The Importance of English Language Proficiency

Educators, job developers and employers alike have long identified the lack of fluent English language skills as a fundamental obstacle to professional career advancement for immigrants in English-speaking countries. According to a recent survey of Limited English Proficient (LEP) adults in Greater Boston, 70% of immigrants who speak English “very well” are gainfully employed as contrasted with only 37% who do not. College educated immigrants with good English communication skills can earn an additional $20,000 or more than their counterparts who do not possess good English skills. Adult English language learners, especially those who enter the U.S. with high school diplomas and college educations, understand the need to improve their language skills but have often expressed great frustration and disappointment with the erratic length, inconsistent methodology, and at times, irrelevant content presented in many affordable public “English as a Second Language” (ESL) programs available in their communities.

So what is the solution to this problem? As we have seen in the previous chapters, for successful immigrant integration, there is often a need to obtain further education and work-directed training to find meaningful employment, explore career pathways, market skills effectively, and prepare for success on the job.

Acquiring a level of English proficiency and “communicative competence” to function successfully in the workplace often requires going beyond a basic command of English. It also requires the use of a “contextualized curriculum”. Skilled immigrants often find it difficult to locate classes that focus on contextualized communication skills for a specific workplace or professional need.

3 This is a reference to the common practice of offering “open enrollment” or “rolling admission” programs in many adult ESL programs as opposed to having “managed enrollment” which increases the length of study.
4 We have chosen to use the term “ESL” instead of “ESOL” to describe community adult English language learning classes for immigrants.
5 Now seen by most language teaching experts as the goal of ESL classes - the ability to communicate functionally in the language for a variety of purposes, including academic, professional, workplace, and social.
6 A contextualized curriculum is an ESL curriculum that uses authentic materials, phrases and lexical items taken from a particular context, e.g., English for Engineers, Medical English, Business English.
In this chapter, we will present an overview of good principles and best practices for the ESL classroom, aimed at preparing highly skilled immigrants for workplace integration. We will define the hallmarks of using a well-constructed, integrated contextualized curriculum for ESL and present some examples of appropriate lesson ideas.

In the following chapter, we will introduce some select model ESL programs using curricula that put these principles into practice.

A Reminder of the Basic Principles of Adult Education

First, we want to give a brief reminder of the basic principles for effective adult education. Part of being a successful adult educator involves understanding how adults learn best. Adults have special needs and requirements as learners. Below, we list some of the common learning characteristics of adult language and literacy learners.⁷

**Adult Language and Literacy Learning Principles**

1) Adult learners are goal-driven.

2) Language and literacy are social processes that involve interaction with others.

3) Language and literacy development require risk taking.

4) Language and literacy develop when the target language is slightly above the current level of proficiency of the user.

5) Language and literacy development require focus, engagement and practice.

6) Language and literacy are multi-dimensional and require different kinds of interactions with different kinds of genres.

7) Language and literacy develop through interactions with tasks that require cognitive involvement.

8) Language and literacy develop more deeply if skills are connected to an overall topic, theme or context.

⁷ Taken from Spruck-Wrigley, Heidi and Jim Powrie. 2002. What Does It Take for Adults to Learn? Originally developed for CyberSytep.
The Importance of Contextualized Learning

The last item above speaks to the importance of teaching ESL skills and strategies within real life contexts. This is what we call “contextualized learning” or Functional Context Education (FCE). Contextualized learning requires the creation of a contextualized curriculum. The FCE approach to learning is not new. It was developed in the late 1960’s and early 1970’s specifically for adult technical and literacy training in military programs during the Vietnam Era. Major workplace training programs sponsored by the U.S. Department of Labor have used this approach since that time.

There are four guiding principles to FCE as related to ESL language learning. They are:

1) Instruction should be made as meaningful as possible to the adult learner by making use of the learner’s prior content, workplace or professional knowledge.

2) Direct use in the classroom is made of materials, tools, equipment and “things” (“realia”) that the learner will actually use after training.

3) English language skills are improved at the same time that the learner’s content knowledge, information knowledge, processing skills, discourse skills, turn-taking skills, cross-cultural skills and sociolinguistic skills are improved.

4) Valid assessment of learning requires context/content specific measurement.

