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The English as Second language Program, Phillips Academy Summer Session 1973: A Description and an Evaluation with Reccomendations for Future Programs

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THE ENGLISH AS A SECOND LANGUAGE PROGRAM

PHILLIPS ACADEMY SUMMER SESSION 1973

A DESCRIPTION AND AN EVALUATION WITH RECOMMENDATIONS FOR FUTURE PROGRAMS

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INTRODUCTION

We attempt in this project to give an account of The English as a Second Language Program run at the Phillips Academy, Andover, Massachusetts, from the 26th of June to the 8th of August, 1973, and to put forward some recommendations for the planning of a similar but extended program next summer.

The English as a Second Language Program was a major course with most of the students giving it their complete attention and energy. The course met for 18 class hours a week and work was provided for 18 out-of-class hours a week to meet with the summer session requirements for academic credit. As the course progressed the out-of-class load increased, for the most part voluntarily, as the students took on more challenges.

The Andover summer session is an ideal situation for English language learning. Physically beautiful and with an altogether American tradition, the school changes pace from the regular school year to a highly intensive six weeks of learning in the summer.

Among nearly one thousand Americans on campus, the twelve foreign students were totally immersed in the language and culture. They worked and lived with Americans in the dormitories and on the playgrounds and participated in the all-American activities like the Saturday night dances and cookouts. These activities could only increase their motivation and participation level. The little town of Andover allowed them to learn necessary American habits with ease and confidence, and Boston allowed for more experimentation.

The most important commendation for the inclusion of this program in the summer session is that there are very few English as a Second Language programs at the high school level in American private schools. There is an abundance of programs on a commercial level and at the college level, but for foreign students entering junior or senior high school there seems to be very little help. The summer session was the only ESL training all of the students were receiving before they entered American high schools and took their place with everyone else. This partly accounted for the high motivation of the students.

It is an excellent program to be included in the summer session. The facilities are good and can be further augmented, and the situation is ideal. We would like to recommend an extension of the program for next summer with some ideas on how to implement.

BASIC FRAMEWORK OF THE PROGRAM

At the beginning of the session we found ourselves with thirteen students, and we finished with eleven. (One left for health reasons, and the other, for personal reasons). Out of the thirteen, all but two of the students were planning to attend a high school or university in this country or had already been in attendance. In all cases, the summer session was the only ESL training that those students were to receive before plunging into the American educational system. Therefore, the students were highly motivated and under extreme pressure to improve their English as much as possible during the six-week program.

Upon testing these students we found ourselves with two beginners, five intermediate students, and six advanced students. To accommodate these three most distinct levels, we divided our efforts among them with the following schedule (See Table I for test scores):

	RONNIE	MANJULA
8:00- 9:00 DAILY EXCEPT WEDNESDAY	Intermediate Group	Beginning and Advanced Groups
9:00-10:00 DAILY EXCEPT WEDNESDAY	Beginning and Intermediate Groups	Advanced Group
11:40-12:40 Monday	Every other Monday one of us would work in the Electronic Classroom (Language Laboratory) with the beginners or a combined advanced-intermediate group.	
Tuesday	Intermediate and Beginning Groups	Advanced Group
Wednesday	Trips (all morning)	
Thursday	Films	
Friday and Saturday	Oral Book Reports for all groups	

When two groups were scheduled to work with one teacher, one of the groups did oral work with the teacher while the other group prepared a composition, a debate, a skit, or some other assignment. At best, each group averaged about five to seven hours of undivided attention from the teacher per week throughout the six-week session.

The situation this summer and how we dealt with it leads us to some recommendations for next year's program. These are important because this summer, because two teachers were working with three distinct language levels, it was not possible to work out a completely satis-

factory program. This summer's program was not nearly intensive enough to meet the needs of the students. Even though we tried to individualize instruction as much as possible, there were simply not enough hours in the day to implement this to the fullest possible extent.

With this situation in mind, two recommendations are made. One is to try to expand future programs to 24 to 30 students. The second recommendation is to hire at least three people to teach these students. If the numbers are expanded, it will be financially possible to hire three personnel. Educationally, hiring one teacher to work with a group of six to ten students makes sense as opposed to the situation this year where one teacher had to prepare lessons, assignments, and test for only two students.

RECOMMENDATIONS FOR TEACHER SELECTION

We found out very early in the program that many of the students had studied English very formally in the classroom for several years, but their spoken English was very weak. We recommend, therefore, that the teachers selected for the Beginners and Intermediates in particular stress spoken English rather than written English. We recommend for the Advanced group that the teacher selected have experience at the advanced level and, if possible, experience in teaching literature as well.

