ask Bonk for copy of summary to Kate

An ELI Academic Listening Comprehension Needs Assessment: Establishing Goals, Objectives, and Microskills

Gail Kimzin and Susan Proctor

611 Language Curriculum Development

Dr. Jack Richards and Dr. J.D. Brown

University of Hawaii at Manoa

Spring 1986

Acknowledgments

We would like to express our appreciation to the ELI Administration, Dr. Charles Mason, Director, and Mr. David Rickard, Assistant Director, for giving us the opportunity to conduct this research project as part of our graduate assistantship duties during Spring 1986; their kind assistance and advice were extremely helpful. Also, we are indebted to Dr. Jack Richards and Dr. J.D. Brown who consistently shared valuable information with us throughout ESL 611, Language Curriculum Development. Without their clear introduction to the systems design approach, this project could not have proceeded as efficiently as it did. Lastly, we thank the students enrolled in ELI 70 and ELI 80 and to all the ELI instructors for a willingness to express their interest and needs in order to improve the academic listening program in the English Language Institute at the University of Hawaii-Manoa.

Table of Contents

Page

Abstract

The following report is based on a research project requested by the ELI Administration, Dr. Charles Mason, Director, and Mr. David Rickard, Assistant Director, at the University of Hawaii at Manoa. The project team consisted of two M.A. degree candidates appointed to conduct this needs assessment in partial fulfilment of their graduate assistantship duties during Spring Term 1986. Working under the direction of Dr. Jack Richards and Dr. J. D. Brown, instructors in ESL 611 Language Curriculum Development, the team used the systems design approach to establish goals, objectives, and microskills for two academic listening comprehension (ALC) courses currently being offered as ELI 70 and ELI 80 for nonnative speakers who have shown the need to improve their listening, notetaking and discussion skills for regular university classes.

Various types of data were gathered and assessed: a literature review of English for Specific Purposes (ESP) and Academic Listening Comprehension (ALC) theory and methodology, in-house reports, four case studies on university lecture and seminar courses, an ELI staff meeting on tentative microskills, and a student needs questionnaire. In addition to the taxonomy of goals, instructional objectives, and microskills with justification sources, recommendations for improvements in the program design have also been included.

We hope that renewed interest in ALC theory, courses, and curriculum will result from this study along with a more open and systematic exchange of information among other established EAP programs in colleges and universities.

1 Introduction

1.1 UH-Manoa ELI Program

The English Language Institute (ELI) at the University of Hawaii at Manoa has been established for over a decade to provide academic ESL instruction to foreign and immigrant students newly admitted to undergraduate and graduate degree programs. If certain criteria (e.g., TOEFL scores less than 600) suggest a possible lack of English language proficiency, these nonnative speakers (NNS) are required to take the ELI Placement Test Battery which consists of four measures: academic listening comprehension, writing, reading, and vocabulary.

The ELI offers academic English training courses in three skill areas--listening, reading, and writing--as shown below in Figure 1:

Receptive Skills		Productive Skills
Listening	Reading	Writing
		ESL 100
ELI 80		ELI 83
ELI 70	ELI 72	ELI 73

Figure 1. Structure of ELI Skills-based Courses

(See Appendix A.1 ELI Program and Course Description, for specific details on each type of course listed above.)

1.2 ELI Administrative Concerns

At the beginning of the Spring Term 1986, the project team met with the ELI director and assistant director on several

occasions to discuss some areas of increasing concern regarding the ELI 70 intermediate and ELI 80 advanced Academic Listening Comprehension (ALC) courses:

1. Is the ELI HALT Placement Test a reliable measure of students' proficiency in listening to academic lectures?
2. Is there a correlation between students' length of residence and their need for either ESL 70 or ESL 80?
3. Is the ELI addressing the differing needs of immigrant versus foreign students? Undergraduates versus graduates?
4. Is a re-evaluation needed of currently used materials--textbooks, audio and video tapes, lab workbooks, and supplementary handouts?
5. Can goals, objectives, and microskills for both ELI 70 and ELI 80 be differentiated since the courses currently have identical sets of "objectives"?

In the past few years, these questions have also been discussed by ELI instructors. But why was the administration finally willing to investigate these concerns? Several factors and trends--a changing student population, a decline in ELI 70 enrollment, complaints about textbooks and lack of curriculum materials, and an increasing need to clearly define how the two ALC courses compared or differed--were becoming more and more apparent and, fortunately, there were two graduate assistants willing to conduct an ALC needs assessment for the ELI at this time.

1.3 Using The Systems Design Approach

According to Richards, Platt, and Weber (1985), the systems design approach involves several stages:

> analysis, planning and development in which all the different elements involved are identified (e.g., society, parents, teachers, learners, time, materials, etc.), their interactions are analysed and studied, [and] a plan or system is developed which enables objectives to be reached. (p. 287)

There are a few models currently in use; however, the model used in the ELI, as shown in Figure 2, seemed to be the most clearly developed and useful for this project:

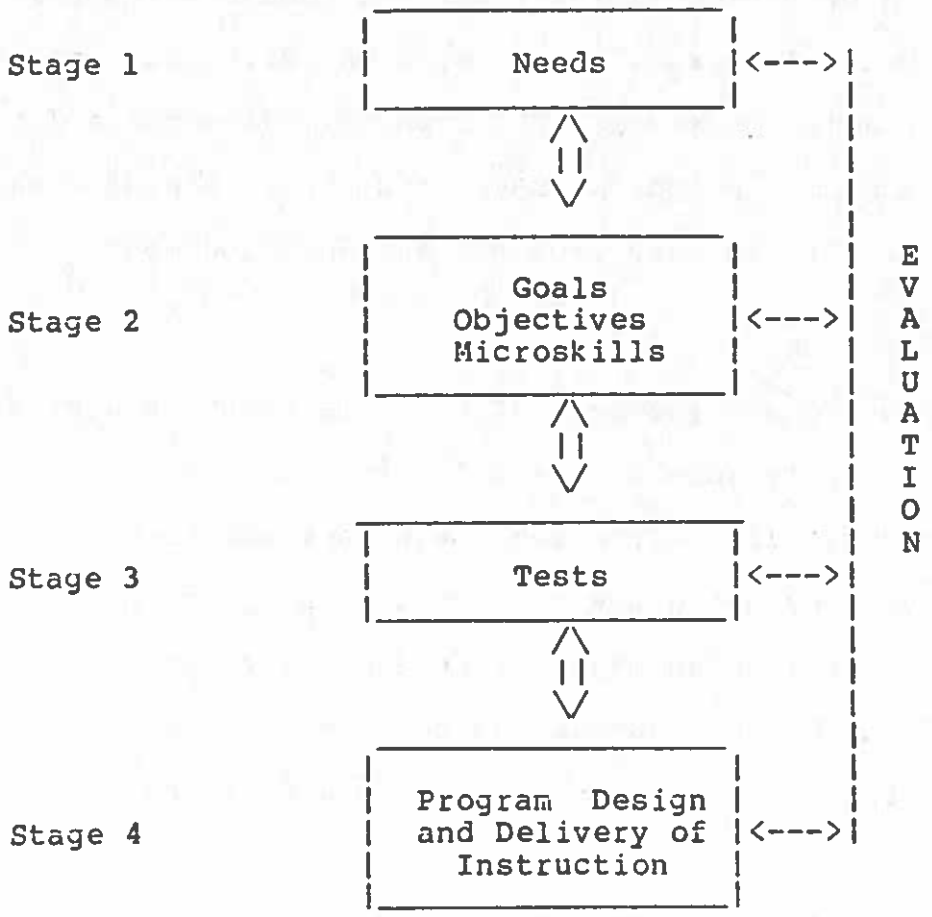

Figure 2. UH-Manoa ELI Systems Design Model

The stages are linear and well-defined. Administrative, staff, and students' needs (Stage 1) must be known before the specific microskills, instructional objectives, and goals (Stage 2) can be delineated. Criterion-referenced tests (Stage 3) can be developed only after the microskills have been established. And, finally, the program and curriculum materials (Stage 4) are designed according to the needs, skills, and tests. Evaluation is an ongoing process that interacts throughout all four stages.

Our proposal for this project followed the UH-Manoa matrix with the addition of one preliminary step: it seemed necessary to include a "Pre-Needs Analysis," that is, a gathering of general background information on earlier ELI reports, current theories of English for Academic Purposes (EAP), and other related areas. (See Appendix A.2 Preliminary Proposal and Modified Model.)

1.4 Project Aims

After completing a major part of the "Pre-Needs" stage, the project team was easily able to identify its aim:

> To conduct a detailed situational and communication needs analysis by using the systems design approach in order to distinguish major differences between ELI 70 and ELI 80 ALC courses and then to set down realistic, specific objectives based on underlying microskills.

Reaching the project's aim--the establishment of instructional objectives--would, in turn, provide a solid basis for ELI administrators and instructors to develop criterion-referenced

tests and curriculum materials appropriate for the ALC courses, instructors, and students.

2 Pre-Needs Analysis

2.1 Literature Review

Gillian Brown (1977) reports that many foreign students who go abroad to study each year "are shocked to find that, though they speak English reasonably comprehensibly, they cannot understand it" (p. 2); we can certainly understand how colloquial English conversation may not be easy initially. According to Brown, these foreign students have even greater difficulty understanding the variety of lectures they will encounter at the university. It often takes more than a semester before a student is able to comprehend academic lectures adequately; Brown states that the student by then "has lost the basic groundwork of his course [which] is doubly unfortunate in that he will continue...to suffer the disadvantage of working in a foreign language" (p. 2).

Brown suggests why it is obvious ESL students have greater difficulty in understanding academic lectures: "they are delivered in a style that [the student] has not been exposed to--it is a style which is more rapid and less explicitly articulated than that which he has been accustomed to follow" (p. 3). So what type of English is a foreign student used to? We surmise that it is scripted speech at a slower-than-normal speed, the kind commonly found on many commercial language learning audio tapes.

Listening comprehension involves much more than simply hearing the discourse and pronunciation of the speaker. The listener must sift through the content and its associated

more than this

terminology while incorporating his preconceptions about the speaker's intent and modes of expressions. Richards (1983) has termed this 'script competence,' the awareness or knowledge (i.e., schemata) we have in advance about the subject-matter and context of the discourse.

According to Ur (1984), in ordinary conversation or even in lecturing, we actually say much more than seems necessary to present our ideas and opinions; this involves redundant utterances in the form of "repetitions, false starts, rephrasings, self-corrections, elaborations" (p. 7) and so forth. Ur believes that this informal speech style, which is often used by university instructors when giving academic lectures, is usually more comprehensible and may enable ESL students to follow the discourse more easily once they become attuned to its usefulness. Redundancy in lectures can not only reinforce information but can also give students additional time to think and reflect on what is being presented providing they continue to follow the main ideas.

Brown encourages us to first consider "the signals which we employ in interpreting the message" (p. 159)--paralinguistics and paralanguage which give us clues about how the speaker feels about the topic. Skilled listeners seem to make predictions on what follows next while listening and watching for "indications of stress placement--the nodding of the head, twitching of any part of the anatomy, louder and longer syllables--in order to identify the meaningful words in the utterance" (p. 159). She suggests that students need to be taught to recognize these types of signals and make use of them to improve listening

comprehension ability.

Murphy (1985) examined ESL listening as an interpretive language process through an investigation into listening strategies of ESL college students. Over a six-year period, he explored what kinds of listening activities were most effective for ESL students. The results of his study presented convincing evidence that listeners generate internal texts which commonly differ from what they hear.

Murphy is more intrigued by classroom activities in which the use of recorded listening selections is "secondary in importance to the roles played by teachers and students, rather than the other way around" (p. 23). Both teachers and students should take opportunities to paraphrase, ask and answer questions, introduce expansions, and add contextual clarifications, all of which contribute to the understanding of the content of what everyone has heard. Additionally, such classroom procedures avoid the drawback of all audio and video recordings which, of course, do not represent "live demonstrations of language in the process of creation" (p. 23). Murphy feels that ESL instructors should not underestimate the effectiveness of giving short, topic-related lectures on various subjects of interest to the students. This type of spontaneous speech encourages natural exchanges between speakers and listeners; it will always be closer to reality and have more 'face value' than any professionally made recording. Also, if students are given extended live listening practice (e.g., over 3 to 4 class days) on a single topic, "it may be easier for them to

ESL teachers should give short lectures

comprehend because they will have access to a familiar schema related to what they hear" (p. 23).

Regarding listening and notetaking, Dunkel (1985) states that it "is generally viewed by learner and lecturer alike as one class of mathemagenic activity (Rothkopf, 1970) that facilitates the process of learning and retaining lecture materials" (p. 30). She cites Robin, Fox, Martello, and Archable (1977) who emphasize that accurate notetaking is only one component of effective study: "students, in addition to be taught how to take notes, must also be taught how to utilize the notes taken" (p. 31). Dunkel agrees that notetaking training is often not enough to aid in improving test scores for ESL students. She concludes that students must actually be taught how to study from their notes.

