Fusing ESP, CBI, and CLT to Create a Comprehensive Upper School English Program

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Abstract:

The article discusses the findings from the quasi-experimental case study conducted at a private K-12 school in Bangkok, Thailand, focussed on developing a learner-centered, experiential approach for the upper school ESL program. The objective is to explore how certain elements of various popular practices that have been emerging independently of one another within separate fields of education might be integrated into a single, comprehensive approach that supports differentiated learning styles while still adhering to international standards. These "cherry-picked" practices include elements of teaching English for Specific Purposes, Content-Based Instruction, Communicative Language Teaching, Project-Based Learning, and Constructionism. The article first focusses on identifying each of these practices and justifying why they were selected for our pilot program. Following that, it discussed the design, implementation, and evaluation of the pilot program. Methods were employed for both

qualitative and quantitative evaluation of the pilot program. The results suggest that there is potential for using this approach to help middle school and high school ESL students develop a better affinity towards English language learning, but are far from conclusive. The findings are intrinsically limited by the scope and scale of the experiment, and therefore further research is needed.

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1. Introduction

This article discusses the findings from a quasi-experimental case study conducted at a private K-12 school in Bangkok, Thailand, focussed on developing a comprehensive, learner-centered, experiential English program. The desired final program must support a range of different learning styles and allow students to progress at different speeds, while simultaneously preparing students for international standards of English language proficiency required by universities and businesses. This paper follows a pilot program offered to two mixed-grade level classes of middle school and high school students. CLASS A consisted of eight students from grades eight, nine, and ten, all with low-to-moderate English language proficiency. CLASS B consisted of eight students from grades ten, eleven, and twelve, all with moderate-to-upper-intermediate language proficiency. Proficiency and progress were measured by administering TOEFL practice exams to all of the students. The pilot program was developed to integrate elements of teaching English for Specific Purposes, Content-Based Instruction, Communicative

Language Teaching, Project-Based Learning, and Constructionism. The objective of the case study was to examine if such a hybrid approach would be able to measurably improve English language proficiency while also improving each student's intrinsic motivation to learn English language skills. The purpose of integrating various approaches was to develop a course structure that is capable of supporting various learning styles and needs. This article consists of six main parts: The *Introduction* provides a background on the school and its learning philosophy; the *Literature Review* examines the various approaches that were selected to be part of the pilot program; the *Methodology* section outlines how the two classes were developed, implemented, and evaluated; the *Results* present the organized data from the pre-test, pre-course questionnaire, post-test, and post-course questionnaire; and finally the *Discussion* and *Conclusion* sections briefly analyze the findings and make recommendations for future research and experimentation.

1.1. Background on the school and challenge

Darunsikkhalai School for Innovative Learning (DSIL), based in Bangkok, Thailand, follows a Constructionist learning theory. The main precept of this non-traditional, private K-12 school is that "students learn best by doing." For several years, DSIL has collaborated with other schools and universities from around the world, most notably MIT and Stanford, to explore ways in which cutting-edge technology and direct-hands-on-experimentation can be brought into the classroom to bolster learning. While this approach has proven to be very successful with teaching math, science, and technical disciplines, there has always been room for improvement within the social studies, language arts, and humanities fields.

In 2013, the challenge was extended to the English Native Speaker (ENS) department to examine the current "best practices" emerging from various fields of education to attempt to

construct a unique, comprehensive, and experience-based approach to English language learning. This pilot program represents the culmination of almost two-years of research and smaller-scale trials.

1.2. Research questions

1. Can ESP, CBI, and CLT be combined to provide a comprehensive English program capable of improving test performance?

2. Can ESP, CBI, and CLT be combined to provide a comprehensive English program capable of improving students' motivation towards learning English?

3. Can such an approach benefit a mixed-level, mixed-age class, that represents learners from different stages of development with different learning styles and needs?

1.3. Significance of the study

If successful, this study would provide a framework for future research conducted at our school in developing a "Constructionist" approach to teaching English.

1.4. Limitations of the study

There are two main significant limitations in this study. The first is the size of our sample group. DSIL only has 105 students total, and therefore the two classes that were selected for this experiment only have 16 students total. The second is that there is no control group to compare our results against. DSIL is a non-traditional school, and therefore even if this study is deemed "successful", it will not prove causation.

