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The Foreign Professional Institute of Language Instruction as a Prospective Place of Employment: Berlitz as a Focal Case Study: Boon or Brothel

Paul E. Soroken

School for International Training

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School for International Training

THE FOREIGN PROFESSIONAL INSTITUTE OF LANGUAGE INSTRUCTION
AS A PROSPECTIVE PLACE OF EMPLOYMENT

BERLITZ AS A FOCAL CASE STUDY: BOON OR BROTHEL

Submitted in partial fulfillment of
the requirements for the Master of
Arts in Teaching degree at the
School for International Training,
Brattleboro, Vermont

August 4, 1973

Paul E. Soroken

This project by Paul E. Soroken is accepted in its present form.

Date August 1973 Principal Advisor Monique LeMaitre

Project Advisors:

Ruth Ann Brown

Margretta Winters

This place is a ----ing brothel and we Englishmen
are not given to exaggeration.

Mr. Robert Gould
Berlitz Teacher Trainee

January 27, 1973

Paris, France

DEDICATED TO

MY MOTHER WHO HAS BEEN WILLING TO SEE ME
THROUGH 24 YEARS OF EDUCATION

ABSTRACT

The Foreign Professional Institute of Language Instruction As a Prospective Place of Employment

Berlitz as a Focal Case Study: Boon or Brothel

Do foreign professional institutes of language instruction offer a viable prospect of employment for the trained ESL teacher? Taking Berlitz as a focal example, many of the more salient features of this organization have been pointed out and additional comments added where attributes of other institutes with which the author is acquainted vary.

Certainly these institutes show some variance but many attributes remain stable. The prospective employee is urged to know well exactly which aspects pointed out in this paper exist in the particular institute he is considering.

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I. INTRODUCTION: an overview of the project

In seeking employment abroad, the ESL teacher must consider as a prime source the many private institutes of foreign language instruction which are literally springing up all over the world's landscape. They offer advantages for the ESL teacher, e.g. fast processing of needed "work visa" applications. They offer disadvantages, e.g. general weakness from an instructional point of view. However, even though the professional qualities of the institutes vary from country to country and from institute to institute, still they seem to possess some basic attributes which are indigenous to all of them: e.g. general working atmosphere, their profitability, the students' general prospectus etc.. Let us then consider these institutes, taking Berlitz as our focal example of a private school at somewhat the upper end of the spectrum in some respects as concerns "professionalism", in outlining what the ESL teacher might expect to find there when he arrives, for example, in Japan armed with his "bright ideas" about English language instruction.

Whether it is true or not, as Vincent Marottoli contends that private language institutions are "flourishing" in the United States while classroom enrollment is decreasing, there is no arguing that these same institutions are blooming in other countries of the world, especially for the study of English.¹ "Everyone" wants to learn English---and how lucky we are to be able to teach it as native speakers.

1. V. Marottoli, "The Success of the Private Language Schools: A Lesson to Be Learned," FLA, 6 (March 1973), 354.

The reason for this blooming is simple. Language institutes make money. It is no surprise, therefore, that American Express was eager to absorb The Institute of Modern Languages and that Crowell Collier and Macmillan was equally as intent to take over Berlitz. These ventures have proven to be healthy financially, and consequently, when one enters these institutions as a teacher, one best realize that by far the majority were founded neither to help people learn English nor to even carry on the "white man's burden" so to speak. Quite frankly most were established to make money, and so as pessimistic as it may sound, the teacher is, in many cases, considered an expense which decreases the profit margin. Vestiges of this good old Judeo-Christian profit motive are often pervasive, as will be explained below. It is no wonder, therefore, that the first day on the job one is apt to hear the particular institute referred to just in passing as "the factory" by one of the time-worn teachers, much as one might refer to the old woolen mills which existed in New England in the 1800's.

In terms of the people who generally study at such private schools, it seems the preponderance are younger businessmen who need English for some particular business reason, e.g. international business affairs and who have a rather light interest in the attendant culture, i.e. their orientation is somewhat "instrumental". Since their companies pay for them, they seem not to worry about the somewhat large sum of money that is being extracted for their education.

As for the teachers who man the teaching posts, heavy emphasis is laid on hiring native speakers of the particular

language (this seems to be a strong selling point for their programs as evidenced by institute advertisements). However, it is not uncommon to see natives of the foreign country teaching English as well, since the institute can generally pay such a non-native speaker less money, if the students do not object (or do not realize).

Concerning the administration which directs the particular local institute, generally they are neither linguists nor people well acquainted with any particular theory of second language acquisition. On the contrary, they are rather "sharp-pencilled" types, prepared to assuage almost any student problem that might arise and to somehow or other keep the organism functioning. They seem to take the effectiveness of their language materials for granted and to assume that if one places a lively enough native speaker in the classroom, English will be learned. Speaking generally one might say then that the administrators are "money makers."

The materials themselves are written so as not to discourage or overwhelm. The books should be easy enough so that a student can "get by" without any class preparation...simple attendance is sufficient. This, one supposes, makes sense since the students are generally hard working businessmen who come to class before or after work and are learning English by necessity. How much can one expect from a man who has just finished an eight-hour work day when he arrives for English instruction? This especially makes sense when one realizes that for financial reasons the institute would not want to "discourage" a student from continuing his studies. Therefore, it is mandatory that a simple enough

text (a text, one might argue, that progresses along a rather slow, succinct grammar line) exists and a teacher who is capable of retaining a student's motivation. But neither one can be too "challenging", not because of a lack of student aptitude, generally speaking, but because of student fatigue which is bound to be present before or after a company work day.

Taking Berlitz as our focal example then, let us consider more closely what it is like to work in one of these professional institutes and what one might generally expect if one goes abroad having signed a one-year contract. It must be remembered, however, that in some respects Berlitz is far superior to other schools in terms of the materials that it has developed; whether or not one subscribes to the "direct method", it is still a method founded on a valid theory of second language acquisition. Likewise Berlitz more keenly concerns itself with its teacher training program and its general organization; it seems to be somewhat less of a "fly-by-the-seat" organization.

However, those other factors which one might take into account in seeking employment seem to hold for Berlitz as well as for "lesser" institutes. When such divergencies between institutes arise, e.g. pay scale, work hours etc., the author will draw upon his experience with other foreign language institutes in Japan to point out some specific differences.

II. BERLITZ (As a generalization)

A. Introduction: What expectations one might hold as a teacher:

When one accepts employment in a professional institute, at least as concerns those which probably exist in Western Europe, Japan and South America, one must be cognizant of the fact that native speakers of English are usually indeed abundant in the area. Using France as an example, there is practically an unlimited supply of labor for Berlitz to draw upon. This is especially true now that England has joined the Common Market and that, therefore, a school like Berlitz is required to do very little to process a prospective English employee, making him legally able to work in France. This is not incidentally true for an American: Berlitz must do much more office work to clear an American for legal employment in France. In any case, this abundant labor supply is a factor important enough to Berlitz's policies... they know that it is simple to find another teacher if an employee should decide to leave.

Together with this, Berlitz has so conceived its method that it seems evident they believe that practically anyone can teach English as a second language. Berlitz sees no need for, nor seeks, anyone who has been formally prepared to teach a second language. They feel that after a prospective employee has successfully completed their two week training (screening) course, he is ready to work.

These two factors then...1) unlimited labor supply 2) Berlitz's belief that almost anyone can teach after their two week's training, using the Berlitz book and method... have placed Berlitz in an enviable business-type position. They can obviously offer a

lower salary. They can advertise in the newspaper and get more applicants than they can use. They can demand a great deal of their employees who know they can be easily replaced. An employee, therefore, can anticipate being asked to work more hours than is humanly possible; in fact the contract demands 50 classes per week (see below). It is no wonder then that people do not last long; it has been said that on the average, people work for Berlitz only 3 months before moving on.

At least as concerns the second factor above, there are a growing number of lesser known institutes which do not perhaps have material as well developed as Berlitz's but which place greater value on having people who are professionally prepared to teach ESL. With such an organization, one can expect a more moderate working schedule and somewhat higher pay, while still sacrificing general professionalism. One had better know exactly what kind of institute one is going to work for since many tend to be of the Berlitz variety.

Simply stated then, as a Berlitz teacher there is little incentive to be especially "good" (except as a personal need-achievement drive). The material does not dictate such expertise and the financial remuneration is not conducive. There is little "pay off" of any sort.

With such a general work environment, as one might expect, the majority of teachers tend to be young and fancy-free. Perhaps an average age of about 24 is correct. Usually they are people who have a strong interest in the foreign country itself, e.g. students of the French language, who are satisfied with a meager salary. Moreover, they are people planning a relatively short

term stay. In other words, the typical Berlitz teacher is motivated personally along some outside line of interest, working simply because it is an easy job to find, allowing some form of existence while one pursues the outside major interest. Moreover, the foreign language institute offers such people simple access to the proper "working visa" which is not that easy to obtain. The company must take responsibility for their employees at least to the extent of guaranteeing a minimum salary. There are few other types of organizations willing to do this for a foreigner who simply walks in off the street. Moreover, the institutes in Japan must assume not only this minimum salary responsibility but are in addition, to be held legally responsible for any debts etc., the employee incurs.

Of course there are exceptions to this generalized picture of teachers. There are ambitious young married couples teaching 100 classes a week between them, as well as older people who do likewise plan a long-term career. Especially in Japan, where one can generally make a better living, there are long-term ESL teachers (most of whom have not been formally prepared) who come to Japan expressly to teach. It is not unusual to find American military personnel in Japan "moonlighting" as it were, as well as their wives, to make a supplementary salary. More and more, however, one can expect to find trained ESL teachers in Japan. It is more fertile territory, as we all know.

B. General work inputs, obligations and atmosphere:

1. the training program. Before one is either called on to teach or to sign a contract, one is obligated to take Berlitz's two week training course (5 days a week from 9:30 to 4:30) for

which one must pay approximately \$100 if one leaves Berlitz before 1 year. The program attempts to meet three ends: 1) help acquaint teachers with the Berlitz materials and method 2) give the teachers ideas how to handle typical AL/m drills to some extent 3) sift out those candidates Berlitz would not consider suitable.

Although better in some respects than those other courses the author is acquainted with, the training program only seemed to meet the number three objective above to any great degree (finally only one trainee out of thirty was asked not to continue with Berlitz). In fact how much can one do with 30 people, on the average, in the training class? Day by day we covered point by point the first ten chapters of the Teacher's Manual One, having trainees called out one by one to peer teach a given point, followed by critiquing. Every night one was asked to peruse and prepare what the trainer considered the more important grammatical points in the following two chapters or so. The succeeding day these "major" points were peer taught and critiqued; the trainer might well offer suggestions on how a given point could best be put across. And so it went for about 8 days as the trainer went over those grammatical points in the first book which might offer the most difficulty to a speaker of French, and then these points were peer taught.

Moreover the trainer pointed out and we practiced techniques which Berlitz subscribes to (these will be more fully covered below) : 1) the question-answer-question technique 2) the direct communication technique 3) the "use-of-no-French-in-class" rule 4) the key-question technique etc.. And then we were treated to

a "shock" German language class à la Berlitz, followed by a discussion of the methodology.

For the last two days we quickly considered Berlitz's second and third book and how one might go about using them (see below). This was especially too light a glimpse of two rather impossible texts to use. Finally a fairly attractive woman entered to give us a very, very succinct view of what our contract signing would involve as to pay and hours.

2. the contract. Perhaps it is best to point out the salient features of the contract in outline form.

a. the contract is to run over a one-year period.

b. hours:

1) one must guarantee to offer Berlitz a minimum of $37\frac{1}{2}$ hours per six-day week (Monday to Friday). This would equal 50, 45 minute classes per week.

2) 16 of one's offered hours must come during what Berlitz refers to as "peak" hours: 1. before 9:00 a.m. 2. after 5:45 p.m. 3. any time Saturday.

3) a minimum of two evenings, i.e. 5:45 p.m. to 8:45 p.m., must be made available to the company.

