A TASK-BASED NEEDS ANALYSIS FOR ELI LISTENING COURSES

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ABSTRACT

As the psycholinguistic theoretical framework for second language acquisition continues to evolve, pedagogic applications are needed to bridge the gap between theory and practice. Many researchers are currently advocating the use of task as the unit of analysis in second language curriculum design. Learning tasks which encourage the learner to communicate with others, constantly involving them in negotiation of meaning and giving them opportunity to use the language creatively, have been shown to speed up the learner's progress through the obligatory stages of interlanguage development (Long 1989). This project represents an attempt to assess the specific task-based needs of EAP students concurrently enrolled in the University of Hawaii's English Language Institute and academic content courses. With task as the unit of analysis, an ethnographic case study approach was used to collect data. Observations and interviews were utilized to collect data from eight graduate and undergraduate students, representing a cross-section of academic disciplines. These data were analyzed in order to generate questionnaires which were administered to 167 ELI students. Interviews with 15 content course instructors were also included in the study. The questionnaire data were analyzed statistically and compared with the qualitative data. The study revealed important information about the types of language input most frequently encountered in academic settings and the types of macro-tasks that are important for success in academic courses. In addition, it brought to light the importance of task-related activities (skill and strategy-based micro-tasks) that are encompassed in the target tasks. The implications of this study for all aspects of the EAP second language curriculum as it applies to the second language classroom will also be discussed.

A rationale for the use of task as a unit of analysis in syllabus design has evolved from a view of language as a system for the expression of meaning, or in other words, interactive communication, which involves "communicative competence" (Hymes 1972). Communicative competence involves the linguistic knowledge, interactional knowledge and cultural knowledge a person needs in order to communicate and function successfully in a speech community (Hymes 1972; Richards and Rodgers 1986). In line with this notion of language, second language learning is conceptualized as an interactional, psycholinguistic process, in which the learner passes through implicational stages of development reflected in the learner's interlanguage (Johnston 1985; Pienemann and Johnston 1987; Ellis, in press). According to this view, the developmental sequence cannot be altered in any fundamental way by formal instruction of linguistic forms. Instead, learning tasks which encourage the learners to communicate with others, constantly involving them in negotiation of meaning and giving them an opportunity to use the language creatively, have been shown to speed up the the learner's progress through these obligatory stages of interlanguage development (Long 1989). The focus here is on what the learner can do with the language rather than on any unit of analysis, on the learning process rather than product, on meaning rather than form, on fluency rather than accuracy, and the assumption is that learning takes place when the learner uses the language communicatively. This elaborated psycholinguistic view of language learning has lead some researchers and theorists to advocate analytic, task-based syllabuses for the second language classroom (Breen 1987; Long 1989; Long & Crookes 1989; Nunan 1989; Prabhu 1987).

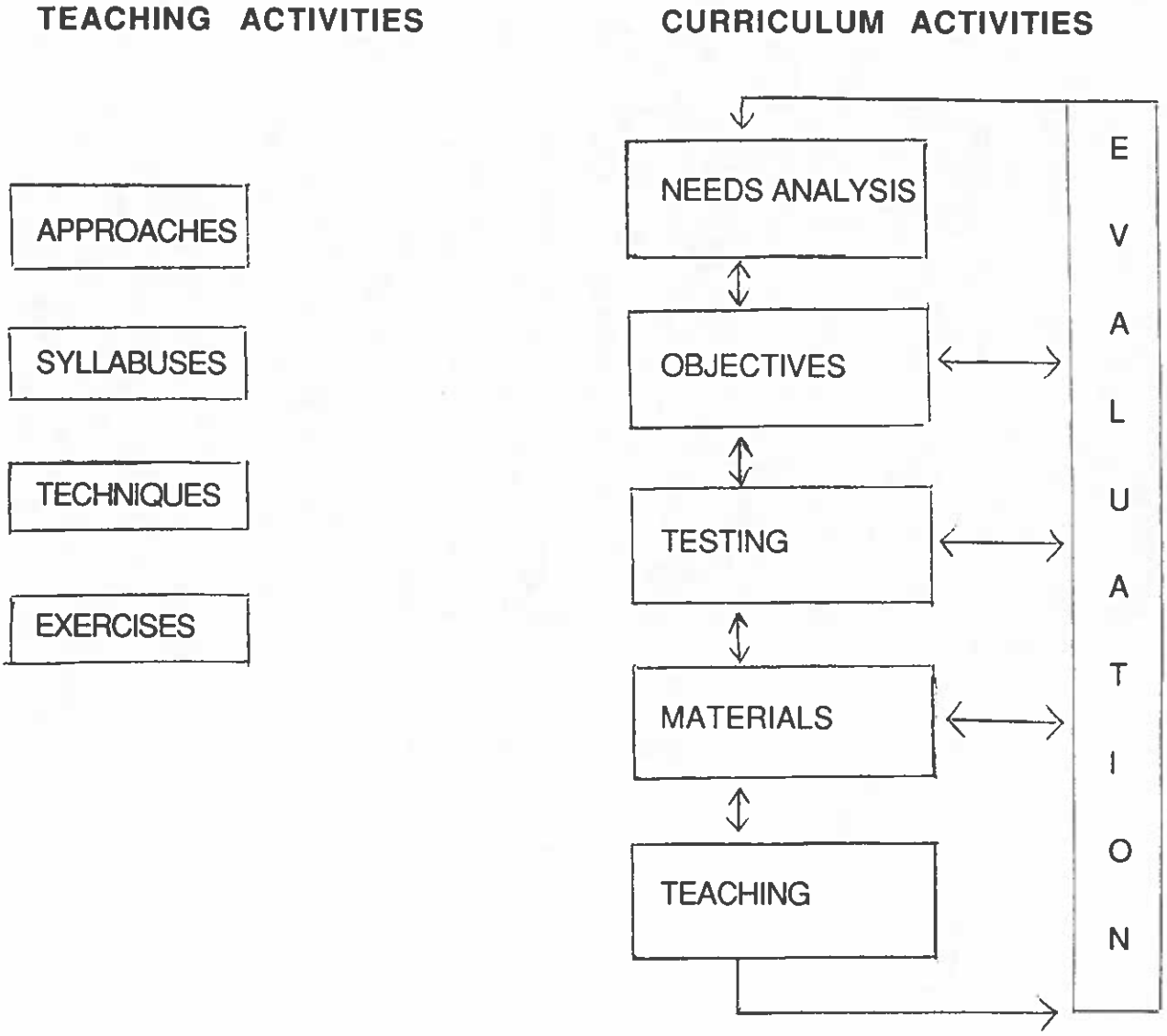
It is important that a task-based syllabus be based upon an assessment of a learner's real world task-based needs (Long 1989; Long & Crookes 1989; Nunan 1989). This paper reports the findings of a task-based needs analysis for an EAP second language listening and speaking program. It represents an attempt to link theory and practice by developing a framework for the use of task as a unit of analysis in L2 curriculum design. The paper presents an overview of needs analysis and communicative language teaching, along with a survey of relevant task-based literature, including a model for analyzing task. It also provides background information for the current study, outlines the methodology of the study and discusses the implications of the findings for the second language EAP listening and speaking curriculum, in terms of goals and objectives, materials, teaching techniques, testing, and program evaluation.

Literature Review

Needs analysis

Needs analysis with particular reference to language learning and teaching is defined by Richards, Platt and Weber (1985) as, "the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities" (p. 189). Needs assessment makes use of both subjective and objective information, including data from interviews, questionnaires, observations. Needs analysis in systematic curriculum development is a base on which the other aspects of curriculum such as goals, objectives, testing, materials, teaching and evaluation can be built.
Brown represents these aspects of curriculum as distinctive units, as represented by Figure 1.

Figure 1. Interface of Teaching and Curriculum Activities (Brown 1990).



Others use the term methodology to distinguish between the syllabus, represented by goals and objectives, and the actual techniques, materials and exercises used in the classroom. Nunan (1989), however, suggests that with the development of communicative language teaching, the distinction between syllabus design and methodology is becoming difficult to sustain. Accordingly, one needs not only to specify both the content and the tasks, but also to integrate them. This suggests a broad perspective on curriculum in which concurrent consideration is given to content, methodology and evaluation. Munby (1978) states that:

> before deciding what to teach the learner one wants to know his requirements in terms of, for example, communicative mode and activities, and the relationships between him and his interlocutors. By drawing up a profile of communication needs one can more validly specify the particular skills and linguistic forms to be taught. (p.24)

The key element in this definition is the point of being able to "validly specify" what is taught based on the needs analysis. These needs are described by Lawson (1979) as having "objective reality" which cannot be ignored because their existence cannot be denied. Ultimately, what is finally established as a need is a matter for agreement and judgement not discovery, the basis of which are the data from a needs analysis.

Pratt (1980) states, "needs assessment refers to an array of procedures for identifying and validating needs and establishing priorities among them" (p. 79). Brown (1990) points out that the key phrases that make this definition different from others are, 'array of procedures' and 'validating needs'. The first phrase indicates that it is necessary to use a variety of information gathering tools, and the second phrase supports the point of validating needs which both Lawson and Munby have already noted. The importance of validating needs is further stressed in the following observation by Lawson (1979) which focuses on informed and responsible decision making. He states, "if needs do not exist as an objective reality, then educators are constantly forced to make judgements about the learners' deficiencies and the steps that should be taken to remedy them" (p. 39).

This observation by Lawson typifies the situation where no formal needs analysis has been conducted forcing educators to make decisions, either consciously or unconsciously, about the learner's needs based on previous experience, intuitions about real world situational needs and personal beliefs or preferences. The problem with these decisions is no matter how well intended, they are at best value judgements lacking "objective reality" and therefore, defensible substance (Lawson 1979).

The definition of needs analysis used in this study is borrowed from Brown (1990):

> needs analysis and needs assessment can be used interchangeably to refer to the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes, which satisfy the language learning requirements of the students within the context of the particular institutions that influence the language/teaching situation (p. 41b).

This occurs in three stages. Firstly, making basic decisions about the needs analysis, that is, decisions about the people to be involved and the unit of analysis for the study which in turn directly effects the type of information to be collected. Secondly, gathering the information, and thirdly, analyzing and using the information. This definition combines the key features of the previous definitions, as well as other salient features which were not previously explicitly acknowledged, i.e., the systematic collection of information, the value of both subjective and objective information and the issue of validation of defensible curriculum.

Communicative Language Teaching

Communicative language teaching (CLT) is an approach to foreign language teaching which views language as interactive communication and the goal of language learning as communicative competence (Hymes 1972; Richards et al. 1985; Richards and Rodgers 1986). According to Richards and Rodgers (1986) there was comparatively little written about the underlying theory of communicative language learning and teaching before 1970. However, elements of an underlying theory could be discerned in some CLT classroom practices.

