knowledge about details about the writing class.
 16. Describe how the syllabus helped the students know what was expected of them.
 17. Describe how the writing syllabus helped meet student needs.
 18. Did you give students homework assignments outside the syllabus? Describe them.
 19. Do you have any other comments about the writing class or the writing class syllabus?

Appendix G: Student Written Comments on the SAS

Experimental Group

- 6831** I think writing class is a good part of English course, a foreign student need to know how to write in English. This part is very important, especially if somebody want to a good level in English.
- 2687** Sometimes I think that some chapter was not using of our life. So those time I didn't have idea. Therefore sometimes we need to change article.
- 6810** Nealy end of class, we had much more home-work than before because we had to catch up to last, and we were late, so I want you to plan more colectly. I don't want to rush to finish homework in short time.
- 6832** I didn't know how write a sentence. After a writing class, I could understand a little bit. Although I like a writing class, I was hard. A writing class was interesting for me. I want to study more.
- 6811** Sometimes I didn't have homework to see for test or quiz because I have to send to Ellen.
- 6813** I need more detail about syllabus. It always takes much time about writing homework.
- 6671** Writing class is very important to learn English. But, many topics were very boring. I just didn't like to do anything is boring.
- 6647** I think, it is important for the student, because they

know how the class is doing, what is supposed to study for the exam, so for my personal opinion is good idea the syllabus.

6711 The writing class is very important because it going to help us in academic classes.

Control Group

6754 Exactly, I think my writing is improved. Because I could learn how to write a sentence.

224-63-5970 or 000-03-6590

But, I like writing teacher so much. She is great & wonderful. (This student had circle "unsatisfied" on the questionnaire.)

**Appendix H: SAS- Written Comments to the Syllabus Analysis
Scale- Teacher**

Experimental

#8- I wasn't (#1) very satisfied because of the latter part of the semester. I felt like I didn't cover material as thoroughly as I did during the first half of the semester. I spent a lot of class time reviewing objectives & related exercises before quizzes & exams, & also, I took a lot of time going over quizzes & exams that the students had taken.

The students told me during the last part of the course that they felt rushed & overwhelmed with work. I don't think overwhelmed with work. I don't think that situations was good for their learning.

Satisfied: I saw (from classtime & assignments) that students who put forth effort & paid attention were able to meet many of the course objectives.

Control

-time constraints- it felt as if I had to give the "correct" amount of time for each exercise on the syllabus rather than adjusting the time flow to fit the needs of the students.

-quizzes were not mad by me so I couldn't stress what they were going to be tested on. Normally, if I make up the quiz/test I can review the main points before giving it in

order to better reflect their abilities.

-I think it would be a great idea if the students had the whole syllabus at once, instead of waiting to find out what is due for the upcoming week (especially tests & quizzes!)

Appendix I: Student Consent Form

CONSENT FORM

By signing this form, you agree to participate in a program designed to improve second language instruction. This program will be carried out during Fall Semester 1991.

The following things will happen to you if you agree to participate in this program:

If you are a teacher, staff members may observe your classroom throughout the semester, take field notes of what happens, and videotape three of your classes (once at the beginning of the semester, once in the middle of the semester, and once at the end of the semester). A staff member may assist you in grading student assignments and examinations. You may also be interviewed and surveyed about the curriculum of the English Language Institute and your teaching experiences during the semester.

If you are a student, you may be interviewed and asked to complete questionnaires about your learning experiences at the English Language Institute during the semester. You may be videotaped and observed as you participate in your language class.

All data collected as a part of this project will be kept confidential. In reporting this study, no one will be identified by his/her real name.

Failure to participate in the project will not result in any negative effects. Your course grade will not be affected if you do not participate. You are free to withdraw your consent and discontinue participation in the project without prejudice or penalty.

This project has been approved by the Human Subjects Research Committee and the Institutional Review Board of Virginia Polytechnic Institute and State University. If you have any questions about the project, please contact Donna C. Kauffman at 831-5403.

"I hereby agree to voluntarily participate in the research project described above and under the conditions described above."

Your name printed

SSN

Signature

Date

MEMORANDUM

TO: Participants in the English Language Institute
Instructional Development Program

FROM: Donna C. Kauffman, Assistant Director

DATE: August 29, 1991

RE: Contact person for questions or concerns

If you have any questions about the second language program that was discussed before you signed the consent form, you may call me at any time. My phone number is 831-5403.