According to Robinson (1980), a skill must be learned and practiced thoroughly, even "mastered"; it cannot just be explained to students. Ur (1984) says that listening comprehension exercises are most effective if they are constructed around a task. Students should be required to do something in response to what they hear, and this in turn will also demonstrate their understanding. She gives examples of task types which include expressing agreement or disagreement after listening to an argument, taking notes, marking a picture or diagram according to instructions, and making inferences.

What are some specific skills in listening and how can they be classified? Richards (1983) has provided a taxonomy of macro- and microskills for listening comprehension that details skills needed for conversation and academic lecture speech events. This taxonomy is empirically substantianted by analysis of listening

processes and spoken discourse and of related research. ALC curriculum developers value such a list of skills like Richards' because it provides a solid basis for testing and curriculum development.

2.2 ELI In-House Reports

As of Spring 1986, the goals, objectives, and materials framework being used in ELI 70 and ELI 80 were adapted in part from two former in-house studies completed at the University of Hawaii. These reports are reviewed below in this needs assessment in order to better understand the rationale behind the general goals, objectives, and choice of curriculum materials currently used by the ELI.

2.2.1 A Needs Assessment and Program Design for An Academic Listening Comprehension Course (Harper, Gleason & Ogama, 1983)

The Harper, Gleason, and Ogama (1983) program design, which included goals, objectives, teaching activities, methodology, and program evaluation, was based on seven sources: university faculty questionnaire (N=55), ELI student questionnaire (N=19), student interviews (N=4), ELI staff interviews (N=3), lecture observations (N=5), "careful consideration of relevant literature and the practical experience of the authors" (p. 60).

On the whole, university faculty reported "no noticeable differences between graduate and undergraduate classes, with regard to skills; there was, however, a difference in this regard between humanities and science courses" (p. 28). Humanities required more discussion skills, particularly by graduate

students, but neither undergraduate nor graduate science courses required these particular skills. Other general findings included the importance of following a lecture, taking notes and participating in class discussions simultaneously, and the ability to request clarification.

Their data results from the student questionnaire were similar to the faculty's responses mentioned above. In addition, students reported that speed of delivery, unfamiliar vocabulary and idioms, and lecturers' accents impeded comprehension, and all of these discourse variables affected the general, overall quality of their notetaking abilities. Students attributed their lack of participation in the classroom to an inability to "think on their feet," a lack of confidence, and an unfamiliarity with American classroom styles.

The ELI staff interviews concluded that there was indeed a continuing need for two levels of academic listening comprehension even though identical objectives could be used for both ELI 70 and ELI 80 if differentiated by the quantity of notetaking taught and by having separate post-tests for each course.

The following is a summary of the aims and objectives for ELI 70 and ELI 80 that Harper et al. proposed:

1. Aim. The learner will be able to comprehend 50 minutes of spoken academic discourse, participate in classroom discussions, and take complete, relevant, and organized notes on the above.
2. Listening Objectives. The learner will be able to:
   a. Accurately identify and follow an argument, theme,

topic or thesis as it is developed or presented during 50 minutes of academic discourse.

b. Carry out the above under different conditions of delivery, situation and style

c. Detect the attitudes of the speaker toward the subject matter.

d. Evaluate the content of a specific lecture in terms of the course as a whole.

3. Note-Taking Objectives. The learner will be able to:

a. Take complete, relevant, organized notes while listening to and/or participating in 50 minutes of academic discourse, and use these notes a week later to answer comprehension questions at 80% accuracy. [Note: No "b." note-taking objective listed.]

4. Oral Objectives. The learner will be able to:

a. Participate appropriately in a lecture or classroom discussion.

b. Give a short (5-15 minute) class presentation on some aspect of her/his (intended) field of study, or on one of the required university BA level courses. (pp. 88-89)

The general aim or goal formulated for both ELI 70 and ELI 80 courses is rather broadly stated here and, of course, it shows no division between the two levels of ability the students may actually have in listening comprehension, notetaking, and discussion skills. The objectives, however, are generally well conceived even though definitions of some of the terms used

(e.g., "take complete, relevant, organized notes" and "participate appropriately in a...discussion") seem vague and difficult to evaluate.

Harper et al. summarized their recommendations as follows:

1. Exempt from further ELI listening comprehension courses the majority of students who have completed either ELI 70 or ELI 80.
2. Introduce a new language laboratory program for the weaker students who have completed ELI 70 or ELI 80.
3. Change the format of the placement test, and introduce both a pre-test and a summative test.
4. Provide teachers with a set of the objectives and related activities.
5. Provide the teacher with sufficient materials to cover classes for a whole semester, if s/he wishes to use them.
6. Change the catalog description of ELI 70 and ELI 80.
7. Extend the responsibilities of the coordinator to cover both ELI 70 and ELI 80. (p. 89)

With the exception of #1 above, we believe all of these recommendations were noteworthy and should have been more carefully considered (and even speedily implemented!) by the ELI administration at the time the needs assessment and program design was submitted. In conducting this present study, we have been particularly concerned with expanding Harper et al.'s recommendation #4 in order to provide ELI 70 and ELI 80 teachers

with testable sets of objectives supported by complementary microskills leading to clearly defined goals.

2.2.2 ELI Curriculum Needs (Mason, 1985)

Mason, ELI Director from 1983 to 1986, compiled data from seven different sources for his in-house report: an ELI student questionnaire, university faculty interviews, directors' interviews from six local intensive English language programs, ELI student evaluations, teacher observations, former surveys and needs assessments, and his own personal observations.

In interpreting the results of his report, Mason proposed several recommendations for curriculum and administration. He approved the continuation of the division of the ELI listening courses according to difficulty of skills, and he believed that the emphasis on EAP should remain. He suggested that there should be a coordinated effort to introduce certain topics (e.g., American culture) in all three skills-based classes--listening, reading, and writing. He stressed the need for a greater emphasis on speaking skills, including pronunciation, not only in the listening classes but also throughout the ELI program. He further proposed an optional ELI speaking skills class be scheduled outside regular weekly classroom hours.

In Mason's review, students' writing skills were reported to be weak. In an effort to address this issue, Mason recommended "writing across the curriculum" throughout the ELI program and a study that would compare ESL 100 and English 100 freshman writing courses.

Additionally, several administrative considerations were addressed. There was a proposal to investigate the possibility of granting elective credit for ELI classes: "Since foreign students, for example, are not required to take foreign languages the ELI courses could well serve as electives in language and culture" (p. 8). Additionally, course credit for ELI classes would enhance motivation among the foreign students and establish greater credibility for the ELI. There was also a suggestion to increase the ELI administrative staff by hiring a core faculty made up of three full-time ESL instructors who would serve as members of the ELI Curriculum Committee. These new staff members would each be assigned to one of the skill-area components of the ELI. Mason realized that one "distinct advantage the programs reviewed have over our own ELI is that the programs are staffed by full-time instructors whose only duties are connected directly with the ELI programs: teaching, evaluation, curriculum writing, and advising" (p. 7).

The following is a summary of the twelve recommendations that Mason made to the ELI in his 1985 in-house report:

1. Continue with the basic organization of the curriculum into three general skill areas: listening/speaking, reading, and writing.
2. Continue the emphasis upon English for Academic Purposes.
3. Subject matter should be built into all ELI courses, preferably American culture.
4. A speaking component should be added to the listening

courses with attention paid to oral communication and pronunciation throughout the ELI program.

5. A complete revision of ESL 100 should be done along with a study of how it compares with English 100.
6. Writing across the curriculum should be incorporated.
7. Continue the present reading course but with new readings in American culture to complement the listening course lectures.
8. Explore the possibilities of setting up a speaking course in the late afternoon or evening.
9. Elective credit toward an undergraduate degree of six to nine hours for ELI courses should be allowed.
10. 70-level ELI courses should go to a four-day schedule.
11. Three full-time faculty members should be hired as ELI instructors.
12. The full-time instructors should serve as members of the ELI Curriculum Committee along with the Director and Assistant Director.

In general, we agree with Mason's list of twelve recommendations, particularly #2 which encourages continued emphasis on EAP, #4 which suggests a speaking component be added to the listening courses (though we believe this should also focus on improving students' discussion skills), and #11 and #12 which propose the hiring of full-time ELI instructors who would also be on the ELI Curriculum Committee. We feel that the ELI especially needs a full-time core staff of "lead instructors" in listening, reading, and writing who would be committed to making

program improvements in curriculum development, continuing an ongoing needs assessment of teachers and students, and providing teacher training and feedback to the graduate assistants and lecturers who are hired to teach in the ELI on a short, one- to two-semester contract basis. The ELI presently has only a full-time director and assistant who, timewise, cannot possibly cover all the testing and curriculum development while responding to instructor and student needs that a program of this size requires.

3 Situation and Communication Needs Analyses

3.1 Case Studies

Case studies were another method that helped to specify listening, notetaking, and discussion skills needed for particular types of classes (e.g., large vs. small lectures and seminars) and for particular fields of study (e.g., liberal arts, science, and business). Ethnographic methods are highly effective in second language acquisition research because classroom observations provide deeper, clearer insights into 1) the actual difficulties both the instructors and their foreign students may have in content classes, 2) students' preferred learning styles, and 3) students' coping strategies. Schmidt (1981) sums up the value of this method of research:

> The case study, in its careful observation of the learner's strategies for processing classroom lectures, reviewing notes, and taking exams provides the curriculum developer with knowledge about both the "means of learning" and the "language abilities" the learner must have to gain knowledge in his or her field. The case study, therefore, makes a unique contribution to the area of needs assessment in English for specific purposes. (p. 20)

Case study research gave us specific information about four courses at UH-Manoa and about six ELI students' listening and learning strategies. These data enabled us to refine the ALC goals, objectives, and microskills gathered from the literature review and in-house reports.

Prior to conducting the case studies, a survey was given to Spring 1986 ELI 70 and ELI 80 students (N=52) to identify their concurrent UH classes according to class type (Table 1) and

content area (Table 2). Based on the survey results, Art 474, Physics 274, Public Health 777, and Economics 150 were chosen

Table 1

ELI Student Survey of Concurrent Enrollment According to Class Types (Spring '86)

CLASS TYPE	# of 70/80 STUDENTS
1. Large lecture: 100% lecture, 0% discussion	41
2. Small lecture: 80% lecture, 20% discussion	23
3. Seminar-type: 50% lecture, 50% discussion	30

Table 2

ELI Student Survey of Concurrent Enrollment According to Content Areas (Spring, '86)

CONTENT AREA	# of 70/80 STUDENTS
1. Liberal Arts	31
2. Science	25
3. Business	20
4. Engineering	13
5. Mathematics	4

as sites for the case studies because they represented popular fields of study--namely, Liberal Arts, Science, and Business. These courses ranged in class type from a seminar with an enrollment of seven students to a large lecture of 150 students.

Each class was observed twice and tape recorded, and interviews were conducted with the course instructors and ELI

students concurrently enrolled. (See Appendix A.3 Class Observation Form, and Appendix A.4 Instructor and Student Interview Guide.)

3.1.1 Art 474

Class size: 150 students
Location: Large lecture hall, Art 132
Time: MWF 9:50-10:45 a.m.

Lecture Style and Discourse

The lecture was a continuous narration that switched back and forth from a general historical presentation of periods of art to detailed explanations of specific art works. Slides were shown in conjunction with the lecturer's narrative. The integration of oral and visual modalities made the lecture difficult to follow: there was often no one-to-one correspondence between the visuals and the discourse. At times, the visuals were described in detail and, at other times, they were only referred to as illustrations of an artistic theme or mood; therefore, the visuals may have confounded rather than clarified the lecture.

In an effort to ease the understanding of new terms and in an effort to make the lecture more comprehensible, the professor used numerous examples and analogies based on what he assumed to be mutually shared cultural knowledge about American events and places (e.g., the Vietnam War and Hawaii). However, he may have confused the students more if they did not share the same set of schemata as his. In addition, his excessive use of reiterations and illustrations could have easily sidetracked the students from the main topic of the lecture.

The professor did not make use of the blackboard nor did he allow time for questions during the lecture. As a result, there were no breaks in the steady stream of discourse, which flowed continously for 50 minutes.

This type of non-stop narration required those students who take detailed notes to rely on their short-term memory to fill in the missing gaps in their notes at the end of the lecture. They could also refer to the course syllabus for the spellings of names and terms and for detailed instructions of assignments. Paraphrasing during or after the class seemed to best serve the students' needs; copious notes were almost impossible to take due to the speed of delivery, the length of the lecture, and the low lighting in the hall.