Due to the severity of these two limitations, this study can at best be described as "quasi-experimental" in nature. It must also be evaluated from simply a "pass" or "fail" perspective, as we are mainly treating this project as a "proof of concept." If test scores improve as a result of this style, and if students seem to be more interested in English class than they were before, this experiment will be deemed "successful".

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2. Literature Review

2.1. Different degrees of learning

The first step in solving any problem is understanding the question. Therefore, if we are going to attempt to improve the way in which English language programs support learning, it is necessary for us to first define what it means "to learn." Traditionally, learning has been taken to mean "to acquire new information" (Mayer, 2002), but this is too simplistic for our purposes. A more useful definition requires "a fuller range of cognitive processes" (Mayer, 2002). Mayer continued by identifying a three-point range for learning: "No learning", "rote learning", and "meaningful learning".
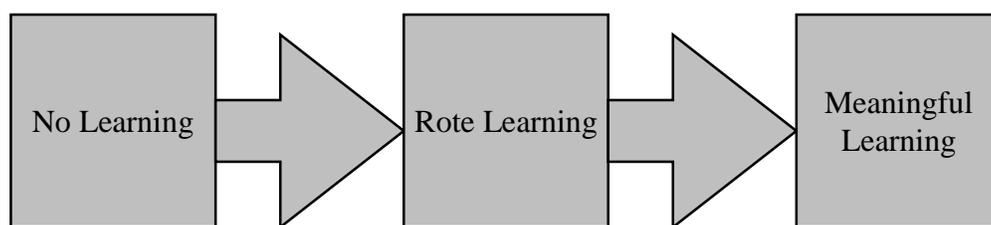
According to Mayer, "No Learning" means simply that for whatever reason, a student has failed to acquire enough information to either pass a test or apply what had been learned in a useful way. "Rote Learning" means that a student has acquired enough information to pass a test, but can not apply what was learned within a new context. Only "Meaningful Learning", as defined by Mayer, can prepare a student to both be able to pass a test *and* apply what has been

learned in a meaningful way. In this sense, the term "meaningful" implies that was is being learned somehow holds specific relevance to the learner.

According to the Constructivist approach to learning, "[the] theory of learning or meaning making [is] that individuals create their own new understandings on the basis of an interaction between what they already know and believe and ideas and knowledge with which they come into contact" (Resnick, 1989). This idea that "meaning" is constructed on a subjective level within the minds of each individual learner is a theory that is popular among many proponents of Experiential Learning and Communicative-Based Learning, including Piaget, Kolb, Papert, and Krashen. The subjective nature of learning is important for educators to understand, because if this theory is correct the implication is that learning *does not* occur in a predictable or linear way. In other words, completing Unit 2 in the coursebook would not *necessarily* prepare a group of students tor Unit 3

### 2.2. Experiential Education, Constructivism, and Experiential Learning

When John Dewey first began promoting experiential education, one of his main arguments was that the so called "traditional" model of education that had become common place in America was "one of imposition from above and from outside. It impose[d] adult standards, subject-matter, and methods upon those who [were] only growing towards maturity" (Dewey, 1938). He further argued that schools should be democratic in nature, and allow the students to have say in their own learning.

Piaget built upon this foundation with his theories of Cognitive Stages and Constructivism. "Piaget's theory provides a solid framework for understanding children's ways of doing and thinking at different levels of their development. It gives us a precious window into what children are generally interested in and capable of at different ages" (Ackerman, 2001).

based on his work observing how students learned, Piaget proposed a repetitive cycle as the new model for how students learn (Cook, 2005). His model, called the "cycle of adaptation and equilibrium" suggested that students begin with a preconceived notion about the world (what is referred to as the "mental model") and continuously adjust that preconceived notion as they are exposed to contrary or supporting examples.

For the purposes of designing an upper school program, we can look at what Piaget referred to as the "Formal Operational Stage" (Cook, 2005). "At this stage the child shifts from the level of concrete operations to the final stage of formal operations. He is capable of considering the ideas of others and communicating with them, since he is well into the socialized speech phase of language development" (Simatwa, 2010). Therefore, students in grades 7 and above *should* be capable of understanding and using logic, critical thinking, and abstract thinking within lessons (Piaget, 1952).