If you wish to talk to someone else about the program, you may call Kelly Scott, Acting Director of Curriculum and Instruction. Her phone number is 831-5784. You may also meet with her at the English Language Institute on Tuesday, Thursday and Friday mornings or Monday and Wednesday in the afternoon.

Appendix J: Teacher Observation Questions

1. Where is the teacher on the syllabus?
2. How many times does the teacher refer to the syllabus?
3. How many times to the students refer to the syllabus?
4. Are the objectives clear?
5. Do students ask questions about what is going on in the class?
6. Is there coordination between the syllabus and the class?
7. Special notes?

Appendix K

Summary Analysis Of Pilot Data

<u>Question # and Sub-item</u>		<u>Mean</u>	<u>SD</u>	<u>Min</u>	<u>Median</u>	<u>Max</u>
1. Class Title	- Rate	2.00	0.80	1	2	4
	- Rank	3.62	2.33	1	4	7
Class Location	- Rate	1.91	0.73	1	2	3
	- Rank	4.20	1.89	1	4	7
Class Meeting Times	- Rate	1.74	0.62	1	2	3
	- Rank	3.33	1.59	1	3	7
Instructor Name	- Rate	1.90	0.85	1	2	3
	- Rank	4.05	1.72	1	4	7
Instructor Phone #	- Rate	2.48	0.67	1	3	3
	- Rank	5.52	1.83	2	6	7
Required Text & Ref.	- Rate	1.52	0.73	1	1	4
	- Rank	2.81	1.67	1	3	5
Dates for Course Brks	- Rate	1.91	0.85	1	2	4
	- Rank	4.48	1.99	1	5	7
2. Course Description	- Rate	1.96	0.71	1	2	3
	- Rank	2.24	1.37	1	2	5
Course Focus	- Rate	1.91	0.81	1	2	4
	- Rank	2.52	1.12	1	2	5
Content Goal	- Rate	2.26	1.10	1	2	4
	- Rank	2.90	1.34	1	3	5
Performance Obj.	- Rate	2.13	0.69	1	2	4
	- Rank	2.81	1.25	1	3	5
Dates for Topics	- Rate	2.65	0.71	2	3	4
	- Rank	4.52	0.81	3	5	5
3. Homework Assignments	- Rate	1.91	0.85	1	2	3
	- Rank	3.33	2.18	1	4	7
Due Dates for Assign.	- Rate	2.30	0.82	1	2	4
	- Rank	4.81	1.81	2	5	7
Est.Time Needed for Homework Assign.	- Rate	2.82	0.91	1	3	4
	- Rank	5.59	1.40	3	6	7
Format for Assign.	- Rate	1.95	0.79	1	2	4
	- Rank	4.00	1.90	1	4	7
Info. About Content on Tests	- Rate	2.04	0.71	1	2	3
	- Rank	3.00	1.55	1	3	5
Specific Test Data	- Rate	1.96	0.77	1	2	3
	- Rank	3.80	1.54	2	4	6
TOEFL & PTOEFL Dates	- Rate	1.57	0.95	1	1	4
	- Rank	3.38	2.38	1	3	7
4. General Course Overview	- Rate	2.10	0.79	1	2	4
	- Rank	1.95	0.80	1	2	3
Class Coordination	- Rate	1.86	0.64	1	2	3
	- Rank	2.14	0.85	1	2	3
Instructor Planning	- Rate	1.77	0.81	1	2	4
	- Rank	1.90	0.83	1	2	3
5. Outside Contact		4.21	1.98	1	5	6
6. Oral Participation		2.30	0.88	1	2	5
7. Time Spent on Assignments		2.09	0.90	1	2	4
8. Reference to Syllabus		1.91	1.59	1	1	7
9. Course Understanding thru Syll.		2.65	0.98	1	3	4
10. Understand Expect. thru Syll.		3.00	1.12	1	3	5
11. Needs Satisfaction thru Course		2.70	0.97	1	3	4
12. Overall Course Satisfaction		2.17	0.65	1	2	4