For reasons of planning and administration, if at least one of the teachers be engaged as early as January, she could plan the interviewing of the students, the placing of students in different levels, the selection and ordering of books suitable for these levels, a rough curriculum, the ordering and making of tapes, and all the other administrative details that would arise (Whether there would be three teachers or one teacher and two teaching assistants, we leave to the experience and budget of the summer session office).

RECOMMENDATIONS FOR STUDENT EVALUATION BEFORE ARRIVAL

This year very little information about our students was available to us before arrival. We knew the names and countries of most of our students, and one of us had seen their applications which included a short biographical essay. However, as we were to find out later, this information was not very useful, and even misleading (Two students who wrote essays could not speak one word of English when they arrived).

To deal with this situation we suggest that some attempt to pre-evaluate the ESL students be made as soon as possible after the students have been accepted. Such an evaluation would help the teachers prepare a tentative syllabus and prepare materials for the different levels. It would also give the administrators of the summer session some idea of how many teachers will be needed. For example, if twenty students are accepted and none of them are beginners, then perhaps two teachers would be enough. But, if the pre-evaluation showed a wide discrepancy between levels, it would be highly recommended that one teacher be hired for each distinct level, even if there were only two or three at any one level.

One way to carry out the pre-evaluation would be to hire one of the teachers as early as possible to assist with this process. An experienced ESL teacher would be able to consult with the administrators on the best possible way to distribute the students and personnel for the ESL program.

We would like to make some suggestions as to how the students can be evaluated before their arrival at Andover. The following list contains a few possibilities:

1. Have the students write a biographical essay as part of their application.

2. Send a questionnaire to the students asking them for more information about themselves and their countries. If the questions are carefully worded, this questionnaire will show their understanding of the easiest to the more complicated structures of English sentences.

3. If the student is living in the United States at the time of his application, a telephone interview should be made, to see how well the student speaks English. In cases where this is not feasible, the student can be asked to send a tape or cassette on which he answers the questions from the questionnaire and/or speaks on an assisgned or free topic.

Possibilities of student evaluation (Continued)

4. Send each student a written placement test to do before arrival. This test could emphasize correct usage and would be a useful diagnostic tool for the teachers.

Although pre-evaluation may seem like a great deal of work and preparation, in the long run it will pay off as it will help the teachers gather their resources and begin planning with a bit more accuracy for the summer before they ever meet their students.

TESTING UPON ARRIVAL

None of the students this year had been interviewed and there was no way of testing their ability with spoken English. We pre-judged that their applications would be misleading, that they could probably not speak as well as they wrote, or even worse, that they had received help with their applications.

This was a serious handicap in planning curriculum, deciding on workbooks, and preliminary lesson planning. The first day was spent in extensive testing to judge their levels. A copy of the "English Usage Test for Non-Native Speakers of English," prepared by David P. Harris for the American Language Institute of Georgetown University, was administered. An interview with the student, in which the student told of his hopes for the summer and his academic future, made their spoken ability apparent at once. We also asked them to read aloud a short passage. This showed us that some of the intermediate and even advanced students had not had much practice in reading aloud and matching the proper sounds with the various letter combinations in English. Some read better than others and we were able to group our reading program accordingly.

We recommend that future testing involve a test on usage, an informal oral interview in which the student relaxes and shares his goals, the reading of a passage, and a short composition like the one administered this summer (entitled "What I Expect from the Summer") for the advanced students. We found that our testing proved to be fairly accurate. The three levels selected functioned smoothly with no need for changes, with the exception of one student who outstripped the others in the intermediate class and in the last two weeks began attending the advanced class as well.

The initial testing also revealed personal motives of the students, which were almost uniformly to seek admission or to perform well in the Ivy League schools in the United States. Upon this we could plan our curriculum, our policy, and our psychological approach.

TABLE I

Test scores on "The English Language Usage Test for Non-Native Speakers of English," prepared by David P. Harris, The American Language Institute, Georgetown University[1]

	Scores on Form E (Tested upon Arrival)	Scores on Form G (Tested at the Close of Program)
Beginners		
Student A	21	38
Student B	24	49
Intermediate Group		
Student C	45	74
Student D	26[2]	51
Student E	32	47
Student F	63	(Did not complete the course)
Advanced Group		
Student G	71	77
Student H	70	62
Student I	53[2]	64
Student J	94	(Because of their high scores and their actual fluency with English, these students were given a final exam based on work covered in the course).
Student K	96	
Student L	89	

1. This test consists of 100 multiple choice questions. The questions cover many points of English usage including word order, verbs, idioms, prepositions, and other grammatical structures.
2. Students D and I were placed in their respective groups, not only on the basis of their test scores, but on the basis of their total performance during the testing done the first day of the course. Student D with a score of 26 was able to converse with ease and confidence in English, while Students A and B with low scores could not speak a word of English. Another example is Student I who scored rather low considering the fact that he had been living and studying in the United States for two years. However, this student had a very large vocabulary, mastery of idiomatic English, complete comprehension, and little trouble expressing himself, although his grammar was very poor.