Kolb expanded on this idea with his own "learning cycle" when he developed his theory of "Experiential Learning" (Kolb, 1983). According to Kolb, all students learn by following a four-stage, repeating cycle (McLeod, 2010):

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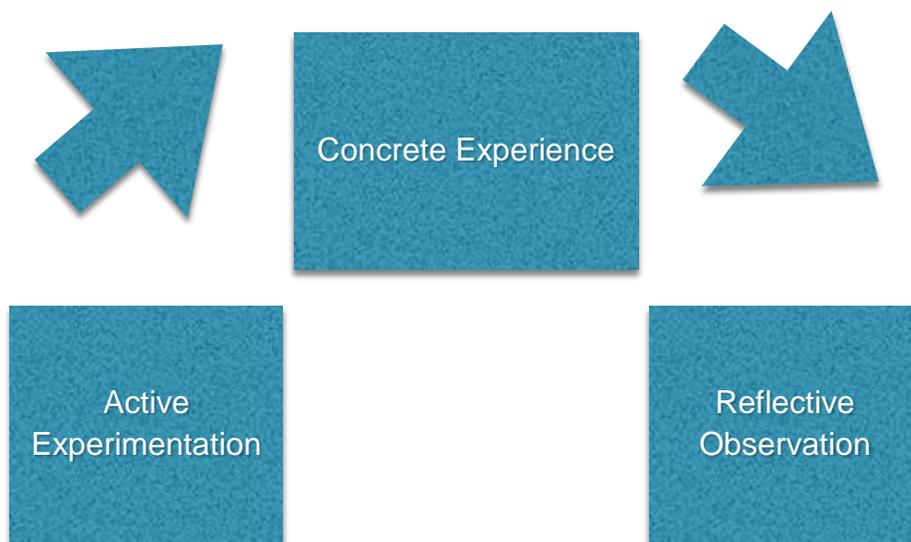
This model further supports the idea that learning is not linear, but occurs in a way that is unique for each student. Therefore, in order for a school or language program to provide each student with the best opportunity to learn, instruction must be presented in multiple ways and through multiple methods.

Another important aspect of Kolb's research was the idea of the "learning space". The "learning space elaborates further the holistic, dynamic nature of learning style and its formation through transactions between the person and environment" (Kolb, 2009). This idea of the environment and classroom being constructed to promote learning in a holistic way is also an important aspect of Constructionism. The main overlaps between Experiential Learning, Constructivism, and Constructionism is that idea that students learn in a non-predictable way, and therefore courses must present knowledge in a way that allows students to explore, discover, and retain information at their own pace.

2.3. Constructionism and Project-Based Learning

The main distinction between the Constructivist approach and the Constructionist approach is how they view the ideas of mental models and constructed meaning. The Constructivist idea of mental models is abstract, and exists within the mind of each child. The Constructionist idea of mental models is more literal, and involves engaging the students in

building models or designing computer simulations that allow them to "test" their mental models in the real world (Ackerman, 2001).

The idea of Constructionism, however, has always seemed more difficult to explain than that of Constructivism. Even Paper struggled with putting the idea into functional terms. "It is easy enough to formulate simple catchy versions of the idea of constructionism [However]…a sense of constructionism [is] much richer and more multifaceted, and very much deeper in its implications, than could be conveyed by any such formula" (Papert, 1991).

Within our school, the term "Constructionist Learning" has always come down to three main guidelines:

1. Each student is at the "diver's seat" of his/her own learning

2. Teachers function as "facilitators", guiding students and supporting their natural curiosities rather than instructing

3. Classes are to incorporate Project-Based Learning as much as possible

Project-Based Learning is not unique to Constructionism, but it is an essential element to this learning style. "Project-Based Learning (PBL) is a student-driven, teacher-facilitated approach to learning. Learners pursue knowledge by asking questions that have piqued their natural curiosity. The genesis of a project is an inquiry. Students develop a question and are guided through research under the teacher's supervision" (Bell, 2010).

Project-Based Learning puts students in control of their learning, and allows the teacher to take a less central role in the learning process. This is wonderful for developing curiosity and passion within each child, but can be a problem with traditional academic subjects that require pedagogic learning (such as grammar and spelling). Therefore, while it is important to use aspects of PBL and Constructionism to develop a learner-centered English language program,

there will always be a need to balance this with a slightly more teacher-centric approach. This is where the need to combine the Constructionist/Experiential Learning approach our school employs with complimentary approaches from the field of ESL that are better tuned towards developing pedagogic language skills.