Appendix I

Summary of Student Written Comments on Pilot

1. 3-6520: I want to write more because it's necessary to know how to write and to be used to write if I became an academic student. I want to write about many kind of topics, not only from textbook but also from other things like magazines, newspapers, TV, or things what's new now. I think it can be very good help for me, because it's more real than writing something about topics from textbook.
 2. 3-5858: My written English has developed since September.
 3. 1-5496: (student underlined "writing class syllabus" in comment section and drew an arrow to the following comment): It's something necessary. The class is just fine.
 4. 3-6857: Writing class: more attention should be given to the students, they should do more work in class & outside class. They should do more varied things too (not only essay-writing).
 5. 1-5249: -Usually the homework is too much for me because I am taking also advanced classes.
-Sometimes I would like to ask questions about homework outside of class but I don't know how to contact her.
-Usually I feel that the homework assignments changes are not clear. They are explained very fast and once.
-The teacher has excellent pronunciation and motivates me very much.
 6. 1-7119: -The writing class syllabus is constantly change, so we can not prepare homework for another day, just for next day.
-Usually we cann't find Andrea after class
-I've the impression that she doesn't prepares well her classes because she's usually confused and insecure of what she's saying.
 7. 5-9655: I think sometime we have the same topic to write for example, at the beginning of the semester we talk about how different between American and us for --- (unreadable) weeks, It's quite boring.
 8. 1-7111: - About the writing class, I'm satisfied but is not the most important for me, the most important for me is the speak and the conversation.
 9. 3-6716: Nothing just we need more writing than usuall
 10. 1-4741: I would practice in English conversations in the classroom.
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Appendix M

Sample Optimal Syllabus

CLASS TITLE

COURSE LOCATION

INSTRUCTOR NAME

COURSE DESCRIPTION

This course covers the development of writing from topic sentence to composition. Introduces students to academic writing by focusing on academic-related material. (Prerequisites: None) (0 credit hours)

COURSE FOCUS

This course focuses on steps in the writing process which aid writing organization. Emphasis is also placed on writing form.

TEXT AND REFERENCES

Segal, M. K., & Pavlik, C. (1990). Interactions II: A writing process book (2nd ed.). New York: McGraw-Hill, Inc.

COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A).

1. determine writing steps
2. organize writing ideas
3. write topic sentences
4. use transition words
5. moderate opinion statements
6. write advantage paragraph
7. formulate paragraph support
8. use correct paragraph format
9. make general present tense statements
10. display critical ability
11. critique advantage paragraph
12. present advantage/ disadvantage debate
13. create freewrite journal
14. describe scenes

15. develop focused paragraph
16. write concluding sentences
17. vary sentence structure
18. write descriptive paragraph
19. critique developed topic sentences
20. modify run-on sentences
21. differentiate count/ noncount nouns
22. critique descriptive paragraph
23. describe monetary attitudes
24. write opinion/ obligation statements
25. support opinion statements
26. write opinion paragraph
27. determine faulty reasoning
28. correct spelling/ syllabification errors
29. critique opinion paragraphs
30. create editorial page
31. describe personal accomplishments
32. use correct tense
33. use unifying demonstratives
34. write personal paragraph
35. revise personal paragraphs
36. critique personal paragraph
37. develop personal anecdotes
38. use past perfect tense
39. omit unimportant details
40. write anecdote
41. punctuate direct speech
42. critique anecdotes
43. describe transportation forms
44. organize composition
45. use correct part-of-speech
46. write advantage/ disadvantage composition
47. critique advantage/ disadvantage compositions
48. describe student feelings
49. develop single subject
50. write integrated topic/concluding sentences
51. use gerund/ infinitive constructions
52. write would/ used to sentences
53. write detailed student-feelings composition
54. revise detailed student-feelings paragraphs
55. critique detailed student-feelings composition
56. describe personal characteristics
57. describe similarity/differ.
58. use contrast terminology
59. write comparison composition
60. organize comparison sentences
61. write comparative/ superlative statements

62. critique comparison compositions
63. describe chart/ graph information
64. order paragraph information
65. use passive voice
66. vary word order
67. write noun phrase statements
68. write comparative graph-based composition
69. critique graph-based composition
70. describe medical issues
71. focus topic
72. support topic
73. use restrictive adjective clauses
74. write transition statements
75. support arguments
76. write argumentative composition
77. edit noun phrase sentences
78. critique argumentative composition
79. describe news events
80. use nonrestrictive adjective & reduced clauses
81. write news article
82. distinguish fact/opinion
83. critique news article
84. describe community problems
85. focus persuasive essay
86. use conditional mood

COURSE SCHEDULE

Class meets every Monday, Wednesday, Thursday, Friday
from 9:30 a.m. to 10:20 a.m.