TABLE I (continued)

These scores show that to some extent this test was useful in placing students into appropriate groups. However, they also show that it was necessary to evaluate in other ways to test speaking and listening skills (see page 18 for a detailed description of the tests given).

CURRICULUM

On the basis of the testing done on the first day of class, a tentative curriculum was designed for each level. Of course, this curriculum changed as we learned more about the special needs of our students. Our basic problem was that each language level needed three hours a day of work with one of the teachers, if we were to give them a thorough ESL course. However, at best we could manage an hour a day with each level, while the other hours were spent in written work, or group activities.

The itemization of structures covered at each level will give some idea of what was accomplished this summer. A discussion of basic methods and techniques used to carry out the teaching of these structures will also be given, as well as a description of homework assignments, testing, and suggestions for curriculum development next summer. (This will include areas that were neglected this summer because of the lack of time, energy, and resources, including the lack of another teacher).

I. Beginners

A. Itemization

1. Simple present tense with the verb to be, questions with be, negatives with be
2. Present progressive, questions, negatives
3. Past progressive
4. Future tense with going to + verb, and will
5. Simple present tense with verbs
6. Questions in the present tense with do
7. Simple past tense, regular verbs, irregular verbs
8. Question in the past tense with did
9. Question words with several different tenses--who, what, how, when, where, why
10. Imperative, simple commands both negative and positive
11. Comparisons expressed as superlatives and comparatives
12. Comparisons with as (adj.) as
13. Two-word verbs
14. Possessives with parts of the body, family relationships
15. Adverbs of time, place, frequency, and manner
16. Vocabulary to express names of languages, nationalities, and countries
17. Modals--can, should, will, would, must
18. Contrast between verb + complement and verb + to + verb (I like tennis; I like to play tennis)
19. Irregular plurals
20. Determiners, the, a, an
21. Count vs. Noncount with some, any, how much, how many, a few, a little
22. Direct and indirect objects

23. Adjectives of emotion
24. Demonstratives--this, that, these, those
25. Questions with whose
26. Time, dates, and how to express them
27. Adjectives--use and position
28. Prepositions of place and prepositional phrases
29. Coordinating conjunctions and the simple linking of sentences.

B. Methods Used

Because the two beginning students could not function at all in English until they had at least reached a basic communication level, they received more attention than the other two groups, two hours a day. The emphasis in class was mostly on the oral skills which were taught with a wide variety of methods--the silent way, situational reinforcement, audio-visual and audio-lingual techniques. They were able to practice these newly-learned structures in group activities--trips, discussions, book reports, etc. As their speaking skills improved, reading and writing were emphasized.

The following lists will give a better idea as to how each skill was reinforced for this beginning group.

1. Writing Skills
   a. Guided compositions to practice each structure taught
   b. Punctuation exercises
   c. Book reports
   d. Personal letters
   e. Formal letter of application
   f. Reports on field trips, local events
   g. Descriptive writing based on their countries, magazine pictures
   h. Writing simple dialogues
   i. Examination skills
2. Reading Skills
   a. Daily reading from Family Life in the U.S.A., Exercises in English Conversation, American Folktales
   b. Reading from local newspapers
   c. Use of the dictionary
   d. Weekly magazine readings
   e. One book read each week for the book reports (from the Children's Section of the library)
3. Speaking Skills
   a. Story telling
   b. Book reports
   c. Discussion of movies seen, local events, field trips, the role of the family, the woman, and the man in different countries

C. Homework

Homework activities were based on the writing and reading skills listed on the preceding page. Further exercises were assigned from the various books that the students worked with.

D. Recommendations

The curriculum for the beginners was very thorough and complete. However, there was a serious limitation to their program--the lack of tapes for use in the language laboratory. Tapes were especially needed during the first two weeks when these students needed intensive oral practice. While the written assignments were important throughout the summer, an additional hour of work every day in the language laboratory for homework would have rounded out the program, and reinforced the work done orally in class. This would also have provided the students with special work on their pronunciation problems. Therefore, we highly recommend that tapes be obtained for next summer's program. These can sometimes be bought along with textbooks. Or the teacher in charge could make her own if she were paid and if time was allowed for this.