4) part-time employment is available to Englishmen (not Americans) presumably due to the paper work involved: this would mean guaranteeing 25 lessons per week, 10 lessons coming during "peak" hours.

c. pay. For the $37\frac{1}{2}$ hours one must offer Berlitz, one is guaranteed a minimum of 1,530 francs per month (approx. \$340.). This comes to a 45 minute average rate of 7.65 francs (approx. \$1.70/ 45 minutes). One is able to offer hours in excess

of the 50 lessons per week for which one is paid the 7.39 franc base rate, but how many lessons in excess of 50 can one teach without perishing? This 50 lessons, in fact, come to approximately 8 lessons per day.

The basic franc rate, therefore, is 7.39 francs/ 45 minute lesson (approx. \$1.60/ lesson) to which very specific supplements are added depending on the hour of the day one teaches or if one teaches on Saturday:

8:00 a.m. to 8:45 a.m. = 1.5 (basic rate) or 11.09 f.
 8:45 a.m. to 9:30 a.m. = 1.0 " " or 7.39 f.
 (no supplementary pay is involved here, but if one has started at 8:00 a.m., these 2 classes may be considered as 2 "peak" hour lessons, otherwise 8:45 a.m. to 9:30 a.m. is not to be considered peak and, therefore, cannot be subtracted from the total 16 due the company.)

9:30 a.m.

---thru---5:45 p.m. = 1.0 (basic rate) or 7.39 f.

5:45 p.m. to 6:30 p.m. = 1.1 " " or 8.12 f.

6:30 p.m. to 7:15 p.m. = 1.2 " " or 8.85 f.

7:15 p.m. to 8:00 p.m. = 1.4 " " or 10.31 f.

8:00 p.m. to 8:45 p.m. = 1.5 " " or 11.09 f.

All day Saturday from 8:00 a.m. to 1:15 p.m., the 1.5 (11.09) rate applies.

Is this an incredible breakdown?

Berlitz in addition adds a supplement of 3% per month to the basic total rate (3% of 200 hours x 7.39f) as an "incentive for regularity", i.e. if the teacher is not late for class more than once a month. Moreover a 4% addition is added to the yearly base rate once a year in June as an "incentive for fidelity".

From the above salary schedule, money is subtracted as the French government dictates:

1. 6% of gross salary for social security
2. 2.5% of gross salary for retirement fund
3. .23% of " " for insurance
4. .08% of " " for unemployment insurance

The pay scale has certainly been professionally drawn up, even if

other aspects of Berlitz lack this quality (see below).

d. holidays. Annually one is allowed two days unpaid holiday "per month worked" after having worked six months. In addition, there are certain paid, public holidays such as Christmas, Easter and Ascension Day.

The above pay and hours schedule, although more neatly done, does not differ greatly from other institutes the author is acquainted with. More and more companies are offering a basic minimum salary for a given number of hours taught; one could expect that this salary would be higher in Japan, approximately \$5.00 per hour at the new yen rate. But likewise in Japan one is expected to teach most classes before 9:00 a.m. and after 5:00 p.m. when the working day has ended. Also in Japan the holidays are scant: one must teach the typical business days of the clients the institute services.

3. specific teaching-hour breakdown: Having completed the Berlitz training course one goes to the specific branch office one is assigned to. In Paris, for example, there are 3 Berlitz Schools (Paris Opera, Paris Pantheon, Paris Pont de Neuilly) as well as one in Versailles. There, one is presented with a specific hour-by-hour time schedule sheet to fill out, following the directive of offering at least 50 lessons, 16 during "peak" hours (see below). This is to be presented to the school director for approval; hopefully there will be no coercion to change one's hours around, meeting the demands of the director who has too many teachers "blocking" the same given hours. Once the hours are agreed on, they are to become permanent. Too often, however, one is asked to take a class during one's "blocked" hours due to a lack of

MOORE BERLITZ
HORAIRE PROFESSEURS

A remplir en trois exemplaires (dossier, Inspection, Professeur)

M Sorokan

LANGUE _____

| <u>LUN.</u> | <u>MAR.</u> | <u>MER.</u> | <u>JEU.</u> | <u>VEN.</u> | <u>SAM.</u> |
|------------------------|------------------------|------------------|------------------|------------------------|------------------|
| <u>8.00</u> | <u>8.00</u> | 8.00 | 8.00 | <u>8.00</u> | <u>8.00</u> |
| <u>8.45</u> | <u>8.45</u> | 8.45 | 8.45 | <u>8.45</u> | <u>8.45</u> |
| 9.30 en | 9.30 en | 9.30 | 9.30 | 9.30 en | 9.30 |
| 10.15 class | 10.15 class | 10.15 | 10.15 | 10.15 class | 10.15 |
| 11.00 ici | 11.00 ici | 11.00 | 11.00 | 11.00 | 11.00 |
| 11.45 | 11.45 | 11.45 | 11.45 | 11.45 | 11.45 |
| 12.30 | 12.30 | 12.30 | 12.30 | 12.30 | 12.30 |
| 13.15 | 13.15 | 13.15 | 13.15 | 13.15 | 13.15 |
| <u>14.00</u> | <u>14.00</u> | 14.00 | 14.00 | <u>14.00</u> | <u>14.00</u> |
| <u>14.45</u> | <u>14.45</u> | 14.45 | 14.45 | <u>14.45</u> | <u>14.45</u> |
| <u>15.30</u> | <u>15.30</u> | 15.30 | 15.30 | <u>15.30</u> | <u>15.30</u> |
| <u>16.15</u> | <u>16.15</u> | 16.15 | 16.15 | 16.15 | <u>16.15</u> |
| <u>17.00</u> | <u>17.00</u> | 17.00 | 17.00 | 17.00 | <u>17.00</u> |
| <u>17.45</u> | <u>17.45</u> | 17.45 | 17.45 | 17.45 | 17.45 |
| <u>18.30</u> | 18.30 | 18.30 | 18.30 | 18.30 | 18.30 |
| <u>19.15</u> | 19.15 | 19.15 | 19.15 | 19.15 | 19.15 |
| <u>20.00</u> | 20.00 | 20.00 | 20.00 | 20.00 | 20.00 |

Feb 17th
March 10th
24th

Paris, le _____

LA DIRECTION

LE PROFESSEUR

available teachers. If the director looks you in the eye upon such an occasion, there is little one can do but acquiesce.

And so one's name is inscribed on the big, turnstile work or "planning" board which exists in all Berlitz reception offices:

| <u>MONDAY</u> | | | | | |
|---------------|------------------------|----------------|-----------------------|---------------|-----------------------|
| | <u>Soroken</u> | | <u>Jones</u> | <u>Gamble</u> | <u>Clark</u> |
| 8:00am | M. Corne Rm 2 | | XXXXXXXXXX | M. Cul Rm 3 | XXXXXXXXXX |
| 8:45am | M. Gendron Rm 8 | | XXXXXXXXXX | M. Cul Rm 3 | XXXXXXXXXX |
| 9:30am | XXXXXXXXXX | | M. Pompidou Rm 11 | | M. Cul Rm 7 |
| 10:15am | XXXXXXXXXX | | | | |
| 11:00am | XXXXXXXXXX | | etc. | | |
| 11:45am | XXXXXXXXXX | | | | |
| 12:30pm | XXXXXXXXXX | | | etc. | etc. |
| 13:15pm | XXXXXXXXXX | | | | |
| 14:00pm | Group II Rm 3 | | | | |
| 14:45pm | M. Lux Rm 2 | | | | |
| 15:30pm | M. Lux Rm 2 | | | | |
| 16:15pm | Mme Tete Rm 7 | | | | |
| 17:00pm | M. Berneau Rm 9 | Mme Tete Rm 14 | | | |
| 17:45pm | M. Rabideau Rm 9 | M. LeRoi Rm 3 | | | |
| 18:30pm | M. Mer Rm 10 | etc. | | | |
| 19:15pm | M. Gratte Rm 14 | | | | |
| 20:00pm | Messrs Dulac & Chanson | | | | |

Each leaf of the gray turnstile represents a day of the week.

At the top of a section-row of the leaf, each teacher's name appears (see above) and below are designated the students one has on the given day, hour by hour, his classroom as well as the time slots one has blocked. The clients one finds below one's name may well vary from week to week on a given day, but the black, blocked areas will supposedly remain permanent. All too often, however, one finds suddenly a student assigned during "blocked" hours at which time one "can" approach the director or his secretary.

4. student record sheet (Berlitz card system): On any given day one enters the office a bit in advance of the "sign-in" hour, as the teacher has indicated the night before, to find a packet

of student cards as well as one's schedule for the complete day. (see below).

Each card indicates a student's name and what he has covered up to the **preceding** class, in terms of book, chapter, and specific grammar point. It is only at that time that one has access to the cards of the 8 or so specific students one has on a given day. Then the "two minutes" advance class preparation can take place. Of course two other factors must be taken into account when considering this lack of opportunity the teacher has for preparation: 1) after a certain period, one has a certain number of the same students week after week for whom one can make specific preparation, knowing exactly their level 2) as one becomes more and more acquainted with the books, one is more and more prepared to start anywhere at a moment's notice, having already been prepared to teach any given point.

Two additional problems often arise, however:

1. If, as with Monday's schedule drawn above (in terms of the planning board), M. Cul comes to Mr. Clark's class for his third lesson, already having passed 2 lessons with Mr. Gamble, Mr. Clark sees Mr. Cul's class card for the first time when he enters the room, carrying the card with him. If Mr. Clark is not acquainted with M. Cul, it is at this time that a certain amount of page fumbling takes place as Mr Clark tries to decipher Mr Gambles "chicken scrawling", in ascertaining exactly where M. Cul is to continue.

2. Often the student's class card is misplaced either by the student himself carrying the card around with him or by the teacher. No card! The teacher makes a mad dash to the secretary

NAME: M. Cul

ADDRESS: 33 Bd de la Reine, Versailles

No. 28616

ENGLISH

Valid

of lessons
60

PRICE

MOIS

OF PREVIOUS
CARD

DATE 5/16/73

| OBSERVATIONS | PARAPHE DE L'ELEVE | N B | SUJET DES LECONS | PROFESSEURS | Dates |
|--------------|-----------------------|-----|---------------------|-------------|-------|
| | | 1 | | | |
| | | 2 | | | |
| | | 3 | | | |
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| | | 12 | | | |
| | | 13 | | | |
| | | 14 | | | |
| | | 15 | | | |

| OBSERVATIONS | PARAPHE DE L'ELEVE | N B | SUJET DES LECONS | PROFESSEURS | Heure | Date |
|--------------|-----------------------|-----|---------------------|-------------|-------|------|
| | | 16 | | | | |
| | | 17 | | | | |
| 13b. | | 18 | | | | |
| | | 19 | | | | |
| | | 20 | | | | |

to report the dilemma, leaving a bewildered student behind (who although may not speak much English can understand the problem since it has probably occurred a half a dozen times before). The secretary promises to find it immediately. The teacher returns to the student and in trying to save face for the sake of the institute's professionalism calmly sits down and commences a "soft shoe" about the weather or the elections. Probably Mr. Berlitz would not mind this direct communication, one can suppose. In any case, the secretary never returns with the card, and the teacher is probably unable to find out exactly what the student should be doing. Of course the gravity of the situation is proportional to the student's ability with the language i.e. whether or not the teacher is able to do a "soft shoe" or not.

5. Berlitz books and method: Essentially Berlitz makes use of 7 texts: 2 picture books for the teacher's classroom use, 2 teacher's manuals, 2 student workbooks (level 1 and 2), a third book--- a story book for more advanced students.