Interview Results

Instructor The final grade for the course was based on 5- to 6-line summaries of each lecture, a term paper, and a final project. Based on these course requirements, the professor rated reading comprehension, writing term papers, and listening as the three most important skills for success in Art 474. Reference articles and two optional textbooks had to be read in order to follow up on lectures and for citation sources for term papers. Although he did not take points off for poor writing, he felt that the writing assignments should be well organized and relatively clear. Listening to develop relationships, concepts, and impressions about the lecture topics along with accumulating data were important. He suggested taking sparse notes--key words or phrases--that could be "reflected on rather than memorized."

what a the im things listen

How to take art notes

prof. for foreign students

He thought foreign students had three problems: 1) plagiarism, 2) the lack of cultural understanding about how to approach the teacher for informal discussions, and 3) how to use the teacher as a resource.

Students Five ELI students were asked about their learning experiences and strategies in Art 474. The students concurred with their professor that reading and writing were the two most important skills; listening and notetaking were not considered as important. The students took few, if any, notes at all because they claimed that the lectures were too fast and too hard to follow.

at did
udents
ke
lesson?
e ✓
many
lecture

In a comparison of students' notes and their corresponding summaries, we found that the students had taken down numerous details and examples during the lectures but only a few general statements about the major topics. In an effort to keep up with the professor, it appeared that students were taking down details without seeming to understand the relationship of the details to the main ideas. One student's summary did not even reflect the lecture content; later, he explained that he compensated for his limited listening ability by finding a reference in the library on which to base his summary. Three other students occasionally compared or even copied their classmates' summaries.

3.1.2 Physics 274

Class Size: 50 students
Location: Small lecture hall, Watanabe 112
Time: MWF, 12:10-1:05 p.m.

Lecture Style and Discourse

The purpose of the lectures was to introduce major principles and formulae and to clarify chapters in the textbook and examples from the homework assignments. The lectures were easy to follow because they were straightforward, and major points were emphasized through repetition. The professor made extensive use of the blackboard by drawing diagrams and graphs and by writing down formulae and page numbers from the text. He used many symbols and notations that were never explained because they seemed to be a part of the students' science background. The professor occasionally paused to ask for questions; however, he did not allow enough wait time for students to respond.

use of visual aids

wait tu

Most students used the textbook during the lecture for sample problems and homework exercises. Because the students spent most of their time alternating between copying down blackboard information and referring to the text, they might not have been able to include explanations of diagrams and equations within their notes. Also, the students appeared reluctant to interrupt the professor for clarifications, perhaps, because of time constraints and his teacher-centered style of lecturing.

define teachg Studen center

Interview Results

Instructor The professor identified reading, notetaking, and listening comprehension as three skills necessary for successfully completing the course requirements. The two mid-

what skills ~~use~~ would assist students most effectively in class?

term exams, a final exam, and graded homework assignments were based on both the lecture notes and the readings; hence, it was important for the students to be able to draw relationships between the two sources.

The professor felt that the textbook posed problems for poor readers and that sometimes nonnative speakers had difficulty doing physics problems because they were not able to interpret the questions. To compensate for these types of reading difficulties, he suggested that his students first attend the lecture and later read the text. Listening comprehension played an important role in understanding not only the lecture content but also the text chapter in this course.

As the professor has had much experience working with foreign graduate and undergraduate students, he expressed concern about their lack of communicative competence. He recommended that the ELI offer a speaking class for foreign graduate students who conduct discussion groups or lab sections; a speaking class would also help them with future oral comprehensive exams.

<u>Students</u> One of his students, concurrently enrolled in ELI 80, was asked how he prepared for Physics 274. He told us that he read the chapters before class and relied minimally on the lectures for clarification of the text, contrary to the professor's recommendation. In fact, he used the textbook to clarify his lecture notes. In a comparison between his notes and those of a native speaker in the class, we found that the nonnative speaker copied everything from the blackboard and that he used asterisks and boxes to highlight important equations.

Compare native & non-native st's notes

The native speaker's notes, however, were more detailed and expressed relationships among formulae more fully by using connectives, such as "therefore," "due to," and "because"; he also labeled symbols and diagrams. Both the quantitative and qualitative differences in the two students' notetaking systems may be, in part, due to the nonnative speaker's reliance on the textbook--rather than the lecture notes--to prepare for examinations. This is a good example of how the quality and quantity of notetaking vary according to a student's intended use.

3.1.3 Public Health 777

Class Size: 7 students
Location: Conference room, Biomed D211
Time: M, 9:50-11:55 a.m.

Lecture Style and Discourse

This course was set up as an informal discussion in which the professor spent little time lecturing. Discussions centered around progress reports and peer feedback of students' research design projects. The professor encouraged total class participation and did not control turn-taking or restrict the direction of the discussion; he preferred assuming the role of moderator or facilitator of student interaction.

The professor presented new research concepts and principles (e.g., data collection, variables, and testing) and highlighted them with examples from the students' research. He used the blackboard to neatly outline the important steps of writing a proposal and to draw needless cartoons of analogies referred to in his presentation. Also, the professor had an extremely slow

rate of speech

rate of delivery (as measured by an average pause length of 3 seconds), which made his lectures seemingly easier to follow.

The silent periods when the professor was writing on the board or pausing between utterances may have actually impeded attentive listening: the students could easily become bored or lose interest in the topic under discussion. In addition, students needed to be judicious and select only the most relevant points from the blackboard to incorporate into their notes.

Interview Results

Instructor The professor explained that the purpose of the course was to define a research project that the students (new doctoral candidates in the Department of Public Health) would implement at the doctoral level. The two course requirements, a research proposal and a critique, confirmed the need to write term papers and to read with understanding. He had no assigned class readings; however, the students had to read extensively for their research designs.

Discussion skills were also needed because he avoided formal class presentations, unlike other Public Health professors, and opted instead for total group participation and peer feedback. He suggested the need to "conceptualize" and "think on your feet" in order to follow a discussion and put forth a coherent argument.

The professor had worked extensively with foreign students and found that they sometimes experience communication breakdowns when interlocutors speak too quickly or use colloquialisms, Americanisms, and cultural references. The professor suggested

xperience w/ foreign st.

How can these prob. be overcom

that if students could gain more exposure to informal English outside of class then some of these breakdowns might be avoided.

Student An ELI 80 student was interviewed about the course. He agreed that students needed to take advantage of class discussions. He felt that the professor's slow rate of delivery and his extensive use of the blackboard enhanced aural comprehension, contrary to our opinion that students might become inattentive.

3.1.4 Economics 120

Class size: 75 students
Location: Double classroom, Webster 102
Time: TTH, 9:05-10:25 a.m.

Lecture Style and Discourse

The purpose of the lectures was to reinforce the textbook content. These lectures were highly organized, though complex and dense. They contained references to past and future lectures and to current U.S. state and national politics, economy, and historical events; the instructor also included personal asides. Graphs were used extensively to illustrate economic models (e.g., classic theory model, Keynesian model).

desc. speakin style

The lecturer expanded upon original graphs by adding, subtracting or altering plotted points to create hypothetical situations to which he applied equations and formulae. He used upper- and lower-case letters as symbols--a personal set of abbreviations based, in part, on the text. The lecturer employed numerous discourse markers to aid comprehension. He cued important ideas with rhetorical questions, rephrasings, and repetitions. For example, when writing main ideas on the

blackboard, he used such phrases as "you need to know...," "remember that...," and "it's important for you to understand this."

The lecturer attempted to involve the students in order to hold their interest. He maintained eye contact with individual students seated in the first three rows, created hypothetical situations about them, and moved about the front of the classroom. The professor was not always able to maintain all of the students' attention. Some students who sat in the back of the large classroom whispered incessantly and shuffled papers, which could have distracted their neighbors. Other distractions came from outside noises--lawnmowers, cars, and motorcycles--which competed with the lecturer's delivery.

Nonnative students might have had difficulty in following the lectures even though they were well-presented. Students with limited knowledge of American history and culture would not be able to fully appreciate the breadth and depth of the lecture. In addition, if students couldn't follow the original explanation of a model due to limited aural ability, they wouldn't be able to apply its principles to subsequent hypothetical situations. Finally, the instructor's foreign accent and occasional mispronounciations of key words might have drawn the students' attention away from the flow and content of the lecture.

Interview Results

Instructor The instructor rated reading and listening comprehension as important skills because the mid-term and final tests integrated lecture notes, the textbook, and extra handouts

of charts and graphs. He recommended that the students prepare for the classes by reading the assignments beforehand although, in reality, he admitted that few followed his advice. As for notetaking, the instructor felt that students' notes should include whatever was written on the blackboard.

Students There was only one ELI 80 student concurrently enrolled in Economics 120; unfortunately he was unavailable for an interview.

Summary

These four case studies proved to be an important, integral part of both the situation and communication analyses. The class observations and instructor and student interviews not only served to empirically verify numerous skills cited in the literature and in ELI in-house reports, but they also made us aware of other skills particular to content areas that had not been addressed in the literature (e.g., Economics 120, the need to follow explanations and applications of graphic representations). In addition, they provided us with insights into students' preferred learning styles (e.g., Physics 274, reliance more on the text than on the lectures) and coping strategies (e.g., Art 474, the use of outside library references to write summaries about the lecture topic). This situational analysis strengthened our justifications for the proposed goals, objectives, and microskills for ELI 70 and ELI 80 courses.

3.2 ELI Staff Discussion of Tentative Goals, Instructional Objectives, and Microskills

At this point within the research project, there was a need to obtain feedback from the ELI staff on whether the proposed microskills were representative of listening behaviors in university courses and whether they were valid for ALC instruction. We also felt that the instructors' comments would indicate either general acceptance or rejection of a skills-based curriculum, having definite pedagogical implications and more exact measures of teacher accountability. In a tacit way, we hoped to discover if there was any division among the staff members regarding "precision teaching" versus what is generally known as "traditional teaching," that is, without the benefit or use of instructional objectives (Brophy, 1978).

Thus, an ELI meeting was called on May 2, 1986, with the administration, current and future instructors, a professional notetaker, and an ESP business consultant in order to accomplish the following purposes:

1. To update our colleagues on the data and tentative results compiled thus far in the needs assessment.
2. To share two sets of tentative microskills and sample instructional objectives based on the course goals of listening, notetaking, and discussion skills for intermediate and advanced level ALC courses. (See Appendix A.5 Tentative Objectives.)
3. To discuss implications that this needs assessment might have on future instruction, testing, and materials in ELI 70 and ELI 80.

Because most of the ELI instructors are graduate assistants or lecturers--intelligent, open-minded, motivated individuals with a willingness to challenge or defend one another's viewpoints, the discussion that ensued was indeed lively. As it turned out, there were two unequally divided camps: most instructors appeared to favor the use of instructional objectives although some were critical of this instructional approach claiming that it was incompatible with their personal styles of teaching. Aside from these differing philosophies, the group as a whole seemed to be genuinely concerned about the ELI listening component as they debated the pros and cons of the tentative microskills. Their suggested revisions helped to modify the taxonomy to include only the most relevant and justifiable microskills, which were then presented to currently enrolled ELI 70 and ELI 80 students for their opinion.

3.3 ELI Student Needs Questionnaire

No needs assessment could be considered complete without student input. The ELI student needs questionnaire was an attempt to ensure that the tentative microskills were representative of foreign students' listening needs and not biased by the expectations and impressions of ESL researchers, methodologists, and teachers regarding which ALC skills nonnative speakers need in an academic setting. The basic research question was: Would these microskills be perceived as relevant and necessary to ESL students who were just completing a 15-week ELI listening course?

In Spring 1986, one ELI 70 section and three ELI 80 sections, representing a total enrollment of 67 students, were surveyed. Near the end of the term, ELI instructors distributed the questionnaire to students to complete outside of class. The return rate on the questionnaire was only 42% (N=28) perhaps due to timing of the distribution and collection of the questionnaire and, in part, to the minimal participation of students in ELI 70.

The questionnaire was a checklist that listed 27 tentative ALC microskills under three headings: Listening to Lectures, Note-Taking, and Discussion Skills. (See Appendix A.6 ELI Questionnaire on Academic Listening Comprehension.) Students were asked to check "Yes," "No" or "Not Sure" in response to the following questions:

1) Do you need to use this skill in any of your regular UH-Manoa classes?
2) Do you think this skill needs to be practiced in an academic English listening comprehension course?

As shown in Table 3, bio-data were collected regarding the students' native language, age, sex, time spent in the U.S., semesters at UH-Manoa and at other American universities, academic major, and current student status.

