

*Third National Research Symposium on Limited English Proficient Student Issues:  
Focus on Middle and High School Issues*

# **Developing Integrated Language Learning: Teaching Curricula with Middle/High School ESOL Programs**

**Mary Lou McCloskey**  
**Multifunctional Resource Center, Atlanta, Georgia**

## **Abstract**

This paper's research-based approaches to the learning/teaching process and to the curriculum development process aim to apply the best knowledge of the twentieth century to developing curriculum for the twenty-first century. The Integrated Language Teaching (ILT) Model (Enright and McCloskey, 1988) serves as a basis for an integrated curriculum which supplies clear, important goals and high, yet realistic, expectations for learners and teachers; encourages a variety of active, interactive, integrated, and culturally appropriate instructional strategies; integrates subject areas; draws from community resources; and is developed with teacher collaboration and creativity.

The paper describes four key elements of four curriculum development projects: the people involved in the initiation, development, and ongoing implementation of the project; the process used for curriculum development; the assessment plan and process; and procedures for ongoing support. The relationships between these variables and outcomes of the program are explored. Ideal outcomes include: committed *teachers* who feel ownership of curriculum; *ESOL students* who read real books, gain cultural background knowledge through multicultural literature, write for real audiences, are involved with the community through projects they care about, perform well academically, and have parents who participate in the school; *students from grade-level classes* who widen their cultural horizons through interactions with the program; and a *curriculum guide* that is a clear and useful, yet a living, changing, and growing document. Various levels of achievement of these outcomes among different programs are described, possible relationships to the four key factors are explored, and suggestions made for future research.

## **Introduction**

This paper draws from the research and experience of the author as an ESOL curriculum development consultant for school districts in four states. The paper provides background research and recommended processes for school districts for developing integrated language learning/teaching curricula for middle/high school ESOL programs that aim to apply the best knowledge of the twentieth century to developing curriculum for the twenty-first century.

## **The Purpose and Need**

Both the approach to learning/teaching of the curriculum and the curriculum development process are founded in current research. The goal of this paper is to offer a process for helping school districts to develop curriculum which: (a) applies current research on the pedagogy and sociolinguistics of language learning and teaching, (b) applies current understanding of what a curriculum should include and the importance of the involvement of participants at all levels in curriculum development, (c) is efficiently documented and implemented to effectively improve student learning, and (d) utilizes appropriate evaluation procedures at several levels to assure its effectiveness.

## **The Integrated Language Teaching Model**

The Integrated Language Teaching Model (Enright and McCloskey, 1988) serves as a basis for the integrated curriculum. This model has seven basic research-based assumptions. Language is best learned: (1) collaboratively, involving students working with both peers and adults (Ramírez, 1991; Brumfit, 1984; Goodlad, 1984); (2) in a socially supportive environment (Ventriglia, 1982); (3) in a holistic manner, integrating reading, writing, listening, and speaking; and integrating language and content (Rigg, 1991; Goodman, Bird, and Goodman, 1991); (4) when new learning is built upon, and takes advantage of student's previous cultural and learning experiences (California State Department of Education, 1987); (5) when teachers develop curriculum around student interests (Moring, 1986); (6) when students feel ownership of classroom projects and experiences (Cummins, 1989); and (7) when teachers provide a wide variety of materials, instructional strategies, and ways for students to participate (First et al., 1991; Hawkins, 1973).

The term “integrated” thus describes the curriculum in four ways: (1) language is taught with integration of listening, speaking, reading, and writing in conjunction with our rich multicultural literary heritage; (2) language instruction is integrated into content area instruction; (3) students from various language and cultural backgrounds are integrated in the classroom and work collaboratively; and (4) students' home experiences and native culture experiences are integrated into the school experiences in the new culture (Enright and McCloskey, 1988; Cummins, 1989; Rigg, 1991, McGroarty, 1989; Goodman, Smith, and Goodman, 1987).