Since Berlitz generally draws upon a population of formally untrained teachers, their books offer a neophyte teacher better material to work with than is generally the case. Many institutes in Japan simply tell their debutant employees, "Go ahead teach. Use whatever you want" or they assign some second-rate text as assignment for the class. As happy as a trained ESL teacher might be to receive such a general directive, the "new teacher" is left totally bewildered. Berlitz, therefore, offers a better program especially in terms of those people they seek as employees, i.e. untrained teachers. On the other hand, for a "real" ESL teacher, generally their texts leave something to be desired in some instances.

a. Teacher's Manual 1 and two picture books. This basic textbook obviously has as its base a certain methodology in mind, i.e. the "direct method". That is to say, "some man" did not simply sit down and write a book, which is the case with many texts one finds in Japan. There is a very clear progression or sequencing of grammar points brought out chapter by chapter, introducing a certain limited, high frequency vocabulary per chapter as the grammar becomes, what intuitively seems to be, increasingly more difficult (see Appendix A for complete outline of grammar covered by chapter). Such a relatively simple progression, building one grammar point upon another, should allow the teacher to use only English in the classroom, "challenging" the student to a certain extent to understand what is "going on" (and thereby retaining student interest) while actually communicating in the target language only. "Challenging" only to a certain extent so that the student will not become discouraged.

As Karl Diller in his Generative Grammar, Structural Linguistics and Language Teaching puts it:

"The 'direct method,' properly speaking, refers most appropriately to language teaching methods like those of Berlitz and de Saúze in which the mother tongue is excluded both from the classroom and from the textbook, and in which communication is built up in a step by step progression through a question and answer dialog between the teacher and the student."¹

In practice, however, one has the impression that many teachers use a good deal of the student's native language in class in order to simplify getting a point across.

1. Karl C. Diller, Generative Grammar, Structural Linguistics and Language Teaching (Rowley, Massachusetts: Newbury House Publishers, 1971), p. 67

This of course defeats the "direct method" to a certain degree.

Below is an example of the first page of Teacher's Manual I as well as the facing page which contains "teaching notes" to aid the teacher in understanding what he is to do. One notes to the right of text-page one, the coordinating picture number (a picture is presented below). The 2 picture books are essentially the same, one being a newer edition. The older book contains some 72 pictures which indeed help the teacher get the points across (without speaking the student's native language). They are closely coordinated, each page of teacher text indicating which picture is suitable. What a continuous rush for these picture books! There never seemed to be enough for all the teachers, and most considered them essential to their teaching. It was not uncommon to put the book down in the teacher's room only to find it gone ten minutes later when one returned.

This Manual I incorporates Berlitz's principle techniques for teaching English by the "direct method."

1. question-answer-question technique. With, for example, Chapter 1, the teacher asks a question, e.g. Is this a book? and the student responds, e.g. Yes it is. The teacher next says, "Repeat: What's this?" The student repeats the question and the teacher then answers the question. Hopefully this will bring the student to a realization that wh-questions are being introduced.

2. negative-question technique. In introducing, for example, the wh-question, What is it?, in another manner, the teacher asks two questions which will be answered negatively by the student and then finally asks the wh-question. Hopefully again

CHAPTER 1TEACHING NOTES

Notes are numbered to correspond to the teaching point to which they refer.

1. Student repeats after the teacher.

2. Words in parentheses are used by the teacher, but NOT by the student.

3. Use the contracted form *It's not*.

Do NOT teach *It is not*.

The form *isn't* is taught in Review Chapter 6.

4. Use the contracted form *What's this?* Do NOT use *What is this?*

Ask the question *What is it?* after a negative answer.

Otherwise use *What's this?*

7. Student repeats after the teacher.

8. Question - Answer - Question

The teacher asks a question. The student answers.

The teacher says *Repeat: What's this?*

The student repeats the question.

The teacher answers it.

Continue with the four types of questions given.

CHAPTER 1Teaching
Materials

1. a book
a telephone
a newspaper

Picture 1
and/or
objects

2. (Is this a ...?)
Yes, it is.

1

3. No, it's not.

1

neg. method

4. (What is it?)
It's a ...

(What's this?)

No, ...
No, ...
What is it? It's a ...

5. car
plane
bus
dog

Yes, ...
No, ...
What is it?
What's this?

2

6. (or)

Is this a ... or a ...?
What's this, a ... or a ...?

7. SUMMARY
PICTURES 1, 2

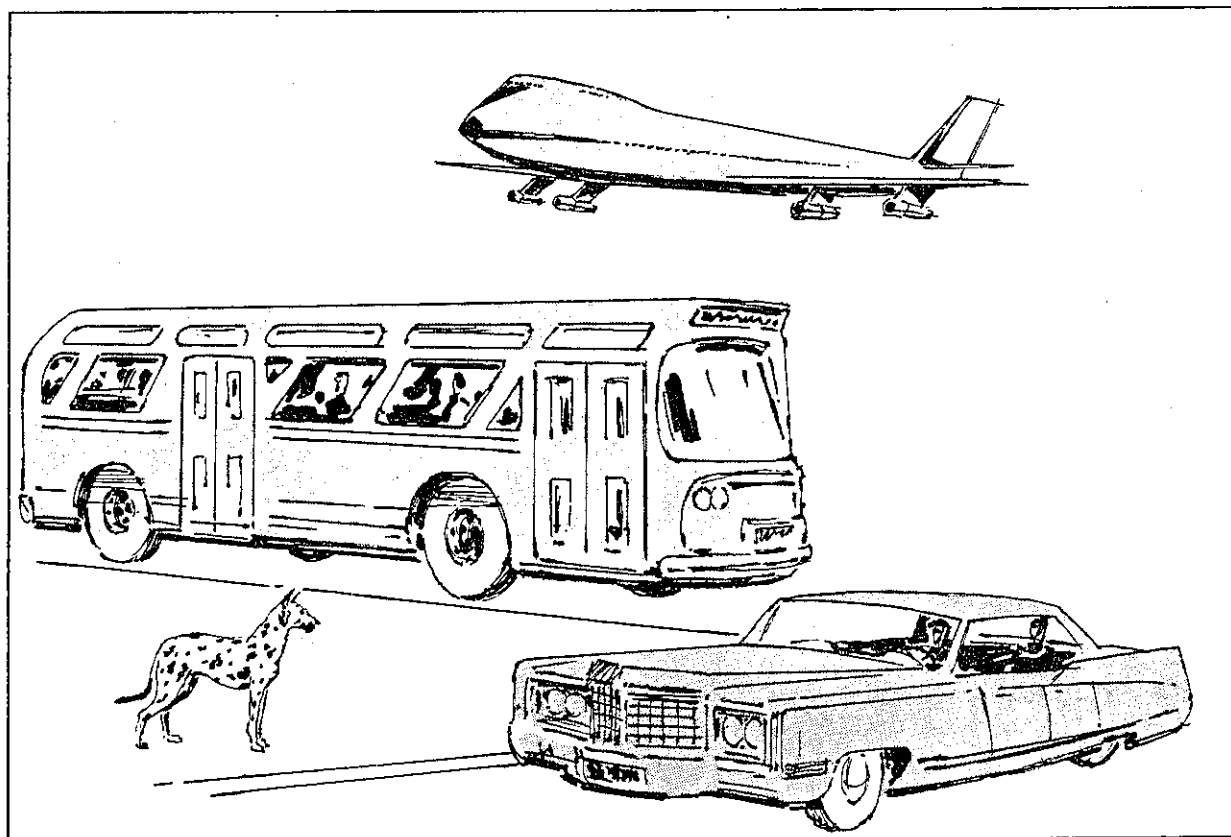
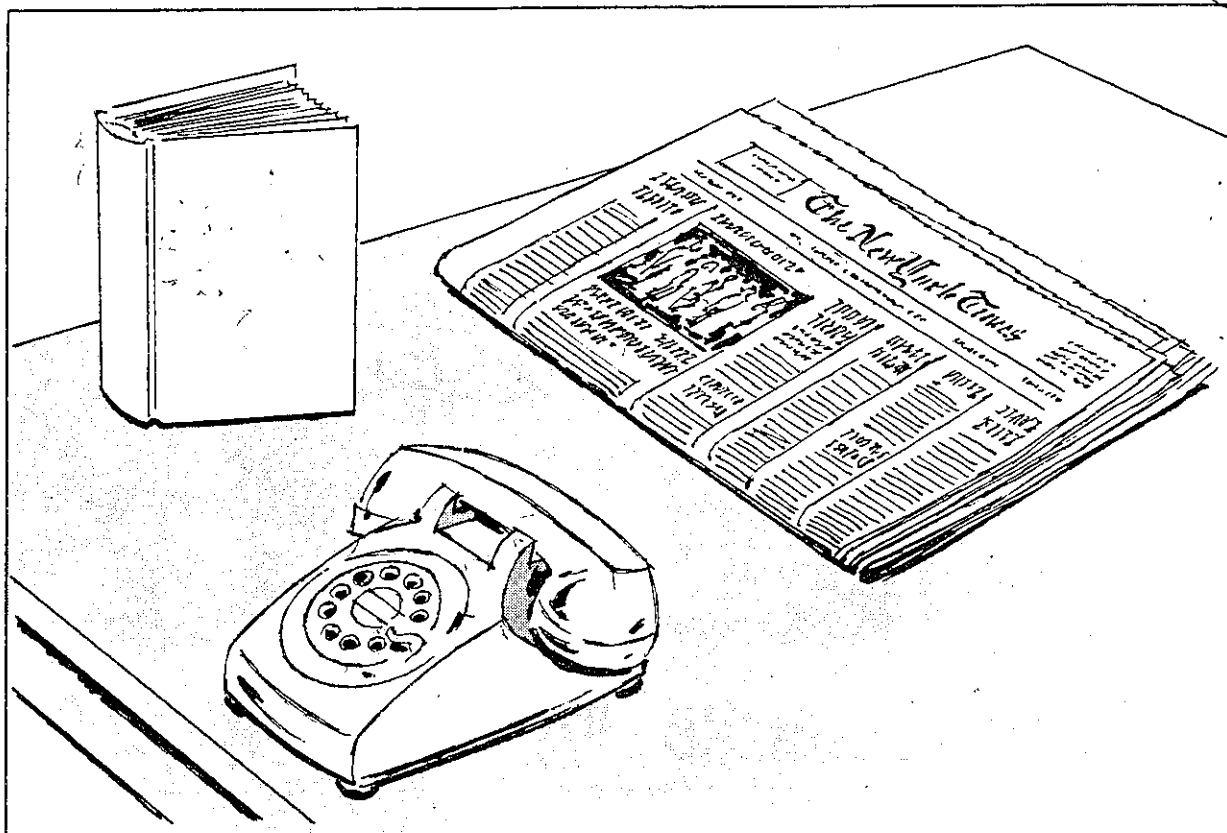
This is a ...
(Repeat!)

no neg.
This is a book. Repeat!
This is a book; this is a telephone;
this is a newspaper. Repeat!

1, 2

8. STUDENT'S QUESTIONS
Points 1 - 6

What's this?
Is this a ...?
What is it?
Is this a ... or a ...?



this will get the point of the Wh-question across: (the teacher holding a book asks),

| TEACHER | STUDENT |
|-------------------------|--------------------------------------|
| Is this a pencil? | No, it isn't. |
| Is this an airplane? | No, it isn't. |
| (well then) What is it? | It's a book (Oh, I understand now!). |

3. answer-question technique. The teacher gives an answer, which will evoke a certain question by the student depending on what word the teacher stresses, e.g.

| TEACHER | STUDENT'S QUESTION RESPONSE |
|------------------------------|-----------------------------------|
| It's a pencil | What is it? |
| He speaks <u>6</u> languages | How many languages does he speak? |
| etc. | |

4. English-only rule: If a student does not understand, for example, a particular vocabulary word, it is up to the teacher to explain the meaning of the particular problem word, in other words, thus avoiding use of the student's native language and at the same time stimulating him to try and understand.

5. no-grammar-explanation rule: With the particular sequencing of material, it is hoped that by a few key examples and in conjunction with the illustrative Berlitz pictures, the student will be brought to a realization of what is going on as concerns the underlying grammar point. Therefore, the teacher finds it neither necessary to use a language other than English nor to attempt a grammar explanation. The student is again being challenged to understand what is going on.