In language teaching, the wide use of these principles coincided with the arrival and universal acceptance of the principles underpinning what has become known as the Communicative Language Teaching (CLT) Approach. FCE and CLT move and work in tandem and complement each other.

What Is the Best Method for Teaching Adult ESL?

It may be surprising to some, but this is a question that we no longer ask or should no longer ask in quite this way. We are in what applied linguists like to call the “Post-Method” Era. 

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The 1970s was the decade when Communicative Language Teaching (CLT) came to replace the never-ending search for “the best method”.\(^\text{10}\) CLT ushered in an era of change and innovation in language teaching which incorporated breakthroughs in our understanding of the nature of language itself and how language learning takes place and, consequently, how one should best teach a second or foreign language. These changes have had a tremendous impact on what materials we deem suitable for effective use in the ESL classroom and have led to the creation of contextualized curricula to meet particular needs.

Communicative Language Teaching (CLT) refers to a diverse set of rather general and noncontroversial principles. CLT can be interpreted in many different ways and can be used to support a wide variety of classroom procedures and contexts. The six widely accepted CLT principles, similar to the four FCE principles, are as follows:

1) The goal of language learning is “communicative competence”.

2) Learners learn a language by using it to communicate real messages.

3) Authentic and meaningful communication should be the goal of classroom activities.

4) Fluency and accuracy are both important dimensions of communication.

5) Communication involves the integration of different language skills.

6) Learning is a gradual process that involves trial and error.

As with any academic field, the fields of TESOL (Teaching English to Speakers of Other Languages), Applied Linguistics and Second Language Acquisition (SLA) have created a lot of “buzz-words” and professional jargon. The following is a comprehensive list of different terms that all refer to communicative language teaching approaches using a contextualized curriculum.\(^\text{11}\) This list gives you an indication of how widely practiced the use of this type of communicative, contextualized language training has become. It is for this reason that many

\(^{10}\) Methods such as Audiolingualism, Total Physical Response (TPR), The Silent Way, Counseling Learning, Suggestopedia, Structural-Situational Approach, Grammar Translation, Direct Method, Rassias Method.

\(^{11}\) These terms are defined more fully in Chapter 7.
of these approaches continue as mainstream approaches today. This move of the second language teaching field into “special purpose” or contextualized training has spurred the design, development and creation of contextualized curricula, which is at the heart of contextualized learning.

A quick internet search of these terms can bring you to various curricula designed for these specific purposes.

<table>
<thead>
<tr>
<th>Content-Based Instruction</th>
<th>Cooperative Language Learning</th>
<th>Task-Based Instruction</th>
<th>Project-Based Instruction</th>
<th>English for Special Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English for Academic Purposes (EAP)</td>
<td>English for Medical Purposes (EMP)</td>
<td>English for the Law (ELP)</td>
<td>English for Business and Economics (EBE)</td>
<td>English for Science and Technology (EST)</td>
</tr>
<tr>
<td>English for Diplomacy (ED)</td>
<td>Vocational English as a Second Language (VESL)</td>
<td>English for the Construction Industry (ECI)</td>
<td>English for Restaurant Workers</td>
<td>English for Hotel and Hospitality Workers</td>
</tr>
</tbody>
</table>

**Communicative Competence for Job Success and Advancement**

The goal of all ESL classes, and particularly work-related classes, according to CLT principle # 1 is “communicative competence”. Communicative competence involves the ability to converse or correspond with a native speaker of the target language in a real-life situation, with emphasis on communication of ideas rather than on simply correctness of language form or knowledge of grammar rules. It is facilitated when learners are engaged in interaction and meaningful communication. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.

Communicative competence includes the following:

---

1) **Grammatical competence** or accuracy - the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling and word formation.

2) **Sociolinguistic competence** - the extent to which utterances can be used or understood appropriately in various social contexts. It includes knowledge of speech acts and functions such as persuading, apologizing and describing.

3) **Discourse competence** - the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence.

4) **Strategic competence** - the ability to use strategies like gestures or “talking around” an unknown word in order to overcome limitations in language knowledge; the use of appropriate body (non-verbal) language.

Communicative competence also requires the instructor (or the curriculum developer) to be aware of what language they intend to teach. Is it BICS or is it CALP? Is the goal to teach social language or academic language?

