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The Rationale and Techniques of Individualizing Language Instruction

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The Rationale and Techniques of

Individualizing Language Instruction

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I. PREFACE

The work behind this paper is more than the fulfillment of a

professional project for a masters degree. I have sorted out several

of my most basic observations on learning and education in the process

of considering the language teaching techniques I have dealt with.

And in a way, this work serves as the repayment of a personal debt.

I started the project after teaching English to Mexican children and

adults in San Juan del Rio, Queretero. There, almost instinctively--

and much to my surprise--I had begun to individualize, particularly

my grade school classes. When I returned to Vermont, I decided to

expend my efforts developing materials useful in giving individualized

instruction. I planned a handbook of practical ideas. That is where

this long-drawneut project began.

As I started to search for materials already available and to

read the literature of individualization, however, my perspective began

to change. The turning point was my reading of Sylvia Ashton Warner's

Teacher. I was brought face to face with the angel from my past who

had to be wrestled before I could proceed. From kindergarten through

eighth grade, I was educated in the shadows of John Dewey and Charlton

Washburn. They were both long years dead, but the schools founded by

Washburn under the influence of Dewey were still run very strictly

according to the Winnetka Plan which had made his school system a model

of individualized instruction a long generation before. I stress the

"long" because the good ladies who taught me had grown old and entrenched in the Winnetka Plan--as a callow youth, I was openly scornful of "progressive education" which left me with "a life-long inability to read and write." Rather painfully over the last year, I have seen and tried to do something constructive with the light. The spinster grandames of progressive schooling had their faults, but they also had a profound influence on the way I deal with the world and most particularly with teaching. If I were to dedicate this paper, it would be to these, my first teachers, and to their soul sisters of today like Sylvia Ashton Warner.

But I won't dedicate this paper or the ideas behind it to anyone. It wouldn't be fitting to do so. The wrestling match is not yet won, and therefore this paper is a work in progress. If a manual on "how to individualize" is possible, this is not it. It is rather a rumination on and reaction to those educational principles on which I was raised and which are now being applied so successfully in my chosen field of language teaching. I hope that this essay will serve to introduce and sell "individualization" to those readers who as yet need the introduction. That is my intention. In keeping with it, I have not attempted a survey of the ever swelling flood of articles on the subject, and I have not designed a detailed course of individualized study for some imaginary class, work which would never be used.

To avoid letting this paper sink under a load of pretty but useless generalizations, I have made quite a few specific recommendations. To help put these in perspective, I have laid out some of the framework for a hypothetical English course called READI for ALL.

II. INTRODUCTION

Individualized Instruction: What is it?

For some reason almost all the major articles and anthologies
on this subject begin with a definition. I suppose the reason is that
"individualization" doesn't mean the same thing to everyone, and each
authority wants to start by making his position clear.

To individualize instruction is to offer each student a course
of study which takes into account his special needs. There are several
models. The classical one (model 1) is the tutorial. It has been
popular since Aristotle trained Alexander to rule the world, and it
is still important, particularly in higher education. In language
training as in other studies, it can be extremely effective, but it
is naturally very expensive, even when debased by mass marketing as
in the case of Berlitz.

Today when we refer to individualization, we generally mean one
of two other models. In both of these, individual attention and guidance
are given to each member of a class. The most widely accepted model,
individualized pacing, (model 2) allows the student to master a set of
curriculum at his own best rate. The less known model, and the one
which I advocate in describing my READI for ALL course below, (model 3)
offers each student a variety of materials to study and the freedom
and responsibility to choose those materials he needs and can learn
at his own rate in the time available.

So what? Why is it worth all the fuss?

Most devotees of individualization would have to admit that it is not a new idea. Good teachers, even good language teachers, have always dealt with the needs of individual students in their classes. What is new? The wide-spread application to language teaching and the techniques which are being used are new.

Admittedly individualization is a fad and, as such, suspect, and rightfully so. It is not every teacher's answer to every situation. Very far from it. However, it is worth studying, first, because it is an extremely popular fad across the United States, and second, because a knowledge of the thinking behind it will be important in dealing with the language teaching profession, its equipment and its texts in the next few years. This will be true no matter what your favorite method and techniques are and whether you individualize or not.