II. Intermediate Students

A. Itemization

1. Connected statements with either, too, and, but
2. Modals with present tense
3. Two-word verbs
4. Questions with how and why, answers with with and by
5. Verb + to + verb, contrasted with verb + noun phrase + to + verb
6. Very, too, enough
7. Expletives, it, there
8. Possessives using of and -'s
9. Expressions of comparison
10. Embedded statements
11. Embedded wh- clauses
12. Relative clauses
13. for, during, when, while, before, after, until
14. Perfect tenses: present perfect, present perfect progressive, past perfect, past perfect progressive
15. Passive and active sentence structure
16. Count and noncount nouns, expressions used with them
17. Sentences with wish
18. Subordinators: if, unless, because, although, whether, whenever, because of, in spite of, regardless of
19. Tag questions
20. Review of all verb tenses
21. Determiners: a, an, the
22. Conditional sentences with if

B. Methods Used and Recommendations

The emphasis in class was to present a structure using substitution and transformation drills, moving as quickly as possible to drills emphasizing communication practice and creative use of the language. This approach was not entirely satisfactory as students would continue to misuse the structures in free conversation in and out of class, and in their compositions. The problem is that these students are fluent enough to express themselves and be understood in almost any situation in spite of their mistakes; hence, there is no urgency or pressing need to correct their errors.

These students really needed additional hours with their teacher for more intensive practice. Also, as many of them in their midpoint course evaluations expressed a positive reaction to the language laboratory, it is unfortunate that tapes were not available for this group. It is our hypothesis that many of the students would have more enthusiastically worked on their own if the tapes had been available.

Other class activities which should be emphasized more in next year's program (which would have been more frequently included in this summer's program if another teacher had been included in the program) were debates, improvised skits, talks about the students' respective countries, occasional games, and discussions on American traditions. The following list includes some more suggestions:

1. More explicit work on pronunciation problems. Students often had trouble understanding each other because of poor pronunciation. Tapes and classroom drills can be used. Individualized work on pronunciation is advisable. Rebecca Valette's Modern Language Classroom Techniques has some suggestions as to how this may be done.
2. More explicit work on the correspondence in English between the symbols and the sounds, including practice in reading aloud. Students at all levels had tremendous difficulty in sounding out unfamiliar words.
3. More work with guided and free composition.
4. Development of study skills: how to use the library, dictionaries, encyclopedias, etc.

C. Homework

Homework assignments consisted of weekly book reports, oral and written, and an average of a unit per week in the Advanced English Vocabulary Workbook I. In addition to these long range assignments, there were daily written exercises to review grammatical structures, free and guided

II. Intermediate Students: Homework (continued)

compositions, and stories to be read from a reader.

III. Advanced Students

A. Itemization

1. Grammar

a. Review of all verb tenses
b. Modals--past and present tense
c. Passive and active voices
d. Adverbs and adverbials, questions of usage
e. Modifier--adjective and noun phrases
f. Two-word verbs
g. Clauses--description, function, and position
h. Word order in complex sentences
i. Gerunds and infinitives
j. Subordinators
k. Conditional and wish sentences
l. Idioms--conservative and informal
m. Irregular verbs
n. Loose sentences beginning with coordinate conjunctions.
o. Punctuation: sentences, paragraphs, and dialogue
p. Popular ambiguities--the use of inflections in identifying these
q. Common errors in pronoun usage
r. Reflexive pronouns as intensifiers, as substitutes
s. Synonyms and homonyms
t. Special problems in spelling--words with silent letters, words frequently misspelled

2. Writing Skills

a. Shifts in tense
b. Run-on sentences: how to correct this common error
c. Outlines
d. Notetaking
e. The research process--the American library system
f. How to write a term paper with correct form
g. Effective sentences--working toward unity of thought
h. The coherent paragraph-building up climax, unity
i. Figures of speech--recognition and use, similes, irony, etc.
j. Dialogue writing--interviews, skits

3. Introduction to Literature

a. Short story and its elements; appreciation
b. Literary terminology--plot, theme, setting, style, etc.
c. Poetry--simple inversions, basic poetic license, forms (sonnet, narrative, lyric, ode, etc.).
d. More terminology--verse, stanza, rhyme, imagery, etc.
e. Drama--use of dialogue, interruptions, exclamations, asides

III. Advanced Students: Introduction to Literature (continued)

f. The novel--review of terminology in a larger medium
g. The essay--rhetoric, reflective, descriptive, more terminology
h. Basic criticism of a literary work--standards, awareness, etc.

B. Recommendations

The advanced class needed the complete concentration of one teacher. They needed quick and detailed revision and introduction to vocabulary and writing techniques. They needed daily writing with daily correction, and it was unfortunately a physical impossibility to give them this attention. Their reading speed and level of comprehension needed much more attention and their writing assignments should have been increased to effect a more striking improvement. Students at this level need to be introduced to library skills and basic stylistics.

