

The Effectiveness of Communicative Purpose Based Approach to Improve Speaking Skills in EAP Setting: A Case Study

Ririn Ambarini

University of PGRI, Semarang

yyiyien.averros@gmail.com

Abstract: English for Academic Purposes (EAP) is an approach in which the content and the learning activities applied according to the needs of the English learners. This experimental study involved 26 students from the fifth semester of Indonesian Language Education Department at University of PGRI Semarang. The data were collected using five different instruments; observation, field notes, interviews, documentation, and performance tests. The data were analyzed using t-test formula and compared to t-table. The results of this study indicate that there is significant value between the pre-test and post-test results. The result of the calculation of t-test is 9.97. Because the t-table is 2.04, it can be concluded that the $t\text{-test} > t\text{-table}$. The data shows that the result of the t-test is higher than t-table, it means that the accepted hypothesis is a positive hypothesis which says that "H₁: There is a significant improvement of speaking competence in the case of performing the idea of the elements of the story in the folklores after being taught using Communicative Purpose Based Approach."

Keywords: Communicative Purpose Based Approach, English Speaking, EAP Setting

1. Introduction

EAP is a type of ELT (English Language Teaching) and defines it as: "Goal-oriented language learning." It means that students have a specific goal that is going to be reached. They study subject matters such as law, medicine, psychology, economics, and health in English. The group of EAP learners is going to achieve the same goal in the field of studying, so learners' motivation, in a form of the same aim, enables teacher to meet learners' needs and expectations easier. Learner and the way of learning are considered to be the main factors in the whole process [2].

In the Indonesian Education Department class of University of PGRI Semarang, according to the course outline designed for semester five, the English subject that is given to the fifth semester students of Indonesian Education Department is given in the form of EAP teaching learning. This course deals with the basic theory of narrative texts and how to analyse folklores in terms of the theme, plots, characters, setting that can be found in their previous semester when they studied about literature and the difference is that now the materials are conveyed by using English as the medium of instruction.

The focus of the subject matter area is such as the general concept of narrative texts, folklore of Indonesia, Analysis in Indonesian Folktales, the story of Keong Mas, the story of Ande-ande Lumut, the story of Rara Jonggrang, the story of Malin Kundang, the Story of Cinde Laras, the story of Telaga Warna, the story of Timun Mas, the story

of Bawang Merah Bawang Putih, Dewi Sri, the story of Lutung Kasarung, the story of Nyi Loro Kidul, the Story of Wewe Gombel, the story of Ken Arok, and the story of Sangkuriang.

The students of Indonesian Education Department are treated to learn English as their subject matter with EAP or English for Academic Purposes. They have already been familiar about the kinds of narrative in which one of them is folklore and the content of the folklores that they study in semester five is already understood because they have already been familiar with those folklores in Indonesian version.

The researcher would like to apply communicative purpose based approach to improve the capability of Indonesian Education department students to speak English. Communicative purpose based approach is chosen because the activities designed in this approach are expected to be able to activate the students' participation in English speaking activities that involve the students' capability to analyze and interpret folklores through folklore elements such as character development, setting, plot and themes. The student activities will cover critical analysis activity, skill-based instruction activity, creative writing project, and cultural studies.

2. Previous Research Findings

There have been the number of researchers concerning with the use of EAP teaching strategies in teaching process. One of the studies was conducted by Aynur Yurekli (2012) entitled 'An Analysis of Curriculum Renewal in EAP Context'

where EAP here is one of the branches in EAP teaching strategies. The study that he conducted is designed in a descriptive way, where the aim is to describe the current curriculum, then discuss the results of the needs analysis conducted prior to the renewal process, and finally list the course objectives and the related teaching approach. The findings of the study refer to a need for an integrated approach to EAP teaching which centers around the achievements of certain tasks expected by students' department teachers. The findings also highlight the need for an approach which is content-based and specific to students' study areas.