Class begins: August 27

Thanksgiving Break: November 26-December 1

Practice TOEFL: December 9

TOEFL: December 11

- Quiz 1: 9/6
Quiz 2: 9/17
Quiz 3: 9/25
Test 1: 9/30
Quiz 4: 10/4
Quiz 5: 10/11
Quiz 6: 10/15
Test 2: 10/18
Quiz 7: 10/28
Midterm: 10/30
Quiz 8: 11/5
Quiz 9: 11/12

Test 3: 11/15
Quiz 10: 11/20
Quiz 11: 12/2
Final Exam: 12/6

ADDENDUM A

PERFORMANCE OBJECTIVES

1. The student will determine writing steps. Performance will be satisfactory if steps are determined and the determination is consistent with Interactions II (pp. xix-xxi). The documents of record will be quizzes and exams.
2. The student will organize writing ideas. Performance will be satisfactory if ideas are organized and the organization is consistent with Interactions II (pp. 2-6). The documents of record will be paragraphs and compositions submitted throughout semester.
3. The student will write topic sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (pp. 6-7). The documents of record will be Topic Sentences (B. p. 6) and quizzes and exams.
Exercise(s) Due: 8/30
4. The student will use transition words. Performance will be satisfactory if words are used and the usage is consistent with Interactions II (pp. 7-10). The documents of record will be Sentences 1-5 (p. 8), Ex. B (p. 9), Ex. C (p. 9), and Using Transition Words B (p. 10) and quizzes and exams.
Exercises Due: 9/2
5. The student will moderate opinion statements. Performance will be satisfactory if statements are moderated and the moderation is consistent with Interactions II (pp. 10-12). The document of record will be advantage paragraph.
Exercise(s) Due: 9/4
6. The student will write advantage paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 12). The document of record will be advantage paragraph (p. 12).
7. The student will formulate paragraph support. Performance will be satisfactory if support is formulated and the formulation is consistent with Interactions II (pp. 12-13). The document of

record will be advantage paragraph.

8. The student will use correct paragraph format. Performance will be satisfactory if format is used and the usage is consistent with Interactions II (p. 14). The documents of record will be quizzes, exams and paragraphs.
9. The student will make general present tense statements. Performance will be satisfactory if statements are made and the making is consistent with Interactions II (pp. 14-15). The documents of record will be quizzes and exams and Sentences 1-5 (p. 15).
Exercise(s) Due: 9/6
10. The student will be a member of ELI200. The student will display critical ability. Performance will be satisfactory if all of the items on the DO and DON'T list developed in class are met.
11. The student will critique advantage paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (pp. 15-16).
12. The student will present advantage/ disadvantage debate. Performance will be satisfactory if debate is presented and the presentation is consistent with Interactions II (p. 16).
13. The student will create freewrite journal. Performance will be satisfactory if journal is created and the creation is consistent with Interactions II (p. 17). The document of record will be Developing Fluency Activities at the end of each chapter.
14. The student will describe scenes. Performance will be satisfactory if scenes are described and the description is consistent with Interactions II (pp. 18-23). The documents of record will be A, B & C (p. 20).
Exercise(s) Due: 9/10
15. The student will develop focused paragraph. Performance will be satisfactory if paragraph is developed and the development is consistent with

Interactions II (pp. 23-26). The documents of record will be B (p. 23), descriptive paragraph and paragraphs written throughout semester.

Exercise(s) Due: 9/11

16. The student will write concluding sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 54). The documents of record will be Sentences 1-5 (p. 26) and quizzes and exams.

Exercise(s) Due: 9/12

17. The student will vary sentence structure. Performance will be satisfactory if structure is varied and the variation is consistent with Interactions II (pp. 26-27). The documents of record will be Sentences 1-4 (p. 27) and paragraphs written throughout the semester.

Exercise(s) Due: 9/16

18. The student will write descriptive paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 28). The document of record will be descriptive paragraph (p. 28).

Exercise(s) Due: 9/18

19. The student will critique developed topic sentences. Performance will be satisfactory if sentences are critiqued and the critique is consistent with Interactions II (pp. 28-31). The documents of record will be Revising Your Writing (pp. 28-29), A (p. 29) and quizzes and exams.

Exercise(s) Due: 9/16

20. The student will modify run-on sentences. Performance will be satisfactory if sentences are modified and the modification is consistent with Interactions II (p. 31-32). The documents of record will be B (p. 31), B (p. 32) and quizzes and exams.

Exercise(s) Due: 9/17

21. The student will differentiate count/ noncount nouns. Performance will be satisfactory if nouns are differentiated and the differentiation is consistent Interactions II (p. 33). The documents of record will be descriptive paragraph, quizzes and exams.