A majority of the ELI students who responded to the questionnaire were males (N=25) from SE Asian countries. Their mean age was 26.3 years and mean length of residence in the U.S. was 3.2 years. One-half of the students had attended UH-Manoa for one semester and nearly one-third for two semesters.

Table 3

ELI 70 and ELI 80 Student Bio-Data (Spring 1986)

N=28						
Native Language:	N=10	Chinese	(36%)	N=1	Samoan	(4%)
	5	Vietnamese	(18%)	1	Tamil	(4%)
	3	Indonesian	(11%)	1	Lingala/French	(4%)
	3	Korean	(11%)	1	Kikongo	(4%)
	1	Japanese	(4%)	1	Mande	(4%)
	1	Thai	(4%)			
Age:	18 to 57 years Mode=24 years; Mean=26.3 years					
Sex:	N=25	Males	(86%)			
	3	Females	(11%)			
Time in U.S.:	6 months to 7 years Mode=6 months; Mean=3.2 years					
Semesters at UH:	N=15	1 semester	(54%)	N= 3	3 semesters	(11%)
	9	2 semesters	(32%)	1	4 semesters	(4%)
Semesters at Other American Universities:	N=14	0 semesters	(50%)	N= 3	5 semesters	(11%)
	2	1 semester	(7%)	1	6 semesters	(4%)
	2	3 semesters	(7%)	1	8 semesters	(4%)
	5	4 semesters	(18%)			
Academic Major:	N= 8	Engineering	(29%)			
	5	Social Sciences	(18%)			
	4	Science	(14%)			
	3	Humanities	(11%)			
	8	Liberal Arts/ Undeclared	(29%)			
Current Student Status:	N=18	Undergraduate	(64%)			
	10	Graduate	(36%)			

One-half of them had not attended any other American university; over one-third had transferred to UH-Manoa after four or more semesters elsewhere. Engineering and liberal arts (i.e., undeclared majors) represented over half of the students' majors.

The bio-data statistics provided a profile of a sample population representative of ELI students. In addition, their maturity (as measured by a mean age of 26.3 years), acculturation to the U.S. (as measured by mean length of residence of 3.2 years), and post-secondary academic experience gave us confidence that the students' opinions were meaningful and pertinent to this needs assessment.

The questionnaire results are reported in Tables 4-6. Table 4 shows students' perceptions of needed listening skills, Table 5 note-taking skills, and Table 6 discussion skills. Results are given for both survey questions for each of the 27 microskills and are reported according to rank order, the number of responses, and the percentage of responses.

In Table 4, the rank ordering for nine out of eleven microskills shows that those skills needed in regular university classes should also be practiced in an ALC course. Two skills, however, differ in their rank order and number of responses. Twenty-five students (86%) ranked "identify the main ideas" as one of the two most important skills needed in UH-Manoa classes, but only 18 students (67%) ranked it 7th as a skill to be practiced. The other skill, "understand an explanation of a graph, chart or formula," ranked 8th by 19 students (66%) as needed in a university course was rank ordered only 11th by ten students (36%) as a skill needed to be practiced. The survey seems to indicate that neither formal training nor practice is necessary for these two skills.

Table 4

ELI Students' Perceptions of Listening Skills Needed in Content Classes Versus Skills Needed To Be Practiced in Academic Listening Courses

N = 28*

Rank	Skill Needed in UH-Manoa Classes	LISTENING SKILLS	Skill Needed To Be Practiced in ALC courses	Rank
		A. Listening to Lectures		
1	N = 25 (86%)	Identify the main ideas	N = 18 (67%)	7
1	25 (86)	Identify persuasive statements and supporting details	21 (75)	1
3	23 (82)	Understand meanings of new vocabulary and terms	20 (77)	3
4	22 (76)	Identify cause and effect relationship	19 (70)	5
5	21 (72)	Identify supporting ideas	21 (72)	1
5	21 (72)	Identify comparisons and contrasts	20 (69)	3
7	20 (69)	Identify the major topic	17 (61)	8
8	19 (66)	Understand an explanation of a graph, chart or formula	10 (36)	11
9	18 (64)	Understand colloquial sayings and idioms	19 (70)	5
10	17 (61)	Understand lecturer's body language	15 (56)	9
11	13 (46)	Recognize cultural references to understand words	14 (52)	10

* Respondents from ELI 70 = 4; ELI 80 = 24. Some microskills were not checked by all 28 subjects; therefore, the percents given in parentheses were calculated by dividing the number of "Yes" responses by the total number of "Yes," "No" and "Not Sure" responses.

Why did these students perceive such a difference? A possible interpretation is that students realize the importance of identifying main ideas and understanding the explanation of a graph, chart, or formula and perceive no further need to practice these two skills. These skills are not language specific and could have already been acquired in the students' first language.

Regarding student perceptions of note-taking skills, Table 5 indicates that six out of seven skills needed in regular lecture classes also require practice in ALC courses. The skill ranked 1st by 26 students (90%) as needed in regular UH-Manoa courses--"write down notes from the blackboard"--was an exception, however; only 15 students (54%) ranked it 6th as a note-taking skill that needed to be practiced. A possible explanation is that university students do not perceive a need to practice this skill as it seems to be "a natural reflex" in academic settings.

Table 5

ELI Students' Perceptions of Note-taking Skills Needed in Content Classes Versus Skills Needed To Be Practiced in Academic Listening Courses

N = 28

Rank	Skill Needed in UH-Manoa Classes	LISTENING SKILLS	Skill Needed To Be Practiced in ALC Courses	Rank
		B. Note-Taking		
1	N = 26 (90%)	Write down notes from the blackboard	N = 15 (54%)	6
2	25 (86)	Use abbreviations	21 (75)	3
2	25 (86)	Refer to notes for course assignments and directions from instructor	22 (79)	1
4	24 (83)	Summarize lectures using your notes	22 (79)	1
5	23 (82)	Use notes to study for exams	21 (75)	3
6	18 (62)	Compare notes with textbook readings	19 (68)	5
7	16 (55)	Use different types of note-taking systems for various kinds of lectures	14 (50)	7

In Table 6, six of the seven microskills used in classroom discussions were shown to be needed in university courses and practiced in an ALC course.

The skill, "expressing agreement and disagreement to classmates and to teacher,"--not surprisingly ranked 6th--was one of the least needed to be practiced. The low ranking given to

Table 6

ELI Students' Perceptions of Classroom Discussion Skills Needed in Content Classes Versus Skills Needed To Be Practiced in Academic Listening Courses

N = 28

Rank	Skill Needed in UH-Manoa Classes	DISCUSSION SKILLS	Skill Needed to Be Practiced in ALC Courses	Rank
		A. Classroom Discussions		
1	N = 24 (86%)	Request information, clarification and/or confirmation	N = 20 (74%)	2
1	24 (86)	Understand lecturer's recommendations, directions, and course expectations	21 (78)	1
3	22 (79)	Express personal opinions and views	20 (74)	2
4	20 (71)	Express agreement and disagreement to classmates and to teacher	17 (63)	6
4	20 (69)	Support argument with evidence from others	20 (74)	2
6	17 (61)	Take turns in in-class discussions	18 (67)	5
		B. Teacher-Student Conferences		
1	22 (79)	Ask questions and/or explain term projects	18 (67)	1
2	20 (71)	Set up and prepare for an appointment with an instructor	16 (59)	2
		C. Class Presentations		
1	21 (75)	Make oral presentations with follow-up discussion questions	17 (63)	1

this particular skill may have been influenced by cultural factors: questioning an instructor's point of view, an uncommon practice in Asian educational systems, could be considered rude and aggressive. In addition, the in-house reports and case study professor interviews support the interpretation that the low ranking does not indicate that students did not need to practice this skill but that they did not want to practice it.

Summary

The ELI student questionnaire indicates that 23 out of a total of 27 ALC microskills are necessary in academic settings and for ALC class instruction.

Specific to this needs assessment, the student input further verified the tentative microskills as a valid taxonomy of ALC skills. In addition, this needs assessment fulfilled its responsibility to respond to the academic needs of the ELI student population at UH-Manoa.

4 Suggested Goals, Objectives, and Microskills for ELI 70 and ELI 80

This section presents the second stage of the systems design model. Arriving at this stage was possible only through a careful review and interpretation of each data source--the literature, ELI in-house reports, case studies, ELI staff meeting, and student needs questionnaire. At this point, the goals, instructional objectives, and microskills for ELI 70 and ELI 80 could finally be specified.

Before preparing the initial sets of microskills, we had to decide how ELI 70 and ELI 80 would differentiate from each other (especially since the Harper et al. and the Mason studies did not make any distinction between the two levels). After conducting the pre-needs analysis and reviewing the case study data, we were able to separate the two listening comprehension courses according to the following criteria:

> ELI 70: For ESL students who have low- to mid-intermediate proficiency in academic listening comprehension and who have demonstrated a need for basic training and practice in notetaking and discussion skills.
>
> ELI 80: For ESL students who have high-intermediate to advanced proficiency in academic listening comprehension and who desire to practice more complex notetaking and discussion skills.

<u>Goals</u>:

Goals are general descriptive statements that outline course aims, which the needs analysis has shown to be appropriate for

the students' levels and learning requirements. The purpose of the goals presented here is to establish an overall framework for the listening comprehension program in the ELI at UH-Manoa by specifying three major skill components--listening, notetaking, and discussion skills. Three goals have been specified for ELI 70 and for ELI 80 as shown in Table 7:

Table 7

Goals And Instructional Categories for Academic Listening Courses at UH-Manoa

ELI 70 GOALS	ELI 80 GOALS
#1 Students will be able to follow the basic ideas of a lecture.	#1 Students will be able to synthesize arguments within a lecture.
A. Lecture Organization B. Cohesion C. Vocabulary D. Lecturer's Style	
#2 Students will be able to use effective notetaking skills.	#2 Students will be able to devise and reference a notetaking system compatible with their academic needs.
A. Taking Notes B. Using Notes	
#3 Students will be able to effect learning by actively participating in academic situations.	#3 Students will be able to develop coherent arguments in class discussions and in oral presentations.
A. Classroom Discussions B. ELI 70: Student-Teacher Conferences ELI 80: Oral Presentations	

These goals qualitatively differentiate learning experiences according to the complexity of skills required for intermediate and advanced ALC courses. For each course, these goals are

further subdivided according to instructional categories that organize microskills necessary to attain each individual goal.

Objectives

Instructional objectives are the means by which microskills are operationalized in order to reach the curriculum goals. They provide the listening component of the ELI with a solid basis for student evaluation and teacher accountability. Well-written objectives unambiguously describe 1) the terminable behaviors or skills, 2) the conditions necessary for evaluation, and 3) the criteria for acceptable performance.

Microskills

If goals are a style of architecture and objectives are the blueprints, then microskills are the bricks and mortar that hold the entire structure together. Microskills play an extremely important role--perhaps even the most important--in planning syllabi and daily lesson plans by providing specific skills to practice followed by complementary tasks to perform.

We have attempted to reduce the number of microskills to a select few (in order to prevent trivialization) by including only those skills documented as actually being needed and used by university students in academic lecture settings. Even though a certain amount of subjective interpretation is unavoidable, it is our belief that this taxonomy of microskills has indeed been justified.

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.

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.

ELI 70 Goal #1 B. Cohesion

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 #1 D. Lecturer's Style

MICROSKILLS	JUSTIFICATION SOURCES
D. Lecturer's Style	
70/10 Relate paralanguage (eye contact, gestures, body movement) to a verbal equivalent.	Case Studies Econ. 120 p. 28 Pub. Health 777 p. 25 Student Questionnaire Ranked 9th out of 11 Brown (1977) Richards (1983) Item 31 Harper et al. (1983) Item 1.5

OBJECTIVE

Match paralanguage cues used by a lecturer in short video segments to their possible verbal equivalents with 70% accuracy.

70/11 Recognize word reductions.	Case Studies Econ. 120 p. 28 Pub. Health 777 p. 26 Ur (1984) Richards (1983) Item 12 Harper et al. (1983) Item 3.1

OBJECTIVE

While listening to a short segment within a 30-minute academic lecture, complete a cloze paragraph by filling in complete forms of reduced words with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
70/12 Understand mispronounced words through discourse context.	Case Studies Econ. 120 p. 28

OBJECTIVE

After listening to repeated segments in which words are mispronounced, choose their written equivalents from 4-item multiple choice questions with 90% 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 prese[illegible] the blackboard into notes during a 30[illegible]re. (Observable behavior;

70/14 – Other variables come into play? (i.e. copying from blackboard)

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.)

ELI 70 Goal #2 B. Using Notes

MICROSKILLS	JUSTIFICATION SOURCES
B. Using Notes	
70/16 Paraphrase lecture notes.	Case Studies Art 474 p. 21 Murphy (1985) Harper et al. (1983) Item 4.3

OBJECTIVE

Use personal notes from a 30-minute academic lecture and paraphrase two main ideas in written form with 80% accuracy.