Another study was conducted by David Lee and John Swales (2005), entitled 'A corpus-based EAP course for NNS doctoral students: Moving from Available specialized corpora to self-compiled Corpora'. In their research, it presents a discussion of an experimental, innovative course in corpus-informed EAP for doctoral students. Participants were given access to specialized corpora of academic writing and speaking, instructed in the tools of the trade and gradually inducted into the skills needed to best exploit the data and the tools directed learning as well as self-learning. After the induction period, participants began to compile two additional written corpora; one of their own writing and one of the expert writing and then they have to be able to make comparisons between their own writing and those of more established writers in their field. The findings of the study shows that the kinds of discursive and other linguistic phenomena examined and the sometimes surprising observation made, and reports on the pluses and minuses of this corpus-informed course as a whole, seen from the point of view of both learners and instructors.

The next study that was conducted by Faith A. Brown (2003) entitled "Collaborative Learning in the EAP Classroom: Students' Perceptions". He said that quantitative data for this study was collected through questionnaire. It sought to identify students' perspectives of collaborative learning by giving them a twenty-item questionnaire on their perceived experiences when they worked in pairs or groups while taking EAP course(s). All the items in the questionnaire were designed for a Likert scale response using a four-interval scale of 'strongly agree', 'agree', 'disagree', 'strongly disagree'.

The other study that was conducted by Dr. Francine Robinson (2007) entitled "Assessment in EAP Course: A Communicative Approach". She said that in general, EAP (English for Academic Purpose) that is one of the branches of ESP (English for Specific Purposes) presents courses that are mainly reading comprehension courses which do not include writing, speaking, and listening skills. Her study was conducted by making the use of the statistics of questionnaires given to teachers and

students in seven colleges and universities in Israel concerning the assessment of English Academic courses. The results show that when being asked whether students should be offered English language courses that include skills other than reading skills, only 13% of teachers and 8% of students do not want inclusion of these skills, whereas a great majority of both students and teachers are in favor of such courses.

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input humans who speak that language to provide modified speech that they can at least partially comprehend [13].

Beginners only listen but rarely speak. English language learners may have some words in their receptive vocabulary but they are not yet speaking. Some students will be able to repeat only everything that someone says. They are not really producing language but are imitating. Students may duplicate gestures and movements to show comprehension. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary because English language learners at this stage will need much repetition of English. At this stage students try to speak some words. Students can use short language chunks that have been memorized although these chunks may not always be used correctly. Learners listen more to their talkative classmates and extend his vocabulary. There are more genuine two-way conversations with speakers of the language, although it takes a very patient native speaker to persevere in trying to communicate with a learner at this stage. The result of getting through stage two well is quite a bit of "fluency" in comprehending language which uses a variety of structures in connected discourse, with an ever growing vocabulary [16].

Students have a good vocabulary of words and use simple phrases and sentences in his communication with others. They are able to ask simple questions, which may be grammatically correct or wrong. The students try to initiate short conversations with classmates. They are able to read and understand easy stories [23].

English language learners able to use more complex sentences in speaking and writing to express opinions and share their thoughts. At this competence, they are in the level of intermediate

Fluency. In this case, they are able to ask questions to clarify what they are learning in class. Learners are able to work with some teacher support. Learner learns most from normal native-to-native speech as it occurs in the whole range of life experiences. The learner will understand most input, provided he attends to it [1].

Student at advanced fluency stage will be near-native in their ability to perform in content area learning. Students have needed continuous support from classroom in reading writing and speaking. In Stage five, the learner has increasing facility in discussions using his vocabulary without any proper preparation [10].

There are three kinds of speaking situations. Those are interactive, partially interactive, and non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast [5].

3. The Communicative-Based Approach in Teaching FSL

Murphy (2000) states that “the importance of real-world language use is an essential component”. Trying to find the best method has been a challenge. However, in the 1980’s, a more interactive view of language teaching came into effect and as Rogers (2001) explains “it collectively became known as Communicative Language Teaching”. The Communicative-based teaching approach provides students with a more hands-on and fun learning atmosphere which encourages them to further develop their second or foreign language abilities.