The first of these is described by Richards and Rodgers (1986) as the communication principle, "Activities which involve real

communication promote learning"(p. 72). A second element is the task principle, "Activities in which language is used to carry out meaningful tasks promote learning" (p. 72). This task principle has also been elaborated by Ur (1984) with specific reference to listening skills. She suggests that listening skills are most effective when structured around task, that is, when the learners are required to do something in response to the input in order to demonstrate their understanding. A third element is the meaningfulness principle, "Language that is meaningful to the learner supports the learning process" (Richard & Rodgers 1986, p. 72). While these principles can be inferred from CLT practices, it is worth noting that they address the conditions needed to promote second language learning rather than the processes of language acquisition (Richards & Rodgers, 1986). Psycholinguistic theory has since provided a theoretical framework for this approach to language teaching (Johnston 1985; Pienemann and Johnston 1987; Ellis, in press)

According to Littlewood (1981) there are two fundamental implications that have resulted from these developments. Firstly, a communicative approach opens up a wider perspective on language. In particular, it compels us to consider language not only in terms of structures, but also in terms of what people do with these forms when they want to communicate. Secondly, a communicative approach opens up a wider perspective on language learning. It makes us more strongly aware that it is not enough to simply teach learners how to manipulate structures, learners must also develop strategies for applying these structures to their communicative functions in real life. Furthermore, the ultimate goal is concerned with developing the learner's ability to take part in the process of communicating through language, rather than perfect mastery of individual structures. In addition to these two implications identified by Littlewood, there is a third implication, concerning the effect of CLT on curriculum design. As a result of the integrated nature of communicative language teaching, it is necessary to not only state both the ends of learning and the means to those ends, but to also integrate them, therefore giving concurrent consideration to to all aspects of curriculum (Nunan, 1989).

Task as the Unit of Analysis

In order to collect information which suits the purposes of a needs analysis, decisions about the types of information to be collected need to be made. Therefore, the unit of analysis for a needs assessment is of paramount importance. Based on the communicative view of language learning and psycholinguistic theory, for the purposes of this study, task has been designated as the unit of analysis.

It is apparent from the literature, that task lends itself to this role. Crookes (1986) notes:

> it has been shown that the category 'task', as used by researchers generally, is widely applicable and has psychological reality. Much, if not most, of human activity, whether in employment or in the classroom, can be seen as a series of tasks--some having a communicative aspect, others not. (p. 32)

Within the language classroom, studies have shown that teachers conduct and recall their lessons, not in terms of methods, but rather as sequences of instructional activities, or tasks (Long, 1989). In their major study of teachers at work, Swaffer, Arens and Morgan (1982) found that teachers tended to plan their work around tasks, rather than methods. They concluded that:

> methodological labels assigned to teaching activities are, in themselves not informative because they refer to a pool of classroom practices which are universally used. The differences among major methodologies are to be found in the ordered hierarchy, the priorities assigned to tasks. (p. 31)

As can be seen from the discussion, task as a unit of analysis has not only psychological reality, but also practical reality with practical outcomes. Tasks can be ordered to form task-based syllabuses which allow for an integrated approach to course design and which are

compatible with task-based needs analyses. The goal of the task-based needs analysis should be to identify the target tasks required in real world situations the learners are preparing for or in which they are already involved, in order to design pedagogic tasks for the language classroom (Nunan 1989; Long and Crookes 1989). Furthermore, the classification of relevant target tasks into task types based on the data from the needs analysis forms a basis for deriving pedagogic tasks to form a task-based syllabus.

A comprehensive definition of task with specific reference to language teaching is difficult to find. The literature to date provides varied suggestions as to how a task may be defined. The most straightforward definitions are by Long (1985) and Coleman (1987) who consider task to be broadly equivalent to activity. However, Swales (in press), states that for the purpose of manageability and usefulness in dialogue it is necessary to distinguish between 'task' and the looser term 'activity'. Swales defines task as:

> one of a set of differentiated, sequenceable, goal-directed activities drawing upon a range of cognitive and communicative procedures relatable to the acquisition of pre-genre and genre skills appropriate to a foreseen or emerging sociorhetorical situation.

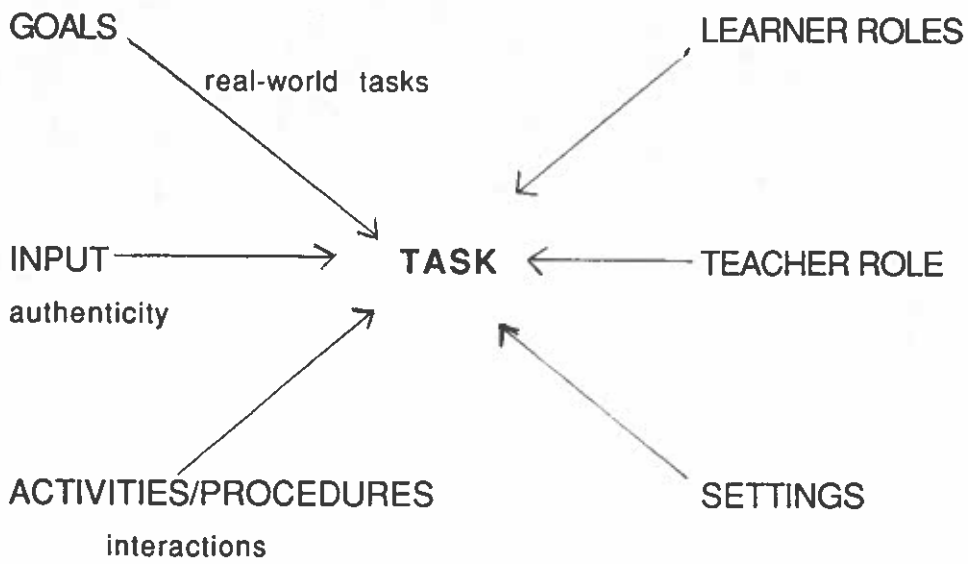
The socio-rhetorical situation is the target situation or environment. In the context of this study, it is the situations on the university campus in which the learner is expected to participate as "one of the group", for example, in a biology laboratory, in a history class or at the library. The genre skills are the forms, both literary and non-literary, which enable the learner to operate in an acceptable and appropriate manner in the target situation. It is possession of these genre skills which equip the learner to participate and succeed in each given situation.

The issue of the sequencing and ordering of tasks in the preceding definitions raises interesting questions about how this can be accomplished. Crookes (1986) expresses doubt as to the validity of a criteria by which tasks can be ordered. However, Long (1985) and Prabhu

(1985) both suggest that tasks should be graded in terms of difficulty or complexity, in terms of the characteristics of the task itself. To date, there is no consensus about how to grade and sequence tasks and clearly, more research is needed. The view here is that the tasks themselves will give the educator guidelines for when and how to incorporate them into the classroom.

Nunan (1989) views task as "a piece of classroom work which involves the learners in comprehending, producing or interacting in the target language while their attention is focussed on meaning rather than form" (p. 10). He claims that the task should have a sense of completeness, and therefore, be able to stand alone as a cognitive act in its own right. In line with this view of task as a complete, free standing unit, Nunan (1989) offers a model for analyzing task in Figure 2.

Figure 2. A Framework for Analyzing Communicative Tasks (Nunan,1989, p. 48).



Nunan recommends analyzing or categorizing tasks according to their goals, input data, activities, settings and roles. The goals, input and activities are used for task analysis, and the roles and settings are implied by the task. This study has been based on Nunan's model and definitions of task components. Where a particular definition for a task

component was not been explicit, an elaborated definitions has been proposed and explained.

According to this model, goals are the point of contact between the pedagogic task and the real world target task. In other words, the goals of a particular learning task are dictated by the purposes for performing the task in the real world. These goals represent the communicative, affective or cognitive aspects of a given target task (Nunan 1989). A complex task may have a number of goals, both of a general and specific nature. Basically, goals are what provide a framework for any pedagogic activity.

Input is defined as the data which form a departure point for the task. The types of input are important in terms of their authenticity. Nunan defines authentic as "any materials which have not been specifically produced for the purposes of teaching (1989: 49). He argues that authentic materials provide the learner with naturally occuring language with no loss of context. The messages will be complete and meaningful and will thus have direct application outside the classroom. This issue of authenticity goes beyond the selection of materials and into the notion of authentic use (Porter & Roberts 1981; Candlin & Edelhoff 1982). The selection and use of authentic materials will be determined by the nature of a particular task and task activities.

The term activities is used by Nunan to specify what the learners do with the input, that is, the kinds of responses required of them in order to complete a task successfully. Activities can be categorized in different ways. Prabhu (1987), for example categorizes them into three types: information-gap, reasoning-gap and opinion-gap activities. Nunan (1989) proposes three alternative ways of characterizing activities based on their: rehearsal for the real world, skill use, and fluency and accuracy.

In this study neither of the above activity classification are used. Instead, the activities are characterized according to what the learners are required to do. In reality they are the skills and strategies required by the learners to perform a given task successfully. These activities, therefore, take the form of mini-tasks. For example, if the task is

comprehending political documentaries, the goal(s) may encompass the ability to critique the style of presentation and analyze the content. The input may take the form of a video documentary. The activities may consist of notetaking, participating in class discussions based on the documentary, writing a critical review and so on. Each of these activities is in fact a micro-task when analyzed and characterized in this way. Analyzing the above micro-tasks according to the Nunan model reveals that each consists of the same six basic task components. Hence, each of these activities can be classified as a free-standing task in its own right. However, for the sake of clarity and manageability, these activities which are part of larger macro-tasks, will be designated as micro-tasks in this study.

Teacher and learner roles are determined by the task. These are the roles the participants are expected to play in carrying out the learning tasks, as well as the interpersonal relationships between the participants. Ideally, the task will reflect assumptions about the contributions that the learner can make to the learning process. Similarly, the role of the learner is strongly related to the functions and status of the teacher. The key point here is the need for a clear match between the role perceptions of the teacher and the learner (Nunan 1989).

And finally, the task also implies the setting. This includes the physical environment in which the task takes place, as well as the classroom arrangement specified by the macro- or micro-tasks, or in other words, the basic groupings, i.e. teacher-fronted, dyads, small groups or individuals. Long (1989) states that classroom research has revealed that the grouping of participants along with task-group interactions is an essential element influencing the communicative interactions and learning outcomes of the tasks. Researchers have found that group work increases both the quantity and quality of language production, giving the learners an opportunity to experiment with the language and negotiate for meaning in a non-threatening environment. Group work forces learners to "stretch" their interlanguage, pushing them to operate at

the outer limits of their current abilities (Doughty & Pica 1986; Duff 1986; Long 1989).

In summary, the use of task as a unit of analysis in syllabus design appears to be compatible with the communicative approach to language teaching and psycholinguistic theory. Ideally, pedagogic tasks will incorporate challenging and stimulating, authentic materials within the context of learning activities which involve the learners in target-like language and interactions. The outcomes associated with task performance provide the basis for classroom evaluation, as well as for creating "landmarks of achievement" for the learner (Hutchinson & Walters 1987).