70/17 Summarize from lecture notes.	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 30-minute academic lecture to write a 100-word summary that includes 2 of the 3 main ideas presented with 80% accuracy (for content only; not for grammar).

ELI 70 Goal #2 B. Using Notes (cont.)

MICROSKILLS	JUSTIFICATION SOURCES
70/18 Use notes to study for an essay or multiple-choice exam.	Case Studies Econ. 120 p. 28 Phys. 274 p. 24 Student Questionnaire Ranked 3rd out of 7 Dunkel (1985) Harper et al. (1983) Item 1.4

OBJECTIVE

Use personal notes to outline, paraphrase, or summarize--verbally and/or in writing--main ideas and supporting details to prepare for a essay or multiple-choice exam. (Observable student behavior; no testing required.)

70/19 Cross-reference lecture notes with notes from reading material.	Case Studies Phys. 274 p. 24 Econ. 120 p. 28 Student Questionnaire Ranked 5th out of 7

OBJECTIVE

Fill in a partially completed outline using both reading and lecture notes with 90% accuracy.

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. 26 Phys. 274 p. 23 Student Questionnaire Ranked 2nd out of 6 Harper et al. (1983) Item 1.2

OBJECTIVE

don't agree

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.)

ELI 70 Goal #3 B. Student-Teacher Conferences

MICROSKILLS	JUSTIFICATION SOURCES
B. Student-Teacher Conferences	
70/24 Set up and prepare for a student-teacher conference.	Case Studies Art 474 p. 22 Student Questionnaire Ranked 2nd out of 2

OBJECTIVE

Request a conference with an instructor and prepare an outline or list of topics to discuss. (Observable student behavior only; no testing required.)

70/25 Recognize appropriate social distance through speech registers.	Case Studies Art 474 p. 22

OBJECTIVE

After watching short video segments of student-teacher interactions, choose a more appropriate student response in 4-item multiple choice questions with 70% accuracy.

ELI 80 Goals, Objectives, and Microskills

Goal #1 Students will be able to synthesize arguments within a lecture.

MICROSKILLS	JUSTIFICATION SOURCES
A. Lecture Organization	
80/1 Identify cause and effect relationships.	Case Studies Art 474 p. 20 Econ. 120 p. 27 Student Questionnaire Ranked 5th out of 11 Richards (1983) Item 5 Harper et al. (1983) Item 1.3

OBJECTIVE

Indicate the cause and effect relationships within a 50-minute academic lecture by filling in a partially completed matrix with 80% accuracy.

80/2 Identify comparisons and contrasts.	Case Studies Art 474 p. 20 Student Questionnaire Ranked 3rd out of 11 Richards (1983) Item 5 Harper et al. (1983) Item 1.3

OBJECTIVE

Show comparisons and contrasts presented in a 50-minute academic lecture by choosing appropriate sentence connectors in 4-item multiple-choice questions in order to complete sentence stems with 80% accuracy.

ELI 80 Goal #1 A. Lecture Organization (cont.)

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.

this would work well with commercial video

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.

ELI 80 Goal #1 B. Cohesion

MICROSKILLS	JUSTIFICATION SOURCES
B. Cohesion	
80/6 Recognize commonly used formulaic expressions and idioms.	Case Studies Econ. 120 p. 28 Student Questionnaire Ranked 5th out of 11 Richards (1983) Item 14 Harper et al. (1983) Items 1.2, 3.3

OBJECTIVE

Select appropriate paraphrases of formulaic expressions used within a 50-minute academic lecture by choosing the correct answer from 4-item multiple-choice questions with 90% accuracy.

80/7 Identify anaphoric and cataphoric references.	Case Studies Econ. 120 p. 27 Richards (1983) Item 8 Harper et al. (1983) Item 1.3

OBJECTIVE

After listening to repeated segments within a 50-minute academic lecture that include personal and relative pronouns, choose the correct anaphoric and cataphoric references (e.g., personal and relative pronouns) from 4-item multiple-choice questions with 80% accuracy.

MICROSKILLS	JUSTIFICATION SOURCES
80/8 Recognize cohesive devices showing cause and effect, comparison and contrast, and persuasion.	Richards (1983) Item 8 Harper et al. (1983) Item 1.3

OBJECTIVE

While listening to repeated segments ending with cohesive devices within a 50-minute academic lecture, choose from 4-item multiple-choice questions the phrases which logically complete each segment with 80% accuracy.

ELI 80 Goal #1 C. Vocabulary

MICROSKILLS	JUSTIFICATION SOURCES
C. Vocabulary	
80/9 Recognize denotative and connotative meanings.	Student Questionnaire Ranked 3rd & 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.

ELI 80 Goal #1 C. Vocabulary (cont.)

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.

ELI 80 Goal #1 D. Lecturer's Style

MICROSKILLS	JUSTIFICATION SOURCES
D. Lecturer's Style	
80/13 Identify sarcasm, cynicism, skepticism, irony, and seriousness about lecture topic.	Case Studies Econ. 120 p. 28 Richards (1983) Item 10 Harper et al. (1983) Item 2

OBJECTIVE

After listening to repeated segments in a 50-minute academic lecture, identify lecturer's negative and/or positive attitudes toward subject matter by writing down "negative" or "positive" after each segment with 90% accuracy.

80/14 Recognize paralinguistic and paralanguage cues that emphasize discourse or carry meaning independently.	Case Studies Pub. Health 777 p. 26 Student Questionnaire Ranked 9th out of 11 Brown (1977) Richards (1983) Item 16 Harper et al. (1983) Item 1.5

OBJECTIVE

After listening to or watching repeated segments in a 50-minute academic lecture, identify paralinguistic and paralanguage cue segments by selecting their verbal equivalents from 4-item multiple-choice questions with 80% accuracy.

ELI 80: Goal #2 Students will be able to devise and reference a notetaking system compatible with their academic needs.

MICROSKILLS	JUSTIFICATION SOURCES
A. Taking Notes	
80/15 Use content-specific abbreviations.	Case Studies Econ. 120 p. 27 Phys. 274 p. 23 Student Questionnaire Ranked 3rd out of 7 Harper et al. (1983) Item 1

OBJECTIVE

A) Devise a 10-to 15-word list of abbreviations after reading a 1-page summary of a 50-minute academic lecture; B) use these same abbreviations while taking notes on the lecture; and C) transcribe the notes into prose with 95% accuracy.

80/16 Explain interrelationships of charts, graphs, within charts, graphs, formulae, etc.	Case Studies Phys. 274 p. 23 Econ. 120 p. 27 Student Questionnaire Ranked 11th out of 11

OBJECTIVE

While listening to a 20-minute explanation of a graph and formula within a 50-minute academic lecture, explain the interrelationships between the graph and formula in paragraph form with 80% accuracy.

ELI 80 Goal #2 A. Taking notes (cont.)

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).

ELI 80 Goal #2 B. Using Notes (cont.)

MICROSKILLS	JUSTIFICATION SOURCES
80/21 Categorize inter-relationships of concepts within notes.	Case Studies Art 474 p. 20 Student Questionnaire Ranked 1st out of 7 Dunkel (1985) Harper et al. (1983) Item 1.1

OBJECTIVE

Using notes from a 50-minute academic lecture, fill in a flow chart that categorizes the interrelationship of concepts presented in the lecture with 90% accuracy.

80/22 Synthesize notes from readings and lectures.	Case Studies Art 474 p. 21 Physics 274 p. 24 Econ. 120 p. 28 Student Questionnaire Ranked 5th out of 7

OBJECTIVE

Synthesize notes from a reading and a lecture by incorporating 3 facts and/or examples from each source in a short-answer essay with 80% accuracy.

80/23 Use notes as a reference for term papers and/or presentations.	None (except researchers' personal observations of graduate students).

OBJECTIVE

Make use of personal notes by accurately citing facts and/or quotations in writing assignments and class presentations. (Observable student behavior; no testing required.)

Goal #3 Students will be able to develop coherent arguments in class and in oral presentations.

MICROSKILLS	JUSTIFICATION SOURCES
A. Classroom Discussions	
80/24 Recognize and use appropriate timing to make requests and to give additional information.	Case Studies Pub. Health 777 p. 26 Phys. 274 p. 23 Student Questionnaire Ranked 2nd out of 6 Harper et al. (1983) Item 1

OBJECTIVE

Use linguistic, paralinguistic, and paralanguage clues along with awareness of American cultural norms to interrupt a lecture to make requests and to give additional information. (Observable student behavior only; no testing required.)

80/25 Express a challenge or refutation politely.	Case Studies Pub. Health 777 p. 25 Student Questionnaire Ranked 6th out of 6 Harper et al. (1983) Item 1

OBJECTIVE

✓ After watching short video segments of challenges or disagreements in classroom discussions, choose more socially acceptable responses in 4-item multiple-choice questions with 80% accuracy.

ELI 80 Goal #3 A. Classroom Discussions (cont.)

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.)

ELI 80 Goal #3 B. Oral Presentations

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.)

ELI 80 Goal #3 B. Oral Presentations (cont.)

MICROSKILLS	JUSTIFICATION SOURCES
80/30 Formulate discussion questions.	None (except for researchers' personal observations of in-class presenations.)

OBJECTIVE

Prepare a minimum of 5 questions that will stimulate class discussion based on a 10-minute presentation. (Observable student behavior; no testing required.)

80/31 Use visual aids in a class presentation.	None (except for researchers' personal observations of in-class presentations).

OBJECTIVE

Use blackboard, overhead projector, slides, charts, graphs, handouts, etc. when giving a 10-minute presentation. (Observable student behavior; no testing required.)

5 Recommendations for Program Design

In the process of developing goals, objectives, and microskills for ELI 70 and ELI 80 based on this needs assessment, numerous issues surfaced that prompted a reanalysis of the program design. This reanalysis generated the following recommendations for changes in placement testing, staffing, and materials development and selection. In addition, new directions in course offerings, a continued development of this needs assessment, and communication with other EAP programs are proposed.

5.1 Placement Testing

In the area of evaluation, there is a need to reassess the Harper Academic Listening Test (HALT). This current placement measure determines whether students need ELI 70 and ELI 80, only ELI 80, or no ALC classes. The HALT is a norm-referenced test that scores student performance on both discrete and global listening skills. The current HALT measure does not discriminate well nor does it reflect the goals and objectives of ELI 70 and ELI 80.

In a reanalysis of the Spring 1986 test scores (n=38) for ELI 70 and ELI 80 as shown in Table 8, the low reliability coefficient, Rxx = .33 (according to K-R21) questions the consistency of the scores. Because these scores might have been a product of chance, rather than an indication of true performance, this measurement may not accurately differentiate between those students needing one or more semesters of academic listening comprehension.

Table 8

HALT TEST -- Spring, 1986	
Statistical Breakdown	
n = 38	s = 4.52
K = 55	Rxx = .33 (33%)
$\bar{x}$ = 27.11	sem = 3.70

The reanalysis also reveals that the standard error of measurement, sem = 3.70, could have led to incorrect placement of students in ALC courses. The sem indicates a potential score fluctuation on repeated test measures of a band of 7.20 points, 3.70 points on either side (+ or -) of the student's score. In examining the point spread of the Spring '86 scores, 68% of the students received scores that lie within the standard error of measurement. Thus, these scores might not have accurately placed or exempted students from either ELI 70 or ELI 80 courses.

In addition to the HALT, the ELI employs additional methods of assessing placement--such as, subjective evaluations of oral proficiency during the post-placement interview, length of residence in an English-speaking country, and number of semesters in an English-medium university. Although these considerations have face validity and should be used when students' scores lie at the cutoff points, they lack external validity for a large number of scores.

Recommendations We recommend developing a criterion-referenced test (CRT) that has greater reliability and that measures

students' abilities against the instructional objectives for each course. This type of test could serve as a pre-test that would show students' strengths and weaknesses vis-a-vis specific ALC course objectives. (This type of information would be of great value to teachers who adapt the course syllabus to individual student's needs.) A finely tuned CRT could also be useful as a diagnostic tool at the mid-term, and it would be most suitable as a post-test. A comparison of pre- and post-test scores would show students' actual success in learning specific skills. Furthermore, it could serve as a measure of evaluation and accountability when teachers' materials and methodologies are compared with students' performances at the end of the course.

5.2 Staffing

At present, the ELI instructional staff consists of two full-time instructors and a number of part-time graduate assistants and lecturers. The part-time teaching positions are granted to currently enrolled M.A. degree graduate students in the Department of English as a Second Language on a semester basis. The hiring of part-time temporary staff provides the ELI with a continuous infusion of creative and dynamic personnel; however, due to regular turnover and short-term commitment, there is very little steady, ongoing input into the development of core course curricula. Therefore, a great variance between content and objectives can be found in any semester among several sections of the same course. This not only creates inconsistency across ALC curricula being taught but also

exacerbates a smooth transition between the intermediate (ELI 70) and the advanced (ELI 80) levels of academic listening comprehension.