Eighteen integrated language teaching/learning strategies advance the implementation of the model (McCloskey, 1990). They can be organized into five groups. The first group of strategies includes oral language development strategies (e.g., Total Physical Response (Asher, 1982)) and incorporates imbedded language patterns, elicitation, and modeling (Ventriglia, 1982). A second group incorporates cooperative learning strategies (Cohen, 1986; Kagan, 1986). Strategies that facilitate transitions to print comprise the third set. They include reading aloud (Smallwood, 1991), shared reading (Holdaway, 1979), and language experience (Rigg, 1981). The reading/thinking strategies which comprise the fourth group include sustained silent reading, story mapping and semantic mapping, and problem solving (Chamot and O'Malley, 1991; Trueba, Díaz, and Díaz, 1984, Kessler and Quinn, 1982). Students are provided with reading choices from high-quality, accessible, relevant literature from students' home cultures from immigrant experiences, and from and about their new North American culture. Process writing strategies consistent with a whole language philosophy and that incorporate classroom correspondence activities (such as dialogue journal keeping and the use of on-line messages) comprises the fourth group of strategies (Peyton, and Reed, 1990; Hudelson, 1989; Edelsky, 1986). Finally, strategies which promote the integration of school/home/community, such as family involvement, community visits, and community projects (Heath, 1982) are included.

## **Goals of the Curriculum Development Project**

The proposed process of curriculum development reflects the elements of the Integrated Language Teaching Model. The resulting curriculum goes beyond the “what” of language learning to address the “how” and the “why” of the learning/teaching processes. Process is as integral as content in the Integrated Language Teaching Model. Four general curricular aims can be used as a guideline for the curriculum development process: (1) the curriculum supplies clear, important goals and high, yet realistic, expectations for both the learners and the teachers, and the goals are sought through appropriate teaching strategies, materials, and learning experiences; (2) the curriculum encourages a variety of instructional strategies that are culturally appropriate, that integrate subject areas, and that develop action-oriented, problem-solving opportunities that provide individualization, opportunities for cooperation, and the development of social responsibility; (3) the curriculum draws from community resources to create opportunities for students to develop language abilities and content-area skills in a real-life context; and (4) the curriculum is developed with teacher collaboration and encourages teacher creativity and risk-taking in developing, adopting, and adapting units and materials. (Glatthorn, 1987; Goodlad, 1983; Kohler, 1981; Moring, 1986).

## **The Curriculum Development Project**

### **The People**

District leadership personnel begin the projects through facilitating training and involvement of staff members that lead to the development of a common group philosophy and agreed-upon goals. These individuals participate in the project at all stages, monitoring and providing ongoing support. A curriculum development team is formed of teachers with a shared body of knowledge developed through preservice or in-service training and with broad-based representation of those who will use the curriculum. A consultant can serve as a resource for information needed during the process, as a facilitator and structurer to help the group through the process of generating and researching ideas and making choices, and as a motivator to provide clear deadlines for parts of the process through periodic contacts with the team, with individuals, and through classroom visits.

### **The Curriculum Development Process**

The teams first develop and document a philosophy, then generate and specify goals that relate to the philosophy, select materials and strategies consistent with the goals and philosophy, develop a set of integrated thematic units directed toward those goals, and then field test and collect feedback and input from students on the units. The units are revised for publication in a loose-leaf guide for the district. The guide includes an explanation of the strategies to be used, student goals, recommended materials lists, unit outlines, sample complete units, and recommendations for assessment procedures. Figure 1 summarizes the curriculum development process.

### **The Assessment Plan**

The team develops an assessment plan that provides appropriate multiple measures of student development and that relates closely to the project's philosophy and goals.

### **Ongoing Support**

Ongoing support for implementation of the project is provided through training coordinated and conducted by team members and by leadership personnel, through coordination with programs and teachers in other content areas, and through carefully planned orientation and mentorship to facilitate the integration of new teachers into the program.