The Communicative-based approach is a beneficial way of enhancing student performance. One of the major factors that has to be considered by English teachers whenever they want to teach English is how they teach a foreign language. The Communicative-based approach provides students with a meaningful and authentic environment, in which they can communicate with their peers and teachers or lecturers acting as facilitators. As Genesee (1995) states “language is acquired effectively when it is learned for communication in meaningful and significant social situations”.

The communicative-based approach can be used in a variety of contexts and therefore it is not a single method solution. Indeed, its main focus is through communication; however this can be

transmitted by using a variety of different strategies in the classroom. The Communicative-based approach focuses on complex and authentic content when implemented in the process of teaching learning. The form of communication can be the interaction between peers through songs, role plays, skits and games where communicative activities can be constructed using language based reality [16]. Shannon (2005) even stated that “it is still unclear whether the negotiated interaction can accomplish anything else other than practice”. As Schutz (2007) states, “acquisition requires meaningful interaction in the target language-natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding so that there will be natural communication between speakers”.

4. Phases Communicative Purpose Based Approach

Zone of Proximal Development (ZPD) describes the area between a child’s level of independent performance (what he/she can do alone) and the child’s level of assisted performance (what he/she can do with support). Skills and understandings contained within a child’s ZPD are the ones that have not yet emerged but could emerge if the child engaged in interactions with knowledgeable others (peers and adults) or in other supportive contexts (such as make-believe play for preschool children). According to Vygotsky, the most effective instruction is the kind that is aimed not at the child’s level of independent performance but is instead aimed within the ZPD.

This instruction does more than increase a child’s repertoire of skills and understandings; it actually produces gains in child development [11]. To aim instruction at the child’s ZPD, the teacher needs to know not only what the child’s developmental level is at the time, but also what skills and concepts will develop next. To know these, the teacher needs to understand the developmental trajectories for these skills and concepts. Successful instruction within the child’s ZPD also involves making sure that the child will be eventually able to function independently at the same high level at which he or she was previously able to function with adult assistance. Once this is accomplished, the teacher can start aiming instruction at the new ZPD [8].

A genre comprises a class of communicative events that share some set of communicative purposes. Communicative purpose in the context of genre texts will produce communities that create communication (Swales, 1990). On the other words genres are terms of categories of discourse that has function to improve social or communicative events. Communicative purpose remains a key

concept in many genre-based approaches. In this case, communicative purpose will help learners to analyze what the communicative purposes of texts A, B, C, and D actually are.

5. Teaching Strategies in EAP Class

In EAP course it can be source for new vocabulary, communicative or reading skills. To make working with a text as much effective as possible it is necessary to involve all students' skills. It is preferred to combine working with printed text with listening to audio-cassette or video-cassette that means receptive with productive activities. Concerning the EAP activities it is necessary to keep in mind the context that should be consistent with studying subject matter [6].

There are five key roles for the EAP practitioner: teacher, collaborator, course designer and materials provider, researcher and evaluator. The role of collaborator is connected with working (collaborating) with specialists to meet the specific learners' needs. The aim of the role of course designer and materials provider is to provide the most suitable materials in the lesson to achieve and set the goals. The role of researcher here is to find out if the choice of materials meets learners' and teachers' expectations. The role of evaluator is very important in the whole learning process because the teachers are supposed to be able to inform students about their progress in their language learning. As stated by Baron (2002), having the role as evaluator, it is an inevitable part of each activity for the teachers to give feedback.

It is also the task for an EAP teacher to be able to create a learning environment – motivation so that the teaching and learning will be more pleasant for both sides of the process, for a teacher and a learner, and it supports students in their work. Therefore, creating a positive learning atmosphere in the classroom is closely link with motivation. Motivation is an important and a necessary part of students' work that affects their future success or failure and encourages them to do their best to achieve a satisfactory goal in their activity [21].

6. The Method

In this research, the writer uses Pre-experimental Research. This research uses One-Group Pre-Test Post-Test design since the sample just consists of one group. The population of this study is all of the fifth semester students of Indonesian Education Department of Universitas PGRI Semarang. It consists of three classes. The total number of the fifth semester students is 176 with 46 students in each class. The researcher chose class 5 H as the sample which consists of 46 students.