Recommendations We recommend employing a staff of skill-specific curriculum developers whose duties would include:

1) providing orientation and training for new teachers,
2) conducting biweekly teachers' meetings in order to pool staff resources and increase communication,
3) developing curriculum, and
4) revising the placement tests.

If the ELI could establish such staffing positions, this would facilitate moving towards the development of a core course curriculum. No longer would part-time teachers "reinvent the wheel" or "use trial-by-error" pedagogical methods.

5.3 Materials Development and Selection

The ELI presently houses a small, eclectic collection of video and audio tapes that vary widely in length of discourse, rate of delivery, complexity of content, and quality of organization. At present, these audio-visual materials are not specific to either ELI 70 or ELI 80.

A second area of concern involves the current textbooks Understanding Academic Lectures (Mason, 1983) used in ELI 70 and Advanced Listening Comprehension (Dunkel & Pialorsi, 1982) used in ELI 80. The ELI 70 textbook presents a variety of academic listening experiences, such as interviews, panel discussions, and lectures. The speech samples progress from 25 to 40 minutes

in length and represent native and nonnative speakers in authentic discourse. The ELI 80 textbook, on the other hand, is a collection of five- to ten-minute readings by two speakers on different topics of a factual nature. The lecturettes are repeated twice: during the first recording, students follow a note-taking model while listening to an uninterrupted lecture; and, during the second recording, students take notes as the speaker interrupts the lecture to repeat facts and figures and to provide feedback.

There seems to be a mismatch between textbooks and courses. In a survey (N=28) of ALC materials used at the university level, Works (1985) reported that 16 institutions ranked the current ELI 80 text for use in a high-intermediate class (TOEFL scores of 400-575), whereas the ELI 70 text was recommended for an advanced class (TOEFL scores of 475-640).

Lastly, the current ALC materials lack an interrelationship of language skills. In ELI 70 and ELI 80, writing is limited to responses for short-answer listening comprehension questions, and reading is limited to the ESL text. Both the ELI Curriculum Needs (Mason, 1985) and the case study interviews with professors revealed the overlapping and interdependency of skills in content courses: 1) lecture notes were used as a basis for essay exams, 2) term papers required synthesizing the readings and lectures, 3) reading the course textbook as a pre-listening activity prepared students for lectures, and 4) lecture notes were used for clarification of text.

Recommendations A useful resource for the curriculum developer, as well as for the teaching staff, would be a set of guidelines for developing and selecting listening materials that reflect the differences between intermediate and advanced levels of listening comprehension. Such guidelines should consider lecture length, speed of delivery, content density, rhetorical structure, and organizational style, along with a focus towards achieving the instructional objectives through specific training of microskills.

guidelines for select mater

We question whether the ELI 70 textbook, Understanding Academic Lectures, might be more appropriate for ELI 80 because it involves listening to a variety of spoken genres, to both native and nonnative speakers' accents, and to longer discourse.

As our courses are already divided by skill areas for instruction, we suggest that the ELI consider a pilot curriculum that would coordinate topics across the ELI curriculum. For example, complex topics and issues--which could be approached from various perspectives--could be previewed in ELI 72 Reading, then expanded upon in a lecture series in ELI 70 or ELI 80, and finally reflected on in an essay in ELI 73 or ESL 100 Writing courses. Not only would this team of instructors benefit from this coordination of content, tasks, and skills, but also the students would benefit from an ELI course curriculum that closely resembles the general integration of skills that regular university coursework has in their undergraduate or graduate degree programs. Without a doubt, incorporation of reading and writing skills into ALC courses would enhance total language

development and positively affect aural proficiency.

5.4 Course Offerings

In the ELI Curriculum Needs (1985), Mason reported a general concern expressed by the UH-Manoa faculty about nonnative speakers' lack of communicative competence:

> the largest complaint, almost across the board, is that the [nonnative speakers] do not talk in class, do not ask questions, and cannot participate fully in seminar discussions. In general, they are not tuned in to the American style classroom and manner of education. Students are satisfied to simply absorb lectures without any interaction. (p. 5)

This problem was reconfirmed unanimously in our case study interviews with professors.

Although this lack of communicative competence may not be a crucial issue at the undergraduate level, graduate students may be at a severe disadvantage when they are not able to actively participate in seminar-type classes. This situation may be attributed to cross-cultural differences of classroom conventions and behaviors, to student-teacher relations, and to students' lack of confidence or inability to express themselves in English.

<u>Recommendations</u> This particular problem could be addressed in the ALC classes by offering a special section of ELI 80 for graduate students. This graduate section would focus more on classroom discussion strategies, conversation management skills, and pronunciation, and it could also include skills needed in giving lectures and oral presentations for those foreign graduates who have to defend a master's thesis, pass oral

comprehensive exams, or teach in lab or discussion sections.

Another type of academic listening comprehension class worthy of consideration is the adjunct model, an ESP design that closely links the content class with special English instruction. (Such a model has been in existence for nine years at U.C.L.A.; presently, it is also being successfully implemented in Toronto, Vancouver, and Beijing.) Students in these adjunct courses are concurrently enrolled in a university core requirement class--usually in the field of humanities--and in an ESL-ALC class. The responsibility of the ESL instructor is to bridge the gap that exists between the content instructor's requirements and the students' current level of linguistic proficiency. The true advantage of the model is the special help that the students receive in a regular, credit-bearing university class.

5.5 Continued Development of the Needs Analysis

This present needs analysis was intended to investigate and supplement the findings from previous in-house, data-based reports (Harper et.al, 1983 & Mason, 1985). We feel that this project has added even more information to the ongoing process of defining and refining the ALC classes in the ELI at the University of Hawaii. In anticipation that this needs assessment will serve as a resource or point of departure for others, we are recommending some possible directions for its continuation.

Recommendations We recommend that the ELI Student Questionnaire be distributed each semester to ELI 70 and ELI 80 students and to ALC instructors. This data collection would not only serve to compare current student and teachers' perceptions of appropriate ALC skills but also provide a formative evaluation of the ELI program design and curriculum. Only through an inquiry of students' perceptions of their academic needs and of ALC syllabus content can the ELI remain responsive to the student population it serves.

Longitudinal studies of the learning strategies of nonnative speakers in content classes are also recommended. In-depth, ethnographic studies offer the researcher a true perspective of the process of learning, of students' personal learning styles, and of students' interpretations of their specific difficulties. In particular, individual case studies provide specific information about: discrepancies between lecture content and lecture notes, effect of speakers' styles on the quality and quantity of notes, possible causes of communication breakdowns, and coping strategies of nonnative students in regular university classes. This information would be extremely useful to further re-define, clarify, and justify the goals, objectives, and microskills presented in this report.

Secondly, we recommend communication analyses of lecture and discussion discourse according to class type and content area. Careful analysis of audio- and video-recorded "live" discourse would reveal similiarities and differences of lecture presentations, levels of difficulty, and patterns of lectures

that could more precisely define objectives and microskills for ALC classes. This would also allow the ELI to establish additional guidelines for academic listening materials development.

5.6 Communication with English for Academic Purposes Programs

We recommend that the ELI inititate communication with other intensive English language programs. This could be a viable means of staying abreast of new trends and pilot projects throughout the world in the field of ESP. We have drafted a letter inviting such a sharing of ideas. (See Appendix G Letter to EAP Program Administration.) Information exchanges with similar types of programs could enhance curriculum development along with further justifying our ALC goals, objectives, and microskills.

6 Conclusion

This research project has provided the ELI Administration with a solid base for ongoing development of academic listening comprehension courses in the ELI. Through this needs analysis and the establishment of specific goals, objectives, and microskills for both ELI 70 and ELI 80, we believe that the ELI administration and program will benefit by having a firmer sense of credibility, accountability, and focus that can now be applied to the ALC course offerings. In addition, these new sets of criteria should aid in the development of more accurate placement testing, curriculum design, and evaluation of courses, instruction, and student proficiency.

It has been our intent that this project be available to others in the ELI and in the Department of ESL at UH-Manoa as a resource and as a reference document. We would like to acknowledge our appreciation, again, to Dr. Jack Richards and Dr. J.D. Brown for their patience, guidance, and interest in this project.

Bibliography

Brophy, J.E. (1978). Precision teaching in the high school classroom: a commentary. American Education Research Journal, 15, 141-143.

Brown, G. (1977). Listening to spoken English. London: Longman.

Dunkel, P. (1985). Listening and notetaking: What is the effect of pretraining in notetaking? TESOL Newsletter, XIX, 30-31.

Dunkel, P., & Pialorsi, F. (1982). Advanced listening comprehension. Rowley, MA: Newbury House.

Harper, A., Gleason, A., & Ogama, A. (1983). A needs assessment and program design for an academic listening comprehension course. Unpublished ESL 730 syllabus design project, University of Hawaii at Manoa.

Mason, A. (1983). Understanding academic lectures. Englewood Cliffs, NJ: Prentice-Hall.

Mason, C. (1985). ELI curriculum needs. Unpublished in-house report, University of Hawaii at Manoa.

Murphy, J.M. (1985). Examining ESL listening as an interpretive language process. TESOL Newsletter, XIX, 23-24.

Richards, J.C., Platt, J., & Weber, H. (1985). Longman dictionary of applied linguistics. Essex: Longman.

Richards, J.C. (1983). Listening comprehension: Approach, design, procedure. TESOL Quarterly, 17, 219-240.

Robin, A., Fox, R.M., Martello, J., & Archable, C. (1977). Teaching note-taking skills to underachieving college students. Journal of Educational Research, 71, 81-85.

Robinson, P.C. (1980). ESP (English for specific purposes): The present position. Oxford: Pergamon Press.

Rothkopf, E.Z. (1970). The concept of mathemagenic activities. Review of Educational Research, 40, 325-336.

Schmidt, M. (1981). Needs assessment in English for specific purposes: The case study. In: Selinker, L., Tarone, E., & Hanzeli, V. (Eds.), English for academic and technical purposes. Rowley, MA: Newbury House.

Ur, P. (1984). Teaching listening comprehension. Cambridge: Cambridge University Press.

Works, N.M. (1985). Materials used for the teaching of listening comprehension: A survey. TESOL Quarterly, XIX, 27-29.

Appendix A.1: ELI Program and Course Description

ENGLISH LANGUAGE INSTITUTE

University of Hawaii at Manoa

1890 East-West Road, Moore Hall

Honolulu, Hawaii 96822 U.S.A.

(808) 948-8815

To: Foreign Student Advisors, College Counselors, and Prospective UH-Manoa Students Who Are Non-Native Speakers of English

From: Director, English Language Institute

I. General Information

The English Language Institute (ELI) is a sub-unit of the Department of English as a Second Language and is located on the 300-acre campus of the University of Hawaii in Manoa Valley, a residential section near the state capital and Waikiki, on the island of Oahu. The University of Hawaii is a public educational institution which began in 1907; it currently has an enrollment of more than 20,000 students. The University offers course work leading to bachelor's degrees in 89 fields of study, master's in 77, doctorates in 41, first professional degrees in law and medicine, and a number of certificates. Prospective students should address inquiries regarding admission requirements to:

Undergraduate Admissions University of Hawaii at Manoa Office of Admissions and Records 2530 Dole Street Honolulu, Hawaii 96822 U.S.A.	Graduate Admissions University of Hawaii at Manoa Graduate Division Office 2540 Maile Way Honolulu, Hawaii 96822 U.S.A.

The primary function of the ELI is to provide English language instruction to those non-native speakers of English who have been officially admitted to UH-Manoa and who are judged to be in need of further specialized training, especially in English used in an academic setting. The ELI offers courses in listening comprehension, reading, and writing taught by faculty members of the Department of ESL and graduate assistants who are highly qualified and experienced ESL instructors.

II. Test of English as a Foreign Language (TOEFL) and Exemptions

The TOEFL is normally required of all foreign applicants, including students who either have been admitted to or have matriculated at other universities. Undergraduate candidates must attain a minimum score of 475 on the TOEFL examination. Graduate candidates must score 500 or higher depending on the individual department's English requirements. TOEFL applications may be obtained by writing to:

Educational Testing Service
Box 899
Princeton, New Jersey 08541 U.S.A.