6. reading and writing are definitely secondary: The teacher is not to concern himself with these more receptive skills. One is attempting rather to get the student to comprehend

and to speak, in fact to communicate.

7. key-question technique: After covering a point about "Mr. Morgan", the teacher asks a key question, for example, "And how about you?" The student responds, showing his personal reaction to what has just been covered concerning Mr. Morgan, as well as his ability to handle the material.

These particular salient points of the "direct method" then hopefully lead a student to asking more and more questions, to speaking a good deal in class and finally to communicating more freely. In fact after the grammatical points have been covered concerning a particular picture and starting with Chapter 2, the student is asked to give a summary of each completed picture when the teacher asks, "What's in this picture?" Moreover the teacher says simply, "Question", and hopefully the student will start spouting off those relevant questions concerning the picture that he has just covered, using those question forms that have so far been covered. The teacher, of course, answers the questions one by one.

The Manual I also contains "role plays" ~~throughout~~, starting with Chapter 2. If, for example, the teacher has covered the verbs to sell and to buy as well as some related vocabulary, the teacher says, "This is now a drugstore; you are the clerk. I am the customer" and supposedly the role play is initiated.

b. student's work book I. The student, in fact, never sees Manual I but instead has a work book which goes along with it, as well as his corresponding tape cassettes, if he buys them. This is a book of exercises helping the student to comprehend the underlying grammar points of the Teacher's Manual I (we

will look more closely at Work Book II below which is similar). At the end of each chapter of the teacher's manual, there are the exercises and cassette lessons the teacher is to assign to the student.

One has the impression that generally the students have neither the time nor the inclination to do these exercises (or listen to their cassettes), even if the teacher does bother to assign them. In any case the student or the teacher may ask to go over the exercises that have supposedly been done.

c. Teacher's Manual II. This book of forty chapters is a series of 40 different topics plus each topic's attendant vocabulary, some review of grammar points done in Manual I, plus some new grammatical constructions (for a complete outline of the above, chapter by chapter, see Appendix B). The topics are clearly orientated towards businessmen. Taking Chapter 2 as an example (see below), "Traveling by Air", we see more or less a list of vocabulary and some new, attached grammatical constructions related to this topic. The teacher is somehow or other expected to draw up some kind of lesson plan incorporating all the vocabulary in the chapter, helping the student to understand the meaning of the words and the sense of the grammar, using only English. In fact, we were warned not to simply go vocabulary word by vocabulary word, asking the student after each word, "Do you understand?" It is not easy to structure a complete lesson around this vocabulary (especially one which might be of interest to the student, considering it is wholly teacher initiated) and, in fact, many teachers did unrelated "free conversation", leaving this book aside usually to the satisfaction of

CHAPTER 2

TRAVELING BY AIR

1. make a reservation
 travel agency
 - travel agent
 information about ...
 - the fare
 schedule
 - difference difference in time between different countries

2. airlines
 - Trans World Airlines
 Pan American
 Air Canada
 British European Airways
 British Overseas Airways Corporation

 international international flight
 company

 jet quicker by jet

3. direct direct flight
 - don't have to change
 connection good/bad connection
 - don't have to change or wait
 - stopover stopover
 - have time to do business
 go sightseeing

4. charge don't pay for the reservation : no charge
 - charge extra
 charge half fare

5. in advance reserve before you travel : in advance
 -how far in advance?

6. confirm confirm the reservation
 cancel cancel the reservation
 put off put off traveling till later
 an appointment
 a date
 postpone postpone the trip
 going

7. STUDENT'S QUESTIONS

8. ROLE PLAY

GETTING PLANE TICKETS AT A TRAVEL AGENCY

9. terminal

go directly to the terminal

- takeoff

airport

get there ... minutes before takeoff
take off on time

10. instead of

late - go by taxi instead of by bus/coach
- catch/miss the plane

- instead

take a later plane instead

- have a lot of time - take a ship instead
have little money - train

- instead of ...ing

speak English instead of speaking ...
take the plane instead of taking ...

11.

check in baggage

- weigh it

more baggage than you are allowed
charge extra

- boarding pass/card

boarding pass shows the flight number
gate number12. intend todecide to : intend tointend to buy things before takeoff

change money

get traveler's checks

- and did

but didn't

13. whether

don't know if/whether

- have time

enough money

the weather will be good

- | | | |
|-----|--|---|
| 14. | according to | took off on time : according to schedule the radio the papers |
| 15. | delay | had to wait an hour's delay - be delayed by the weather heavy traffic |
| 16. | STUDENT'S QUESTIONS | |
| 17. | ROLE PLAY | YOU GO TO THE WRONG AIRPORT There are two near the city |
| 18. | fasten seatbelts hostess feel like ...ing | ON THE PLANE no smoking fasten seatbelts young, pretty hostess - serve drinks, meals look after the passengers children dogs feel like having a drink going to sleep taking a ship next time feel like <u>vs.</u> feel as if |
| 19. | land (v.) landing in spite of | ON ARRIVAL land according to schedule good/bad landing - 30 minutes delay before landing lots of wind - but a good landing - good landing in spite of the wind |

| | | |
|------------------------------------|-------------|---|
| good trip on time enjoyed it | in spite of | the weather the traffic feeling <u>airsick</u> <u>being</u> tired delayed |
|------------------------------------|-------------|---|

20. ROLE PLAY

YOU'VE LEFT SOMETHING BEHIND ON THE PLANE

21. promise to*

am sure friends will meet me : they promised to

- make a promise

keep

break

hope to

not sure friends will meet me, but I hope they will

- hope to see you again

- hope so

same hostess - hope so

- hope not

same airline - hope not

22. STUDENT'S QUESTIONS

CLASSWORK

QUESTIONS ON PICTURES IN EXERCISE 3

READ EXERCISE 4

HOME ASSIGNMENT*

EXERCISES 3, 4 and 5

EXERCISE 6 TAPE 1

*Drill all verbs + infinitive vs. verbs + ...ing whenever they occur.

*Inform the student that the tape exercise should be done after the written exercise.

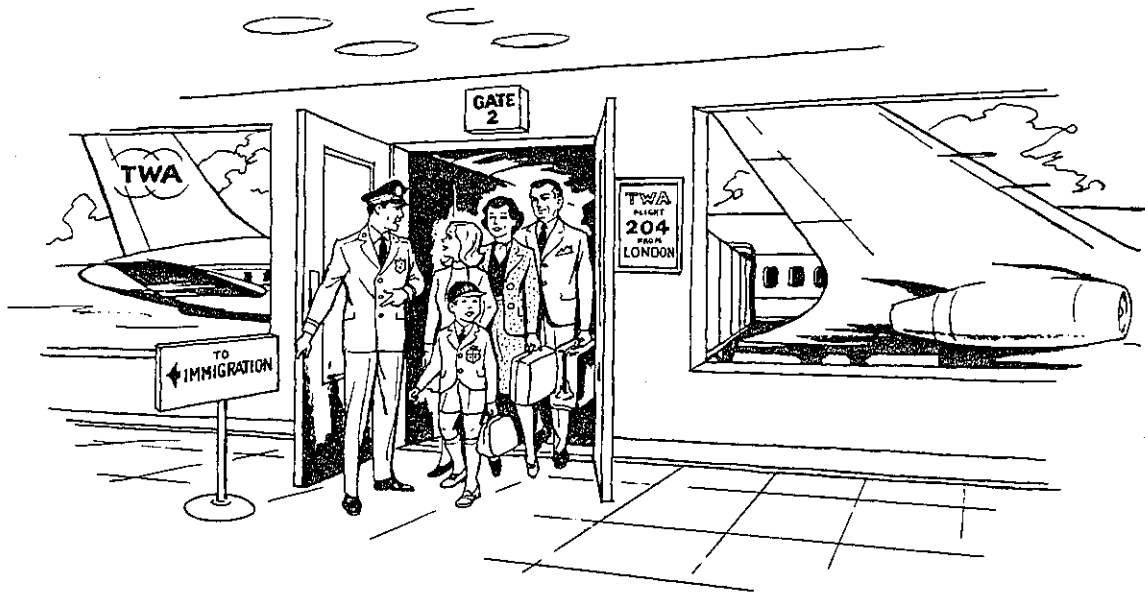
the student. The problem is compounded by the fact that in at least 50% of the cases the teacher does not know exactly where his students are until 2 minutes before the class starts. In any case, obviously enough, it would take the typical student a certain number of periods to complete a chapter. At the same time, if the teacher follows the rule of speaking only English, the student is "challenged" to understand (if not overwhelmed and killed) and hopefully is able to absorb that which takes place. He communicates and is specifically asked to "make questions" about the material (see point 16, page 2-3 of Manual II text).

Moreover 2 relevant role plays which the teacher is to set up are included, a second "student's questions" i.e. asking questions about what has been covered--- with the teacher responding, a "classwork assignment" the teacher is to incorporate into the lesson using Work book II and finally a home assignment the teacher is to give the student.

d. student's work book II. In using the work book's 127 exercises as a device to reinforce what the student is doing in class via the teacher's manual, the teacher is more or less to guide the student thru the exercises before he is actually assigned to do it as homework. In this particular case of exercise 3 (see below), the teacher might read over the text with the student and then ask the questions as shown, helping the student to comprehend and respond. With exercise 4 (see below), one might simply read the "questions" to the student, having him repeat. Hopefully then, the student will be able to complete the "home assignment" without too much difficulty. If

EXERCISE 3

GOING THROUGH IMMIGRATION



Mr. Blake and his family are from England. They have just landed at the John F. Kennedy International Airport—at JFK, as New Yorkers like to say. Like all foreigners arriving in the United States, Mr. Blake has to fill out a form for the United States Immigration Service.

| | | | |
|---|-----------------------------|--|-------------|
| Family Name (Capital letters) BLAKE | First Name ROBERT | Middle Initial S. | B521 |
| Country of Citizenship ENGLAND | | Passport or Alien Registration Number 580942 | |
| United States Address (Number, Street, City and State) HOTEL LEXINGTON NEW YORK N. Y. | | | |
| Airline and Flight No. or Vessel of Arrival TWA 204 | | Passenger Boarded at LONDON | |
| Number, Street, City, Province (State) and Country of Permanent Residence 11, BELGRAVIA STREET LONDON ENGLAND | | | |
| Month, Day and Year of Birth 4 7 1926 | | U. S. IMMIGRATION New York, N.Y. AUG. 16, 1970 ADMITTED B2 UNTIL FEB 16, 1971 (CLASS) | |
| City, Province (State) and Country of Birth YORK YORKSHIRE ENGLAND | | | |
| Visa Issued at LONDON | | | |
| Month, Day and Year Visa Issued 5 10 1970 | | | |

Something to remember:

When Americans write the date, they usually put the month first, then the day and then the year. English people usually put the day first, then the month and then the year.

Some new words:

an alien----- a foreigner
 a vessel----- a ship
 to admit----- to allow someone or something to come in or to enter.
 permanent address----- the address of the place where someone lives most of the time.
 temporary address----- an address of a place where someone lives for a short time.
 to apply for----- to ask for something such as a visa, passport, driver's license*, a new job, etc.—You usually have to fill out an *application form*.
 to issue----- The consulate gives out or *issues* a visa, the state issues a driver's license.

Answer the questions:

1. When and where was Mr. Blake born?

2. Is Mr. Blake an American citizen or is he an alien in the States?

3. Was his visa issued in his own country or was it issued abroad?

4. Is the Hotel Lexington his temporary address or his permanent one?

5. Did the Blakes fly to the States or did they come by ship?

6. For how long has Mr. Blake been admitted to the States?

* (Am.) driver's license (Br.) driving licence

7. Which office issues visas to foreigners?

8. What would you have to fill out if you applied for a visa?

HOW WOULD YOU FILL OUT THIS FORM IF YOU HAD JUST ARRIVED IN THE UNITED STATES?

| | | | |
|---|------------|---------------------------------------|--|
| Family Name (Capital letters) | First Name | Middle Initial | |
| Country of Citizenship | | Passport or Alien Registration Number | |
| United States Address (Number, Street, City and State) | | | |
| Airline and Flight No. or Vessel of Arrival | | Passenger Boarded at | |
| Number, Street, City, Province (State) and Country of Permanent Residence | | | |
| Month, Day and Year of Birth | | | |
| City, Province (State) and Country of Birth | | | |
| Visa Issued at | | | |
| Month, Day and Year Visa Issued | | | |

EXERCISE 4**HOW DO YOU LIKE IT HERE?**

When you are in a foreign country, people often ask you a lot of questions; such as:

“Where are you from?”