22. The student will critique descriptive paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (pp. 33-34).
23. The student will describe monetary attitudes. Performance will be satisfactory if attitudes are described and the description is consistent with Interactions II (pp. 36-41). The documents of record will be A (p. 39) and C (p. 41).
Exercise(s) Due: A (9/20), C (9/23)
24. The student will write opinion/ obligation statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 41-42). The documents of record will be A (p. 39), C (p. 41), Developing Cohesive Style B (p. 41), opinion paragraph, and quizzes and exams.
Exercise(s) Due: 9/23, opinion paragraph (9/25)
25. The student will support opinion statements. Performance will be satisfactory if statements are supported and the support is consistent with Interactions II (pp. 42-44). The documents of record will be C (p. 42) and opinion paragraph.
Exercise(s) Due: 9/23
26. The student will write opinion paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 44). The document of record will be opinion paragraph.
27. The student will determine faulty reasoning. Performance will be satisfactory if reasoning is determined and the determination is consistent with Interactions II (pp. 44-46). The documents of record will be B & C (p. 45-46) and quizzes and exams.
Exercise(s) Due: 9/25
28. The student will correct spelling/ syllabification errors. Performance will be satisfactory if errors are corrected and the correction is consistent with Interactions II (pp. 46-47). The documents of record will be B (p. 47) and quizzes and exams.

Exercise(s) Due: 9/25

29. The student will critique opinion paragraphs. Performance will be satisfactory if paragraphs are critiqued and the critique is consistent with Interactions II (p. 48). The document of record will be Editing Your Writing (p. 48).
Exercise(s) Due: 9/25
30. The student will create editorial page. Performance will be satisfactory if page is created and the creation is consistent with Interactions II (p. 49). The document of record will be Developing Your Skills (C, p. 49).
Exercise(s) Due: 9/25
31. The student will describe personal accomplishments. Performance will be satisfactory if accomplishments are described and the description is consistent with Interactions II (pp. 50-54). The documents of record will be Using Feedback (pp. 48-49), E (p. 52) and B (p. 53).
Exercise(s) Due: 9/30
32. The student will use correct tense. Performance will be satisfactory if tense is used and the usage is consistent with Interactions II (pp. 55-56). The documents of record will be Sentences 1-8 (p. 55), B (p. 57) and quizzes and exams.
Exercise(s) Due: 10/2
33. The student will use unifying demonstratives. Performance will be satisfactory if demonstratives are used and the usage is consistent with Interactions II (pp. 57-59). The document of record will be paragraphs and quizzes and exams.
34. The student will write personal paragraph. Performance will be satisfactory if paragraph is written and the writing is consistent with Interactions II (p. 59). The document of record will be personal paragraph.
Exercise(s) Due: 10/4
35. The student will revise personal paragraphs. Performance will be satisfactory if paragraphs are revised and the revision is consistent with Interactions II (pp. 59-61). The document of record will be revised personal paragraph.

36. The student will critique personal paragraph. Performance will be satisfactory if paragraph is critiqued and the critique is consistent with Interactions II (p. 62). The document of record will be Using Feedback (p. 62).
Exercise(s) Due: 10/7
37. The student will develop personal anecdotes. Performance will be satisfactory if anecdotes are developed and the development is consistent with Interactions II (pp. 64-68). The documents of record will be D (p. 65) and personal anecdote.
Exercise(s) Due: 10/7
38. The student will use past perfect tense. Performance will be satisfactory if tense is used and the usage is consistent with Interactions II (p. 69). The document of record will be B (p. 70) and quizzes and exams.
Exercise(s) Due: 10/8
39. The student will omit unimportant details. Performance will be satisfactory if details are omitted and the omission is consistent with Interactions II (pp. 71-72). The documents of record will be C (p. 72) and quizzes and exams.
Exercise(s) Due: 10/8
40. The student will write anecdote. Performance will be satisfactory if anecdote is written and the writing is consistent with Interactions II (p. 71). The document of record will be personal anecdote.
Exercise(s) Due: 10/9
41. The student will punctuate direct speech. Performance will be satisfactory if speech is punctuated and the punctuation is consistent with Interactions II (pp. 72-73). The document of record will be B (p. 73) and quizzes and exams.
Exercise(s) Due: 10/9
42. The student will critique anecdotes. Performance will be satisfactory if anecdotes are critiqued and the critique is consistent with Interactions II (pp. 74-75). The document of record will be Using Feedback (p. 74).
Exercise(s) Due: 10/11

