

Language — Not the Only Barrier

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Three major instructional needs were identified when an ELT (English Language Training) program in Malaysia made the transition from a traditional, teacher-directed, skills-separate curricular model to a more learner-directed, content-based, and integrated skills model. ELT instructors found that they needed to build student awareness now that students were being asked to perform within a different educational system. Students also needed help in developing organizational frameworks that would allow more successful participation within their EAP (English for Academic Purposes) classes. The third major instructional need was to encourage more active, sophisticated learners who could not only learn and recall information effectively but also show evidence of their abilities to synthesize, expand upon, or solve problems with that information.

Following a brief overview of the instructional context, the paper focuses on each of the instructional needs, with accompanying discussion of successful teacher strategies and classroom techniques which helped students make successful transitions to more self-directed learning.