We recommend that the teacher for the advanced group have some familiarity with literature--English and American--and some familiarity with teaching writing skills at the advanced levels. We found this necessary for the kinds of needs these particular students had with their immediate scholastic futures in mind. They also needed and asked for an introduction to American history which was given mostly in the form of research papers on various topics in American history, discussions, films, and field trips. We considered this necessary for their cultural orientation and vocabulary needs in a young intellectual community. We recommend that in future programs a greater emphasis be given to American history and culture, perhaps with mini-courses on selected topics, taught by the ESL teacher or using the resources of other faculty members to come in as guest lecturers.

A great deal was accomplished with this group of students, but more challenges were presented than could be taken up because responsibilities to the other levels demanded intense attention also.

C. Methods of Teaching

One grammatical unit was thoroughly reviewed four times a week in lightning drills, tapes, and various kinds of exercises. Some areas needed very little work and these were quickly reviewed. Other areas

III. Advanced Students: Methods of Teaching (continued)

needed to be taught carefully from the most elementary level and graded upward to the advanced level.

For the first half hour the class reviewed with written exercises or projects the grammatical unit that had been covered the day before. For the second half hour they worked on assignments in groups, using reference books and discussion. The assignments were given on work-sheets; pooling their resources they tried to show by the end of the hour that they had mastered the unit. This situation was ideal because it left the teacher free to work with the beginners. The second hour was spent in a formal lesson.

They worked consistently on their workbooks to practice new vocabulary. However, they also needed a specialized vocabulary to enable them to function in a typical English classroom found in this country. They also needed advanced academic skills like writing term papers and research projects. Therefore the language classes were interspersed with a wide variety of topics, literary skills, punctuation, and special terminology.

Through intense class discussion and with the opportunity in all classes for self-expression they finished the course with a feeling of confidence that they could participate comfortably in discussion groups in a regular American classroom.

TESTING AND EVALUATION

Continuous testing was carried on all through the session to meet the needs of the teachers, to see what our students had learned, and the needs of the students, who also wanted to have some tangible measure of their progress. It also provided a structure for the students to constantly be reviewing work covered in class.

Every week on Saturday all students were tested on the structures and vocabulary studied in the course of the week. As the weeks passed, these tests also included a cumulative review of past work in a systematic way.

Another measure of their progress in all the language skills was the weekly book reports. Students read a book a week of their own choosing (this later increased to two books a week for the advanced students) and then presented a written report and an oral report to the whole class. The oral reports led to some very interesting discussions as a wide variety of books were represented. This was an opportunity for students to see their own progress and the progress of their classmates in speaking and listening skills. There was a great deal of interest in these reports, as students began competing; often the beginners presented the most exciting and captivating reports. They received a written evaluation of their written and oral work each week.

The field trips were also a form of evaluation. On the trips the students were given a list of tasks to be accomplished (usually in pairs) in which they were forced to talk to other people. Having to produce a written report of each trip encouraged free comments and criticism.

Daily testing was also used at the discretion of each teacher.

Student evaluation of the program consisted of a mid-point and final written evaluation in which the students stated their reactions to the program. With few exceptions, the reactions were very good.

ADMINSTRATION

The administration of the program began fairly early in April. Since the levels of the students were unknown the administrative decisions were made in the dark.

It was necessary for administrative reasons to decide on and order textbooks as early as April. We decided on the Advanced English Vocabulary Workbooks, since students could work independently with these books. As it turned out both intermediate and advanced students used the book. The school requires two hours a night of homework, and these books provided forty minutes a day, with an additional hour or two of other written work. Because these books didn't fulfill all the needs of our students, other books were purchased by the teachers at the Harvard Coop in Cambridge, after the session had begun.

We also, under the same blind conditions, made decisions about ordering films under an extremely limited budget. One of us had contact at the Fleming School in New York; they agreed to send us films free of charge. This involved a weekly ordering of films, carefully staggering the dates and taking into consideration the limited language level of the beginners.

Routine tasks included writing mid-term and final evaluations of students, booking the language laboratory, projectors, school buses, special facilities, and accounting for the spending of the budget, $25.

Two recommendations are suggested for administering the program. One is to provide the teachers with more money for trips, films, tapes, and other expenses. The other is to in some way delegate the responsibility of arranging special travel plans for the foreign students at the end of the session. We had great difficulty finding places for our students to stay at the end of the session, through personal contacts and through arrangements with The Experiment in International Living in Brattleboro, Vermont. The Experiment on a week's notice found a family for one of our students to stay with. We recommend that an arrangement be worked out with this organization at the beginning of the summer for students who need a place to stay before their schools start. This homestay certainly holds out a further attraction for foreign students applying to the course. It reinforces their English competence and gives them the chance to learn more about American life. We emphasize that for foreign students who may not have friends or relatives in this

Administration (continued)

country, the homestay is very important.