Applicants exempt from the TOEFL examination are:

1) those whose native language is English;

2) those who hold a bachelor's or a graduate degree from an accredited university in the United States, Canada, Britain, Australia or New Zealand;

3) those who have completed a regular English composition course (excluding English courses for foreign students) with a grade "C" or better at an accredited college or university in the U.S. or other countries listed above, but are required to take the listening comprehension, reading and vocabulary portions of the ELI Placement Test; and

4) those who are non-native English speakers who have completed 6 years of schooling (high school and/or university) in the U.S. or countries listed above, but are required to take all portions of the ELI Placement Test.

III. ELI Placement Battery and Exemptions

All non-native English speakers who are admitted to the University of Hawaii at Manoa are screened by the ELI. The ELI Placement Test for academic English proficiency is given several times before the regular Fall and Spring semesters, and before the first and second Summer Sessions. The placement battery consists of four, 1-hour tests in writing, listening comprehension, reading and vocabulary. After the test results have been analyzed, all students are interviewed; at that time, students are either exempted from instruction in the ELI or are assigned to one or more of the courses offered.

Students exempt from the ELI Placement Battery are:

1) those who have scored 600 or above on the TOEFL; and
2) those who hold a bachelor's or a graduate degree from an accredited university in the United States, Canada, Britain, Australia or New Zealand.

Students exempt from the ELI Placement Writing Test are:

1) Same as #1 and #2 above re: ELI Placement Battery exemptions; and
2) those who have completed a regular English composition course (excluding English courses for foreign students) with a "C" or better at an accredited college or university in the U.S. or countries already listed above, or with a "D" or better from another campus within the University of Hawaii system. (N.B.: As of March 1986,

[N.B.: As of March 1986, students taking regular English composition courses at either Hawaii Loa College or American Samoa Community College are not currently being exempted from taking the ELI Placement Writing Test.]

All ELI-numbered courses are noncredit; however, the grading system is based on "Credit/No Credit". If a student receives "No Credit" in any of the ELI courses, he or she must retake the course until a grade of "Credit" is achieved.

ESL 100--which satisfies the freshman composition requirement for non-native speakers of English--is a regular university course for 3 credits and must be taken for a letter grade (A-F). If a student receives an "F" in ESL 100, he or she must retake the course until a letter grade of "D" or better is achieved.

When a student has been assigned to take any ELI courses and/or ESL 100, registration and attendance in the particular ELI course(s) is mandatory. For undergraduate students, the ELI courses and/or ESL 100 will take precedence over all other university coursework. For graduate students, however, those ELI courses in the 80-series (i.e. ELI 80 and ELI 83) may be postponed or waived upon recommendation of the student's graduate chairman or academic advisor <u>and</u> approval of the assistant dean of the Graduate Division.

IV. ELI Course Descriptions

ELI 70 **Listening Comprehension I** (0 credits)
Cr/NC only. Intensive work in understanding lectures, taking lecture notes, writing examinations and study skills. Language laboratory required.
(Equivalent to 4 credits.)

ELI 80 **Listening Comprehension II** (0 credits)
Cr/NC only. Advanced listening practice; development of classroom discussion skills. Language laboratory required. Prerequisite: ELI 70 or placement by examination. (Equivalent to 3 credits.)

ELI 72 **Reading for Foreign Students** (0 credits)
Cr/NC only. Instruction and practice in improving reading comprehension and speed, and in use of textbooks and reference materials. Work on study skills; individual conferences and tutoring.
(Equivalent to 4 credits.)

ELI 73 **Writing for Foreign Students** (0 credits)
Cr/NC only. Extensive practice in expository writing. Analysis and use of rhetorical devices. Individual conferences and tutoring as required.
(Equivalent to 4 credits.)

ELI 83 **Writing for Foreign Graduate Students** (0 credits)
Cr/NC only. Individual instruction in specific writing problems: term papers, reports, projects. Foreign graduate students only except by permission. Prerequisite: ELI 73 or placement by examination. (Equivalent to 3 credits.)

ESL 100 **Expository Writing: A Guided Approach** (3 credits)
Letter grade (A-F) only. Extensive practice in writing expository essays; linguistic devices which make an essay effective. (Fulfills composition requirement for non-native speakers of English only.)

V. ELI Course Scheduling

All ELI courses and ESL 100 follow the University of Hawaii's regular schedule for length of term and class hours required. A course which equals 3 credits usually meets 3 days per week for 55 minutes each class; a course of 4 credits usually meets 5 days per week for 55 minutes each class. The Fall and Spring semesters are each 15 weeks in duration. Two 6-week Summer Sessions are offered each year, when most ELI courses meet daily, Monday through Friday, for approximately 2 hours per class.

VI. ELI Writing Lab

In addition to the regular ELI course offerings, the ELI provides special help to non-native English speakers with their written English through its Writing Lab located in Webster 302A. This facility is staffed by graduate assistants and volunteers who give individualized instruction to all ELI and ESL 100 students.

VII. International Student Office

The International Student Office gives general assistance to students and scholars from other countries. Foreign students are provided with individual counseling in personal matters; they may seek advice in problems regarding health, finances, visas, and governmental regulations, and may request assistance for various types of social and educational activities outside their academic programs. Close liaison is maintained with the students, academic advisors and their sponsors. Coordination is maintained among all activities relating to foreign nationals in all branches of the University. The International Student Office is located at 2442 Campus Road, UH-Manoa campus.

VIII. Housing

Inquiries concerning housing should be directed to the Student Housing Office, UH-Manoa, Johnson Hall A, 2555 Dole Street, Honolulu, Hawaii 96822 U.S.A.

IX. Other UH-Manoa Affiliated English Language Programs

If an applicant for admission to UH-Manoa has been denied admission due to inadequate English proficiency, he or she may be interested in two other programs located on the Manoa campus.

Hawaii English Language Program (HELP)

HELP is a full-time noncredit intensive English language program for non-native speakers offered by the College of Continuing Education and Community Service in cooperation with the Department of English as a Second Language. Students must be at least 18 years of age and hold a high school diploma. HELP also provides a separate TOEFL preparation course for students who need the TOEFL test for college entrance. For complete application packet and information, write to the Registrar, HELP, CCECS, UH-Manoa, 2530 Dole Street, Sakamaki Hall D400, Honolulu, Hawaii 96822 U.S.A.

New Intensive Course in English (NICE)

NICE is a 20-hour-a-week, 8-week course offered throughout the year. It is a noncredit English language program open to non-native speakers of English interested in conversational English, both speaking and listening. Contact the Summer Session Office, UH-Manoa, 101 Krauss Hall, 2500 Dole Street, Honolulu, Hawaii 96822 U.S.A.

If any additional information or clarification is desired, please write to the appropriate office and state your concerns. The ELI will be happy to help you with any matters specifically concerning its placement test, course requirements and scheduling.

Rev. May 1986

Appendix A.2: Preliminary Proposal and Modified Model

ELI 70 and ELI 80:

EAP Listening Comprehension and Note-Taking at UH-Manoa

Goal:

To conduct a "systems design approach" needs analysis in order to distinguish separate or overlapping general goals for ELI 70 and ELI 80 courses. From this information, we hope to set down realistic, specific and testable objectives which will provide a solid basis for future development of criterion-referenced tests and curriculum suitable for the instructors, learners and the ELI program.

Procedure:

1. Pre-Needs Analysis: Gathering general background information needed for analysts before starting a detailed needs analysis.

2. Needs Analysis I: Situation analysis.

3. Needs Analysis II: Communication analysis.

4. Establish General Goals for Academic Listening Comprehension (ALC).

5. Establish General Goals for ELI 70 and ELI 80.

6. Establish Specific, Testable Objectives for ELI 70 and ELI 80.

   N.B.: See attached Modified Systems Design Approach flow chart for procedural details.

Product:

A detailed written report which will include pertinent information gathered through a comprehensive needs assessment of the UH-Manoa ELI Academic Listening Comprehension and Note-Taking Courses currently being offered. A set of clearly-stated, testable objectives for ELI 70 and ELI 80 will be included along with recommendations for future analysis of tests, materials and equipment, and pedagogical implications.

Note: This project will be done with the assistance of Director Dr. Mason, Assistant Director Dave Rickard, and future Director Dr. Brown. The team analysts will be conducting this research as part of their half-time graduate assistantship duties during Spring Term 1986.

Modified Systems Design Model

PRE-NEEDS ANALYSIS: GATHERING GENERAL BACKGROUND INFORMATION

1) UH ELI Historical Review
   a) In-house Program Reports
   b) ESL M.A. Theses

2) Other University ELI/ALP/IEP Programs

3) Other ESL Needs Analyses

4) Literature Review: EAP Listening Comprehension--State of the Art
   a) Research Studies
   b) Methodology
   c) Course Designs
   d) Materials (textbooks, tapes & videos)

5) Develop Philosophical View of Needs Analysis for Team Analysts

NEEDS ANALYSIS I
SITUATION ANALYSIS
ELI 70 & ELI 80

1) Review 1/3/85 "ELI Curriculum Needs" Report by Dr. Mason

2) Current Course Descriptions

3) Current/Past Learners
   a) Backgrounds
   b) English Proficiency Levels
   c) Purposes/Motivations/Goals
   d) Pre-, Current & Post-ELI Courses & UH-Manoa Content Courses

4) Former/Current/Future ELI Instructors

NEEDS ANALYSIS II
COMMUNICATION ANALYSIS
ELI 70 & ELI 80

1) Review 1/3/85 Mason Report

2) Identify Types of UH UG/Grad Courses
   a) Lecture Styles
   b) Discussion Techniques
   c) NS-NS and NS-NNS interactions in the classroom

3) Analyze Types of Tasks Involved/Schema-Building

4) Linguistic Analysis

5) Current/Future ELI Admin.

N.B.: #3-#5 conducted through records/systems analysis, interviews, questionnaires, classroom observations and case studies.

5) List Macro- & Micro-skills necessary for Listening to Academic Lectures, Note-taking, & Objective and Essay Tests

6) Separate General Academic Study Skills for NS/NNS

N.B.: #2-#6 conducted through classroom/ student observations, questionnaires and tests.

GENERAL GOALS
FOR
ACADEMIC LISTENING COMPREHENSION (ALC)

GENERAL GOALS
FOR ELI 70
AND
INSTRUCTIONAL
OBJECTIVES

GENERAL GOALS
FOR ELI 80
AND
INSTRUCTIONAL
OBJECTIVES

Appendix A.3: Class Observation Form

This Class Observation Form is a "meta-awareness" checklist of lecture discourse and style that should be considered by needs assessment analysts when they participate in case study research. The examples shown below--in parentheses after each topic heading--are merely suggestions. Class observation notes should be similar to "raw" ethnographic field notes; the researcher should take down as much as possible of whatever was actually going on within the classroom, especially interactions between lecturer and students.

Course Number & Subject:

Lecture Aim/Goal:

Room (acoustics, environment, size):

Students (numbers, seating arrangement, interest level):

Lecturer (speech, NS vs. NNS, use of paralanguage/
paralinguistics, discourse style):

Visuals (blackboard, audio-visual, useful/useless props used):

Interaction (with students, participation elicited, answers to questions):

Reference (verbatim, if possible, vis-a-vis frequency, to what?--past lectures, text, mutual/shared experiences):

Lecture (discourse style):

Intro/Conclusion (use of clinchers, developed, distinguishable):

Topic Development (gambits, rhetorical style apparent, use of "foreigner talk" for what purpose?)

Fluency (clear speech, quality of explanations, rhythmic delivery):

Appendix A.4: Instructor and Student Interview Guide

In conducting case study research, this form can be a follow-up guide after classroom observation has been completed.

General Information about the Course

1. Is it different or similar to other courses in your department?

2. Do many nonnative speakers or foreign students take this course?

3. Rate the following skills as to their importance regarding success in this class:

_____ Reading Comprehension Skills

Writing Skills
_____ a) essays and term papers
_____ b) short answer or essay exams
_____ c) notetaking

_____ Listening Comprehension Skills

_____ Discussion Skills

Course Requirements

1. Attendance Policy

2. How is the final grade determined?

Activity/Assignment	Percentage of Grade
_____	_____
_____	_____
_____	_____

3. Quizzes, Tests and Exams

How many?