## Ideal Outcomes

Ideal outcomes of effective ESOL curriculum development projects include: *teachers* who are committed and feel ownership of the curriculum and who are going beyond the document to develop exciting projects with students; *ESOL students* who read real books, gain cultural background knowledge through multicultural literature, write for real audiences, are involved with the community through projects they care about, who usually perform at or near grade-level after two to three years in a program, and who have parents who participate in the school; *students from grade-level classes* who widen their cultural horizons through interactions with the program; and a *curriculum guide* that is a clear and useful, yet living, changing, and growing document.

### Figure 1 *Flow Chart for Developing and Implementing an Integrated Curriculum\**

[image not included]

Select a topic or theme

Brainstorm: create an idea web

Select and develop materials and activities and Select and develop objectives/potentials

Sequence

activities

Evaluate with worksheet and revise

Implement

Revise

### Table 1 *Summary of Key Factors in the Curriculum Development Process*

#### 1. The People

## **The role of district leadership**

- Facilitating training and involvement
- Facilitating development of group philosophy and goals
- Monitoring ongoing support

## **Creating a Curriculum Development Team**

- Importance of broad-based representation of those who will use the curriculum
- Importance of shared body of knowledge developed through pre-service or in-service training

## **The role of the consultant**

- Source of information and resources; structurer; motivator

## **2. The Process**

Developing and documenting a philosophy

Developing goals that relate to the philosophy

Developing integrated units directed toward those goals

Developing an assessment plan that relates to philosophy and goals

Providing ongoing support

- from peer teachers
- from leadership personnel
- through coordination with other content areas
- through orientation and integration of new teachers

## **3. The Product**

The document (See Table 3)

### **Teachers who**

- are committed and feel ownership of the curriculum
- are going beyond the document to develop exciting projects with students

### **ESOL Students who**

- read real books
- gain cultural background knowledge through multicultural literature

- write for real audiences
- usually perform at or near grade level after 1-2 years

### **Other students who**

- learn about other cultures and widen horizons through interactions with program

## **Table 2** *Monitoring and Managing the Implementation*

1. **Set up evaluation procedures.** Evaluation procedures can be used to determine levels of implementation of the curriculum in schools and effectiveness of the implementation. For validity and efficiency, evaluation should be planned to use the assessment procedures and data from the curriculum.
2. **Intervention methods to increase implementation.** Implementation levels can be increased in low-level implementation schools and classrooms. High-level implementation schools as models so that other teachers can observe classroom and school environments where the program is working well. Also, primary and intermediate specialists can carry out in-school training sessions where needed.

## **Table 3** *Sample Table of Contents From an ESOL Curriculum Guide*

### **I. Introduction: Philosophy and Goals**

### **II. Integrated Language Teaching Strategies**

Oral Strategies, Cooperative Learning, TPR, Reading Aloud, Key Words, Shared Reading, Language Experience, Teaching Story Structure, Sustained Silent Reading, Problem Solving, Process Writing, Content Area Language Learning, Language Learning through the Arts, Routines and Transitions, Learning Centers, Field Trips, HomeFun.

### **III. Recommended Materials**

ESOL kits and texts, vocabulary sources including pictures, English dictionaries and translation dictionaries; multicultural literature; literature and content area materials available in library; software; teacher resources such as jazz chants, manipulatives, art supplies, cooking equipment, poetry anthologies; class library; literature with audiocassettes; children's cookbooks; maps and globes.

### **IV. Thematic Units**

Sample titles: *Folk tales, fairy tales and fables; Getting ready for winter; In the news; Houses; Halloween; Bears; Food chain on land.*

### **V. Assessment Plan**

## 1. Introduction

### 2. Basic Portfolio

- 2.1 Placement Criteria Form
- 2.2 Oral/Aural Language Checklist
- 2.3 Reading Checklist
- 2.4. Writing Checklist
- 2.5 Collecting Writing Samples
- 2.6 Student Self-Assessment Form

### 3. Supplementary Procedures

- 3.1 Observations: Anecdotal Records, Recording, and Work Samples
- 3.2 Student Choice Reading Record
- 3.3 Independent Reading Interview Form
- 3.4 Student's Writing Record
- 3.5 Suggested Record-Keeping Procedures for "At-Risk" Students
- 3.51 Second Language Survey
- 3.52 Survey of Factors which Might Affect Test Performance and Interpretation
- 3.53 Student's First and Second Language Oral and Literacy Skills