Background for the Current Study

Purpose

Based on the rationale outlined above, this study was designed to survey the target task listening and speaking needs of foreign university students concurrently enrolled in content courses and the English Language Institute (ELI) at the University of Hawaii at Manoa, in order to provide guidelines for the development of a task-based curriculum for the ELI Academic Listening Program.

Description of the ELI

A TOEFL score of 500 or above is required for admission of foreign students to the University of Hawaii at Manoa. In addition, all students with TOEFL scores below 600 must be screened by the ELI, a sub-division of the ESL Department, to ensure that their English proficiency is at an appropriate level to cope with the language demands of the academic setting. Based on their scores on the ELI Placement Test (ELIPT), a battery of test administered at the beginning of each semester, students are either exempted from instruction in the ELI or assigned to the appropriate level (intermediate or advanced) of courses in academic

listening/speaking, reading and writing. Students placed into the intermediate and advanced levels of these courses, generally have TOEFL scores ranging from 500-549 and 550-599, respectively.

Intermediate classes meet five days a week for 50 minutes. Advanced classes meet three days a week for 50 minutes or two days a week for 75 minutes. There are approximately 14 weeks in a semester. The average class size in the ELI is 18 students. The classes are noticeably heterogeneous, in terms of ethnicity, language background, age, gender, university level (undergraduate or graduate) and academic major. All courses are offered on a credit/no-credit credit-equivalent basis.

The ELI is administered by a Director, Assistant Director and a Faculty Resource Committee made up of Lead Teachers and Faculty Advisors for each skill area. Lead teachers divide their time between teaching and curriculum development for their particular skill area. ELI instructors are generally Lecturers or Graduate Assistants pursuing M.A. degrees in the ESL Department. Most have had previous second language teaching experience. In addition to their teaching duties, instructors are also expected to attend weekly meetings and take an active role in curriculum development.

Description of the ELI Listening Courses

Currently there are two levels of ELI Academic Listening Courses, ELI 70 (intermediate) and ELI 80 (advanced). The existing syllabuses for these courses are based on previous needs analyses and on information gained from formal and informal course evaluations. In 1983 Harper, Gleason & Ogama conducted a skill-based needs assessment, utilizing university faculty and ELI student questionnaires, ELI staff and student interviews, and lecture observations as sources of data. As a result of this study, they generated a set of broadly stated aims and objectives that covered both courses. They also recommended adding a language lab program, revising the placement test, implementing criterion-referenced testing, providing instructors with a comprehensive set of testable goals

and objectives, and supplying sufficient materials to cover an entire semester (Harper et al. 1983, p. 89).

Between 1983 and 1986, the ELI Director conducted an informal survey to produce an in-house report (Mason 1985) concerning the needs of the ELI. This report concluded that ELI 70 and 80, should continue to be divided according to difficulty of skills and suggested that there should be more effort to introduce topics related to American culture. He also recommended more focus on pronunciation and speaking skills.

In 1986 Kimzin and Proctor expanded upon the earlier needs analysis and in-house report by conducting a comprehensive skill-based needs assessment. They used an ethnographic case study method which involved collecting primary data through on-site observations of four university classes and interviews with professors and students. Their primary concerns were the difficulties both foreign students and their instructors have in content courses, as well as the students' preferred learning styles and coping strategies. The study resulted in a skill-based curriculum with three equally weighted listening, notetaking and speaking goals, along with objectives and micro-skills for both ELI 70 and 80. Input from the ELI instructors helped shape these and finally, a student questionnaire was generated. Based on the questionnaire, twenty-three of the 27 microskills surveyed were retained and used to differentiate the two courses (see Appendix 1).

In the fall of 1988, the ELI 80 micro-skills were revised by Revard and Bardella in order to respond to information gained from formal and informal evaluations of the course and ELI instructor input. However, most of Kimzin and Proctor's work remained intact.

All of the previously mentioned needs analysis have been focussed on skills. During the summer of 1989, Donovan and Serizawa conducted a needs analysis for ELI 70 concentrating not only on the skill aspect of student needs, but also on the affective and social aspects of the student's life on campus. This approach was a response to the lack of recognition of these areas in the previous needs analysis that had been conducted (Donovan, personal correspondence:1990) and to information gained through an informal needs analysis conducted by the ELI 70 instructors. They found that there was a need for more focus on skills

which helped the students adjust to life in America, Hawaii and on the university campus. Recommendations were made to try to address these learner needs and the following semester, additional goals, micro-skills and objectives were suggested for the course.

Motivated by recent psycholinguistic research findings and an interest in task-based syllabus design, the current needs analysis attempts to provide a framework for task-based curriculum design. The primary difference between this needs analysis and earlier ones is the unit of analysis used for the needs identification. While the researchers recognize that skills and strategies are important to EAP courses, they argue that task provides a more valid and practical unit of analysis or starting point for curriculum design, especially in light of the fact that the learners are already involved in target tasks in the real world and therefore have task-based needs that should be addressed in the EAP classrooms.

Initially, this needs analysis was designed for ELI 70, because it was felt that the current skill-based approach to listening instruction was not satisfactorily meeting all of the student needs in that level of the course. This perception was based on student comments on formal and informal evaluations, as well as on the needs analysis conducted by Donovan and Serizawa (1989). About midway into the study, the researchers realized that most of the information collected so far also related to the task-based needs of ELI 80 students and the focus of the study was adjusted to incorporate input from the ELI students as well.

METHOD

Subjects

The subjects in this study are 66 non-native English-speaking graduate and undergraduate students currently enrolled in the ELI 70 (31 students) and 80 (35 students) academic listening courses, who participated in the needs analysis project by providing feedback on a

questionnaire. Four ELI 70 students also volunteered to participate in case studies which surveyed their academic listening and speaking task-based needs in university content courses. In addition, eight of their content area professors were interviewed.

Of those students responding to the questionnaire, 40% are female and 60% male and their average age is 29. Ninety-nine percent of the students are from Asian countries and 1% from South or Central America. The ELI 70 and 80 students have lived in the U.S. an average of 9 months and 16 months, respectively, and have studied English for an average of 9.5 years and 9 years, respectively. Among the ELI 70 students, 74% are at the graduate level and 26% at the undergraduate level, and for ELI 80, 76% are graduate students and 24% undergraduates. Academic majors for both ELI 70 and 80 are evenly distributed. Forty-eight percent of the students are majoring in Science, Engineering, Math, or Computer Science and 48% in Social Sciences, Business, or Humanities, while 4% are unclassified.

Two of the four case study students are female and and two male. One of the subjects was a Cantonese speaker from Hong Kong, the others were from Indonesian, Korea, and Japan. There are two undergraduate and and two graduate students. The graduate students are majoring in Horticulture and Philosophy. The undergraduates are unclassified, taking courses in Pacific Island Studies, Design, Theater and Music.

Instrumentation and Procedure

A variety of data-gathering instruments were generated and used by two researchers in this study. The needs analysis involved the following steps:

1. Meetings were held to decide on the design of the study. At this point it was decided that the focus would be on ELI 70.

2. Information sheets about the project were generated and handed out to all ELI 70 students (see Appendix 2). The purpose of these sheets was to inform the students about the project and solicit volunteers for the case studies.

3. Abstracts were generated for the content course instructors to inform them about the study and gain their support (see Appendix 3).

4. Instructors were contacted to obtain permission for class observations and interviews.

5. Classes were observed and researchers wrote field notes based on these observations. The primary focus was on listening and speaking tasks, but salient activities (micro-tasks) and problems students encountered were also noted. Seven classes were observed for an average of five hours over a four week period.

6. Informal student interview schedules were generated (see Appendix 4) and interviews were conducted after each observation. There were a total of three interviews with each subject, averaging one hour in length over a four week period. Generally, the interviews focussed on information gleaned from the observations. The interviews provided details about the types of input, listening and speaking tasks and related activities the students were involved in in their content courses, as well as information about their perceived listening and speaking difficulties.

7. Observation summaries were generated and information from observation notes was condensed and categorized (see Appendix 5).

8. A five-page questionnaire was constructed by analyzing information from the observation summaries and student interviews (see Appendix 6). It was at this point that the researchers decided to include the ELI 80 students in the study, because it was likely that they too were involved in the same types of listening and speaking tasks in their content courses. The questionnaire includes a bio-data section, a list of the students' non-ELI courses, class types (i.e., lecture, lab, seminar, etc.) and class sizes. The students were asked to rate 13 listening tasks and 16 speaking tasks according to their frequency of use and importance for successful completion of non-ELI courses. In addition, there were asked to rate the importance of 22 listening and speaking activities. A consistent 1 to 6 rating scale was utilized. Without a center point in the scale, the researchers felt the students would have to commit themselves to one end of the scale or the other, which would make the results more meaningful. Students were also encouraged to check any tasks or activities they felt were difficult for them and to write comments about anything not covered by the questionnaire. The ELI 70 students were allowed 20 to compete the questionnaires during class time. ELI 80 students completed them outside of class.

9. Informal professor interview schedules were generated (see Appendix 7) and forty-five minute interviews were conducted. These discussions focused on the frequency and importance of listening and speaking tasks, the types of input involved, the instructor's purposes in setting particular tasks (i.e., acquisition, application, or critical analysis of of knowledge and content), the problems with these tasks encountered by foreign students versus native speakers, how these problems are addressed, and ideas about how the ELI might help students with particular difficulties.

It is important to note that there was also input throughout the study from ELI listening instructors and the Faculty Advisor.

Analysis

Reliability and validity are as much a concern for ethnographic research as for quantitative research. The reliability of the findings in ethnographic research is enhanced by utilizing more than one researcher and informant for data-collection. In this study, information was gathered by two researchers and there were 11 primary informants (4 students and 7 professors) and 66 secondary informants.

In order to validate research findings, the ethnographic approach to needs analysis requires that there be at least three sources of information, so that each piece of evidence may be interpreted within the context of all other evidence. The most significant findings will be those that exhibit agreement across all data gathering instruments, although agreement between two or more instruments may be meaningful. Four primary instruments for data-collection were used in this study: observations, student interviews, professor interviews, and questionnaires.

Both qualitative and quantitative analysis procedures were used in this study. Data from the questionnaires were analyzed quantitatively. Percentages were computed from the bio-data information on gender, age, ethnicity, months in the U.S., and years of English study, university level, and academic major. These are reported in the Subjects section of this paper. Percentages were also computed for class type and class size and compared to overall university statistics (Simone 1990). In addition, mean ratings for each level of listening course and for the whole sample were calculated for frequency and importance of tasks and activities. Tasks and activities were then ordered according to their reported frequency and importance. This statistical data was then compared to the salient qualitative information from the observations and student and professor interviews.

It should be noted here, that during preliminary analysis on the difficulty of tasks, activities and strategies, it became apparent that student responses were inconsistent with the questionnaire directions. Therefore, the researchers conducted no further analysis on these.

RESULTS

Quantitative

The quantitative results are drawn from 66 responses to the questionnaire, representing 81% of the ELI 70 and 80 student population.