“How do you like it here?”

“How long have you been here?”

“Did you come by plane?”

“Did you have a good flight?”

“How long are you going to be here?”

“Where are you staying?”

“What’s your hotel like?”

“What do you think of the food?”

“Is it more expensive here than in your country?”

“What do you want to see while you’re here?”

“Do you find the people friendly?”

— and if you meet foreigners in your own country, you will ask them the same kind of questions. What kind of answers do you think you would get? How would you answer these questions if you were on a trip to the United States or to England?

he is ambitious enough, listening to the tape at home should be of help.

Unfortunately neither the majority of the students nor the teachers make use of these exercises. Often the teacher somehow or other overlooks assigning them and even if they are assigned, most students are either not inclined or do not have the time to do them (there are, however, exceptions). Therefore, trying to use them in class is often rather an exercise in futility.

e. Berlitz Book III. This is simply a collection of 3 or 4 page essays about a myriad of subjects, e.g. the moon, the problems parents have in deciding about "pocket money" for their children etc. Since the students generally are not motivated to read them at home, it was suggested by the teacher trainer that one "read over" a page or so, carefully explaining and getting the student to use any vocabulary or grammar constructions he might not be acquainted with. The teacher would then attempt to have the student actively use what he had just learned. Thirdly the teacher might have the student again read the passage by himself outloud while the teacher corrected any pronunciation difficulties. Finally there are several exercises at the end of every chapter: 1) questions about the text 2) general exercises to get the student to use either the vocabulary or the grammatical constructions which may be new to him. Both of these are to be initiated by the teacher, either as oral or written exercises.

One might well find this book difficult to use. In fact one had the feeling that the teacher trainer herself was not much enamored with the particular text since she spent only a swift

30 minutes in discussing its use, offering very few helpful or creative suggestions for its implementation. Moreover, for some reason or other, the Third Book proved to be extremely rare and difficult to find at the branch office where this author was assigned. Very few teachers seemed to have it and about no one used it. But it did seem to be a good selling item, as all third level students were encouraged to buy it.

Rare was the student, however, who found either the subject matter of the essays or the Third Book's format of much interest. It, therefore, appeared that one was free to do most anything that a more advanced student might be able to handle and find interesting, leaving Book Three to the sales department. In fact, one could generally use any creative material one wished after the student had completed the first half of the Teacher's Manual II. Therefore, it was not uncommon to see some rather creative things being done with advanced enough students. Here then are some programs the author used (as well as other teachers):

1. a music lesson: Typing out the words of an American popular song, we went over them together or used them as a dictation. We played the cassette recording and finally gave the students a copy of the words to take home (and probably throw away).

2. games: a. "concentration" with groups b. write out all the words beginning with the letter B, for example, that come to mind in viewing a given picture c. "this is my nose" etc..

3. Some "Silent Way", at least to the extent of using the rods for some illustrative purpose or other (the rods

were, of course, helpful as well (with less advanced students).

4. student initiated dialogues: Using an interesting magazine picture, the students were asked 1) describe the picture 2) make up a "play" about it 3) act out the play.

5. limited, directed free conversation initiated along a topic of obvious interest to the students.

6. homework reading of magazine or newspaper articles of interest to the students, followed by a discussion and teacher initiated questions concerning the article the next class period e.g. articles concerning France, a "hot news item", a specific business-type article.

7. Nixon's victory speech after the November elections: First giving the students a copy of the address to study at home, reading it to the students or going over it together in class, working out all points of difficulty, the student was next treated to a cassette recording to hear.

etc...

One might say then that with the great majority of teachers, beginning sometime in Manual II, class was often given over to "free conversation" along some line or other. This may be due to any one of 4 factors:

1. The students find the assigned book topics (Manual II or Book III) uninteresting.

2. The teacher does not know how to present the material well, according to the "direct method", and, thereby, engage the students.

3. The tired student would rather talk freely, taking advantage of the competence he has already acquired, rather

than be "challenged" with new material he has not had time to study.

4. The teacher himself finds it easier to simply engage the student in a directly-communicative, free conversation, rather than attempt to outline a lesson plan of topics which is difficult to structure.

Nevertheless such direct communication should not be contrary to the "direct method" as long as only English is being spoken, the student is being challenged and actual 2-way communication is taking place. On the other hand, unless the teacher takes care to direct the conversation along some lines which attempt to cover the assigned material, the student is less likely to make as much real progress. This author found it easiest to make a "deal" with his students: $\frac{1}{2}$ of class time taken up with a closely structured conversation, initiated by the teacher and following the Manual II items, $\frac{1}{2}$ the class period as freer conversation on a topic of interest to the student, still trying to incorporate some items that had recently been covered by the student. This seemed to work well.

6. Teacher required preparation: As mentioned above, Berlitz seems to assume that it is not necessary for a teacher to do any specific preparation for a given class, at least after the teacher becomes more closely acquainted with the Berlitz method and material. In fact, this would appear to be true unless the teacher wishes to incorporate creative material somewhere along the line (especially at the more advanced level). Simply keeping abreast of the news by reading newspapers and American magazines should be enough to keep the teacher widely enough informed to be able

to find a topic which should be of interest to any given student who wishes to engage in german free conversation. In fact, if one is to work an eight lesson or more day, often extending until 8:45 at night, the motivation to do outside preparation (when it is not encouraged or expected) is somewhat squelched. Teacher initiative may well be sapped, not to mention general interest in teaching. But without this teacher motivation, for someone who is looking for a real teaching career, the job becomes a real travail. The author, in any case, found it sufficiently **interesting** to try and be a good, creative teacher, catering especially to those same students he had week after week (while at the same time knowing full well, the Berlitz experience was only to last some $2\frac{1}{2}$ months).

7. Supervision: Generally speaking one can assume next to nothing for supervision (at those institutes with which the author is acquainted) unless, one might suppose, there are student complaints. In any case, Berlitz has a system of speakers in every classroom with which the director is able to listen in on a given session for evaluative purposes. The author, however, knows of no instance where this system was utilized (although it may well have been).

8. Physical plant: A simple system of rather small classrooms prevail (14 classes in the Berlitz branch with which the author is acquainted), a main student reception room, a director's office and a teachers' room. Within each classroom, there is a medium-sized desk, several chairs and a blackboard at the teacher's disposal. The teachers' room consists of a large desk and teacher-assigned lockers where one might leave one's books on parting

the company for the evening. In the students' reception room might be found several secretaries as well as the large, turn-stile "planning board". The student is free to ask a secretary or to look himself at the planning board to ascertain where his class will meet on a given day and who his teacher will be. It is to be noted, however, that there is no listening-laboratory; the student is responsible to use his own cassette recorder at home for any work he might wish to do. He might ask to use one of the several school cassettes, but there is actually no assigned room he can go to, unless one of the classrooms might be empty.

C. Students one might expect: a typical prospectus...

1. It would be safe to say that with the majority of private institutes, generally the students are young, middle-class, pleasant men between the ages of 25 and 40 who are expressly studying English to improve their positions in their firms; they are men "on the way up." That is to say, they are most usually middle management people or engineers (of one kind or another) who find it necessary to learn English for their own specific business purposes. For example, in Japan this author found many of his students involved in some aspect or other of international business, e.g. banking, sales, advertising. Moreover, since Japanese firms often have American affiliates, these middle management people on many occasions find it necessary to be able to speak English laterally, across country lines, to their sister companies, and the Japanese are given the burden of learning the foreign language. It must be noted, however, that often the ESL teacher in Japan is called upon to teach a mixed group of a specific

company's people (mixed in terms of jobs and sex); the typical, paternalistic Japanese business, in offering their employees outside, hobby-like activities, sometimes contacts a foreign language institute to present an English language course for the pleasure of their employees.

Likewise in France, the author found the majority of his students either involved in some sort of business activity in the United States (sales in the United States, work with an American affiliate, e.g. Continental Can, foreign representative for an American company) or in Europe, where the lingua franca within the business community is English. For example, in France many students were asked as part of their work to attend group international meetings in perhaps Germany: approximately 10 of the author's students were engineers or sales people for the French national computer company (ICC). The French company had entered into an agreement with Phillips of Holland and Siemens of Germany to develop new products (to, in fact, compete with IBM Europe). All such meetings were conducted in English, much to the chagrin of the French contingent.

And so one might say that the majority of the students should be capable enough of learning a foreign language, although one encounters great variance both in ability and level of acquired proficiency. Fortunately, the students' class attendance is good, perhaps due to an obligation to their companies; their companies, it must be remembered, are paying the bill. On the other hand, however, these are not people who can "find" a great deal of time to study after spending a long, work day. Berlitz's first manual, especially, is so sequenced (and rather

slowly sequenced at that) that an average student, studying at Berlitz only 2 times a week for 2 lessons each time should be able to make some progress without being overwhelmed by the material, even if he has done no preparation.

But if some poor man drags himself into class and "plops" himself in a chair at 7:15 p.m., there is a question as to just how willing he is to be "challenged", as the direct method dictates, in struggling to understand a lesson which is totally initiated by the teacher, not the student. One might wonder if such "challenge" under such circumstances (student fatigue) really motivates the student and retains his interest, as Mr Berlitz would wish. The teacher it appears, therefore, has 4 options, of course depending on the communicative ability of the student:

1. follow strictly the Berlitz (or any other school's) lesson, hoping to so construct the material in that cohesive manner which the student will find of interest (challenging).

2. allow the student to "dictate" what he wants to talk about (if he can) while directing the work along prescribed lines as the book material suggests (somehow or other).

3. engage the student in a freer-flowing communication experience of interest to the student (depending on the student's ability), either as indicated by the teacher or student.

4. in doing any of the above 3, make the lesson at the same time "amusing" enough to the student so that his dendrites are titilated during the class period. This takes a good deal of teacher activity of one kind or another e.g. Rassias type exaggerated gestures (at a minimum) and poultry-type running

around.

It seems, therefore, that in the Berlitz case of individual instruction, or generally small classes of 2 or 3, the teacher opts for number 3 above, incorporating a good deal of 4's amusement, if the student has acquired sufficient proficiency. As pointed out above, this combination should not be contrary to the "direct method" as long as real, English-only, 2-way communication takes place. On the other hand, the student is obviously apt to use only those English-language constructs with which he is acquainted, making little new progress during any given class period (unless, of course, the teacher attempts to direct the conversation). If, however, the student is engaged for the 18th time in a conversation concerning his last summer's vacation, it is not uncommon for a student himself to complain about his lack of progress. Assuming all goes off well, the student parts the institute feeling he has achieved something and has really communicated; the tired student is satisfied if the teacher has been congenial, the lesson has been "amusing" enough and he has not been put to sleep or killed (overwhelmed). It is best, in any case, for reasons of Berlitz's continued student patronage to satisfy student desires, to some extent, in doing what the students want to do while leaving the impression that they are learning something.

Being totally congenial, incidentally, is not always the easiest thing to do when one enters the classroom at 8:00 p.m., after having taught 6 previous lessons with only a 3 minute break between them on the average. But this conviviality is extremely important in working at a private institute where some form of

the "tired-dragged out-businessman" syndrome most usually exists, especially since the students are in general "instrumentally" orientated.

In Japan, nevertheless, the circumstances may be somewhat different. Although the above syndrome is still in evidence, the ESL teacher's typical class is of 20 students or more. They likewise would rather be somewhat "entertained" than "challenged". Student reticence, however, is the rule (whether due to size of class or personality characteristics). Freer, open conversation becomes next to impossible. It is at a time like this that Rassias, AL/m drills appear most feasible except with well advanced students.