Teaching English for Specific Purposes (ESP) is the most promising solution to constructing a language program that is both structured and learner-centered. English teachers who are already familiar with ESP may also be familiar with the idea of PBL. ESP utilizes a very similar approach, called Task-Based Learning (Nunan, 1989). This overlap in methodology allows us to use ESP as a baseline for constructing a comprehensive English program that is learner-centered, while also addressing specific language needs.

2.4. English for Specific Purposes and Task-Based Learning

ESP is still a relatively young approach to ESL that consists of three components: A detailed needs analysis conducted prior to the creation of each course allowing for customization to best prepare students for their desired outcomes (i.e. help aspiring businessmen and businesswomen learn how to negotiate); A task-based curriculum that allows students to utilize real world language units in simulated real world scenarios; and A restricted scope that limits the course content to only the target language skills (grammar, vocabulary, etc) required by the learner in order to make ESP courses as short and efficient as possible (Dudley-Evans, 1998).

 This approach has become very successful and popular for private language institutes (AUA, ECC, Inlingua, etc) which offer short-term courses designed to prepare adult learners for the specific needs of their desired careers (English for air hostesses, English for lawyers, etc). However, in applying this approach directly to middle school and high school programs there are

some very obvious limitations that arise. The most important limitation to ESP for younger learners is that the English skills that will be required of middle school and high school students range from much broader categories than those required of specific careers. The solution is to regard each academic subject as the "specific purposes", and then to design a multi-year English program that covers "English of history class", "English for mathematics", "English for science class", etc.

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Task-Based Learning is an essential aspect of the ESP approach. This is also the aspect which offers most promise for experiential language learning, as tasks can focus on either isolated language skills (grammar, writing) or integrated language skills (note-taking, discussing). "In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form" (Nunan, 1989).

The needs analysis aspect of ESP provides a very useful framework for designing ESL courses and programs (Dudley-Evans, 1998). In order to be student-centered, while also adhering to international standards, the proposed needs analysis will have to come both from student input and descriptive analysis of the specific language skills that will be expected of our students by standardized tests (such as TOEFL and IELTS) and universities. Task-Based Learning provides us with a specific set of activities that can be employed to make these courses more experiential. Content-Based Instruction will provide us with the subject matter that must be covered.

2.5. Content-Based Instruction

Content-Based Instruction (CBI) is a variation of Whole Language Learning that allows non-native English speaking students to experience what it is like to learn other academic subject in an English language environment. "In fact, learning language through content provides an opportunity to teach academic tasks and higher order thinking skills" (Met, 1991). This is especially useful for students in grades seven and above because it helps prepare them for success at colleges and universities (Troncale, 2002).

The second major advantage of CBI is that is makes learning English more fun and less intimidating. "Content-based instruction lead to high teacher and student interest, high program enrollment, and helps students adjust to future academic contexts" (Grabe & Stoller, 1997).

By integrating Content-Based Learning, ESP, TBL and Constructionism we can now construct the framework and weekly learning goals for an upper school English language program. Communicative Language Teaching will provide us with the overall approach to bring all of these aspects together.

2.6. Communicative Language Teaching

Communicative Language Teaching (CLT) is another variation of Whole Language Teaching that was championed by Stephen Krashen, who argued what language learning only occurs when WHAT is being communicated has meaning to the learner. Communicative Language Teaching provides a heightened "depth of learning--the notion that if students are actively engaged in meaningful, related theme-based tasks, they gain repeated exposure to language that helps them to process the language" (Oxford & Scarcella, 1992). This theory has direct overlaps with the main points of experiential learning and constructivism. This approach

addresses "the need for language structures to be taught in a meaningful context. Integrating content and language provides students with repeated, natural exposure to the language which mirrors the environment of first language acquisition" (Snow, met, & Genesee, 1989).

CLT provides an overall methodology for applying what we have already extracted from ESP, CBI, PBL, TBL, and Constructivism. The role of the teacher, in this context, is to be both leader and a co-learner who can help students understand a topic, and then support learners while they further explore a topic on their own. "We acquire by understanding language a bit beyond our current level of competence. This is done with the help of context" (Krashen & Terrell, 1983). The language learning occurs when students are either asking questions to learn something new, or discussing while reflecting on something they have already learned.