Class Size and Type

The percentages of ELI listening students and University of Hawaii students enrolled in ranges of class size are shown in Table 1.

Table 1: Percentage of ELI and U.H. Students Enrolled in Ranges of Class Size

Range of Class Size	ELI	University of Hawaii
1-10	27%	33%
11-30	51%	50%
30-100	19%	15%
100+	3%	2%

The percentages of ELI listening students enrolled in different types of university content classes are reported in Table 2.

Table 2: Percentage of ELI Students Enrolled in Different Class Types

Class Type	ELI Listening Students
Lecture	78%
Lab	15%
Seminar	7%

The percentages of ELI students enrolled in different ranges of class size are similar to those reported for the university as a whole. It is important to note that the majority of the ELI subjects' classes, 78%, have fewer than 31 students. This may have some implications for the types of tasks and activities that should be considered for the ELI listening classroom.

Listening Tasks

The average ratings on a scale from 1 (never) to 6 (often) for the frequency of listening tasks in the academic classroom are reported in Table 3. Listening tasks are arranged according to the order of frequency reported by students from both levels of the ELI listening courses.

Table 3: **LISTENING TASKS FREQUENCY**: In order of frequency for both levels (N=66)

Task	Frequency of use both	70	80
Listening to :			
1. Take notes	4.8	4.6	4.9
2. Follow oral directions accompanied by written directions	4.6	4.4	4.8
3. Comprehend live lectures	4.5	4.4	4.7
4. Follow oral directions not accompanied by written directions	4.4	4.1	4.8
5. Comprehend oral critiques of work	4.3	4.3	4.3
6. Comprehend oral presentations by students	4.1	4.0	4.3
7. Perform a lab procedure	3.9	3.9	3.9
8. Comprehend documentaries	3.7	3.8	3.5
9. Comprehend TV new broadcasts	3.7	3.5	3.9
10. Comprehend video lectures	3.6	3.6	3.6
11. Comprehend feature films	3.4	3.4	3.5
12. Comprehend radio broadcasts	3.4	3.3	3.5
13. Comprehend a play	2.4	2.4	2.4

All of the listening tasks are relatively frequently encountered, except comprehending a play. The most frequent tasks reported by the students are taking notes, following oral directions with or without accompanying written directions and comprehending live lectures, oral critiques of students' work and student oral presentations. There is a high degree of agreement between the reported percentages for ELI 70 and 80.

The average ratings on a scale from 1 (not important) to 6 (very important) for importance of listening tasks to successful performance in academic classrooms are reported in Table 4. The listening tasks are arranged according to their order of reported importance. Ratios, representing the number of students in the sample population reporting difficulty in performing these tasks are also reported.

Table 4: **LISTENING TASK IMPORTANCE:** In order of importance for both levels (N=66)

Task	Frequency of use both	70	80
Listening to:			
1. Comprehend live lectures	5.1	5.0	5.2
2. Take notes	5.1	5.1	5.2
3. Comprehend oral critiques of work	5.0	4.8	5.1
4. Follow oral directions accom. by written directions	4.8	4.7	5.0
5. Follow oral directions not accom. by written directions	4.8	4.7	4.9
6. Perform a lab procedure	4.6	4.7	4.5
7. Comprehend oral presentations by students	4.5	4.3	4.7
8. Comprehend documentaries	4.4	4.1	4.6
9. Comprehend TV new broadcasts	4.2	4.1	4.2
10. Comprehend video lectures	4.1	3.9	4.3
11. Comprehend feature films	4.0	3.7	4.2
12. Comprehend radio broadcasts	3.9	3.6	4.1
13. Comprehend a play	2.6	2.5	2.8

Although there is some difference in the order, the same tasks reported as the most important were generally reported as the most frequent, as well. This may indicate some correlation between frequency and importance of tasks. Again there is a high level of agreement in the ratings of the tasks between the ELI 70 and 80 students. Only one task, comprehending a play, was reported to be relatively unimportant.

Speaking Tasks

The average ratings on a scale from 1 (never) to 6 (often) for the frequency of speaking tasks in the academic classroom are reported in Table 5. Speaking tasks are arranged according to the order of frequency reported by students from both levels of the ELI listening courses.

Table 5: **SPEAKING TASK FREQUENCY**: In order of frequency for both levels (N=66)

Task	Importance both	70	80
Speaking to:			
1. Participate in small group student discussions	4.5	4.2	4.7
2. Socialize with other students	4.4	4.2	4.6
3. Participate in student-teacher discussions	4.3	4.2	4.4
4. Ask the teacher for help	4.3	4.2	4.3
5. Clarify lecture notes	4.2	4.2	4.3
6. Ask other students for help	4.2	3.9	4.4
7. Participate in student-teacher conferences	4.2	3.6	4.8
8. Give oral presentations	4.1	3.8	4.3
9. Answer teacher questions	4.1	3.8	4.4
10. Make an appointment with teacher	4.0	3.8	4.2
11. Answer student questions	3.9	3.4	4.3
12. Participate in debates	3.8	3.5	4.0
13. Respond to an oral critique	3.8	3.7	3.9
14. Give an oral critique of your own or other students' work	3.8	3.1	4.4
15. Participate in study groups for exams	3.6	2.8	4.3
16. Perform in a play	2.6	2.5	2.6

Most of the speaking tasks appear to be frequent in academic classrooms. The major exception to this is item #12, which is a task specific to theater classes. It is interesting to note that the most frequent tasks: participate in discussions with students, socialize with students, and participate in student-teacher discussions are all of an interactive nature. The high degree of difference in the ratings of ELI 70 and 80 students for items # 7, 11, and 14 is also worth noting. However, a more detailed analysis of the courses would be needed to ascertain the reason for this.

The average ratings on a scale from 1 (not important) to 6 (very important) for importance of speaking tasks to success in academic courses are shown in Table 6. Ratios, representing the number of students in the sample population reporting difficulty in performing tasks, are also reported. Tasks are arranged according to

the order of importance reported by students from both levels of listening courses.

Table 6: **SPEAKING TASK IMPORTANCE**: In order of importance for both levels (N=66)

Task	Importance both	70	80
Speaking to:			
1. Answer teacher questions	5.0	4.9	5.1
2. Clarify lecture notes	4.9	4.8	5.0
3. Participate in small group student discussions	4.8	4.8	4.7
4. Give oral presentations	4.8	4.8	4.8
5. Respond to an oral critique	4.4	4.2	4.5
6. Socialize with other students	4.4	4.5	4.4
7. Answer student questions	4.3	4.0	4.7
8. Ask the teacher for help	4.3	4.5	4.1
9. Participate in student-teacher conferences	4.2	4.5	3.9
10. Participate in teacher student discussions	4.1	4.8	4.3
11. Ask other students for help	4.1	4.2	4.0
12. Make an appointment with teacher	3.8	4.4	3.3
13. Participate in study groups for exams	3.8	3.9	3.7
14. Give an oral critique of your own or other students' work	3.8	3.9	3.7
15. Participate in debates	3.6	2.6	4.6
16. Perform in a play	2.4	2.1	2.2

Again, there is some relationship between the ratings for importance and frequency of speaking tasks. All but one of the top 10 tasks rated for frequency are also reported in the top 10 rated for importance, although in a different order. All of the speaking tasks are reported to have some importance in the academic classroom, with the exception of speaking to perform in a play.

There is also a noticeable difference in the ELI 70 and 80 ratings for item #15, speaking to participate in debates. Again, it would be necessary to investigate the nature of the learner's

classes to understand this discrepancy. In most other cases, there is a high level of agreement.

Listening and Speaking Activities (Micro-tasks)

The average ratings on a scale from 1 (not important) to 6 (very important) for importance of activities to successfully performing listening and speaking tasks are shown in Table 7. Ratios, representing the number of students in the sample population reporting difficulty in performing tasks, are also reported. Activities are arranged according to the order of importance reported by students from both levels of listening courses.

Table 7: **LISTENING/SPEAKING ACTIVITY IMPORTANCE:** In order of importance for both levels (N=66)

	Activity	Importance both	70	80
1.	Combining lecture notes and reading materials to pass an exam	5.3	5.3	5.3
2.	Understanding oral directions	5.3	5.2	5.5
3.	Using notes to study for exams	5.1	5.1	5.2
4.	Understanding comparisons and contrasts in a live lecture	5.1	5.0	5.2
5.	Summarizing lecture notes	5.0	5.1	4.9
6.	Distinguishing fact from opinion when listening	5.0	5.0	4.9
7.	Indicating need for clarification in lecture notes	4.9	4.8	4.9
8.	Understanding cause and effect relationships in a lecture	4.9	4.7	5.1
9.	Using abbreviations in lecture notes	4.8	4.6	4.9
10.	Using context to guess meaning of important vocabulary in a lecture	4.8	4.8	4.8
11.	Asking a speaker for clarification	4.8	4.6	5.0
12.	Expressing your opinion in discussions or debates	4.8	4.7	5.0
13.	Formulating questions to ask the teacher or other students	4.8	5.0	4.7
14.	Paraphrasing lecture content in lecture notes	4.8	4.7	4.8
15.	Citing references in oral presentations	4.8	4.7	4.8
16.	Using an appropriate format to take lecture notes	4.6	4.5	4.7
17.	Understanding nonverbal communication	4.6	4.4	4.8
18.	Negotiating an appointment with the teacher	4.6	4.5	4.6
19.	Copying graphs, charts, diagrams, tables into notes	4.4	4.3	4.6
20.	Understanding idioms and American expressions	4.4	4.3	4.5
21.	Comprehending and writing the imp. points of a lecture in your notes	4.3	5.2	3.6
22.	Understanding humor	4.2	4.2	4.2

These activities are viewed as micro-tasks or the skills and strategies needed for successful performance of listening and speaking tasks. They also represent many of the current objectives

for the ELI listening courses. All of the activities are rated as important. It is also interesting to note that four of the top seven activities are related to taking lecture notes and that a number of the activities involve reading and writing, as well as listening and speaking. Again the difficulty ratios are extremely low.

Qualitative

The qualitative results are drawn from the observations of seven content course classrooms, interviews with the four case study students and conversations with seven professors.

Listening Tasks

Generally the frequency and importance of different listening tasks varied considerably according to the class type (i.e., lecture, seminar, or lab) and the academic field. For example, there was a great deal of difference between the tasks required for the graduate student in Horticulture and those required for the undergraduate students taking art and music classes. However, there were some tasks that were found to be more frequent and important than others. These are listed below. Listening to:

1. Comprehend live lectures
2. Take notes
3. Comprehend oral presentations
4. Comprehend oral critiques of work
5. Follow oral directions not accompanied by written directions
6. Follow oral directions accompanied by oral directions

Three of the student informants reported particular difficulty comprehending live lectures in classes with foreign professors. These professors were from Sri Lanka, Japan, and England. Three of

the students also reported particular difficulty in following oral directions. The degree of difficulty with this task appears to be related to the type of course. One of the students reporting difficulty was involved in a design course in which the majority of the input from the instructor was instructions on how to do a design project, the other was taking a science lab course and needed to understand great quantities of oral directions.