Based on the topic of this study i.e. The Effectiveness of Communicative Purpose-based Approach to Improve Students' speaking skill so that they are able to communicate the content of Narrative Text for The Indonesian Education Department Students of Universitas PGRI Semarang, the dependent variable can be stated as students' capability of Speaking skills to communicate the content of narrative text, meanwhile the independent variable is the effectiveness of Communicative Purpose-based approach. In this study, students' capability of speaking skills to communicate the content of narrative text is chosen to be the dependent variable because it can be influenced by the effectiveness of Communicative Purpose-based approach as the independent variable.

In this study, the performance test will be given twice, in the pre-test and post-test sessions. The performance test will be given in the beginning and in the end of the treatment. The first performance test is used to know the students' difficulties in developing their speaking skills to communicate the content of narrative text to the audience. The second performance test is done after Communicative Purpose-based approach is applied so that it can be found out how Communicative Purpose-based approach influences the students' speaking skills when having the communication about the content of narrative text. In order to get the data, the writer used performance test method. Performance test is used to measure the students' ability in speaking skills by comprehending the information in narrative text. In this study, the researcher gives two kinds of performance tests. They are pre-test and post-test.

The performance test is given before the class is given the treatment. The researcher will come to the observed class and explain to the students about what they are going to do. They begin to distribute the instrument and ask them to do the performance test in 20 minutes. The purpose of the pre-test is to get the students' score before they get the treatment.

Post-test is used to measure the effect of the treatment. The pre-test is given after the students are taught using Communicative Purpose-based approach as an approach to improve the students' speaking skills after understanding the content of the information in narrative text. After the students are given the treatment, the researcher shared the post-test instrument and asked the students to do the post-test in 20 minutes. The advantage of doing post-test is to get the students' score after the treatment and get some evidences that the use of Communicative Purpose-based approach is really effective to improve the students' ability in speaking skills after comprehending the content of the information in reading narrative text.

After getting the result, the researcher will compare the result of t-test with t-table to find out which one accepted hypothesis. If the value of t-test is higher than the value of t-table, it can be concluded that there is a significant improvement of students' speaking skills when they are assigned to understand the content of narrative texts after Communicative Purpose-based approach is implemented. But if the value of the t-test is lower than the value of t-table, it can be concluded that there is no significant improvement of students' speaking skills when they are assigned to understand the content of narrative texts after Communicative Purpose-based approach is implemented. In the other words the negative hypothesis is accepted and the positive one is rejected.

7. Finding and Discussion

After the researchers got the test scores from each test section, they put the test scores into t-test formula. The purpose is to find out whether there is any significant value from the use of Communicative Purpose Based Approach to improve the students' comprehension of speaking in this case the students' understanding of the content of the folklore and their ability to present the folklore orally where they are able to give the answers of the questions given by the other groups increased.

The result of the research finding shows significant difference between the value of the pre-test and the post-test. The result of t-test calculation is 9.97. Since t-table is 2.04, it can be noted that $t_{test} > t_{table}$. The calculation shows that the result of t-test is higher than t-table, it means that the accepted hypothesis is positive hypothesis that says "H₁: There is a significant improvement of speaking competence in this case the ability of performing the idea of the elements of the story of the folklores they have already read after being taught using Communicative Purpose Based Approach."

Based on this study, the activity represented the students' comprehension of speaking in this case the students' understanding of the content of the folklore and their ability to give their best presentation where they are able to give the answers of the questions given by the other groups. It can be seen from the mean of the pre-test is 70.54 and the mean of the post-test is 73.8. The result of test score increased.

From the computation of the mean of the result in pre-test, before Communicative Purpose Based Approach applied as the speaking strategy is 70.54, while after teaching the Indonesian folklores Communicative Approach Based Approach as the speaking strategy so that the students are having the

bravery to elaborate the elements of the story in the folklore texts they have already analysed, the mean of the post test increased to be 73.8. So teaching how to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class using Communicative Purpose Based Approach gave better result than teaching how to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class without using Communicative Purpose Based Approach.