2. a rather great variety of work: Rather more so in France than in Japan, the ESL teacher can expect to teach classes which have already attained varying degrees of proficiency from rank beginners to people who are able to communicate with great facility. Obviously this makes the work more interesting for the teacher who is interested in doing some creative work especially with more advanced students. In Japan, in fact, it seems that most students are beginners as far as conversational ability is concerned due to the present generation of working people who have come thru an educational system that stressed (and continues to stress) reading proficiency. Therefore, one is apt to find a great many students who already have attained some facility with the written word as a result of either studying English per se, in high school or college, or following a certain university program of study which demanded reading books in English, e.g. science, engineering.

21.

This also is the case in France. Hopefully the teacher can build upon this reading background, however limited it may be.

3. one's students will be different (from day to day and week to week): For the debutant teacher, as concerns Berlitz, one can expect to have a continuous flow of different students from day to day, in a one to one student/teacher arrangement. Of course, after a month or so the same students may reappear from time to time, but this is merely happenstance.

After a certain period of time, however, it is not unusual to have a certain number of individual students request a particular one or two teachers they desire to have continually. This the student can easily do by asking the director. In such an event, the teacher can expect to see more familiar faces on given days at particular hours.

Also, if the teacher is considered suitable by the director, it is quite likely that he will be asked to take charge of a "group class", i.e. the same students on given days, week by week. Concerning the above two cases, the teacher has the opportunity to prepare more closely for these weekly students. If there should be 2 assigned teachers to a given, set class, they would be able to coordinate their efforts, although little of this group teacher effort appeared to take place.

In Japan's private institutes, since there is little individual instruction (although there are exceptions, e.g. Berlitz Japan, Executive Language School, Linguaphone), one can expect to be assigned to a given class, along with a second teacher who teaches alternating days, for the duration of the contracted period (perhaps 3 or 6 months). Thus one has the same students

week after week for whom one can prepare. These group classes, moreover, usually take place at the client firm and so the teacher must go there.

4. one can expect to have the weakest students as a debutant: Perhaps a form of somewhat unconscious hazing, the new teacher can anticipate being assigned the "meatballs" of the school, hour after hour, day by day. What joy! One might prefer to look askance at this phenomenon of "language aptitude", but it becomes more and more real as the neophyte teacher attempts to cope with these "slow learners" hour after hour. Finally one suggests that the "indoctrination" period is over to the director. With luck, the teacher will find himself looking into new, brighter eyes.

A CASE STUDY: Mr. Scotto

Mr. Scotto had already been studying English for 8 months when the author first entered his class as a debutant teacher at 8:00 a.m. of his first day on the Berlitz job.

The author said (very distinctly): "Good morning, how are you?"

Mr. Scotto said (also distinctly but in French): "What does that mean exactly?"

Unfortunately all that followed in the next few weeks was in a direction accutely downward. The hazing period had begun.

5. a great deal of individual instruction and some few groups (Berlitz): As outlined above, generally there is one to one instruction. But for a substantially reduced fee, the student can study in a group. These group students tend to be people paying for themselves and not of a business type, e.g. high

school or college students. The group classes are usually not more than 5 individuals. There is, however, often a question as to whether or not as much communication takes place in the group situation.

D. Teacher/ Student relationship:

1.. All foreign language institutes with which the author is acquainted expect a good deal of professionalism from their teaching staff...as do the students themselves. Entering the class, chewing gum, clicking one's fingers while wearing cut-off dungarees would be frowned upon. In fact the total student/teacher relationship is generally professional. The student is a businessman and the teacher is a resource; certain demeanor is expected of the teacher by all concerned. Remember of course that the majority of students have primary interests outside of the classroom e.g. family and work, and do not, therefore, have time to fraternize. With "set students", however, that one has week to week, one can assume that the relationship will become closer to a great extent while always remaining professional, e.g. there is still little meeting outside of class.

Perhaps in Japan the situation is different in one respect. Certainly the teacher is still expected to be and look like a teacher in the strict sense of the Japanese word "sensei", i.e. a superior, scholarly being who stands above the uninformed, massed students. This remains so in Japan's educational system of today and is even more valid with the older students (any age from 30 up) one can expect to have as a "sensei" in a professional Japanese institute.

On the other hand, it is most common for a teacher to be

invited out to eat supper and/or drink with one of his businessmen's student groups once a week (regardless of whether the teacher is male or female). It would appear that Japanese familial-social mores allow the male students more time to spend outside of the house after working hours. In any case, while the students proceeded to get somewhat or exceedingly inebriated, this author felt that he was still expected to keep somewhat of a sober distance.

2. The student does not expect to be overwhelmed or bored to death by his teacher. He (or someone else for him) is paying money and expects the instruction to be interesting i.e. perhaps entertaining, amusing and somewhat challenging---generally engaging. He does not have any specific performance objective in mind that he would like to be able to accomplish by the termination of the course, but he must be given either a feeling of accomplishment and/or amusement. Often then the relationship becomes one of entertainer and client due to the "tired-dragged out-businessman" syndrome, if the teacher is not wary or capable of stimulating deep student interest and directing things along lines the student will find beneficial in the long run. Good pacing is invaluable, regardless of the number of students in class or the country involved, as well as sufficient variance in teacher-initiated material.

E. Teacher/Teacher relationship:

As with any other business organization, the foreign language institute likewise has a certain hierarchy of teachers the debutant enters into and interacts with... hierarchy in terms of more-favored position, acknowledged teaching expertise,

length of time with the institute etc.. There are the usual strains, perhaps fear of the formally trained ESL teacher. One example of this, as pointed out above, is the traditional "hazing" period during which time the neophyte is subjected to all the "meatballs" in the institute.

There is also the "company politics" one must become acquainted with: 1) how to interact with the director or a secretary when one is asked to teach during "blocked" hour, for example 2) how to "take" some teacher or other as refers to his personality characteristics 3) how to get oneself assigned to a group class taking place within the client company itself, offering slightly higher pay and a chance to get out of the Berlitz building etc..

Of course there is a certain amount of comraderie as well:

1. cohesiveness within the institute during class hours: Before classes begin in the morning, during the 3 minute break between classes or when the teacher has blocked a given period for a break, teachers congregate in the teacher's room. Any conversation might ensue but often specific information is offered or requested, e.g. a) "I just had M. Lux, isn't he hurting?" b) "Has anyone ever taught M. Kayser before? I have him next period?" c) Could I borrow someone's Book III or 'Time Magazine'? Mine is missing." d) "Isn't Mlle Fraise (a secretary) a pain?" e) "I have M. Tete for 3 periods now. Isn't that an atrocity?"

2. comraderie outside of class: As a group of foreigners in a foreign country, it is only a natural cohesive force which brings the staff together either in small groups sometimes

or collectively. Parties from time to time at someone's apartment, lunch or supper together etc. are usual.

F. Teacher/Director relationship:

In catering to a rather large number of students or contracted firms and in dealing with a goodly number of teachers, not all of whom are up to dictated professional standards as judged by the director or student complaints, the director generally tends to be a rather harassed individual and, therefore, somewhat harassing himself. He seems to be called upon to handle a continuous flow of problems, e.g. the teacher is late or does not come to class at all, student complaints about a particular teacher's "style" etc..

Still he attempts to carry himself professionally both with his client-students and his teachers. At the same time, he is cognizant of the fact that he can "push" his teachers to a great degree (to take on additional teaching hours, for example) since both he and the teacher know that the "sensei" does not want to join the unemployed, native-speaking market out on the street, being easily replaced by someone else who can be "trained" to teach English in a matter of days. Also he knows how to pressure a person, neatly holding up the fact that after all the school helped obtain a working visa for the teacher and, therefore, the staff member should feel some obligation to the school.

As for some sort of teacher/director relationship outside of the institute, there does not seem to be much of any. However, during my stay with Berlitz, the staff was treated to a catered dinner party in wishing farewell to 2 teachers who had worked for

27.

Berlitz during 2 years' time and were returning home. The author considers himself lucky, since a seven year, time-worn teacher informed him that this was the first time that such a thing had occurred during his seven years of employment.

Also in Tokyo, the author was often cajoled to accompany the morose, slovenly director of a certain large institute for a night's drunken carousing around the city (only the first invitation was accepted, incidentally). But such a circumstance, i.e. either an abject director or a night's revelry with him, is rare.

G. General company working atmosphere:

And so one might typify the company atmosphere as harassed, harassing or just generally hectic:

1. There is, in fact, a general lack of professionalism concerning intracompany affairs, e.g. 1) the secretary often forgets to schedule a student for a certain hour and day 2) the teacher is late for class or simply does not come 3) a student card is misplaced 4) there are not enough teachers at the school during a given hour due to misscheduling 5) a student forgets to call in one full day before his class is to take place and therefore gets charged for a class he did not attend etc.. Some of these miscues are not obvious to the student and some are, as the director "hot-foots-it" around the school trying to right some wrong or as the teacher presents his rendition of the "cake walk" in class, not having the student's card in his possession; this is a suitable time to talk about the weather again.

2. The neophyte teacher, after a mediocre training

session, is simply placed in the midst of the morass. Perhaps he is asked to teach a lesson from Book III with which he has next to no acquaintance, certainly many of his students will be school "meatballs", perhaps the student's card is missing, leaving him no idea where to begin etc. This is certainly trial by fire which may quickly dissolve a teacher's initial idealism. He may well get the impression that he is working in a "factory".

3. The director or a secretary is prone to change a teacher's schedule without advance notice or permission: Supposedly the teacher's schedule is agreed on and made permanent, allowing the teacher to keep free those certain hours he has blocked; but all too often the teacher enters the institute and upon checking his day's work schedule, finds a student's name covering up his black-blocked free time. One approaches the director or secretary who is already harassed for some other reason and the pressure to take on the additional class ensues, regardless of what other outside interests or commitments the teacher may have. The teacher suspects, moreover, that during these ordeals the evaluative wheels of the administration are turning.

4. The fact that teachers often get students with whose level they are not yet acquainted, little preparation is possible, few teachers appear to do any formal preparation even for their fixed classes they have from week to week, Berlitz's "direct method" is only followed to a certain extent, teachers are required to teach, on the average, more than 8 tiring lessons per day etc., all help to add up to a hectic atmosphere, lacking professionalism at least to a person who has seen the situation from the inside, although the student may somehow or other find

the learning experience satisfactory. The student probably has little indication of most of the machinations taking place behind the gray veneer of the "planning board".

III. WHAT EXPECTATIONS MIGHT ONE HOLD AS A STUDENT (of Berlitz)?

After 3 months Berlitz allows its teachers to study the foreign language of the country they are in, free of charge, simply by joining a group of regular students, e.g. the author was permitted to study French along with a group of wives of American businessmen somewhat before the 3 months had lapsed. Therefore the author feels competent enough to discuss the student side of the issues having been a student himself some $2\frac{1}{2}$ months.

Furthermore, the author conducted an informal poll among his own students, as well as his classmates in the French class, to find out exactly their reactions as to:

- 1) What was the best thing about Berlitz?
- 2) What was the least favorable aspect of Berlitz?
- 3) Comments about the methodology

(Hopefully the director was not listening in to these brief discussions over the hidden speaker system.)

First of all some general comments: Although this teacher was allowed to study free of charge, obviously Berlitz's price schedule is rather steep. The student pays for a certain number of lessons either by month or quarter. As noted above, if a student telephones in one full day before his lesson is to take place, he can obviate having a class subtracted from the total due him... if not, he loses the lesson and his class card is marked zero or absent for the given day he did not arrive. Obviously the director is often harassed by students who contend that they cancelled a given class sufficient enough time in advance when, actually, they had called only 16 hours before class time or in fact the secretary had forgotten to record the cancellation in

the first place. As an aside, if the student does not turn up for a given class, which has not been cancelled, the teacher is paid in any case. However absenteeism is low, and the teacher is often called on to take another student who has somehow wandered in without scheduling himself previously, in place of the original student. The author has known teachers who suspecting that their students might not be coming after 5 or so minutes into class time had elapsed, took refuge in the bathroom in case the secretary should come around looking for a staff member to take on another student who had come in fortuitously.