Speaking Task Types

As in the case of listening tasks, ratings for speaking tasks varied according to the discipline and task type. The tasks listed below represent those rated in observations and informant interviews as the most frequent and important. Speaking to:

1. Participate in small group discussions
2. Give oral presentations
3. Socialize with other students
4. Answer teacher questions
5. Clarify lecture notes
6. Ask the teacher for help
7. Respond to oral critiques
8. Answer student questions

Although these speaking tasks were frequently observed in the classroom and rated by informants to be important, the case study students did not often actively participate in them. In one case, the student was involved in two seminar classes that required discussions with other students about course content. During the observation period, the student never participated and both the professors for those courses and the student himself reported a lack of participation during the entire semester. Two other students reported reluctance to ask a teacher for help because of inability to formulate questions well. In many cases, the students were observed asking their peers for assistance, clarification and information.

Activities

Information about the listening and speaking activities listed below came primarily from student interviews. This information was not directly solicited, nor were the informants asked to elaborate on the difficulty or importance of the activities in the course of their interviews, because the primary concern was with task. The list below, represents those activities that were mentioned by two or more students:

1. Using context to guess the meaning of important lecture vocabulary
2. Expressing your opinion in discussions or debates
3. Formulating questions to ask the student or teacher
4. Asking a speaker for clarification
5. Using lecture notes to study for exams

All of the student informants reported difficulty with using context to guess the meaning of course specific terminology.

DISCUSSION

The discussion will focus on the findings of the needs analysis which are most germane to task-based syllabus design, in terms of listening and speaking task type and task-related activities. Finally, the implications of these findings for all aspects of the ELI reading curriculum will be considered.

Findings

Class Size and Type

Class size and type are important in a discussion of listening and speaking tasks. Although 78 % of the class types were reported

as lecture formats, 78% of the learners also reported classes with fewer than 31 students. It appears from the observations and interview information, as well as from the questionnaire that many of the learner's classes are very interactive, combining lectures with discussion, oral presentations and oral critiques. These findings suggest that it may be appropriate to place more emphasis on speaking tasks in the ELI classroom.

Listening Tasks

According to the quantitative and qualitative results of this study, the listening tasks listed below should be the focus of a task-based ELI listening classroom. Listening to:

1. Comprehend live lectures
2. Take notes
3. Comprehend oral presentations
4. Comprehend oral critiques of work
5. Follow oral directions not accompanied by written directions
6. Follow oral directions accompanied by written directions

The first two listening tasks are represented in the goals for the current ELI listening courses. It might be argued then that this needs analysis has done nothing more than confirm the importance of these goals and their related objectives and micro-skills. In fact, the goals are rather broad representations of tasks. However, in the existing curriculum, the starting points for realization of a goal are the skills and strategies incorporated in it, rather than the goal itself. In the task-based syllabus, instead of teaching the skills and strategies in relative isolation according to some artificial taxonomy of skill development, they will be incorporated into the task as appropriate to the input and the task

itself. In the task-based syllabus, the tasks are the point of departure.

Speaking Tasks

When all existing data is analyzed, the following speaking tasks emerge as those worthy of focus in the task-based classroom. Speaking to:

1. Participate in small group discussions
2. Give oral presentations
3. Socialize with other students
4. Answer teacher questions
5. Clarify lecture notes
6. Ask the teacher for help
7. Respond to an oral critique

Because all but one speaking task were reported to be important, a syllabus designer would be justified in including them all in the task-based listening/speaking classroom. It might be a good idea for ELI instructors to survey their classes with a questionnaire on task and text type, similar to the one used in this study, at the beginning of each semester. This additional information will help the teacher make informed decisions for a particular class.

The speaking tasks appear to be on a nearly equal footing with the listening tasks as far as frequency and importance are concerned. It seems justified then to recommend changing the descriptions of ELI 70 and 80 to Intermediate and Advanced Academic Listening and Speaking.

Activities

All of the activities were rated as important in the questionnaire and most of them are already represented in the objectives for the courses. Because ratings of their importance were not solicited from either the student or professor informants, there is no need to try to formulate a list of the most salient ones.

The degree of focus and emphasis on these individual micro-tasks will be determined by the tasks themselves and the individual needs of the learners. The role of the ELI curriculum then is to enhance their skill development by involving them in simulated real world tasks that require them to use these skills and strategies in performing a task. If individuals or groups of students are not able to proceed because of underdeveloped skills, this is the time to plan pedagogic activities, that are also task-related, in order to address these difficulties.

Implications of the Study for the ELI Listening Curriculum

Goals and Objectives

In the task-based syllabus, goals and objectives represent the activities or micro-tasks underlying tasks. They encompass the skills and strategies learners need and use to perform macro-level listening and speaking tasks. Based on the findings of this study and what we know about EAP learners, a continuum of micro-skills and objectives, stretching across both courses, will be advocated.

It is important to remember that EAP learners generally come equipped with a relatively high level of language proficiency and academic skill development. More importantly, they are already fully immersed in real world situations that require the whole range of skills and strategies represented in the objectives for both courses in order to perform target tasks. Is it responsible then to

address just part of those requisite skills and strategies in the EAP classroom?

This argument for a continuum of objectives and microskills across both courses is also supported by the findings of this study. For both listening and speaking tasks, there was a high degree of agreement in the ratings for both frequency and importance between ELI 70 and 80 questionnaire respondents, suggesting that the students' needs, in terms of target tasks, are comparable.

However, it is important to recognize that there is a documented difference in language and listening proficiency of ELI 70 and 80, as indicated by the TOEFL and ELIPT listening placement tests. Therefore, it seems reasonable to recommend focusing on skills towards one end of the continuum (comprehension) in ELI 70 and towards the other end of the continuum (critical skills) in 80.

Currently the behavioral objectives provide the basis for discrete-point criterion-referenced testing. A further recommendation is that an attempt be made to write alternative task-based performance objectives for each microskill as an alternative means of assessing the learner. These objectives will stipulate the input, the task and the acceptable level of performance. Task-based objectives will also provide the instructors with guidelines for incorporating skills and strategies into pedagogic tasks, as well as facilitate the eventual transition from a skill-based syllabus to a task-based syllabus.

Materials and Teaching

Based on the results of the needs analysis, the following listening and speaking task types should be given priority in task-based academic listening and speaking ELI courses.

Listening to:

1. Comprehend live lectures
2. Take notes

3. Comprehend oral presentations
4. Comprehend oral critiques of work
5. Follow oral directions not accompanied by written directions
6. Follow oral directions accompanied by oral directions

Speaking to:

1. Participate in small group discussions
2. Give oral presentations
3. Socialize with other students
4. Answer teacher questions
5. Clarify lecture notes
6. Ask the teacher for help
7. Respond to oral critiques

In addition, even though the other listening and speaking tasks, with the exception of comprehending and performing a play, were rated lower than the priority tasks, all of them demonstrate a degree of importance and frequency of use and can therefore by justifiably incorporated into the ELI classroom. Many of them also represent input and tasks that the learner will no doubt encounter frequently outside of the academic setting. Some of these include, comprehending radio broadcasts, feature films, documentaries and TV news broadcasts. Task input is implicit in the tasks themselves (e.g., lectures, oral critiques, lecture notes, oral presentations, etc.) The relatively high importance ratings for all activities suggests that there are no limitations on their use within the context of a larger task. There will, however, be times when the micro-task will become the focus of attention, but still, the skill or strategy should be taught and practice with in the context of task.

It should be mentioned here that although the emphasis may be on listening or speaking tasks, reading and writing are clearly naturally integrated into these tasks and the micro-tasks as well.

With a task-based curriculum, the EAP classroom becomes an interactive community in which the four skills all play a role, although the focus will be on the generally be on the primary skill. The general recommendation is for incorporation of as many of these listening and speaking task types and their related activities into the ELI classroom as possible. The way in which they are incorporated can provide a distinction between the two levels of the course.

ELI 70

At this level, the syllabus will consist of a number of task-modules which focus on one or a small number of related tasks. These tasks should incorporate a variety of appropriate authentic input and involve the learners in communicative interaction as much as possible. Activities or micro-tasks underlying the macro-tasks will receive attention as needed, if students encounter difficulty. There will be little direct teaching, but there will be room in the syllabus for the presentation and practice of deficient skills and strategies within the context of the tasks. Task modules will preferably be theme based, drawing upon the expertise, experience, and knowledge of all the learners. An example of such a module might be:

Module Example:

Theme: Computer Technology

Tasks: Give an oral presentation
Take notes
Participate in small group discussions

Related
Tasks: Research for an oral presentation

Input: Oral Presentations

Student interlanguage
Personal lecture notes
Reading texts
Any other appropriate materials

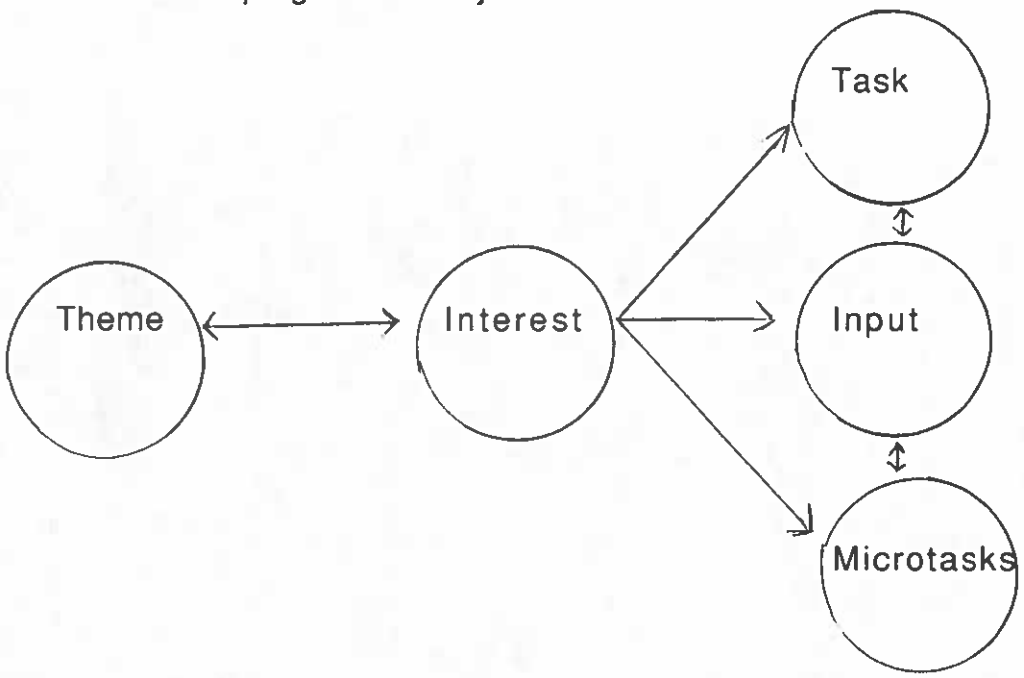
Pedagogic tasks: Learners will be grouped according to interest or academic background or both. Groups will decide on what aspect of the theme they wish to focus on (i.e. political, economic, artistic, scientific, technological, etc.). Each group will be responsible for bringing in copies of materials (e.g. documentaries, computer art, video lectures) that relate to the group topic. These will be shown or read by all group members and discussed. From this research base, group presentation will be planned and further research will be conducted for a 20-minute group presentation. Class members will take notes on the presentations and each group will be responsible for generating questions for further discussion from their notes.