Related to the students' Problem in Comprehending, Analysing, and Presenting, the writer found there are some difficulties encountered by the students in speaking skills where they have to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class. Some of the students' difficulties described as follows are that the students usually found some difficult words and they were confused to guess the meaning of the words and they also felt difficult in pronunciation, because the words were not familiar for them. To eliminate the students' problems in speaking skills where the students are assigned to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class mentioned above, the researchers gave some solution.

Firstly, the researchers gave the assignment to read a folklore text. After that, the text was divided into 9 parts according to the number of the groups in one class. Then, each group was assigned to translate each part of the folklore text according to their turn. Next, the group of the students will present the result of their translation one by one in front of the class, while the other groups are paying attention and writing down some difficult words that were already translated by the other groups. After the translation session was finished and there was no students who did not understand the new vocabularies they were able to find in the folklore text, the next session was to assign the students in each group to make minimally 10 questions from the folklore text.

The next activity was for the students in each group to practise how to give questions and answers about the content of the story in the folklore text. Secondly, the researchers guided the students in pronouncing the unfamiliar words. This activity was done by writing the words that were not well pronounced by the students when the students were presenting the result of their presentation in front of the class. When they were finished, the researcher drilled the students to pronounce the words well.

The treatment was given to solve the students' difficulties in speaking skills where in the process they are required to be able to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class.

8. Conclusion and Suggestion

The students' comprehension of folklore texts, in this case the capability of speaking skills where the students are expected to be able to comprehend the content of folklores, increased after Communicative Purpose Based Approach was applied in the process of the teaching learning. They are able to analyze the elements of their story, and present the result of their analysis in front of the class. It can be seen from the mean of the pre-test that is 70.54, meanwhile the result of the post-test increased to be 73.8. From the improvement above, the researcher concluded that Communicative Approach Based Approach speaking strategy can be used as the alternative way to improve students' speaking ability where the outcome of the learning is that the students will be able to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class.

From this study, the researcher found that the primary problems faced by the students are the lack of vocabulary mastery and pronunciation but those problems are able to be solved by applying the Communicative Purpose Based Approach. After getting the result of the research, the writer would like to give some suggestions in order to encourage the students to improve their learning how to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class.

Communicative Purpose Based Approach can be used as a speaking strategy especially in the presentation task to improve the students' capabilities in comprehending the content of folklores, analyzing the elements of their story, and presenting the result of their analysis in front of the class. The lecturers need to give new vocabularies every teaching learning process occurred to enrich the students' knowledge. The lecturers are suggested to guide the students to pronounce unfamiliar words to increase their pronunciation.

Thus, it is necessary for both teachers and lecturers to have to learn more and more to improve their knowledge about teaching techniques and methods that are effective to be applied for non English department students so that they are able to communicate their subject matter areas in English. The researchers should master other communicative language teaching strategies and teaching methods

that can be used to help students to use English well as a means of communication at least in the area of their study where they are able to explain their subject matter content and communicate it with the others in English.

On the other hand, students are suggested to have confidence to share their opinion to their group members or even the members of the other groups during the teaching learning process. They need to enrich their vocabulary mastery and pronunciation through and practise speaking outside and inside class so that they will be familiar on how to comprehend the content of folklores, analyze the elements of their story, and present the result of their analysis in front of the class. They can improve their knowledge and skills of speaking especially in the area of comprehending the content of folklores, analyzing the elements of their story, and presenting the result of their analysis in front of the class through learning harder and practising more often.