Also a psychological phenomenon often discussed by teachers in this regard was the traumatic experience of thinking that your student would not be coming (ten minutes or so, after the class was scheduled to start); one settles down, therefore, to read the daily Herald Tribune, hearing almost unconsciously with great trepidation the opening and closing of the main door, wondering whether or not this is one's student, knowing full well that this might be an open period for which one would receive \$1.70. But, alas the student arrives. That was him coming thru the main door the last time it opened. Somewhat like a child who only sincerely wants some frivolity after he knows it exists, the teacher finds that, indeed, his client has come, when he had so hoped he would not. This causes an extra strain on the teacher's conviviality especially after he has already taught some 5 periods straight, 3 of them with school "meatballs".

Concerning the money itself extracted for Berlitz lessons see the following rate sheet. The "prix comptant" is a simple inscription fee the individual student pays upon entering to

| | | | PROGRAMME | PROGRAMME | PROGRAMME | PROGRAMME | | |
|-----------------|----------------------------------|--------------------|-----------|-----------|-----------|-----------|---------------------|-------------------------|
| | | | A | B | C | D | | |
| Prix Comptant : | | | 2712 | 2066 | 1392 | 714 | PAIEMENT MENSUEL | PAIEMENT TRIMESTRIEL |
| 1 | 2 fois x 2 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 138 | 404 |
| | | Nombre de semaines | 90 | 67 | 45 | 23 | | |
| 2 | 2 fois x 3 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 206 | 606 |
| | | Nombre de semaines | 60 | 45 | 30 | 15 | | |
| 3 | 2 fois x 4 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 275 | 808 |
| | | Nombre de semaines | 45 | 34 | 23 | 11 | | |
| 4 | 3 fois x 3 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 309 | 909 |
| | | Nombre de semaines | 40 | 30 | 20 | 10 | | |
| 5 | 3 fois x 4 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 412 | 1212 |
| | | Nombre de semaines | 30 | 23 | 15 | 8 | | |
| 6 | 5 fois x 4 leçons par semaine | Nombre de leçons | 360 | 270 | 180 | 90 | 687 | |
| | | Nombre de semaines | 18 | 14 | 9 | 5 | | |

3° - Immersion Totale (R) :

Si vous devez utiliser une langue étrangère dans un délai très court et si vous avez le temps disponible, Berlitz vous propose l'Immersion Totale (R). Vous consacrez tout votre temps pendant 4 ou 6 semaines à l'étude d'une langue étrangère. Ce cours très spécial est décrit dans une notice séparée.

4° - Cours dans les Entreprises :

Tous les cours décrits ci-dessus peuvent être organisés au sein même de l'entreprise, dans le but d'éviter des pertes de temps en déplacement.

Nos Services pédagogiques procèdent aux tests de classement de façon à former des groupes le plus homogène possible ; un programme de formation est alors établi en fonction des disponibilités des participants.

Notre Service spécialisé «Berlitz Entreprises» se tient en permanence à votre disposition pour tous renseignements complémentaires.

BERLITZ - BORDEAUX 55, Cours G. Clemenceau 33 BORDEAUX - 44.26.44
BERLITZ - LYON 13, rue de la République 69 LYON - 28.60.24
BERLITZ - OPÉRA 31, Bd des Italiens 75 PARIS II - 742.66.60
BERLITZ-TOULOUSE 56, Allées Jean-Jaurès 31 TOULOUSE - 62.32.97
Télèx 22 661

BERLITZ - CANNES 54, Rue d'Antibes 06 CANNES - 39.26.86
BERLITZ-MARSEILLE 51, rue Saint-Ferréol 13 MARSEILLE - 33.00.72
BERLITZ-PANTHÉON 31, rue Du Sommerard 75 PARIS V - 633.98.77
BERLITZ-STRASBOURG 8, r. des Francs-Bourgeois 67 STRASBOURG - 32.47.26

BERLITZ - LILLE 10, r. des Ponts de Comines 59 LILLE - 55.40.96
BERLITZ - P. DE NEUILLY 5, av. du Gal-de-Gaulle 92 PUTEAUX - 772.18.16
BERLITZ-TRADUCTIONS 29, rue de la Michodière 75 PARIS II - 742.66.74
BERLITZ-VERSAILLES 22 bis, Av. de Saint-Cloud 78 VERSAILLES - 950.08.70

study at the Berlitz office itself (not at the client firm, for example). The "paiement mensuel" or "trimestriel" is the sum the student is to pay in addition, by month or quarter, depending on the number of lessons he is going to take per month and the particular program (A,B,C,D) he chooses, e.g. 360 total-lesson program, 270, 180 etc.. In any case, this averages out to approximately 17 francs per 45 minute lesson. Considering that the teacher's salary is only 7.39 francs per lesson, Berlitz is collecting a good-sized amount in excess. Moreover the student must pay for the 2 work books and Book III if he should choose to use them. The cassette system, likewise (level I, II) is an additional investment.

As for this author's opinion poll mentioned above and his own reactions to being a group student of Berlitz:

1) Obviously the effectiveness of the program depends heavily on whether one studies individually or in a group. Individually, one can suppose, the student has a great opportunity to speak and express himself (depending upon his level of proficiency), quickly overcoming his initial shyness, if the "direct method" is utilized or, at least, if real 2-way communication takes place. In the group situation, however, (whether in Japan or France) it was rare to find a teacher who really knew how to initiate a valid class experience and to break down group students' reticence, having the people interact among themselves and with the teacher. Therefore, each individual student had a greatly decreased opportunity to express himself. In Japan, in any case, rather strict AL/m drills were most in evidence.

Moreover, Berlitz has a very simplistic method for determining at what class level a student should begin his study, and as a result, there seems to be a great variance in ability within any given group class. Upon entering the school, any teacher who happens to be around the institute and free at the moment is asked to simply engage the prospective client in a conversation to determine at what level the new student should commence. To the best of the author's knowledge, no teacher had any particular diagnostic-test outline in mind or, himself, knew the school's materials well enough to validly be able to pinpoint where the student should begin, unless of course the client had either none or great facility with the language.

In the case of a one to one class situation, this caused no great difficulty since the teacher could rather quickly go over what the student obviously already knew; but in group classes, the situation became complicated. Moreover, there seemed to be little switching of students around to a second group more equal to their ability.

2) Concerning the different teachers (perhaps 4 or 5) a student(s) is treated to, 5 factors were evident:

a. Some teachers were just more capable than others of evoking student interest (whether due to their lack of experience or an insipid personality). Taking advantage of the "direct method" or presenting an "amusing" lesson, a certain few teachers seemed to be able to either teach English or to entertain their students (or to do a pleasant combination of the 2). These staff members were able to pace their lessons, change their material around slightly and thereby present a

lively enough class. Others, however, were found to be deadening, i.e. so called "sleepers", by the group or the individual student. If the Berlitz method is based on building communicative ability, at least the teacher should best not appear as if he is about to keel over and pass away. In fact many teachers did have the "gift of gab" (perhaps monopolizing the class in some instances) as well as the ability to put on a teacher initiated "song and dance". Obviously enough, the students were capable of subjectively evaluating this difference between "good" teachers and of indicating this to the author.

b. There was an obvious variance in a teacher's preparedness to teach (and in his ability to ad lib): Probably because of long term knowledge of the Berlitz material, some teachers knew what they were supposed to be doing during any particular class period (if they were to be guided by the book). Others had no idea how to present a cohesive lesson and continually looked down at their teacher's manual hopping from outlined point to point like a bunny rabbit, allowing some pause between the 2 minute topics.

The teacher, however, could not be blamed for his lack of preparation in all cases. How can one prepare if one has so many different students with whom one is not acquainted from day to day (i.e. not "set" classes), if one does not see the student cards until one enters the institute in the morning or if the student cards are quite often misplaced? One simple solution seems to be long term employment until one has become completely acquainted with the material from having taught it so often.

c. Continuous change of teachers: Some students

liked this continual switching of teachers, contending that it gave them an opportunity to hear and to try to comprehend a different accent or speech style. Others did not. Nevertheless, students studying on a one to one basis had the option of indicating that they wanted to have the same 1 or 2 teachers continuously. In the author's group, the teachers were continually switched between 5 or so people, not all of whom the group found terribly satisfactory.

d. In no case were the teachers "challenging" or demanding: It was all too easy to sit back within the group and let the others do the communicating (what little there was) or the 2 or 3 superior students do most of the talking. One could allow the others to respond to the teacher's continuous flow of questions as he hopped down the list of grammar points outlined by Berlitz.

e. At all levels, some students found the same presentation from class to class monotonous: Again student interest was not retained, in some cases, over the long run. Without meaningful 2-way communication relevant to the student's interests, some variance in material, lively enough pace, a certain small amount of challenge and some "entertainment", the "tired-dragged out-businessman" syndrome hung over the class like a polluted cloud. It often rained at Berlitz.

IV. CONCLUSION:

A. Do students learn English?

As concerns Berlitz, one must generally distinguish between group classes and one to one classes. Concerning the groups, few if any teachers seem to know how to handle the situations of reticence and interrelating. It is a question just how much English learning is induced.

Individual instruction is generally another story. Taking a student with average or above "aptitude", a Berlitz client should be able to learn some English whether the teacher utilizes well the "direct method" manuals, attempts to direct somewhat the communication practice he offers the student or simply induces freewheeling conversation. This assumes of course the teacher is not a total clam, and it is not contingent on the amount of studying the student is willing to do outside of class (although obviously he will learn more if he does so). If the teacher can somehow engage the student's interest e.g. by letting the student do what he (the student) wants to do or by "entertaining" or challenging him, some English will be learned. That is to say, the material (Teacher's Manual I and II) is not bad and is founded on a valid theory of second language acquisition, as noted above.

Whether or not the formally untrained teacher (untrained except for Berlitz's 2-week training course) can handle the material is another story which likewise effects the amount of learning that goes on... all being complicated by the "tired-dragged out-businessman" syndrome. Still, if there is student comprehension and 2-way communication, some amount of learning

will follow. As Leon A. Jakobovits points out in his, Foreign Language Learning: A Psycholinguistic Analysis of the Issues, in specifically referring to Berlitz, one reason for its success is, "the emphasis placed on the communicative use of the language which is begun immediately upon beginning study."¹

In the institutes of Japan with which the author is best acquainted, this one to one class situation does not exist (except for the institutes mentioned above). Groups (big groups of 20 or many more) are usually the case. Not much communicating is induced, the materials generally used are not of Berlitz quality and they are generally in the hands of teachers who do not have the slightest idea what to do with them. Perhaps the best that can be hoped for with such formally untrained teachers is good use of Rassias-type AL/m drills which do not usually lead to the ability to communicate much.

B. Do teachers survive?

Obviously the author is still here to write about the "harrowing" experience.

But for all the reasons pointed out above, Berlitz is not really a good place to work for the trained ESL teacher (in fact Berlitz does not seek such teachers). Although the material is sufficient (Manual I and II) and the teacher is free to improvise with more advanced students, the pay is pitiful, the required teaching lessons are stupefying and the general atmosphere is befuddling. There is a lack of professionalism and it is certainly not a place for a professional teacher.

1. Leon A. Jakobovits, Foreign Language Learning: A Psycholinguistic Analysis of the Issues (Rowley, Massachusetts: Newbury House Publishers, 1970), p. 83

Leave it to the unemployed, native-speaking English masses from The British Isles (if we are referring to France) or compatriots from the United States, except for a 2 months' teaching experience.