**Basic Interpersonal Communication Skills (BICS)**

Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. Jim Cummins\(^{14}\) was the first to differentiate between social English and academic language acquisition. His research was primarily dealing with immigrant children. BICS refers to the basic communicative fluency achieved by all normal native speakers of a language. It is cognitively undemanding and contextual and is better understood as the language used by students in informal settings, say, on a playground or cafe. Social interactions are usually context embedded. They occur in meaningful social contexts. Immigrant children tend to “pick up” BICS quickly by interacting with English-speaking children. This differs for most adults who have trouble “picking up” BICS unless given direct instruction on how to do this.

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\(^{14}\) Jim Cummins is a professor at the Ontario Institute for Studies in Education of the University of Toronto where he works on language development and literacy development of child learners of ESL. In 1979, Cummins coined the acronyms BICS and CALP to refer to processes that help a teacher to qualify a student's language ability.
Cognitive Academic Language Proficiency (CALP)

Cognitive Academic Language Proficiency (CALP), on the other hand, refers to formal academic learning and the ability to think in and use a language as a tool for learning. Academic language acquisition includes not only understanding content area vocabulary, but also skills such as comparing, classifying, synthesizing, evaluating, and inferring. Research tells us that skills, ideas and concepts students learn in their first language will be transferred to the second language. Interestingly, most adult learners of English, especially our highly skilled or educated immigrants tend to already be fairly good in CALP - these skills have been transferred from their native language to English. In some cases, they have studied for their professions (medicine, engineering, accounting, computer science) using English textbooks. They are sorely lacking, however, in Basic Interpersonal Communication Skills. These sociolinguistic, strategic and discourse competencies must often be directly taught in a classroom using a contextualized, communicative curriculum. It is a lack of proficiency in these interpersonal, contextualized competencies that keeps skilled immigrants from getting jobs in their professions and advancing in their careers.

Teaching and Assessing Communication

Speaking has always been a major focus of language teaching, but the nature of speaking skills and the way we should be teaching them has undergone a major shift since the introduction of the Communicative Language Teaching Approach. The goal of communicative competence requires the development of communicative syllabuses and contextualized curriculum. Language learners need to learn how to communicate in ways that are culturally acceptable in the target community or setting. It is now accepted that models for oral interaction cannot be based simply on the intuitions of applied linguists and textbook writers. They must be informed by the findings of conversation analysis and corpus analysis.\(^{15}\) These have revealed the following:

1) the role of learning “chunks” in spoken language to gain native-sounding fluency, rather than learning individual words (e.g., the following are chunks in English: the other day, when I got a call, I got a real surprise, from an old school friend.)

\(^{15}\) See Chapter 7 for definitions and the end of this chapter for specific corpus references.
2) the frequency of fixed utterances or conversational routines in spoken language, e.g., *is that right, you know what I mean, uh-huh, no kidding*

3) the interactive and negotiated nature of oral interaction involving such processes as turn-taking, feedback, and topic management

4) the difference between interactional talk (person-oriented) and transactional talk (message-oriented)

Taking all of these points into consideration, what are the signs a teacher should look for to know that learners are gaining communicative competence? Hint: It’s not the score on a grammar test.

**The Layman’s Litmus Test of Language Learning**

Scores on standardized proficiency tests of English as a second or foreign language, such as TOEFL, TOEIC, IELTS, CASAS, BEST Plus\(^\text{16}\), and others, are important but, perhaps, more significant are what we like to call the “Layman's Litmus Test” of language learning. It is when the immigrant’s construction foreman, project manager, supervisor, cubicle mate, office receptionist, doorman or other lay person makes a positive comment on the improvement of the immigrant’s communication skills. Hearing “Boy, you have really improved your English in the last few weeks!” is when a language learner really knows that his or her “communicative competence” is showing.