3. Methodology

The methodology of this study describes how the pilot program was designed, implemented, and then evaluated. First, a two part needs analysis was conducted to identify the student groups and their target language skills. Second, two courses were developed based on the needs and interests of the students. Finally, the courses were carried out and evaluated by both qualitative and quantitative methods. Students at DSIL have three hours of English class each week. For upper school students, this is divided into two 90-minute blocks.

3.1. Needs analysis

The first part of the needs analysis was based on using the TOEFL exam as the academic target standard. All graduating students are expected to be able to earn a TOEFL score high enough to be accepted by international universities, therefore we can use the standards required

of such a score to reverse engineer the skills required by one of our students prior to graduation. Scores were not, however, marked in the traditional TOEFL style. Instead, students were measured by the percentage of the exam which they completed correctly, allowing us to use the raw scores as "percentage of total completed".

The second part of the needs analysis consisted of administering both a pre-test and a student questionnaire. The pre-test consisted of one TOEFL practice exam, which all student in grades seven and above were asked to complete during a timed 90 minute session (the speaking component of the test was not administered). The questionnaire was distributed during the same 90 minute period, and asked questions allowing students to identify history topics of personal interest and suggest activities which would be enjoyable to them in English class.

3.2. Participants

Two classes of eight students each were created based on student responses to the questionnaires. These classes were formed based primarily on overlapping common interest, with overlap in English language proficiency as the secondary priority.

Class A consisted of eight students: Three students from grade eight, four students from grade nine, and one student from grade ten. Seven students were boys. All students scored very low on the reading section of the pre-test, between low and average on the listening section, and between low and moderate on the writing section. The history topic of interest chosen was World War 2.

Class B consisted of eight students: One grade nine student, four students from grade ten, two students from grade eleven, and one student from grade twelve. All eight students were boys. All students scored between low and moderate on the reading skills section of the pre-test,

between low and high on the listening section, and between low and moderate on the writing

section. The history topic of interest chosen was Vikings.

3.3. Class structure

90-Minute Class	General Structure
0-10 minutes	Friendly conversation/check in with students in English
10-30 minutes	Writing Task - Discuss one aspect of writing/structure or grammar Reading Task - Skim/Pre-read the chapter Listening Task - Participate in class discussion about the topic and try to activate any prior knowledge on topic Reading Task - Scan the chapter and re-read certain parts in detail to answer comprehension questions
30-75 minutes	Listening Task - Listen to (brief) lecture on topic and take notes, then participate in class discussion on aspects that are surprising Listening Task - Watch part of a video or Hollywood movie related to topic Integrated Listening/Speaking Task - Discuss the "gist" of what was watched Writing Task - Write brief summary of what was just watched, using your own words. 1-3 sentences/10 minutes of content Begin working on project
75-90 minutes	Play game or continue working on project

3.4. Course outlines

	Class A - World War 2	Class B - Vikings
Academic Focus	Listening and Writing	Reading/Listening and note-taking
Week 0	Needs Analysis/Course Development	Needs Analysis/Course Development
Week 1	Topic: 1925 Japan, China, fake emperor Project: Poster about 1 WW2 country Language Unit: Constructing sentences	Topic: Charlemagne Project: Storyboard of a viking battle Language Unit: Simple sentences