ELI 70 students will work through a number of task modules and can even have a hand in choosing the themes and planning them. Clearly, this approach to classroom teaching involves all four skill areas, although the focus is on listening and speaking. This should add variety and interest, thus motivating the learners. Skills and strategies would be worked on as needed and appropriate within the context of the input and tasks.

ELI 80

ELI 80 students will be involved in task projects that may extend over an entire semester. The theme of the task project will determine the types of input and tasks to be incorporated. The class can be involved in selecting the theme of the project and determining some or all of the task and input types. A model for a task project is represented.

Model for Developing Task Projects



Proposed Task Project

Theme: The Environment

Listening/Speaking Tasks

Comprehend lectures	Research for oral pres.	Give an oral presention	Take notes	Participate in class discussn.	Follow oral directions

Student Area of Interest

Economics	Political Science	Engineering	Public Health	Business	Arts	Science

Input

Live Lects.	Docum-taries	News broad casts	Oral Pres	Charts & Graphs	Lect. Notes	Written Texts	Feature Films

Micro-tasks

The skills and strategies needed for successful completion of the tasks.

This model begins with an umbrella task project that incorporates a variety of listening and speaking tasks, and interesting input. How the task project is set up can be negotiated by the students. The area of the students' interest will influence all other aspects of the model. Again, the four skills are combined, but it is really a simple matter to keep the focus on listening and speaking if that is your aim. The students should be encouraged to present controversial and issues and to think of creative ways to present their information to the class. A variety of lecturers can be brought into the classroom, as well as audio visual materials. There might be another whole layer of secondary tasks within this model that incorporates other related task types, such as using information from discussions to write a newsletter on environmental issues, researching for a debate, or organizing a march to protest some local environmental issue.

Testing

Task-based curriculum design has important implications for testing. Students should be primarily evaluated on task performance rather than specific skills and strategies. Skills and strategies can, however, be a part of the assessment. For listening and speaking, this might possibly involve the learners in solving a problem through group discussion, giving an oral presentation, demonstrating the ability to follow a set of oral directions by doing or making something, or listening to a series of related lectures and answering essay exam questions. There is bound to be resistance to this type of approach to testing, because of the work load involved in scoring the exams and the need for inter-rater reliability, as well as the subjective nature of this type of assessment. An acceptable compromise might be to base part of a student's course grade on the degree of successful completion of pedagogic tasks throughout the semester and the rest on an objective test based primarily on the micro-tasks. The task-based performance assessment should carry

more weight than the discrete-point test in a fully implemented and task-based program.

Evaluation

Evaluation is the counter-balance for needs analysis. Like a needs analysis, it touches and influences every other aspect of the curriculum. In a task-based curriculum, there should be a periodic reevaluation of learner needs, objectives should be evaluated and up-dated to reflect any changes in those needs, testing options should be developed, tried, and evaluated in terms of the rest of the curriculum, and materials and classroom practices should be evaluated by the students and instructors, alike.

CONCLUSION

TO BE CONTINUED. . .

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APPENDIX 1

ELI 70 Goals, Objectives, and Microskills

Goal #1 Students will be able to follow the basic ideas of a lecture.

MICROSKILLS	JUSTIFICATION SOURCES
A. Lecture Organization	
70/1 Identify the major topic.	Case Studies Art 474 p. 20 Student Questionnaire Ranked 8th out of 11 Richards (1983) Item 2 Harper et al. (1983) Item 1.0

OBJECTIVE

Identify 2 out of 3 major topics within a 30-minute academic lecture by writing a 1- to 3-sentence explanation for each topic with 80% accuracy.

70/2 Identify main ideas.	Case Studies Art 474 p. 22 Student Questionnaire Ranked 7th out of 11 Richards (1983) Item 3 Harper et al. (1983) Item 1.1

OBJECTIVE

Identify 3 out of 5 main ideas within a 30-minute academic lecture by correctly answering 4-item multiple-choice comprehension questions with 80% accuracy.

ELI 70 Goal #1 A. Lecture Organization (cont.)

MICROSKILLS	JUSTIFICATION SOURCES
70/3 Identify supporting details.	Case Studies Art 474 p. 22 Student Questionnaire Ranked 1st out of 11 Richards (1983) Item 3 Harper et al. (1983) Item 1.1

OBJECTIVE

Identify supporting details within a 30-minute academic lecture by marking statements as true or false with 90% accuracy.

70/4 Distinguish between main ideas and asides, examples and analogies used for clarification.	Case Studies Art 474 p. 20 Econ. 120 p. 27

OBJECTIVE

After listening to repeated segments within a 30-minute academic lecture, identify the segments as main ideas, examples, asides or analogies with 80% accuracy.

70/5 Recognize discourse markers that introduce or emphasize main ideas.	Case Studies Econ. 120 p. 27 Phys. 272 p. 23 Richards (1983) Item 4 Harper et al. (1983) Item 1.3

OBJECTIVE

After listening to a 30-minute academic lecture, list the discourse markers that introduced or emphasized the main ideas with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
B. Cohesion	
70/6 Recognize the purpose of connectives: addition, conclusion, example, and chronological order.	Case Studies Art 474 p. 20 Pub. Health 777 p. 26 Richards (1983) Item 8 Harper et al. (1983) Item 1.3

OBJECTIVE

After listening to a repeated segment ending with a connective within a 30-minute academic lecture, choose from 4-item multiple-choice questions the phrase which logically completes the segment with 80% accuracy.

70/7 Interpret the relationship among ideas that are subordinated or cojoined by a connective.	Case Studies Art 474 p. 20 Pub. Health 777 p. 26 Richards (1983) Item 4 Harper et al. (1983) Item 1.3

OBJECTIVE

Identify relationships between main ideas and subordinate ideas used within a 30-minute academic lecture by selecting the correct pairs in a matching exercise with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
C. Vocabulary	
70/8 Recognize key vocabulary through synonyms, rephrasings, reiterations, and examples.	Case Studies Art 474 p. 20 Richards (1983) Item 7 Harper et al. (1983) Item 1.2

OBJECTIVE

Choose key vocabulary items used within a 30-minute academic lecture that are defined or clarified through synonyms, rephrasings, reiterations, or examples in 4-item multiple-choice questions with 80% accuracy.

70/9 Infer meanings of key abbreviations (initials, symbols, acronyms) through surrounding context.	Case Studies Econ. 120 p. 27 Phys. 271 p. 23 Richards (1983) Item 6 Harper et al. (1983) Item 1.2

OBJECTIVE

Identify full forms of key abbreviations used within a 30-minute academic lecture in a matching exercise with 80% accuracy.

ELI 70 Goal #2 Students will be able to use effective notetaking skills.

MICROSKILLS	JUSTIFICATION SOURCES
A. Taking Notes	
70/13 Abbreviate words using 7 letters or less.	Student Questionnaire Ranked 3rd out of 7 Harper et al. (1983) Item 1.1

OBJECTIVE

While taking notes during a 30-minute academic lecture, use common abbreviations (e.g., &, #, %, etc.), abbreviate high-frequency words, and then transcribe these notes into prose with 90% accuracy.

70/14 Incorporate material from the blackboard into lecture notes.	Case Studies Phys. 274 p. 23 Econ. 120 p. 28 Pub. Health 777 p. 25 Student Questionnaire Ranked 6th out of 7

OBJECTIVE

Include material presented on the blackboard into notes during a 30-minute academic lecture. (Observable behavior; no testing required.)

MICROSKILLS	JUSTIFICATION SOURCES
70/15 Use spacing, indentation, capitalization, underlining, etc. to show relationships between main ideas and supporting details.	Case Studies Art 474 p. 20 Econ. 120 p. 27 Harper et al. (1983) Item 1.1

OBJECTIVE

During a 30-minute academic lecture use a traditional outline or one's own form to take notes, which facilitates recognizing the relationship between main ideas and supporting details. (Observable student behavior only; no testing required.)

Goal #3 Students will be able to effect learning by actively participating in academic situations.

MICROSKILLS	JUSTIFICATION SOURCES
A. Classroom Discussions	
70/20 Express personal opinions and viewpoints.	Case Studies Pub. Health 777 p. 25 Phys. 274 p. 23 Student Questionnaire Ranked 2nd out of 6 Harper et al. (1983) Item 1.2
OBJECTIVE Use formulaic expressions and gambits to introduce personal opinions. (Observable behavior only; no testing required.)	
70/21 Request additional information, clarification, and confirmation during the lecture.	Case Studies Phys. 274 p. 23 Pub. Health 777 p. 25 Student Questionnaire Ranked 2nd out of 6 Murphy (1985) Harper et al. (1983) Item 1.1
OBJECTIVE Use appropriate functional expressions to interrupt the lecturer to request information, clarification, and confirmation of lecture content. (Observable student behavior only; no testing required.)	

MICROSKILLS	JUSTIFICATION SOURCES
70/22 Understand lecturers' recommendations, directions, and expectations.	Case Studies Art 474 p. 21 Pub. Health 777 p. 26 Student Questionnaire Ranked 1st out of 6 Harper et al. (1983) Item 1.4
OBJECTIVE After listening to short segments within a 30-minute academic lecture, mark written statements as either true or false according to the lecturer's recommendations, directions, and expectations with 90% accuracy.	
70/23 Take turns in discussions.	Case Studies Pub. Health 777 p. 25 Student Questionnaire Ranked 5th out of 6
OBJECTIVE Use both verbal and non-verbal signals effectively to take turns during class discussions. (Observable student behavior only; no testing required.)	

MICROSKILLS	JUSTIFICATION SOURCES
80/3 Cite premises in persuasive arguments.	Student Questionnaire Ranked 1st out of 11 Richards (1983) Item 5 Harper et al. (1983) Item 1.3

OBJECTIVE

Indicate 4 out of 5 main premises in a 50-minute academic lecture involving persuasive argumentation through sentence completion of a 500-word summary of the lecture with 100% accuracy.