43. The student will describe transportation forms. Performance will be satisfactory if forms are described and the description is consistent with Interactions (pp. 76-80). The documents of record will be A and B (pp. 80-81) and quizzes and exams.
Exercise(s) Due: 10/11
44. The student will organize composition. Performance will be satisfactory if composition is organized and the organization is consistent with Interactions (pp. 81-83). The document of record will be advantage/disadvantage paragraph.
Exercise(s) Due: 10/15
45. The student will use correct part-of-speech. Performance will be satisfactory if part-of-speech is used and the usage is consistent with Interactions II (pp. 84-85). The document of record will be paragraphs and compositions and quizzes and exams.
46. The student will write advantage/ disadvantage composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 85). The document of record is advantage/disadvantage composition and A, B, & D (p. 85).
Exercise(s) Due: 10/14
47. The student will critique advantage/ disadvantage compositions. Performance will be satisfactory if compositions is critiqued and the critique is consistent with Interactions II (pp. 86-89). The documents of record will be B (p. 88).
Exercise(s) Due: 10/15
48. The student will describe student feelings. Performance will be satisfactory if feelings are described and the description is consistent with Interactions II (pp. 90-92). The documents of record will be B (p. 93), C (p. 94), and D (p. 94).
Exercise(s) Due: 10/18
49. The student will develop single subject. Performance will be satisfactory if subject is developed and the development is consistent with Interactions II (pp. 94-95). The documents of record will be Dividing a Composition into Paragraphs (p. 95).

Exercise(s) Due: 10/22

50. The student will write integrated topic/concluding sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 96). The documents of record will be B (p. 96) and quizzes and exams.

Exercise(s) Due: 10/23

51. The student will use gerund/ infinitive constructions. Performance will be satisfactory if constructions are used and the usage is consistent with Interactions II (pp. 97-99). The documents of record will be A (1-5, p. 97) and quizzes and exams.

Exercise(s) Due: 10/23

52. The student will write would/ used to sentences. Performance will be satisfactory if sentences are written and the writing is consistent with Interactions II (p. 99). The document of record will be A (p. 100) and quizzes and exams.

Exercise(s) Due: 10/25

53. The student will write detailed student-feelings composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 101). The document of record will be student feeling composition.

Exercise(s) Due: 10/28

54. The student will revise detailed student-feelings paragraphs. Performance will be satisfactory if paragraphs are revised and the revision is consistent with Interactions II (pp. 101-102). The document of record will be B (p. 102) and revised paragraphs.

Exercise(s) Due: 10/25

55. The student will critique detailed student-feelings composition. Performance will be satisfactory if composition is critiqued and the critique is consistent with Interactions II (pp. 103-105). The documents of record will be Editing Your Writing (p. 104) and Using Feedback (p. 104).

Exercise(s) Due: Editing (10/28), Using (10/29)

56. The student will describe personal characteristics. Performance will be satisfactory if characteristics are described and the description is consistent with Interactions II (pp. 106-108). The documents of record will be quizzes and exams.
57. The student will describe similarity/differ.. Performance will be satisfactory if similarities and differences are described and the description is consistent with Interactions II (pp. 109-111). The documents of record will be B (p. 109), Writing Topic Sentences C (p. 111) and quizzes and exams.
Exercise(s) Due: 10/30
58. The student will use contrast terminology. Performance will be satisfactory if terminology is used and the usage is consistent with Interactions II (pp. 112-117). The documents of record will be B (1 & 2, p. 113), Sentences 1-4 (p. 115), paragraphs and quizzes and exams.
Exercise(s) Due: 11/4
59. The student will write comparison composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 115). The document of record will be comparison composition.
Exercise(s) Due: 11/6
60. The student will organize comparison sentences. Performance will be satisfactory if sentences are organized and the organization is consistent with Interactions II (pp. 116-118). The document of record will be B (p. 118).
Exercise(s) Due: 11/5
61. The student will write comparative/ superlative statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 119-120). The documents of record will be B (p. 120-121) and quizzes and exams.
Exercise(s) Due: 11/5
62. The student will critique comparison compositions. Performance will be satisfactory if compositions are critiqued and the critique is consistent with Interactions II (pp. 121-122). The documents of

record will be revised paragraph.