	Class A - World War 2	Class B - Vikings
Week 2	Topic: 1930 The Long March Project: Turn poster into PPT presentation Language Unit: Linking sentences	Topic: Leif Ericson Project: Finish storyboard Language Unit: Compound sentences
Week 3	Topic: 1929 The Great Depression Project: Choose/Read short story Language Unit: Building paragraphs	Topic: Thor Project: Movie summary (watched in class) Language Unit: Linking sentences
Week 4	Topic: 1932 The Rise of Hitler Project: Model of scene from short story Language Unit: Descriptive paragraphs	Topic: Alfred the Great Project: Story: your life as a viking Language Unit: Ordering sentences
Week 5	Topic: 1939 Spanish Civil War Project: Research Thailand during WW2 Language Unit: Example paragraphs	Topic: English language (1066) Project: Design a castle blueprint Language Unit: Paragraphs
Week 6	Topic: 1939 Rise of Nazi Germany Project: 1 page history of Thailand in WW2 Language Unit: Introduction paragraphs	Topic: Stone Castles Project: Research paper proposal Language Unit: Linking paragraphs
Week 7	Topic: 1937 A Three Front War Project: Persuasive essay outline on WW2 Language Unit: Essay outline	Topic: Samurai Project: Write a modern code of chivalry Language Unit: Ordering paragraphs
Week 8	Topic: 1942 The Holocaust Project: Persuasive essay on WW2 Language Unit: Conclusion Paragraphs	Topic: First Crusade Project: Code of chivalry and family crest Language Unit: Introduction paragraphs
Week 9	Topic: 1941 A Truly World War Project: Revising your essay Language Unit: 3-paragraph essays	Topic: El Cid Project: Research paper and castle model Language Unit: Essays
Week 10	Topic: 1945 The Manhattan Project Project: Presentations Language Unit: Editing for cohesion	Topic: Magna Carta Project: Research paper and castle model Language Unit: Peer criticism/feedback

3.5. Data collection and analysis

At the end of week 10, students in Class A and Class B took a post-test and filled out a new questionnaire. The questionnaire was the same as they were given the first week, and was used to measure nominal changes in their interests or feelings towards English.

The post-test was a different TOEFL practice exam, but taken from the same source book. Results from the pre-test were measured against results from the post-test to determine if skills improved or not.

In addition to pre-tests and post-tests, qualitative "Observation Reports" were completed every three weeks about the students. In their observation reports, students were evaluated upon Attendance and Punctuality, Participation, Behavior and Attitude, Homework, and Classwork.

4. Results

Item	Class A Pre-Test and Questionnaire	Class A Post-Test and Questionnaire
Which skill is the easiest?	Reading (3 votes) Writing (3 votes) Speaking (1 vote) Listening (1 vote)	Speaking (3 votes) Writing (3 votes) Reading (2 votes) Listening (1 vote)
Which skill is the most fun?	Speaking (5 votes) Reading (2 votes) Writing (1 vote)	Speaking (3 votes) Reading (2 votes) Listening (2 votes) Writing (1 vote)
Which skill is the hardest?	Writing (5 votes) Listening (3 votes)	Writing (5 votes) Speaking (2 votes) Reading (1 vote)
Which skill is the least fun?	Reading (3 votes) Speaking (2 votes) Writing (2 votes) Listening (1 vote)	Reading (5 votes) Writing (1 vote) Listening (1 vote) Speaking (1 vote)
Which history topic is most interesting to you? (Top 2 only)	World Wars (5 votes) Vikings (2 votes)	Cold War (4 votes) Ancient World (3 votes)
Reading skills average percentage of total	2.25/18 questions answered correctly = 12.5% of target	5.13/23 questions answered correctly = 22% of target
Listening skills average percentage of total	2.25/7 questions answered correctly = 32% of target	3.63/7 questions answered correctly = 52% of target
Writing skills average percentage of total	8.62/30 questions answered correctly = 29% of target	13.5/30 questions answered correctly = 45% of target

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Item	Class B Pre-Test and Questionnaire	Class B Post-Test and Questionnaire
Which skill is the easiest?	Reading (4 votes) Listening (3 votes) Speaking (1 vote)	Listening (4 votes) Speaking (2 votes) Reading (1 vote) Writing (1 vote)
Which skill is the most fun?	Listening (3 votes) Writing (2 votes) Speaking (2 votes)	Listening (4 votes) Speaking (3 votes) Reading (1 vote)
Which skill is the hardest?	Speaking (3 votes) Writing (3 votes) Listening (2 votes) Reading (1 vote)	Writing (3 votes) Reading (3 votes) Speaking (2 votes)
Which skill is the least fun?	Writing (3 votes) Speaking (2 votes) Reading (2 votes) Listening (1 vote)	Writing (3 votes) Speaking (2 votes) Reading (2 votes) Listening (1 vote)
Which history topic is most interesting to you? (Top 2 only)	Vikings (5 votes) Cold War (3 votes)	Cold War (6 votes) World Wars (3 votes)
Reading skills average percentage of total	2.25/18 questions answered correctly = 12.5% of target	5.13/23 questions answered correctly = 22% of target
Listening skills average percentage of total	2.25/7 questions answered correctly = 32% of target	3.63/7 questions answered correctly = 52% of target
Writing skills average percentage of total	8.62/30 questions answered correctly = 29% of target	13.5/30 questions answered correctly = 45% of target