80/4 Recognize supporting details in persuasive arguments.	Student Questionnaire Ranked 1st out of 11 Richards (1983) Item 3 Harper et al. (1983) Item 1.1

OBJECTIVE

List 4 out of 5 supporting details for a major premise in a 50-minute academic lecture involving persuasive argumentation by completing a phrase outline with 100% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
80/5 Understand explanation of a model (graph, chart, diagram or mathematical formula).	Case Studies Phys. 272 p. 23 Econ. 120 p. 27 Student Questionnaire Ranked 11th out of 11 Harper et al. (1983) Item 1.2

OBJECTIVE

While listening to a 15-minute explanation of a model during a 50-minute academic lecture, locate, identify, and plot specific information (e.g., dates, percentages, figures, etc.) on a partially-completed chart or graph with 90% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
C. Vocabulary	
80/9 Recognize denotative and connotative meanings.	Student Questionnaire Ranked 3:d & 10th out of 11 Richards (1983) Item 7 Harper et al. (1983) Item 1.2

OBJECTIVE

Identify denotative and connotative meanings of words presented within a 50-minute academic lecture by choosing correct synonyms from 4-item multiple-choice questions with 80% accuracy.

80/10 Recognize common cultural references to understand specialized vocabulary.	Case Studies Art 474 p. 20 Econ. 120 p. 27 Student Questionnaire Ranked 10th out of 11 Richards (1983) Item 7 Harper et al. (1983) Item 1.2

OBJECTIVE

After listening to a 50-minute academic lecture, match specialized vocabulary words with their common cultural references with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
80/11 Infer meanings of vocabulary from various types of context clues (e.g., examples, analogies, hypothetical situations).	Student Questionnaire Ranked 3rd out of 11 Richards (1983) Item 7 Harper et al. (1983) Item 1.2

OBJECTIVE

Infer meanings of words and phrases from contextual clues given in a 50-minute academic lecture by choosing the correct definitions from 4-item multiple-choice questions with 80% accuracy.

80/12 Recognize commonly used colloquialisms and Americanisms.	Case Studies Art 474 p. 20 Econ. 120 p. 28 Student Questionnaire Ranked 5th out of 11 Richards (1983) Item 7 & 14 Harper et al. (1983) Item 1.2

OBJECTIVE

Select appropriate paraphrases or synonyms of colloquialisms and Americanisms used with a 50-minute academic lecture by choosing the correct responses from 4-item multiple-choice questions with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
80/17 Incorporate visual and/or written material (e.g., OPH, handouts) into notes.	Case Studies Econ. 120 p. 28 Phys. 274 p. 23 Pub. Health 777 p. 25 Student Questionnaire Ranked 6th out of 7

OBJECTIVE

Indicate incorporation of visual and/or written materials during notetaking while listening to a 50-minute live academic lecture. (Observable student behavior; no testing required.)

80/18 Adopt or adapt parts of various notetaking systems.	Student Questionnaire Ranked 7th out of 7 Harper et al. (1983) Item 1.1

OBJECTIVE

Broaden notetaking skills by using more sophisticated techniques to augment own personal notetaking system. (Observable student behavior; no testing required.)

MICROSKILLS	JUSTIFICATION SOURCES
B. Using Notes	
80/19 Paraphrase main ideas.	Case Studies Art 474 p. 21 Harper et al. (1983) Item 1.3

OBJECTIVE

While taking notes during a 50-minute academic lecture, paraphrase 4 out of the 5 main ideas presented with 90% accuracy (for content only; not for grammar).

80/20 Summarize notes from lecture.	Case Studies Art 474 p. 21 Student Questionnaire Ranked 1st out of 7 Harper et al. (1983) Item 1.4

OBJECTIVE

Use personal notes from a 50-minute academic lecture to write a 250-word summary that includes 4 out of the 5 main ideas with 100% accuracy (for content only; not for grammar).

MICROSKILLS	JUSTIFICATION SOURCES
80/26 Support argument with evidence from lectures, class discussions, and readings.	Case Studies Pub. Health 777 p. 26 Student Questionnaire Ranked 2nd out of 6 Murphy (1977) Harper et al. (1983) Item 1.3

OBJECTIVE

Support argument with facts presented in lectures, class discussions, and readings by citing and referring to sources appropriately. (Observable student behavior only; no testing required.)

MICROSKILLS	JUSTIFICATION SOURCES
B. Oral Presentations	
80/27 Use rhetorical structures (e.g., persuasion, critique chronology) to organize class presentations.	None (except researchers' personal suggestion for instructional item)

OBJECTIVE

Prepare an outline for a class presentation by using an appropriate rhetorical structure (e.g., cause-effect, persuasive, spatial, chronological, etc.). (Observable student behavior; no testing required.)

80/28 Narrow in-class presentations.	None (except for researchers' observations of ELI 80 students in-class presentations.)

OBJECTIVE

Narrow topic and main ideas for an in-class presentation to fit the required time frame for a 10-minute presentation with a 10-minute follow-up discussion period. (Observable student behavior only; no testing required.)

80/29 Use references to support opinions and main ideas.	None (except for researchers' personal observations of in-class presentations).

OBJECTIVE

Use a minimum of 3 references, which support one's opinions and main ideas, in a 10-minute in-class presentation. (Observable student behavior; no testing required.)

APPENDIX 2

TO: PROFESSORS AND INSTRUCTORS
FROM: D.REVARD AND R.ALEXANDROU
DATE: 3/14/90

ABSTRACT

The purpose of this handout is to give you an overview of the needs analysis we are conducting for the English Language Institute, intermediate level, academic listening course (ELI 70).

This needs analysis is a project of Donna Revard and Robyn Alexandrou as a part of their course work in the Program Development unit in ESL, and also as a result of their commitment towards a high standard of instruction in the ELI. The purpose of this needs analysis is to gather information about the types of **TASKS** students are expected to perform, firstly in academic situations, for example in your major course work and secondly, in more informal situations such as opening a bank account or borrowing a book from the library. As you can already begin to imagine, the number of **TASKS** performed in any given time are numerous and varied. These **TASKS** are what we are interested in and by considering the types of **TASKS** the students perform to complete assignments, courses and activities, be they in class or in everyday type situations, we hope to have a stronger sense of how we can best approach and organize instruction.

For this reason we are asking for four (4) student volunteers who are prepared to assist us in our research. These students will be representative of the ELI 70 student population and over a period of 3-4 weeks will be involved in interviews, observations, and along with all the ELI 70 students, filling out questionnaires. In order to broaden our perspective we will also be asking the professors and lecturers of these four students for interviews. To complement this, we will on occasion attend class with the students in order to conduct our observation in an academic setting.

As you can see, your co-operation, support and input into our needs analysis is essential if we are going to accurately assess the types of **TASKS** you require the students to successfully complete.

Looking forward to working with you and MAHALO,
Robyn Alexandrou and Donna Revard.

APPENDIX 3

TO: ELI 70 STUDENTS
FROM: D.REVARD AND R.ALEXANDROU
DATE: 3/8/90

STUDENT INFORMATION

The object of this handout is to give you a brief overview of the needs analysis which we are conducting for ELI 70.

The purpose of the needs analysis is to gather information about the types of **TASKS** you are expected to perform, firstly in academic situations, for example in your major course work and secondly, in more informal situations such as opening a bank account or borrowing a book from the library. As you can already begin to imagine, the number of **TASKS** you perform in any given time are numerous and varied. These **TASKS** are what we are interested in and by considering the types of **TASKS** you perform to successfully complete your activities, be they in class or in everyday type situations, we hope to have a stronger sense of how we can best help you and organize your instruction.

As you can see, your co-operation and support in our needs analysis is essential, if we are going to truly reflect your needs/TASKS.

For this reason we are asking for four (4) volunteers who are prepared to assist us in our research. These students will be representative of the ELI 70 student population and over a period of 3-4 weeks, for approximately 2 hours each week, be involved in interviews, observations and along with all the ELI 70 students, filling out questionnaires.

If you think you would like to be involved, please let us know in the next day or so. You can contact Robyn Alexandrou in Moore Hall, office 479 or by telephone on (948)8302.

Looking forward to working with you,
Robyn Alexandrou and Donna Revard.

APPENDIX 4

ELI 70 CURRICULUM DEVELOPMENT PROJECT
STUDENT QUESTIONNAIRE SPRING 1990

I. BACKGROUND

1. Review purpose of project

II. ACADEMIC LISTENING/SPEAKING

1. Task/Goal-related:

   a. What are some of the reasons that you must listen/speak in your non-ELI courses? (*Address others observed in classroom)

   b. What do you think are the most important listening/speaking tasks for success in your courses?

   c. Are any of these listening/speaking tasks difficult for you?

2. Input-related:

   a. What kinds of things do you need to listen to or speak about in your non-ELI courses? (*Address others observed in classroom)

   b. What are the most important things you must listen to or speak about for success in your courses?

   c. Is any of the oral input (e.g., lectures, teacher's accent, student's questions) difficult for you to comprehend? Why?

   d. What do you find it difficult to speak about in class?

3. Activity/Strategy-related:

   a. What kinds of listening and speaking activities (skills) or strategies (give examples) do you need to successfully perform the listening and speaking tasks in your non-ELI courses? (*Address others observed in classroom)

   b. Which of these activities and strategies are most important for success in your courses?

   c. Are any of these activities or strategies difficult for you?

4. Teacher role-related: (This will emerge from the previous questions and observations and may be discussed further.)

5. Learner role-related: (This will emerge from the previous questions and the observations and may be discussed further.)

   a. What roles do you most enjoy?

   b. What roles do you least enjoy?

   c. Are any of these roles difficult for you?

6. Setting-related (This will emerge from the previous questions and the observations and may be discussed further.)

   a. Do you prefer small seminar-type classes or larger lecture classes? Why?

   b. (If student participates in group discussions) What kinds of discussions (e.g., T-fronted/ small group) do you participate in most? Why?

APPENDIX 5

ELI 70 CURRICULUM DEVELOPMENT PROJECT
OBSERVATION SUMMARY

Instructor's Name: _____

ELI Student's Name: _____

Department:_____ Course No.:_____

Title:_____ Class Size:_____

TASK:

GOAL(S):

INPUT:

ACTIVITIES:

TEACHER ROLES:

LEARNER ROLES:

SETTINGS:

APPENDIX 6

ELI CURRICULUM DEVELOPMENT PROJECT--LISTENING

STUDENT QUESTIONNAIRE SPRING SEMESTER 1990

DO NOT PUT YOUR NAME ON THIS PAPER

The purpose of this project is to survey the listening, speaking and notetaking tasks and activities, as well as the types of listening materials you encounter in your non-ELI academic courses. Please take a few minutes to answer the following questions. Your input will help us to improve ELI listening classes. Thank you very much!

Class: ELI ____ Sex: Female ____ Male ____ Country of Origin: _____

How many months in U.S.? _____ How many years of English study? _____ Age: _____

University Major: _____ Status: Grad ____ Undergrad ____

Please list the **non-ELI** classes you are taking this semester:

Course Number	Course Title	Type of course (lab, lecture, seminar, etc)	Class Size
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I. Please indicate how often you are involved in the following kinds of **listening tasks** in your non-ELI courses by rating each type of task on a scale from 1 (**never**) to 6 (**very often**).