Other institutes, however, offer greater hope. They may likewise be interested in the profit motive, but they may at the same time evidence a higher degree of general professionalism in all respects. In any case almost any institute in Japan offers greater remuneration and much less harassment, even if there is some sacrifice of professionalism as to the material in use (which the ESL teacher can often modify as he sees fit). However one can anticipate having 20 or more students in the class; AL/m drills begin to look good again.

MORAL: Knowest where thou goest before thou goest--or--do not sign the dotted line before you know what is really going on.

There are, in fact, good (or at least better) professional institutes in existence. It may not be easy to evaluate these far off places concerning the factors listed above, when one writes a letter of inquiry or is confronted with some campus representative; but it is most important. Make a sincere effort to look into what you are about to do. For example, the author is about to commence working for another, new institute in Japan about which he knows relatively little. But 2 things he does know: 1) the institute is hiring only formally trained ESL teachers 2) the remuneration is fairly good (but far from extraordinary). The fact that all employees are trained teachers augurs well and, increasingly, there are more and more institutes which require

this, where one might find employment. Ask tactful questions of the campus representative or in an inquiry letter. See if anyone around is acquainted with the particular institute. And know full well that unlike the Berlitz-type institute, many others are making a sincere effort to hire well-trained ESL personnel; one can afford to be choosy, but one must know what to look for and choose well.

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Berlitz material:

Teacher's Manual I

Teacher's Manual II

Student Work Book I

Student Work Book II

Picture Book I

| Chapter | Verbs-Tenses | Questions | Nouns, Pronouns Adjectives | Prep., Adv. Conjunctions | Other Grammar Idioms | Subject Matter |
|---------|--|---|--|--|---|--|
| 1 | is am are (you) | What? Who? Where? What color? Which? (adj) | it (subject) this (adj) that (pron) nouns as obj. I you | in on of here/there or and too | a an the cardinals 1-20 good morning good! yes-no-not | objects colors people countries, maps cities, streets cassette |
| 2 | sitting standing put it...! take it...! | What nationality? Which?(pron) Where..from? What..doing? | he - she my-your-his- her it (obj) right-left first-last | under with but... but...not... for from | I don't know. please thank you 21 - 1000 ordinals 1st - 5th | names, tel.nos. addresses nationality positions actions classroom office |
| 3 | are (plural) listening to speaking to talking to looking at going (future time) | What kind of What time is it? Which one/s? What about? | noun plurals they - we these-those our -their me-you-him- her-us-them good-bad | to now in front of behind,next to, between at not...either | 1/4, 1/2, 3/4 on your right | time giving & showing looking at listening to in the street |
| 4 | there is/are has/have was/were was sitting standing coming (future time) do - aux. (Am) | How many? How much? | all any/some no each some..some.. before/after | only before/after | I'm sorry. That's all right. Excuse me. Here you are. You're welcome(Am) Don't mention it. (Br.) a lot of certainly | money drinks in a restaurant days of the week |
| 5 | simple pres. do - aux. (Am. & Br.) know how to say to | How? When? | during at (night) in (the morning) next/last | badly/well | of course How are you? Very well! How do you do cardinals 6th - 31st | spelling places of work transport saying "Good morning/ afternoon" months |
| 6 | has/have got Don't...? Don't...! (neg. imp.) Give it to me Do you know what? who?, etc. | What else? Who else? Where else? How many of them? Which of us/ them? | (talking) about one-two-some all/none of them its | over here over there either..or neither..nor | coffee cup v. cup of coffee It's easy to go shopping 50c a pack smoke a lot You're right wrong | school street work money,fares prices eating/ drinking calendar |

| apter | Verbs-Tenses | Questions | Nouns, Pronouns Adjectives | Prep., Adv. Conjunctions | Other Grammar Idioms | Subject Matter |
|-------|--|---|--|--|---|--|
| 7 | tell (somebody) to/not to. simple past HAD WENT CAME DID WORKED | | much, many little, few more...than less... Fewer... every(day) as much...as as many...as | till back- go back come back, etc. | a.m. p.m. | food, meals buying, selling smell, taste like (to) shops |
| 8 | before/after & gerundive simple past STARTED FINISHED LASTED TOOK STAYED as I do, etc. | Whose? How long? (time) How many times? ...or not? | one-the other both mine-yours- his-hers-ours -theirs anything, nothing anyone, no one the same...as a different.. from | out/of in/to off - on | once twice three times an hour a quarter of half an... three quarters of an hour | clothes family photo-camera possessions |
| 9 | can have to want to would like to simple past BOUGHT GOT GAVE LEFT STOPPED | Why can't/ don't? How old? | too(expensive) enough | because enough up down | to-infinitive of purpose I think (guess) | birthday pay day company employees elevator & stairs hearing seeing |
| 10 | simple past SAID SENT UNDERSTOOD go on ...ing | How far? How fast? | comparative & superlative of adj & adv BETTER/BEST MOST (greater part) THE LEAST | around through along straight/ on, ahead on top of at the bottom of for (time) | What did you say? I beg your pardon. It takes me. | distances asking the way timetable post office weights easy menu bank |
| 11 | brought ask (somebody) to want(somebody) to going to (future) | What for? | anywhere (in any place) anyone anything any time anybody | | I see (understand) it's im/possible | appointments lessons, hotel shopping comparison of student's & teacher's countries |
| | | | | | | |

| Chapter | Verbs - Tenses | Questions | Nouns, Pns., Adjectives | Prep., Adv. Conjunctions | Other Grammar- Idioms | Subject Matter |
|---------|--|--|----------------------------|--|--------------------------------------|--|
| 12 | Simple past of all new verbs KNEW FLEW COULD SAT PUT HAD TO PAID SPOKE WROTE READ WENT GAVE go for a walk go for a drive go swimming go skiing MUST | How long ago? | alone | ago away over | It's un/important | seasons vacations legal holidays travel luggage airport- check in/out sport |
| 13 | simple past SLEPT MADE RANG COST WOKE UP HEARD GOT UP SAW DRANK THOUGHT ATE simple future of BE past progressive | What...doing? | | | | daily routine rooms in a house being hungry, thirsty, tired T.V.-records- newspapers |
| 14 | simple future with IF & WHEN clause present perfect WATCHED WRITTEN LISTENED READ HAD BEEN SAID ABLE TO TOLD DONE LEFT MADE MET SPOKEN TAKEN HAS GONE v. HAS BEEN LET'S (imperative) | | | since not yet still just already no longer soon not so far at last | look un/happy tired sorry | daily routine (cont'd) making a date parking - waiting |
| 15 | simple past present perfect (cont'd) WORE - WORN KEPT EATEN SEEN DRUNK HEARD FELT DRIVEN FLOWN may- permission | How often? What's the weather like? How's the weather?(Am) Have you ever? | worse worst | ever never always sometimes often usually such (a)... so (bad) outside inside | I'm afraid.. I think so. maybe | weather being ill location of places |

| Chapter | Verbs - Tenses | Questions | Nouns, Pronouns, Adjectives | Prep., Adv., Conjunctions | Other Grammar- Idioms | Subject Matter |
|---------|--|---|--|---------------------------|--|---|
| 16 | Review of simple past, present perfect, past prog., simple and going to future Passive- IS SPOKEN USED TAUGHT | Question tags Review of all questions Review of opposites | | | | Going out leaving things behind in the restaurant day off - weekend buying presents |
| 17 | Passive- MADE OF IMPORTED BY/FROM EXPORTED BY/FROM TOLD SOLD ASKED ADVERTISED GIVEN need to will you?(request) | What's it made of? | tall wide heavy light | | decide when where who how It's un/necessary | Metals, materials, other substances weights - measures Import/Export Buying clothes sizes |
| 18 | past perfect Review - call go (phrasal verbs) | | Review of relatives | by(5 o'clock) | HAD BETTER HURRY UP WOULD RATHER I DON'T MIND WOULD YOU MIND IF | getting ready forgetting, remembering looking up information phone calls at the office gas station/ motel renting a car catching/ missing train |
| 19 | have something done myself, etc. Review phrasal verbs- he have get look | | Review of indefinite pronouns & comparison & superlative | | Neither do I So do I. It's very kind of you. | barbers hairdressers cleaners entertainment story summaries invitations |
| 20 | conditional HAD (TO) COULD MIGHT, etc. | | | | | GENERAL REVIEW |

APPENDIX B

B E R L I T Z

ENGLISH II

TEACHER'S MANUAL

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| 1 | REVIEW OF TRAVELING GOING THROUGH CUSTOMS TRAVELING BY BOAT | Review: simple past vs. present perfect (MY) OWN, BESIDES, SUCH AS, AS IF, LIKE Review: CAN, BE ABLE TO, MAY, SHOULD, MUST, HAVE TO Review: MUST vs. MUST NOT vs. DON'T NEED TO |
| 2 | TRAVELING BY AIR | INSTEAD OF, WHETHER, ACCORDING TO, IN SPITE OF Gerund vs. infinitive: FEEL LIKE GOING HOPE TO GO, etc. |
| 3 | TRAVEL BY BUS/COACH AND TRAIN | Relatives and their omission: WHO, THAT, WHICH, WHOSE. WHICH SUCH A....., UNLESS |
| 4 | ECONOMY OF DIFFERENT COUNTRIES | Review: passive Review: gerund vs. infinitive Derivation: noun/adjective, noun/verb |
| 5 | RENTING A HOUSE OR APARTMENT | Tense usage after WISH |
| 6 | ELECTRICAL APPLIANCES MOVING IN | Review: causative GET/HAVE IT DONE BY SOMEBODY HAVE SOMEBODY DO SOMETHING GET SOMEBODY TO DO SOMETHING MUST BE (presumption) NEEDN'T HAVE (Br.) Derivation: WIDE/WIDTH, etc. BACKWARD(S), FORWARD(S), etc. NOT EVEN, EVEN IF |
| 7 | BUSINESS PREMISES SUPERINTENDENT NEIGHBOURS - PROBLEMS | Review: causative continued SHOULD HAVE DONE SUPPOSED TO HAVE DONE HARDLY, ALTHOUGH Review: FOR/SINCE with present perfect and present perfect continuous |

| <u>Chapter</u> | <u>Subject Matter</u> | <u>Teaching Points</u> |
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| 9 | THE FAMILY MEETING PEOPLE TOASTS - JOKES | USED TO WILL HAVE DONE WILL HAVE BEEN DOING Gerund after PROPOSE and SUGGEST |
| 10 | SHOPPING | BE USED TO (DOING) Review: USE vs. USED TO vs. BE USED TO |
| 11 | HOW PEOPLE BEHAVE THINK FEEL | Review: opposites USEFUL, USELESS HAPPY, UNHAPPY, etc. Gerund after LOOK FORWARD TO |
| 12 | REVIEW: FAMILY LIFE SHOPPING FEELINGS | Review: reported speech, passive, conditional Exclamations: WHAT A PITY! HOW IMPOLITE!, etc. |
| 13 | AUTHORITIES OFFICIALS ADMINISTRATION | ONE (impersonal pronoun) ONESELF (Br) HIMSELF (Am) OUGHT IN ORDER TO IN CASE OF Derivation: nouns - verbs |
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| 18 | TALKING WITH FRIENDS BUSINESS DISCUSSION EMPLOYEES | Review: IN SPITE OF AS LONG AS EVEN THOUGH, etc. Review: Derivation - adverbs from adjectives - verbs from nouns |

| <u>Chapter</u> | <u>Subject Matter</u> | <u>Teaching Points</u> |
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| 23 | NEWSPAPERS MAGAZINES ELECTIONS POLITICS | Review: passive |
| 24 | REVIEW: EDUCATION EMPLOYMENT BOOKS AND WRITERS | Review: conditional forms Review of phrasal verbs: BE FOR/AGAINST/OVER FALL, GET, CARRY, BREAK, HOLD, GIVE, CALL |
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| 26 | A MAN (OR WOMAN) ABOUT THE HOUSE | Phrasal verbs with DO: DO UP, DO WITHOUT, etc. Contrast: DO, MAKE |
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| <u>Chapter</u> | <u>Subject Matter</u> | <u>Teaching Points</u> |
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