63. The student will describe chart/ graph information. Performance will be satisfactory if information is described and the description is consistent with Interactions II (pp. 124-130). The documents of record will be B (p. 128) and quizzes and exams.
Exercise(s) Due: 11/8
64. The student will order paragraph information. Performance will be satisfactory if information is ordered and the ordering is consistent with Interactions II (p. 131). The documents of record will be B (p. 131), paragraphs, compositions, and quizzes and exams.
Exercise(s) Due: 11/11
65. The student will use passive voice. Performance will be satisfactory if voice is used and the usage is consistent with Interactions II (pp. 132-133 & 137). The documents of record will be B (p. 133) and quizzes and exams.
Exercise(s) Due: 11/11
66. The student will vary word order. Performance will be satisfactory if order is varied and the variation is consistent with Interactions II (p. 134). The documents of record will be B (p. 134) and paragraphs and compositions.
Exercise(s) Due: 11/11
67. The student will write noun phrase statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (pp. 134-136). The documents of record will be B (p. 136), Writing the First Draft (p. 136) and quizzes and exams.
Exercise(s) Due: 11/12
68. The student will write comparative graph-based composition. Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 136). The document of record will be comparative-graph-based essay.
Exercise(s) Due: 11/13
69. The student will critique graph-based composition. Performance will be satisfactory if composition is

critiqued and the critique is consistent with Interactions II (pp. 136-137). The document of record will be Using Feedback (p. 138).

Exercise(s) Due: 11/15

70. The student will describe medical issues. Performance will be satisfactory if issues are described and the description is consistent with Interactions II (pp. 140-144). The documents of record argumentative composition and quizzes and exams.

Exercise(s) Due: 11/20

71. The student will focus topic. Performance will be satisfactory if topic is focused and the focus is consistent with Interactions II (pp. 144-146). The documents of record will be B (p. 145) and quizzes and exams.

Exercise(s) Due: 11/14

72. The student will support topic. Performance will be satisfactory if topic is supported and the support is consistent with Interactions II (pp. 146-147). The document of record will be B (p. 147) and paragraphs and compositions.

Exercise(s) Due: 11/15

73. The student will use restrictive adjective clauses. Performance will be satisfactory if clauses are used and the usage is consistent with Interactions II (p. 147). The documents of record will be Sentences 1-6 (p. 147) and quizzes and exams.

Exercise(s) Due: 11/18

74. The student will write transition statements. Performance will be satisfactory if statements are written and the writing is consistent with Interactions II (p. 148). The documents of record will be A (p. 148), B (p. 148) and quizzes and exams.

Exercise(s) Due: 11/18

75. The student will support arguments. Performance will be satisfactory if arguments are supported and the support is consistent with Interactions II (p. 149). The documents of record will be argumentative composition and quizzes and exams.

76. The student will write argumentative composition.

Performance will be satisfactory if composition is written and the writing is consistent with Interactions II (p. 150). The document of record will be argumentative composition.

Exercise(s) Due: 12/2

77. The student will edit noun phrase sentences. Performance will be satisfactory if sentences are edited and the editing is consistent with Interactions II (pp. 150-151). The documents of record will be quizzes and exams.
78. The student will critique argumentative composition. Performance will be satisfactory if composition is critiqued and the critique is consistent with Interactions II (pp. 150 & 153). The document of record will be Using Feedback (p. 153).
Exercise(s) Due: 11/22
79. The student will describe news events. Performance will be satisfactory if events are described and the description is consistent with Interactions II (pp. 154-159). The document of record will be B (p. 159).
Exercise(s) Due: 11/22
80. The student will use nonrestrictive adjective & reduced clauses. Performance will be satisfactory if clauses are used and the usage is consistent with Interactions II (pp. 160-164). The documents of record will be A (pp. 161-162), B (p. 162), C (p. 162), and B (p. 164).
Exercise(s) Due: A-C (11/22), B (11/25)
81. The student will write news article. Performance will be satisfactory if article is written and the writing is consistent with Interactions II (p. 164). The document of record is news article.
Exercise(s) Due: 12/3
82. The student will distinguish fact/opinion. Performance will be satisfactory if fact/opinion is distinguished and the distinguishing is consistent with Interactions II (p. 165). The documents of record will be quizzes and exams.
83. The student will critique news article. Performance will be satisfactory if article is critiqued and the critique is consistent with Interactions II

(pp. 166-167). The documents of record will be Editing Your Writing (p. 166) and Using Feedback (p. 167).

Exercise(s) Due: 12/6

84. The student will describe community problems. Performance will be satisfactory if problems are described and the description is consistent with Interactions II (pp. 168-170). The documents of record will be D (p. 170) and quizzes and exams.

Exercise(s) Due: 12/3

85. The student will focus persuasive essay. Performance will be satisfactory if essay is focused and the focus is consistent with Interactions II (pp. 170-173). The documents of record will be Outline for essay (p. 173).