LISTENING:		never					very often
1.	To comprehend live lectures	1	2	3	4	5	6
2.	To comprehend video lectures	1	2	3	4	5	6
3.	To comprehend documentaries	1	2	3	4	5	6
4.	To comprehend feature films	1	2	3	4	5	6
5.	To comprehend radio broadcasts	1	2	3	4	5	6
6.	To comprehend TV news broadcasts	1	2	3	4	5	6
7.	To take notes	1	2	3	4	5	6
8.	To comprehend oral critiques of your work	1	2	3	4	5	6
9.	To follow oral directions, accompanied by written directions	1	2	3	4	5	6
10.	To follow oral directions, **not** accompanied by written directions	1	2	3	4	5	6
11.	To comprehend oral presentations by students	1	2	3	4	5	6

LISTENING:	never					very often
12. To perform a lab procedure	1	2	3	4	5	6
13. To comprehend a play	1	2	3	4	5	6
14. Other _____	1	2	3	4	5	6
15. Other _____	1	2	3	4	5	6

II. Please indicate the importance of the following **listening tasks** for success in your non-ELI courses by rating each task on a scale from 1 (**not important**) to 6 (**very important**). In the last column check (✓) the types of listening tasks that are difficult for you.

LISTENING:	not important					very important	difficult ?
1. To comprehend live lectures	1	2	3	4	5	6	_____
2. To comprehend video lectures	1	2	3	4	5	6	_____
3. To comprehend documentaries	1	2	3	4	5	6	_____
4. To comprehend feature films	1	2	3	4	5	6	_____
5. To comprehend radio broadcasts	1	2	3	4	5	6	_____
6. To comprehend TV news broadcasts	1	2	3	4	5	6	_____
7. To take notes	1	2	3	4	5	6	_____
8. To comprehend oral critiques of your work	1	2	3	4	5	6	_____
9. To follow oral directions, accompanied by written directions	1	2	3	4	5	6	_____
10. To follow oral directions, **not** accompanied by written directions	1	2	3	4	5	6	_____
11. To comprehend oral presentations by students	1	2	3	4	5	6	_____
12. To perform a lab procedure	1	2	3	4	5	6	_____
13. To comprehend a play	1	2	3	4	5	6	_____
14. Other _____	1	2	3	4	5	6	_____
15. Other _____	1	2	3	4	5	6	_____

III. Please indicate how often you are involved in the following kinds of **speaking tasks** in your non-ELI courses by rating each type of task on a scale from 1 (**never**) to 6 (**very often**).

SPEAKING:	never					very often
1. To answer teacher questions	1	2	3	4	5	6
2. To answer student questions	1	2	3	4	5	6

SPEAKING:		never					very often
3.	To participate in teacher-student discussions	1	2	3	4	5	6
4.	To participate in small group student discussions	1	2	3	4	5	6
5.	To participate in debates	1	2	3	4	5	6
6.	To respond to an oral critique	1	2	3	4	5	6
7.	To perform in a play	1	2	3	4	5	6
8.	To clarify lecture notes	1	2	3	4	5	6
9.	To give oral presentations	1	2	3	4	5	6
10.	To socialize with other students	1	2	3	4	5	6
11.	To ask the teacher for help	1	2	3	4	5	6
12.	To ask other students for help	1	2	3	4	5	6
13.	To make an appointment with teacher	1	2	3	4	5	6
14.	To participate in teacher-student conferences	1	2	3	4	5	6
15.	To participate in study groups for exams	1	2	3	4	5	6
16.	To give an oral critique of your own or other students' work	1	2	3	4	5	6
17.	Other _____	1	2	3	4	5	6
18.	Other _____	1	2	3	4	5	6

IV. Please indicate the importance of the following **speaking tasks** for success in your non-ELI courses by rating each task on a scale from 1 (**not important**) to 6 (**very important**). In the last column check (✓) the types of speaking tasks that are difficult for you.

SPEAKING:		not important					very important	difficult ?
1.	To answer teacher questions	1	2	3	4	5	6	_____
2.	To answer student questions	1	2	3	4	5	6	_____
3.	To participate in teacher-student discussions	1	2	3	4	5	6	_____
4.	To participate in small group student discussions	1	2	3	4	5	6	_____
5.	To participate in debates	1	2	3	4	5	6	_____
6.	To respond to an oral critique	1	2	3	4	5	6	_____
7.	To perform in a play	1	2	3	4	5	6	_____
8.	To clarify lecture notes	1	2	3	4	5	6	_____
9.	To give oral presentations	1	2	3	4	5	6	_____

SPEAKING:		not important					very important	difficult ?
10.	To socialize with other students	1	2	3	4	5	6	_____
11.	To ask the teacher for help	1	2	3	4	5	6	_____
12.	To ask other students for help	1	2	3	4	5	6	_____
13.	To make an appointment with teacher	1	2	3	4	5	6	_____
14.	To participate in teacher-student conferences	1	2	3	4	5	6	_____
15.	To participate in study groups for exams	1	2	3	4	5	6	_____
16.	To give an oral critique of your own or other students' work	1	2	3	4	5	6	_____
17.	Other _____	1	2	3	4	5	6	_____
18.	Other _____	1	2	3	4	5	6	_____

V. Please indicate the importance of the following **listening, speaking and notetaking activities/strategies** for successfully performing the above tasks in your non-ELI courses by rating each activity on a scale from 1 (**not important**) to 6 (**very important**). In the last column check (✓) the activities you feel you have difficulty performing.

LISTENING/SPEAKING ACTIVITIES/STRATEGIES:		not important					very important	difficult ?
1.	Understanding oral directions	1	2	3	4	5	6	_____
2.	Using an appropriate format to take lecture notes	1	2	3	4	5	6	_____
3.	Using abbreviations in lecture notes	1	2	3	4	5	6	_____
4.	Copying graphs, charts, diagrams, tables from blackboard into notes	1	2	3	4	5	6	_____
5.	Using notes to study for exams	1	2	3	4	5	6	_____
6.	Summarizing lecture notes	1	2	3	4	5	6	_____
7.	Using context to guess meaning of important vocabulary in lecture	1	2	3	4	5	6	_____
8.	Understanding non-verbal communication	1	2	3	4	5	6	_____
9.	Understanding idioms and American expressions	1	2	3	4	5	6	_____
10.	Understanding humor	1	2	3	4	5	6	_____

LISTENING/SPEAKING ACTIVITIES/STRATEGIES:

		not important					very important	difficult ?
11.	Comprehending and writing the important points of a lecture in your notes	1	2	3	4	5	6	_____
12.	Indicating need for clarification in lecture notes	1	2	3	4	5	6	_____
13.	Combining lecture notes and reading materials to pass an exam	1	2	3	4	5	6	_____
14.	Asking a speaker for clarification	1	2	3	4	5	6	_____
15.	Expressing your opinion in discussions or debates	1	2	3	4	5	6	_____
16.	Formulating questions to ask the teacher or other students	1	2	3	4	5	6	_____
17.	Negotiating an appointment with the teacher	1	2	3	4	5	6	_____
18.	Understanding cause and effect relationships in a lecture	1	2	3	4	5	6	_____
19.	Understanding comparisons and contrasts in a lecture	1	2	3	4	5	6	_____
20.	Distinguishing fact from opinion when listening	1	2	3	4	5	6	_____
21.	Parphrasing lecture content in lecture notes	1	2	3	4	5	6	_____
22.	Citing references in oral presentations	1	2	3	4	5	6	_____
23.	Other _____	1	2	3	4	5	6	_____
24.	Other _____	1	2	3	4	5	6	_____

VI. Please use the remaining space to write any comments about your listening or speaking tasks and activities or about problems that are not covered by the questions above.

APPENDIX 7

ELI 70 CURRICULUM DEVELOPMENT PROJECT
CONTENT COURSE INSTRUCTORS INTERVIEWS
Spring Semester 1990

Instructor's Name_____

Date_____

ELI Student's Name_____

Department_____ Course No._____

Title_____

1. BACKGROUND
   Review Purpose of the Study

2. GOAL(S)
   Why did you get the learners to engage in X ?
   (acquisition, assimilation, application of information v.s. to challenge, update, modify, expand on content or author's point of view, etc.)

3. INPUT
   Do you use authentic materials as the stimulus?
   Do you try to use a variety of materials?
   On what basis do you select materials?

4. ACTIVITIES
   What classroom activities stimulate interactive language use?
   What patterns of organisation stimulate interactive language use?
   How do you decide on the sequencing of activities?

5. TEACHER ROLE
What do you find is the most effective teacher role in the classroom, eg. facilitator or director?
What is the student expectation of you as the teacher?
Which role do the students prefer you in?....Why?

6. LEARNER ROLE
To what degree do you encourage students to assume responsibility for their learning?
What seems to be the most effective role for the students to assume?

7. SETTINGS
How important is the setting to the activities?
Which settings do the students respond best in?
What opportunities, if any, are there for using the wider community as a resouce for learning?

8. GRADING
How do you grade the activities, or do you only grade the task?
How do you decide on criteria for grading?
Is this a difficult process?

9. PROBLEMS
Is the ESL student different in *any* way to the other students?
How do you compensate for this?
What is the response of fellow students to her/him?
How can the ELI prepare the student to be successful in this class?.....
Can you suggest types of tasks that would meet this need?

ELI 70 CURRICULUM DEVELOPMENT PROJECT
OBSERVATION SUMMARY

Instructor's Name: Professor Wesley-Smith

ELI Student's Name: Hiromi Tange

Department: SHAPS. Course No.: PACS491

Title: Pacific Island Studies Class Size: 16

TASK: Comprehending Academic Lectures.

GOAL(S): To be able to understand university lectures.
To be able to synthesize university lectures.
To be able to represent the information in a meaningful way.
To be able to see the implications of the information.

INPUT: A live, 50 minute lecture.
Lecture has an English accent
A printed, two-sided, six page handout.
An academic article requiring knowledge of specific vocabulary and political climate

ACTIVITIES: Notetaking
A well organised lecture, lending itself to a formal outline structure
Skimming
Required to skim the article, meanwhile the lecturer is talking and referring to the article.
Forming questions to clarify understanding.
The questions were varied, the loudness with which they were asked was a problem
Respond to the information with a personal

opinion/impression.

Lecturer paraphrased student responses.

TEACHER ROLES: Disseminates information.

Very much in 'control'.

Began with a rhetorical question and also stated clearly, "today we are going to talk about...."

Responds to questions.

Uses blackboard to write key words, dates and abbreviated forms on. Spends a lot of time paraphrasing, restating and using synonyms to get the information across. Directs students to relevant information in the article. Invites students to question/comment on the information.

Teacher directed, teacher fronted.

LEARNER ROLES: Recipient of information.

ESL student struggled with the variables- having to notetake, refer to an article, and supposedly skim the article as well. Once a student reached over to direct her to the information in the article. As a result, the student did not try to use the article but rather to write down all information , even when, unbeknown to her, it was already stated in the article. End result, the student 'gave up' notetaking after 30 minutes.

Recorded the lecture with a dictatphone.

Teacher dependent.

SETTINGS: Classroom

ESL student sat at the front, but on her own.