Another suggestion is that houseparents be made aware of the specific problems that the students may have with their visas, travel plans, etc. and that they be asked to become actively involved with these students.

It is hoped that the early hiring of at least one teacher will take care of the administrative preparation of the program and that when the session actually begins, the teachers may have more time and energy to put into creative teaching.

EXTRACURRICULAR AND CULTURAL ACTIVITIES

One important aspect of our program was to incorporate "cross-cultural" awareness and sensitivity in our students. That is, helping them become aware of the ways of American life and the ways of the many different cultural backgrounds which were represented among the students. Our students were from Mexico, Iran, Puerto Rico, Vietnam, Haiti, Venezuela, Brasil, South Africa, and Korea. We attempted to make the adjustment to American life easier and less mysterious, and then expose them to American traditions, literature, history, foods, customs, etc. To meet these goals the following activities were organized:

1. On Wednesday, July 4th, we spent the morning exploring Boston's Freedom Trail, followed by lunch in the historic, picturesque North End.
2. The following Wednesday, the ESL class and the Film class visited Cambridge, where the Film students filmed pairs of foreign students in their search for assigned sites in the Cambridge area.
3. The third Wednesday was spent in the town of Andover where pairs of students participated in a scavenger hunt which required that they get information at local stores (your mother wants you to bring some dress patterns home with you. Where can you buy them in Andover, and how much do they cost? give one example).
4. Several films on topics concerning American life were seen (see page 25).
5. Weekly oral book reports proved to be the springboard for interesting discussions on cross-cultural problems and meaningful discussions of politics, literature, etc.
6. The most successful and enjoyable event of the summer was an International Foods Luncheon held at Cooley House, on the last Saturday of the session. Our original plan had been to have an international foods experience each week, but this proved difficult to schedule. For this final luncheon various dishes from our students' countries were prepared. The delicious meal was followed by an array of international entertainment.

Because of the tremendous success of the International Foods Luncheon, we recommend that a similar type of experience be planned for next summer, and if possible, with greater frequency. Preparing the food, with about seven of us huddled around the stove at a time, was a good group experience. "Is that how you cook chicken in your country?", one student was heard to say. One possibility would be to schedule one Saturday morning for each country represented among the students. The student from that

country can be in charge of organizing the entertainment and the foods, and then distribute various tasks to the students. Since our luncheon brought the class much closer together, such a weekly activity, even more than the field trips, will foster much group spirit and international understanding. Perhaps this activity could in some way be organized and opened to the entire Andover community, maybe being scheduled as an International Seminar.

We also recommend that more trips to locations of interest be incorporated into the program. Perhaps such trips can be closely oriented to an on-going mini-course called something like "An Introduction to American History and Institutions." Although students may have some idea of American history and traditions, they really need a more explicit exposure to this information.

It must be remembered that because our students were living and working in a closely knit community of Americans, daily life at Andover was in itself a rich cultural experience, with many social and enriching events made available to the foreign students on a day-to-day basis.

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b. Blickhahn, Katherine, et.al., WRITING: UNIT LESSONS IN COMPOSITION, Books I & II, Ginn and Company, Boston.
c. Brooks, C., UNDERSTANDING POETRY, Henry Holt and Company, New York.
d. Conlin, David A., PROCEDURES IN MODERN ENGLISH GRAMMAR AND COMPOSITION, American Book Co., Litton Education Publishing, New York.
e. Dotto, QUESTIONS IN MODERN GRAMMAR AND COMPOSITION.
f. Staffor, Gene, MIX, Harcourt Brace Javonovish, New York.
g. Sullivan, Rosenda, PROMETHEAN FIRE--STRUCTURE IN LANGUAGE AND LITERATURE
h. Summerfield, Geoffrey, VOICES--AN ANTHOLOGY OF POETRY AND PROSE, W. H. Sadlier Inc., New York.
i. STORIES TO REMEMBER
j. STORIES TO ENJOY

I. Materials used this summer (continued)

B. Audiovisual Aids

These consisted mainly of teacher-made flash cards. Also, a small picture file was begun at the beginning of the session from magazines that were readily available from the Art Department.