Here are some examples that ESL teachers should be looking out for to evaluate that a language learner’s communicative competence is showing:

1) the student knows how to express genuine concern, and sympathy when told a colleague has had a death in the family. *Ex: “I am so sorry to hear about your brother. Had he been sick for a while?”*

2) he apologizes and makes an appropriate (even if it’s a white lie) excuse for why he is late for a meeting or class. *Ex: “The subway was running slow again this morning.”*

3) she can comfortably make small talk at a business reception or before the start of a meeting. *Ex: “I can’t believe what a hot summer it has been. Will it ever end!”*

\(^\text{16}\) See Glossary of Key ESL Terms for definitions of the standardized tests listed here.
4) she is able to comfortably invite someone to lunch. *Ex. “Have you eaten yet? Do you want to go across the street for a bite?”*

5) she can initiate questions and not just respond to answers. *Ex. “Hey, Rose, did that report come in yet?”*

6) he can use common, everyday fixed and semi-fixed expressions and utterances that make speech sound natural and native-like. *Ex. “See you soon.”; “I think so.”; “I’ll get back to you as soon as I can.”; “That sounds great.”; “That’ll be the day.”*

7) she comfortably uses native-like intonation properly and appropriately to express meaning. *Ex. “Sorry?” (with rising intonation to mean “Excuse me. Can you repeat that?”)*

8) he knows how to use turn-taking protocol and conversational gambits correctly, whether the conversation is in person or over the telephone, including when and how to use silence appropriately, how to begin a conversation, how to tactfully change the subject, how to know when someone wants to end the conversation, etc. *Ex. “Well, I have to be going. My dinner is burning.”*

Can you suggest some additional examples to the ones listed above?

For more ideas on fostering communicative competence in the ESL classroom, refer to the books listed below:


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17 For additional examples of chunks, conversational gambits and other expressions, see the Michael Lewis books and the other examples at the end of this chapter.

What Skilled Immigrants Do Not Need

**A GED Diploma:** Skilled immigrants have already obtained a high school diploma, and often a partial or completed university degree, in their home country before migration. Their prior education can be recognized in the U.S. by obtaining a credential evaluation.

**ABE Classes:** Immigrants who have completed the 6th level of NRS ESL should not be placed, for the sake of convenience, in an ABE class with native speakers of English. It is unfair to both the native speakers and the immigrants and produces inaccurate outcomes data for the National Reporting System.

**The TABE:** It is an inappropriate exam to give non-native speakers of English. It is an exam normed on native speakers of English and produces skewed, inaccurate scores when given to non-native speakers.

**A Second Bachelor’s Degree or Associate’s Degree:** Skilled immigrants with the equivalency of a Bachelor’s degree in their home country should not be advised to pursue a second Bachelor’s Degree or Associate’s Degree just for the sake of having a “U.S. degree”. Unless they are planning to pursue education in a completely different field, they should instead be encouraged to enroll in a higher level (Master’s or Professional) degree program or pursue relevant professional training in their field.

What Skilled Immigrants Do Need

**Contextualized ESL:** Skilled immigrants can master the English that they need best if they enroll in an integrated, contextualized ESL program relevant to their field of professional interest.

**Intensive ESL:** Skilled immigrants can master English faster when enrolled in an intensive ESL program. An intensive ESL program is defined as one which meets at least 12-15 hours or more per week for a fixed number of weeks.

**Managed Enrollment Programs:** Second language learners of English master English faster when enrolled in a managed enrollment program. Skilled immigrants should avoid open-admission and rolling admission programs.

**Proper English Language Assessment:** To assess whether their academic or professional English is good enough to successfully pursue academic coursework or professional opportunities, skilled immigrants should sit for the TOEFL, TOEIC, TSE or the IELTS, not the TABE or Best Plus.
Sample Contextualized ESL Lessons

Following are four sample ESL lesson ideas that make use of the contextualized learning strategies discussed in this chapter. These lesson ideas are meant to give ESL practitioners an idea of how to practically implement contextualized learning theories in the classroom. Practitioners should feel free to expand and adapt these ideas to develop full lesson plans appropriate for individual classroom settings.

Lesson Idea One: Business “Chunks”\(^{19}\)

Have your students look at the following sentences. These are expressions that are commonly heard within a business office environment. Ask your students to define the underlined phrases.

a. I’m still not clear on what you’re driving at. **Do you mind if I sleep on it** and we can **talk it over** again tomorrow?

b. I can’t understand these accounts **at all**. **Would you try your hand at them?** Perhaps you can **throw some light on the situation**?

c. You’re totally responsible. If anything goes wrong, there’s to be no **passing the buck**.

d. This is **off the record**, but one of the managers is leaving the company soon and you **could be in line for** his job.

e. The meeting was a **dud**. There wasn’t **enough common ground** between the two clients to **draw up a contract**.