What type?
_____ multiple-choice
_____ fill-in-the-blank
_____ short answer
_____ essay

What materials are they based on? _____ lecture notes
_____ textbook
_____ outside sources

4. Textbook

Importance to the course:

Distribution of reading assignments throughout semester:

5. Other Readings

Importance to the course:

Distribution of reading assignments throughout semester:

Lectures

1. What percent of classtime is spent on lectures? _____%

2. Content:

How is it related to the text? _____ explanation
_____ elaboration
_____ reiteration

Class Discussion

1. What percent of classtime is spent on discussions? _____%

2. Basis of Content:

Lecture
_____ a) Clarification and explanation
_____ b) Expansion

_____ Exercises
_____ Activities
_____ Extra interests
_____ Asides

Notetaking

1. Is it necessary to take detailed notes in your class?

2. Types of details included in notes:

_____ main ideas
_____ summary of lecture
_____ dates
_____ facts & figures
_____ formulae
_____ other

Supplementary Aids

1. Are there any supplementary aids available for your students?

Types of Aids	Function	How Often
_____ Course Outline/Syllabus		
_____ Lecture or Reading Outlines		
Use of Audio-visuals		
_____ Blackboard		
_____ Overhead Projector		
_____ Movies/Video Tapes		

Nonnative Speakers as Students

1. Participation:

   _____ Quantity

   _____ Quality

2. General Tendencies of Nonnative Students:

3. Problem Areas:

4. Comments from your colleagues and other professionals concerning this population:

5. Advice for the English Language Institute:

Appendix A.5: Tentative Objectives

ELI 70

GOAL #1

Students will be able to follow the logical argument of a lecture.

Microskills

A. Lecture Organization

1. Identify the major topic.
2. Identify main ideas.
3. Identify supporting details.
4. Recognize discourse markers that introduce or emphasize main ideas.
5.

B. Cohesion

1. Recognize the purpose of conjunctions.
2. Recognize the purpose of connectives of addition, conclusion, example and chronological order.
3. Interpret the relationship among ideas expressed by using a connective.
4.

C. Vocabulary

1. Recognize key words through synonyms, rephrasings, reiterations and examples.
2. Infer meanings of key abbreviations (initials, symbols, acronyms) through surrounding context.
3.

D. Lecturer's Style

1. Relate paralanguage (eye contact, gestures, body movement) to a verbal equivalent.
2. Recognize word reductions and elliptical forms.
3.

Instructional Objectives

By the end of ELI 70, students will be able to:

A.1. Identify the major topic of a 30-minute academic lecture in a 4-item multiple-choice question with 100% accuracy.

B.2. Choose the following idea after listening to a short segment ending with a connective from 4 items in a multiple-choice question with 80% accuracy.

C.2. Choose the word equivalents of abbreviations used in context after listening to a short segment of a lecture from 4 items in a multiple-choice questions with 80% accuracy.

D.2. Fill in the missing words in a cloze exercise while listening to a lecture segment with 90% accuracy.

GOAL #2

Students will develop effective notetaking skills.

Microskills

A. Taking Notes

1. Use standard, common abbreviations.
2. Paraphrase using phrases.
3. Summarize notes from a lecture.
4. Incorporate speaker's notations on the blackboard into one's own notes.
5.

B. Using notes

1. Use notes to study for an essay or multiple-choice exam.
2. Cross reference lecture notes with reading material.
3.

Instructional Objectives

At the end of ELI 70, students will be able to:

A.2. Paraphrase in 1-3 sentences a 3-minute lecture segment containing 4-6 main ideas with 80% accuracy.

GOAL #3

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

Microskills

A. Classroom Discussions

1. Express personal opinions and viewpoints.
2. Request new information, clarification and confirmation.
3. Understand instructor's recommendations, directions, and expectations.
4. Take turns in discussions.
5.

B. Student-Teacher Conferences

1. Set up an appointment.
2. Prepare for a conference.
3. Recognize appropriate social distance through speech registers.
4.

Instructional Objectives

At the end of ELI 70, students will be able to:

A.1&2. Label 10 questions or statements according to their purpose and degree of formality with 90% accuracy.

B.2&3. Make 5 different questions or statements about a course requirement in a role play of a conference with a professor with 80% accuracy.

ELI 80

GOAL #1

Students will be able to follow an argument, theme or thesis of a lecture.

Microskills

A. Lecture Organization

1. Identify cause and effect relationships.

2. Identify comparisons and contrasts.

3. Cite premises in persuasive arguments.

4. Recognize supporting details in persuasive arguments.

5. Understand explanation of a model (graph, chart, diagram or formula).

B. Cohesion

1. Recognize commonly used formulaic expressions.

2. Recognize commonly used idioms.

3. Identify anaphoric references.

4. Identify cataphoric references.

5. Recognize cohesive devices showing cause and effect, comparison and contrast, and persuasion.

C. Vocabulary

1. Recognize denotative meanings.

2. Recognize connotative meanings.

3. Recognize common cultural references to interpret specialized vocabulary.

4. Identify multiple meanings from contextual clues.

5. Recognize commonly used colloquialisms.

6. Recognize commonly used Americanisms.

7.

D. Lecturer's Style

1. Identify sarcasm, cynicism, skepticism, irony and seriousness.

2. Recognize message-bearing paralanguage cues used as emphasis.

Instructional Objectives

By the end of ELI 80, students will be able to:

A.1. Indicate the cause and effect relationships in a 50-minute academic lecture by inserting an appropriate word or phrase in the blanks provided with 80% accuracy

A.2. Show comparisons and contrasts presented in a 50-minute lecture by choosing appropriate sentence connectives in a 4-item multiple-choice question with 80% accuracy.

A.3&4. Indicate what the premise is in a 50-minute persuasive argument by underlining the key words or phrases in a 500-word summary with 80% accuracy.

GOAL #2

Students will be able to devise a complex, notetaking system.

Microskills

A. Taking notes

1. Use content-specific abbreviations.
2. Paraphrase using sentences.
3. Summarize notes from a lecture.
4. Adopt/Adapt parts of various notetaking systems.
5. Incorporate visual or written material when taking notes.
6.

B. Using notes

1. Categorize the interrelationships of concepts within notes.
2. Synthesize notes from readings and lectures.
3. Use notes as a reference for term papers or presentations.
4.

Instructional Objectives

At the end of ELI 80, students will be able to:

A.3. Write a 1-page summary to include 15 main ideas and supporting details based on the notes of a 50-minute lecture with 80% accuracy.

GOAL #3

Students will be able to present a coherent argument in small groups and seminar-type discussions.

Microskills

A. Classroom Discussions

1. Express agreement and disagreement.

2. Express a challenge or refutation.

3. Use tact in sensitive discussions.

4. Support argument with evidence from others.

5.

B. Oral Presentations

1. Recognize rhetorical structures of lectures.

2. Narrow topic.

3. Use references.

4. Formulate discussion questions.

5. Use classroom visual aids.

6.

Instructional Objectives

At the end of ELI 80, students will be able to:

A.3. Label 10 questions or statements according to their degree of formality with 90% accuracy.

B.1. Identify rhetorical structures of 2-minute lecture segments from a list with 80% accuracy.

Appendix A.6: ELI Questionnaire on Academic Listening Comprehension

ELI QUESTIONNAIRE ON ACADEMIC LISTENING COMPREHENSION

We are trying to improve future ELI listening comprehension classes. To do this, we need more information on the type of listening skills needed by University of Hawaii foreign and immigrant students whose native language is not English. Your answers on this questionnaire will greatly help us in designing better academic listening courses for the ELI.

Note: These questions deal only with the English you must listen to in your studies at UH-Manoa. They do not include problems you have outside of the university; for example, when shopping, travelling or participating in social occasions.

PLEASE RETURN THIS QUESTIONNAIRE TO YOUR ELI INSTRUCTOR OR TO THE ESL OFFICE, MOORE 570, BY WED., MAY 7TH.

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE!!

BACKGROUND INFORMATION

ELI classes taken: ( ) 70 ( ) Fall ( ) Sp ( ) Summer 19__

( ) 80 ( ) Fall ( ) Sp ( ) Summer 19__

( ) Undergraduate or ( ) Graduate

Major: _____

Native Language: _____ Age: ____ Sex: ____

Time in U.S.: _____ year(s)

Time at University of Hawaii-Manoa: _____ semesters

Time at other American colleges/universities: _____ semesters

---

Please read the following directions:

There are two questions for each of the skills listed on the following pages. The first question asks if you need to use a particular skill in your regular UH-Manoa classes. Your choices are ( ) Yes ( ) No ( ) Not Sure. The second question asks if you think a particular skill needs to be practiced in an English academic listening comprehension course. Your choices are ( ) Yes ( ) No ( ) Not Sure. Please check ( ) Not Sure if you don't understand what the skill is or if you don't know whether there is a need to practice it.

	Do you need to use this skill in any of your regular UH-Manoa classes?			Do you think this skill needs to be practiced in an academic English listening comprehension course?		
LISTENING SKILLS						
Listening to lectures	**Yes**	**No**	**Not Sure**	**Yes**	**No**	**Not Sure**
1. Identify the major topic	( )	( )	( )	( )	( )	( )
2. Identify main ideas	( )	( )	( )	( )	( )	( )
3. Identify supporting ideas	( )	( )	( )	( )	( )	( )
4. Identify cause and effect relationships	( )	( )	( )	( )	( )	( )
5. Identify comparisons and contrasts	( )	( )	( )	( )	( )	( )
6. Identify persuasive statements and supporting details	( )	( )	( )	( )	( )	( )
7. Understand an explanation of a graph, chart or formula	( )	( )	( )	( )	( )	( )
8. Understand meanings of new vocabulary and terms	( )	( )	( )	( )	( )	( )
9. Recognize cultural references to understand words	( )	( )	( )	( )	( )	( )
10. Understand colloquial sayings and idioms	( )	( )	( )	( )	( )	( )
11. Understand lecturer's body language	( )	( )	( )	( )	( )	( )

	Do you need to use this skill in any of your regular UH-Manoa classes?			Do you think this skill needs to be practiced in an academic English listening comprehension course?		
B. Note-taking	**Yes**	**No**	**Not Sure**	**Yes**	**No**	**Not Sure**
1. Use abbreviations	( )	( )	( )	( )	( )	( )
2. Summarize lectures using your notes	( )	( )	( )	( )	( )	( )
3. Write down notes from the blackboard	( )	( )	( )	( )	( )	( )
4. Use different types of note-taking systems for various kinds of lectures	( )	( )	( )	( )	( )	( )
5. Use notes to study for exams	( )	( )	( )	( )	( )	( )
6. Compare notes with textbook readings	( )	( )	( )	( )	( )	( )
7. Refer to notes for course assignments and directions from instructor	( )	( )	( )	( )	( )	( )

	Do you need to use this skill in any of your regular UH-Manoa classes?			Do you think this skill needs to be practiced in an academic English listening comprehension course?		
DISCUSSION SKILLS						
A. Classroom Discussions	Yes	No	Not Sure	Yes	No	Not Sure
1. Express personal opinions and views	( )	( )	( )	( )	( )	( )
2. Request information, clarification and/or comfirmation	( )	( )	( )	( )	( )	( )
3. Understand lecturer's recommendations, directions, and course expectations	( )	( )	( )	( )	( )	( )
4. Take turns in in-class discussions	( )	( )	( )	( )	( )	( )
5. Express agreement and disagreement to class-mates and to teacher	( )	( )	( )	( )	( )	( )
6. Support argument with evidence from others	( )	( )	( )	( )	( )	( )
B. Teacher-Student Conferences						
1. Set up and prepare for an appointment with an instructor	( )	( )	( )	( )	( )	( )
2. Ask questions and/or explain term projects	( )	( )	( )	( )	( )	( )
C. Class Presentations						
1. Make oral presentations with follow-up discussion questions	( )	( )	( )	( )	( )	( )

Appendix A.7: Letter to EAP Program Administrators

University of Southern California, American Language Institute

Columbia University, American Language Program

Georgetown University, Division of English as a Foreign Lang.

Michigan State University, English Language Center

Oregon State University, English Language Institute

University of Florida, English Language Institute

University of California at Los Angeles, English as a Second Language

University of California at Berkeley

University of California at Santa Barbara

Harvard University Programs of English as a Second Language

University of Illinois, Urbana, Intensive English Institute

Colorado State University, Intensive English Program

Cornell University, Intensive English Program

Kapiolani Community College

Leeward Community College

Honolulu Community College

Hawaii Loa College

Hawaii Pacific College

Date

Director
ELI/ALI Program
Address

Dear Director:

The English Language Institute (ELI) at the University of Hawaii at Manoa is presently conducting a needs assessment to update its academic listening comprehension (ALC) component. We are very interested in learning more about similar intensive English programs for non-native students in other American colleges and universities. So, we are writing to you to ask for any information you might be able to share with us about your course offerings in ALC and/or study skills.

We would particularly appreciate receiving specific information regarding:

1) ALC course descriptions;

2) General course goals;

3) Specific learning objectives;

4) Standardized tests used for initial placement;

5) Criterion-referenced tests used for pre- and post-proficiency achievement;

6) Textbook and tape titles; and

7) Any other pertinent information you may wish to include.

We would like to thank you in advance for considering this request for information on your program. In return for your kind cooperation, we will be pleased to send you the results and recommendations of our ALC needs assessment as soon as it is completed. We look forward to hearing from you in the near future.

Sincerely yours,

Dr. Charles Mason, Director
English Language Institute