C. Films

1. Language and study skills

a. Listening Skills: An Introduction

A humorously played film on concentration and registration of important points, and on the dangers of "tuning out." Also, suggestions on how to concentrate. Suitable for all levels.

b. Your Communication Skills: Listening
A technical explanation of the listening powers for all students.

c. Frogs are Fat, Frogs are Funny: Adjectives
A delightful introduction to adjectives. For beginners.

d. Monkey See, Monkey Do: Verbs
A simple display of the function of the verb, introducing many verbs of motion. Beginners.

e. Reading Skills Series: The Vowel A., The Vowel E, The Vowel I, The Vowel O, The Vowel U.
Excellent and lively demonstrations of the phonetic functions of the various vowels. All levels.

f. Find the Vowels
Humorous testing techniques of the vowel series. All levels.

g. Fun with Words: From Words to Sentences
Word-building. Beginners.

h. Build your Vocabulary
Higher level practice on word-building. Intermediate and advanced students.

i. Reading for Beginners--Using Context Clues

j. Reading for Pleasure
A walk around the library and a look at the many different kinds of reading that can be done. Intermediate and advanced levels.

k. Reading Stories: Plots and Themes
Simple introduction to the appreciation of the short story. Advanced.

l. Effective Writing: Learning from Advertising
The teaching of simple and effective writing techniques. Advanced.

m. Applying for a Job
The writing of an application, the preparation of a resume, and the interview. Intermediate and advanced.

I. Materials used this summer (continued)

C. Films

1. Language and study skills

n. Writing Different Kinds of Letters
Business letters, informal letters, invitations. Intermediate and Advanced groups.

o. Library Series: The Card Catalogue
A very simple introduction to the card catalogue. All students.

p. Your Study Skills: Using Reference Materials
The card catalogue, note taking, the compiling of a bibliography. Advanced.

2. Introduction to Literature (for advanced students only)

a. The Changing World of Charles Dickens
A humorous survey of his characters.

b. An Occurrence at Owl Creek Bridge
An excellent introduction to the short story.

c. Seven Authors in Search of a Reader
An introduction to some of the world's great writers.

d. Mark Twain: Background for his Works
Introduction to the writer and his world.

e. Hemingway
Readings from his books acted out.

f. A Raisin in the Sun
Introduction to the discussion of the novel.

g. The Death of a Salesman
To allow for the discussion of a play in the classroom, this was viewed on television.

3. History

a. I Have a Dream-Martin Luther King

b. The American Revolution-The Cause of Liberty
An enacted description of the cause of the American Revolution.

c. The American Revolution-The Impossible War
An enacted description of the course of the war.

d. The Bill of Rights: The Story of a Trial
An enacted study of the rights of the individual.

Krohn, Robert, ENGLISH SENTENCE STRUCTURE. University of Michigan Press, Ann Arbor, 1971.
This book provides drills for spoken practice of English and is useful in preparation of classes for beginning and intermediate students.

Kunz, Linda Ann. 26 STEPS. Language Innovations, Inc., New York, 1972.
This book is a course in controlled composition for intermediate and advanced ESL students. The passages used deal with themes of current issue and the content is excellent.

Frank, Marcella, MODERN ENGLISH--A PRACTICAL REFERENCE GUIDE, Prentice-Hall, New Jersey, 1972.
This is a complete, thorough, and extremely useful reference guide for the ESL teacher. It would be especially useful in preparing lessons on the more difficult English structures. Other interesting features of the book are punctuation and spelling rules, a list of Greek and Latin roots and prefixes with English derivations of them, and the differences between American and British spelling.

NEWBURY HOUSE--LONGMAN GRADED READERS, Newbury House, Rowley, Massachusetts.
These readers, suitable for high school students and adults, are graded in six stages. Because the structures and vocabulary are carefully controlled for each level, the learner can with ease and less frustration progress from one level to another as his ability increases. The content of the books is excellent, including simplified versions of such classics as SILAS MARNER, THE ADVENTURES OF TOM SAWYER, etc. A collection of this sort is absolutely essential for an ESL program.

Phinney, Maxine Guin, ENGLISH CONVERSATION PRACTICES, University of Michigan Press, Ann Arbor, 1968.
This book is an excellent supplement for the ESL teacher in preparing conversation and communication exercises which review structures for intermediate students.

Praninskas, Jean, RAPID REVIEW OF ENGLISH GRAMMAR: FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Prentice-Hall, New Jersey, 1963.
This is a very thorough review text of English grammar for advanced students. Excellent.

Robinson, Lois, GUIDED WRITING & FREE WRITING--A TEXT IN COMPOSITION FOR ENGLISH AS A SECOND LANGUAGE, Harper & Row, New York, 1967.
This book suggests some good ways to teach intermediate and advanced students composition skills, while reviewing grammatical points at the same time.