Exercise(s) Due: 12/6

86. The student will use conditional mood. Performance will be satisfactory if mood is used and the usage is consistent with Interactions II (p. 174). The documents of record will be quizzes and exams.

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Job Objective

College instruction in Teaching English as a Second Language; administration and curriculum development of an English as a Second Language program.

Education

1983-1987 *B.A. in English and German (cum laude), Radford University, Radford, Virginia*

Honors

Memberships in the following honoraries:

Delta Phi Alpha (German)

Sigma Tau Delta (English)

Alpha Lambda Delta (Freshman Honorary)

Omicron Delta Kappa (Leadership)

Outstanding German Major, 1985-1986

Activities

Deutschklub President, 1985-1986

Business Manager for the Gaelic, Radford University's literary magazine, Spring 1986

Editor of the Gaelic, 1986-1987

Fall 1986

University of Kassel, Kassel, West Germany

Studies: German Literature, German Culture, Translation, Business Correspondence, Conversation, Living in Kassel

1987-1988

M.S. in Education, Radford University, Radford, Virginia

Major: Curriculum and Instruction

Emphasis: English as a Second Language

Honors

Received Graduate Tuition and Fee Waiver, 1987-1988

1989-1992

Ed.D., Virginia Polytechnic and State University, Blacksburg, Virginia

Major: Curriculum and Instruction

Emphasis: English as a Second Language

Employment

English Language Institute
Radford University, Radford, Virginia

- Fall 1992- *Associate Director and Assistant Professor, English as a Second Language*
- 6/22-7/29, 1992 *Acting Director*
- Sp 1989-Su 1992 *Assistant Director and Instructor, English as a Second Language*
- Fall 1987-Fall 1988 *Graduate Teaching Fellow and full-time Assistant Director*
- Su 1986 & Su 1987 *Instructor and Assistant Director*

Activities at the English Language Institute Radford University, Radford, Virginia

Teaching

- 1989- FL 403: Teaching English as a Second Language: Practicum
- 1986-1988 Intensive beginning-, intermediate-, and advanced-level English as a Second Language courses and TOEFL preparation

Administration

- 1989- Supervise all Graduate Teaching Fellows at the English Language Institute
Aid in administration and development of exchange programs, including those in Bolivia, Brazil, Egypt, and Japan. Handle all contacts for Radford-Kassel and Radford-Kansai exchange
Assist in international recruitment
Served as a representative to the Virginia Consortium for Educational Cooperation with Egypt
Perform study abroad advising
Advise graduate students in the ESL/Linguistics specialization
- 1990- Hold Special Graduate Faculty status
- 1988- Prepare, edit and computer-publish all ELI copy, including advertising and recruitment materials
Computer-published a 20-page manual for the new Communication Masters Program

1987- Design and implementation of curricula of the English Language Institute
Text selection, coordination of testing, and preparation of language laboratory activities

1986- Coordination of ESL language laboratory activities
Coordination of Institute advising and student services
Participation in international student recruitment and Institute admissions
Supervision of student test preparation and testing

Professional Organizations/Development

1992 Presentation "Data Collection for Ratings, Ranking, and Interviews" to graduate Curriculum and Instruction class at Virginia Polytechnic and State University

1992- Member, Teachers of English to Speakers of Other Languages (TESOL)

1991- Member, Association for Supervision and Curriculum Development (ASCD)

1990-1992 Faculty representative to Student Publications Committee. Served as Chairperson of the Subcommittee of Student Publications Committee charged with rewriting all student publications policy

1990 Linguistics reader, Mountain Interstate Foreign Language Conference

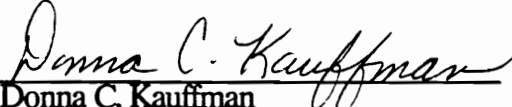
Publications

1990- Co-write and Co-editor of the *Graduate Assistant Manual* for graduate students employed by the English Language Institute

1986-1988 *Bibliographer, Society for German-American Studies*
Benjamin, Steven M., Donna C. Kauffman, and Renate L. Benjamin. "Annual Bibliography of German-Americana: Articles, Books, and Dissertations." YGAS 23 (1988).

Skills

Knowledge of WordPerfect, Ventura Publisher, Publish It!, Appleworks, NCSS (Number Cruncher Statistical System), IFAS (computerized-financial network for Radford University). Some knowledge of databases and spreadsheets.


Donna C. Kauffman