## References

- Asher, J. (1982). *Learning another language through actions*. Los Gatos: Sky Oaks Publications.
- Brumfit, C. (1984). *Communicative methodology in language teaching: The roles of fluency and accuracy*. Cambridge, England: Cambridge University Press.
- California State Department of Education. (1986). *Beyond language: Social and cultural factors in schooling language minority students*. Los Angeles: California State University.
- Cohen, E. G. (1986). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.
- Cummins, J. (1989). *Empowering minority students*. Sacramento: California Association for Bilingual Education.
- Edelsky, C. (1986). *Writing in a bilingual program: Habia una vez*. Norwood: Ablex Publishing.
- Enright, D. S., and McCloskey, M. L. (1988). *Integrating English: Developing English language and literacy in the multilingual classroom*. Reading, MA: Addison-Wesley.
- First, J., Kellogg, J. B., Almeida, C. A., and Gray, R. (1991). *The good common school: making the vision work for all children*. Boston: National Coalition of Advocates for Students.
- Glatthorn, A. A. (1987). *Curriculum renewal*. Alexandria: Association for Supervision and Curriculum

## Development.

Goodlad, J. I. (1984). *A place called school: Prospects for the future*. New York: McGraw-Hill.

Goodman, K. S., Bird, L., and Goodman, Y. (Eds.). *The whole language catalog*. Santa Rosa: American School.

Hawkins, D. (1973). How to plan for spontaneity. In C. E. Silberman (Ed.). *The open classroom reader*. New York: Random House, 486-503.

Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. Cambridge, England: Cambridge University Press.

Hudelson, S. (1989). *Write on: Children writing in ESL*. Englewood Cliffs: Prentice Hall.

Kagan, S. (1986). Cooperative learning and sociocultural factors in schooling. In *Beyond language: Social and cultural factors in schooling language minority students*. Los Angeles: Evaluation, Dissemination and Assessment Center, California State University.

Kessler, C., and Quinn, M. (1982). Cognitive development in bilingual environments. In B. Hartford, A. Valdman, and C. Foster (Eds.), *Issues in international bilingual education*. New York: Plenum.

McCloskey, M. L. (1990). *Integrated language teaching strategies for middle and high school ESOL*. Atlanta: Educo.

McGroarty, M. (1989). The benefits of cooperative learning arrangements in second language instruction. *National Association for Bilingual Education (NABE) Journal*, 13 (2), 127-143.

Molnar, A. (Ed.). (1985). *Current thought on curriculum*. Alexandria: Association for Supervision and Curriculum Development.

Morin, K. D. (1986). The classroom teacher and curriculum developer: A sharing relationship, In K. K. Zumwalt, (Ed.), *Improving teaching*. Alexandria: Association for Supervision and Curriculum Development.

O'Malley, J. M., and Chamot, A. U. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.

Peyton, J. K., and Reed, L. (1990). *Dialogue journal writing with nonnative English speakers: A handbook for teachers*. Alexandria: TESOL.

Ramírez, D. J. (1991). *Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education program for language-minority children*. (Final Report, 300-87-0156). Washington, D.C.: United States Department of Education.

Reyes, M., and Molner, L. A. (1991). Instructional strategies for second-language learners in the content areas. *Journal of Reading*, 35 (2), 96,-1065.

Rigg, P. (1991). Whole language in TESOL. *TESOL Quarterly*, 25 (3), 521-542.

Slavin, R. E. (1983). *Cooperative learning*. New York: Longman.

Smallwood, B. A. (1991). *The literature connection: A read-aloud guide for multicultural classrooms*. Reading: Addison-Wesley.

Trueba, H. T., and Díaz, R. (1984). *Improving the functional writing of bilingual secondary school students*. (Final Report, NIE 400-81-0023). Washington, D.C.: National Institute of Education.

Ventriglia, L. (1982). *Conversations of Miguel and María*. Reading: Addison-Wesley.