References

- [1] ACTFL. 2012. Proficiency Guidelines – Speaking. © ACTFL, INC., 2012.
- [2] Alhuqbani, N., M. 2013. Assessing the Academic English Needs of King Fahd Security College Officers: Implications for the Development of an EAP Program. *The Journal Of Teaching English For Specific And Academic Purposes* Vol. 1, No 167□2, 2013, Pp. 143.
- [3] Aynur Yürekli. 2012. An Analysis Of Curriculum Renewal In Eap Context. *International Journal of Instruction* January 2012 • Vol.5, No.1 e-ISSN: 1308-1470 • www.e-iji.net p-ISSN: 1694-609X.
- [4] Barron, C. (2002). "Problem-solving and EAP : themes and issues in a Collaborative Teaching Ventures " *In English for Specific Purposes*, 22, 297 – 314.
- [5] Bashir, M., Azeem, M., & Dogar, H., A. 2011. Factor Effecting Students' English Speaking Skill. *British Journal of Arts and Social Sciences* ISSN: 2046-9578, Vol.2 No.1 (2011) ©BritishJournal Publishing, Inc. 2011 <http://www.bjournal.co.uk/BJASS.aspx>
- [6] Bracaj, Morena. 2014. Teaching English for Specific Purposes and Teacher Training. *European Scientific Journal* January 2014 edition vol.10, No.2 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431.

- [7] Brown, A., F. 2008. Collaborative Learning in the EAP Classroom: Students Perceptions. English for Specific Purposes World. Issue 1 (17). Volume 7. 2008.
- [8] Christmas, D., Kudzai, C., & Josiah, M. Vygotsky's Zone of Proximal Development Theory: What are its Implications for Mathematical teaching?. Greener Journal of Social Sciences. Vol. 3 (7). Pp. 371-377. August 2013.
- [9] Genesee, Fred. (1995). Integrating Language and Content: Lessons from Immersion. Cal Journal. Retrieved July 8, 2013 from <http://repositories.cdlib.org/crede/ncrcdslleducational/EPR11/>
- [10] Hill, D., J., & Flynn, K. 2008. Asking the Right Questions. Teachers' Questions can Build Students' English Language Skills. Winter 2008 Vol. 29, No. 1
- [11] Kozulin, A., Gindis, B., Ageyev, V., Miller, S. (2003). Vygotsky's educational theory and practice in cultural context. Cambridge: Cambridge University Press.
- [12] Lee, David and John Swales. 2006. "A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora". English for Specific Purposes 25/1, 56-75.
- [13] Martínez, Gómez, Susana. 2006. Should We Correct our Students Errors in 12 Learning? Encuentro 16, 2006, pp.1-7.
- [14] Murphy, Elizabeth. (2000). Strangers in a Strange Land: Teachers Beliefs About Teaching and Learning French as a Second or Foreign Language in Online Learning Environments. Retrieved July 7, 2013 from <http://www.ucsf.edu/~emurphy/strangers/toc.html>
- [16] Richards, C., Jack. 2008. Teaching Listening and Speaking From Theory to Practice. Cambridge University Press. USA.
- [17] Robinson, Francine. 2007. Assessment in EAP Courses: A Communicative Approach. Assessment design for learner responsibility 29-31 May 07 <http://www.reap.ac.uk>. Released under Creative Commons license <http://creativecommons.org/licenses/by-nc-sa/3.0/> -
- [18] Rogers, Theodore. (2001). Language Teaching Methodology. CAL Journal. Retrieved July 8, 2013 from <http://www.cal.org/resources/Digest/rogers.html>
- [19] Schutz, Ricardo. (2007). Stephen Krashen's Theory of Second Language Acquisition. Retrieved July 9, 2013 from <http://www.sk.com.br/sk-krash.html>
- [20] Shannon, Fred. (2005). Interactionist Theory in Second Language Acquisition Part 1. Retrieved July 11, 2008 from <http://online.mun.ca/d2l/orgTools/ouHome/ouHome.asp?ou=21734>
- [21] Simion, Otilia, Minodora. 2012. The Importance of Teaching English in the Field of Tourism in Universities. Annals of the "Constantin Brâncuși" University of Târgu-Jiu. Economy Series. Issue 2/2012. Pp. 152-154.
- [22] Swales, J.M. 1990. Genre Analysis: English in Academic and Research Setting. Cambridge: Cambridge University Press.
- [23] Virginia Department of Education. 2006. English: Strategies for Teaching Limited English Proficient (LEP) Students. Virginia Department of Education. Division of Instruction. January 2006.