For more Business English lesson ideas and classroom materials, go to Mike Nelson’s Business English Lexis website users.utu.fi/micnel/BEC/downloadable_materials.htm

Lesson Idea Two: Medical History Taking “Chunks”\(^{20}\)

As a medical practitioner, transition words, phrases and utterances (making a verbal response without using exact words) are important for smooth segues from one topic to the next when taking a patient’s medical history. When medical practitioners want to move from one line of questioning to another, they might use the suggestions shown below. These “chunks” give the patient a chance to talk uninterrupted and allow the interviewer a few

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\(^{19}\) Taken from Rymniak, Marilyn J. (2000) Business English Communication Review Course. Kaplan, Inc.

\(^{20}\) Taken from Rymniak, Marilyn J. (2000) Medical English Communication Review Course. Kaplan, Inc.
minutes to think of what to say next. Have your students practice using these transitional expressions with a partner taking turns being “the medical practitioner” and “the patient”.

<table>
<thead>
<tr>
<th>Intro to chief complaint</th>
<th>Chief complaint to history of present illness</th>
<th>Present illness to past medical history</th>
<th>Past medical history to social/sexual history</th>
</tr>
</thead>
<tbody>
<tr>
<td>So, ...</td>
<td>Mmmmm ...</td>
<td>So, ...</td>
<td>Okay. Now I’m going to ask you a few personal questions.</td>
</tr>
<tr>
<td>Okay, then ...</td>
<td>Hmmmm ...</td>
<td>Let me ask you ...</td>
<td>Please answer as honestly as you can.</td>
</tr>
<tr>
<td>Alright ...</td>
<td>Tell me ...</td>
<td>Tell me ...</td>
<td>Don’t worry. This is all strictly confidential.</td>
</tr>
<tr>
<td>Well then ...</td>
<td>I see.</td>
<td>Now then ...</td>
<td>Alright, what about ...</td>
</tr>
<tr>
<td>Let’s see if I understand you ...</td>
<td>So, ...</td>
<td>Okay.</td>
<td>So, tell me about ...</td>
</tr>
<tr>
<td>So, in other words ...</td>
<td></td>
<td>Can you tell me if ...</td>
<td>Just a few more questions before we begin the physical examination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Okay. How would you describe ...</td>
</tr>
</tbody>
</table>

The “patient” should pretend to have some illness which has brought him/her to the hospital.

**Lesson Idea Three: Conversational Gambits**

A “gambit” is a strategic move in a game like chess. “Gambit” is also used in teaching conversational skills in English to non-native speakers. It is in the use of these common conversational gambits that second-language speakers begin to sound proficient. Have your students work in pairs to read through the list below, putting a check next to the “gambits” they have heard or used before. Encourage them to discuss any “gambits” they are not familiar with or do not understand, asking for further clarification when needed. Next, direct each pair to write ten sentences using a variety of the “gambits” shown. Have students share their sentences with the class. Give feedback on the effectiveness and appropriateness of their “gambit” usage.