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5. Discussion

This article presented the design, implementation, and evaluation of a pilot program designed to integrate aspects of various popular practices in ESL and Experiential Education. The significance of this study is that the groundwork done here will determine the next step in our ongoing research project to develop a comprehensive approach for English language program. As stated earlier, there were two significant limitations to this study. The first is the size of our sample group, which consisted of only 16 students. The second is that there was no

control group to compare our results against. Due to these limitations, this study was regarded to serve the purpose of a "proof of concept".

The most significant results from the questionnaires is that in both classes the number of students who enjoyed "listening" increased by one vote. Based purely on classroom observations, the students seems to enjoy both courses and were very engaged throughout the entire term. The most significant results from the pre-test and post-tests are that both classes improved their average test scores quite significantly. This seems to imply that there is, at the very least, potential to developing this method further.

6. Conclusion

In 2013, the ENS department at Darunsikkhalai School for Innovative Learning (DSIL), accepted the challenge to develop an experiential learning based approach to developing English skills for our upper school program (grades seven and above). After almost two years of research and experimentation, a pilot program was developed to combine aspects of teaching English for Specific Purposes, Content-Based Instruction, and Communicative Language Teaching, along with the schools core learning philosophy of Constructionism, into a single learner-centered approach. The purpose of this ongoing initiative is to develop a program that can support various learning levels and styles while still developing core skills to necessary international standards.

The fundamental criteria for measuring the success of this pilot program was to confirm whether or not this approach could help a mixed-grade level, mixed-ability class improve their test scores while also improving student enthusiasm and motivation. Results from this first attempt have confirmed that it is *possible* to improve test scores through this approach, but have not confirmed that the approach is directly responsible for the improvement in test scores.

Furthermore, results from the questionnaire were not conclusive in determining whether or not motivation increased or not, although casual observations did tend to support this hypothesis.

In conclusion, as a proof of concept this first run of pilot program must be determined a success. Test scores did improve, and no noticeable change in motivation levels does not meet the criteria to disprove the hypothesis. Therefore, it is necessary to retry this pilot program with more classes until a clear correlation between method and results emerges.

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Appendix A

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Student Questionnaire

Name: Grade: Age:

1. List three jobs that you would like to have:

2. Why might English be useful for your future career?

3. List three things that you like to do for fun:

4. Why might English be useful for your social life?

5. What English skill do you find easiest? (Writing/Reading/Speaking/Listening)

6. What English skill do you find most fun? (Writing/Reading/Speaking/Listening)

7. What English skill do you find hardest? (Writing/Reading/Speaking/Listening)

8. What English skill do you find least fun? (Writing/Reading/Speaking/Listening)

9. What activities do you enjoy the most in English class?

10. List three reasons why it is important to learn about history:

11. List three reasons why it is important to learn about different countries and cultures:

12. What activities do you enjoy the most in History class?

13. List three countries that you are interested in learning about:

14. Circle three history topics that seem most interesting:

    1. Ancient World (Greece, Rome, China, Persia)

    2. The Crusades

    3. Vikings

4. Exploration and Colonization

5. Enlightenment and Democracy

6. World Wars

7. Cold War

8. Recent History/Current Events

9. University Preparation(TOEFL, IELTS, IGCSE)

10. Other: (Please specify:_____)

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Appendix B

Observation Report - Term 2, 2014

Teacher:_____ Weeks:_____ Term: 3 Year: 2014

Student: _____

Academic Focus for Weeks_____:

• Topic:_____

• Project:_____

• Language Unit:_____

1. Attendance and Punctuality

   1 2 3 4 5 6 7 8 9 **10**

2. Participation

   1 2 3 4 5 6 7 8 **9** 10

3. Behavior and Attitude

   1 2 3 4 5 **6** 7 8 9 10

4. Homework

   1 2 3 4 5 6 7 8 **9** 10

5.Classwork

   1 2 3 4 5 6 **7** 8 9 10

Comments (English):

24

5.Classwork