Valette, Rebecca, MODERN LANGUAGE CLASSROOM TECHNIQUES, Harcourt, Brace, Jovanavich, Inc., New York, 1972.
A comprehensive book which covers techniques for teaching all language skills. This is a good reference guide for teachers of all languages.

II. SUGGESTIONS FOR THE ACQUISITION OF ESL MATERIALS

Andover has a fine language laboratory, fine equipment for audiovisual presentations, and a library of impressive size. However, to make these facilities useful to the ESL teacher and student, several additions must be made. One is related to the language laboratory. This summer we used it once a week because we didn't have any tapes, and it was a laborious, tedious task to tape our own. If the ESL program is going to be continued in the future, it is highly recommended that some tapes be purchased, especially if beginning students are going to be accommodated. These tapes can be purchased from Phonovisual Ads Inc., or funds can be made available for the ESL teacher to make the necessary tapes using the facilities of Phillips Academy.

By far the worst problem encountered was our attempt to find suitable books for our students in the library. First of all, beginning and intermediate students who had to read a book a week for book reports could only find juvenile books on their language level; these books were certainly not on their interest level. It is recommended that a series of structural readers, specifically designed for various levels of language ability be purchased with these ESL students in mind. A second area of weakness in the library was the lack of a collection of books, textbooks, and reference guides which specifically deal with English grammar for the foreign student. Such a collection would be of tremendous use both to students in working on written assignments and to teachers in preparing their classes. This collection would also be useful to the many foreign students who attend Andover in the regular winter session.

The following annotated bibliography is meant to serve several purposes. It can be a guide for the purchase of books for the library. It can also be useful to the faculty at Andover, in the winter and summer sessions, who are working with foreign students who need additional work in English. One of the many fine textbooks, workbooks, reference guides, or programmed courses may be suggested to those students who are struggling with English, and it may provide their teachers with some insights into the unique linguistic problems which ESL students struggle with.

Alter, Jason. UTTERANCE-RESPONSE DRILLS, Prentice-Hall, New Jersey, 1966.
This is an excellent book for both teacher and student. It provides drills on simple and more advanced structures, using conversational, idiomatic English.

Alesi, Gladys. FAMILY LIFE IN THE U.S.A.-AN EASY READER. Regents Publishing Company, New York, 1971.
This book is just what the title says it is. It was greatly enjoyed by the beginners, although the reading would also be suitable and informative for low-intermediate students.

Barnard, Helen. ADVANCED ENGLISH VOCABULARY WORKBOOKS I & II. Newbury House, Rowley, Massachusetts, 1971.
This series teaches intermediate and advanced students vocabulary words which were selected because of their frequency and range in lectures, seminars, textbooks, newspapers, journals, radio, and television. The books may be used in a course or on a self-instructional basis. Excellent.

Blickhahn, Katherine M., WRITING: UNIT LESSONS IN COMPOSITION, BOOKS I & II, Ginn and Company, Boston, 1971.
A selection of literary extracts which demonstrate writing techniques, followed by vocabulary building exercises and writing exercises. Excellent with advanced students.

Burt, Marina K., THE GOOFICON. Newbury House, Rowley, Massachusetts, 1973.
This book is a practical guide to help teachers treat the errors made by non-native speakers of English. It is organized around the analysis of each type of error and rules-of-thumb for correcting the faulty habits are suggested. Excellent.

Conlin, David A., PROCEDURES IN MODERN ENGLISH GRAMMAR & COMPOSITION, QYESTIONS IN MODERN ENGLISH GRAMMAR & COMPOSITION. American Book Company, Litton Education Publishing, Inc., New York, 1971.
Two comprehensive books for the advanced level, with a review of all language skills and intensive challenging exercises. It includes a baxic introduction to the composing process.

Crowell, Thomas Lee, INDEX TO MODERN ENGLISH, McGraw-Hill, New York, 1964.
This is a good reference guide for the ESL teacher and advanced student. The material is organized alphabetically; it is presented briefly, concisely, and with examples.

Dixson, Robert J. REGENTS ENGLISH WORKBOOKS I & II, Regents Publishing Company, New York, 1956.
These workbooks provide exercises which review basic grammatical points for ESL students.

Finocchiaro, Mary, SELECTION FOR DEVELOPING LISTENING SKILLS, Regents Publishing Company, New York, 1973.
This book can be used for listening and reading comprehension exercises with intermediate students for self-instructional use. Basic vocabulary and grammar exercises based on the short reading passages are given.

Hayden, Rebecca, et.a., MASTERING AMERICAN ENGLISH, Prentice-Hall, New Jersey, 1956.
This is one of the most useful and thoroughly workable grammar texts available for both ESL teachers and students.