---

<table>
<thead>
<tr>
<th>Asking for an Opinion</th>
<th>Asking for Clarification</th>
<th>Paraphrasing</th>
<th>Persuading</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your position on ...?</td>
<td>What do you mean?</td>
<td>I think he means</td>
<td>You must admit that</td>
</tr>
<tr>
<td>I'd like to hear your views on ...</td>
<td>What does ... mean?</td>
<td>In other words,</td>
<td>You have to agree that</td>
</tr>
<tr>
<td>What do you think about ...?</td>
<td>What do you mean by ...?</td>
<td>What I mean is</td>
<td>Don't forget that</td>
</tr>
<tr>
<td>I was wondering where you stood on ...</td>
<td>I'm sorry but I didn't follow you.</td>
<td>The point I am trying to make is</td>
<td>Let's not forget that</td>
</tr>
<tr>
<td>Even if that is true,</td>
<td>I'm not sure what you mean.</td>
<td></td>
<td>Don't you think that</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Counter-Arguing</th>
<th>Politely Interrupting</th>
<th>Rejecting a Suggestion</th>
<th>Avoiding Answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even so,</td>
<td>Excuse me,</td>
<td>Unfortunately,</td>
<td>I'm afraid I don't know.</td>
</tr>
<tr>
<td>Nevertheless,</td>
<td>Pardon me for interrupting, but</td>
<td>I'm sorry but ...</td>
<td>I can't really say.</td>
</tr>
<tr>
<td>But then again,</td>
<td>Sorry to interrupt, but</td>
<td>Well, the problem is</td>
<td>It's difficult to say.</td>
</tr>
<tr>
<td>In any case,</td>
<td></td>
<td>I'm not sure that will be possible because ...</td>
<td>I'll check with ... and get back to you on that.</td>
</tr>
<tr>
<td>Even if that is true,</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning a Conversation</th>
<th>Ending a Conversation</th>
<th>Talking About Yourself</th>
<th>Talking About Your Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>How's it going?</td>
<td>Glad to have met you.</td>
<td>I was born in ...</td>
<td>I work for ...</td>
</tr>
<tr>
<td>Have you heard ...?</td>
<td>See you around.</td>
<td>After that I ...</td>
<td>I mostly deal with ...</td>
</tr>
<tr>
<td>Have you met ...</td>
<td>Take care.</td>
<td>More recently I have been working</td>
<td>I'm responsible for ...</td>
</tr>
<tr>
<td>How do you like the ...?</td>
<td>See you tomorrow.</td>
<td>as in with ...</td>
<td>My job involves a lot of ...</td>
</tr>
<tr>
<td>And what about you?</td>
<td>Let's do lunch next time.</td>
<td>I'm really interested in ...</td>
<td>What I like about my job is ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making a Suggestion</th>
<th>Accepting a Suggestion</th>
<th>Rejecting a Suggestion</th>
<th>Asking if it is Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lets ...</td>
<td>Yes, of course.</td>
<td>Unfortunately,</td>
<td>Would that be okay?</td>
</tr>
<tr>
<td>Perhaps we could ...</td>
<td>Certainly.</td>
<td>I'm sorry but ...</td>
<td>Would it be okay if ...</td>
</tr>
<tr>
<td>We might ...</td>
<td>By all means.</td>
<td>Well, the problem is</td>
<td>I hope this will be acceptable.</td>
</tr>
<tr>
<td>Why don't we ...</td>
<td>Yes, that's a good idea.</td>
<td>I'm not sure that will be possible because ...</td>
<td>I hope it will be okay if ...</td>
</tr>
<tr>
<td>I suggest that we ...</td>
<td>Yes, let's give that a try.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Idea Four: Body Language Skills for the Workplace

The idea of “communicative competence” includes mastering sociolinguistic and strategic competencies. This includes learning appropriate body and non-verbal language. These skills are especially important for the workplace so as not to be misunderstood. These skills must be directly taught and practiced as body language differs widely across cultures.

Some body language is clearly inappropriate for the workplace. For example:

- Standing too close to someone may be interpreted as being too aggressive, intimidating or invasive.

- Speaking too softly or not making eye contact may make people think you are shy or lacking in confidence.

- Rarely smiling in an office environment may make people think you are unfriendly.

In the table below are some common non-verbal gestures and their meanings. Notice that some have more than one meaning.

<table>
<thead>
<tr>
<th>Body Language</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tilting your head to one side</td>
<td>Curiosity or sympathy</td>
</tr>
<tr>
<td>Looking down at the floor</td>
<td>Shyness, evasiveness</td>
</tr>
<tr>
<td>Crossed arms</td>
<td>Defensiveness, disagreement</td>
</tr>
<tr>
<td>Fidgeting</td>
<td>Nervousness</td>
</tr>
<tr>
<td>Rolling eyes</td>
<td>Disrespect</td>
</tr>
</tbody>
</table>

Considering the examples above, have your students read the following incident and answer the questions:

While Faraj was telling his boss about his weekend plans, he noticed that she made very little eye contact and kept looking at her watch. His boss also glanced at her computer screen every few seconds.
1) What body language did Faraj’s boss use?
2) What do you think these non-verbal cues were saying?
3) How should Faraj respond to his boss’s non-verbal cues?

**The Contextualized Curriculum**

The development of an effective contextualized curriculum is ensured by using everything we have reviewed in this chapter:

- The Importance of Language Proficiency
- Adult Language Learning Principles
- Communicative Language Teaching (CLT)
- BICS and CALP
- Communicative Competence
- The Layman’s Litmus Test of Language Learning
- Sample Communicative Language Lessons

In the next chapter, we will review some models of such curricula.