Another and better reason for considering individualization of language instruction is that the teachers who have tried it have been getting good results. And they have been getting these results in ordinary classrooms in pressured, crowded schools full of tunedout potential dropouts. I would particularly recommend individualization to ESL teachers in US schools, for two reasons. The first is that it may help the current dropout rate, which is so tragically high. The second is that many ESL students, who are so often looked down on by their peers and teachers alike, will respond positively to being treated as intelligent beings, as individuals fully capable of taking the responsibility of learning English.

The pendulum

As I see it, the development of individualized instruction from
its basic tutorial form toward the "model 3" individualization of both
pacing and content is just part of a broad movement in the profession
toward "active language learning." By this I mean that kind of learning
that involves the intelligence in creative participation in the lesson
and the process of learning.* Modern language learning has seen the
pendulum of popular theory swing from the thesis of the cognitive
grammar-translation method to its antithesis, which was once called
the "Scientific Method." This new thesis was the Skinner-box brain
child of the Behaviorist psychologists. Their method gained sway
during World War II as the "army method" and evolved during the 1950's
into the audio-lingual method. It sought to teach language as an
automatic-Pavlovian-conditioned response to the stimulation of specific
communication situations. Its developers dreamed of a 'perfect system'
into which one simply had to plug in 1 untrained native speaker + 15
to 30 students + a linguistically based text + a language lab full of
tapes, and presto, x hours later, one had well-trained speakers of
measurable skill!

This is a gross caricature of the extreme to which the pendulum
swung in theory. And to say that Behaviorism is completely outmoded
today is also an awkward generalization. Many of the best, proven
techniques of the Behaviorists are being put to good use under the

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*For further discussion of active language learning see the
section on this topic below in section IV.

name of individualization--such ideas as computer and other programmed materials. And yet I think the point is still valid that the ideal of "pure audio-lingual" teaching was "passive language learning," and that it is from that ideal that the pendulum has been returning. As it does, there is the danger that too many teachers may throw the babies out with the Skinner box. The audio-lingualists have stood for carefully sequenced, tested and disciplined procedures, for "professionalism," and theirs is still the best method for some teachers in some situations.

Of course, this dialectical shift away from the thesis of audio-lingual passivity to the antithesis of active language learning is no neater than any other historical dialectic, but it is generating enough heat, light and scholarly dissertation to please most Hegelians.

A revolutionary idea?

Individualized instruction is called revolutionary. Whether or not it should be is a political question, as is nearly everything concerned with educational reforms. These days most Americans, and particularly beleaguered public high school teachers, don't seem to take kindly to the idea of revolution, in any form. They have had their fill of the bitter spiritual and physical chaos of the 1960's. To call any reform revolutionary is to risk losing a lot of good teachers. Perhaps it would be better to call individualization reactionary--a reaction to the old impersonalized way of teaching. No, begging the tolerance of the justly conservative reader, nothing short of revolutionary will do. However, this is a revolution within

rather than against the system, a responsible revolution in the great American tradition. The basic principle of active language learning, that we learn better when allowed to use our imaginations and intelligence, when forced to think, this truth we hold to be self-evident. Moreover, our grievances are equally self-evident, to anyone who has ever sat through long hours of the mental straight jacket of bad audio-lingual drilling. The strength of the movement toward individualization is in proportion to the discouragement of teachers faced by bored students, dropping enrollment, and by the realization, particularly among teachers who are also serious students of other languages and of linguistics, that the ideals of the tightly controlled system and of passive language learning were simply wrong. If there were to be a slogan for this peaceful revolution, it might be: "Teaching and learning languages is an art not a science, and art cannot thrive without freedom."

Individual freedom, for student and teacher.

The above is admittedly an argumentative position. Many of the proponents of individualized pacing in strictly controlled programmed texts or computer systems will feel uncomfortable with it. As will be seen below in my discussion of such programs as "The Endless Ladder" and "The Stone Monkey," I feel rather uncomfortable with their approach to individualization. They are very proud of their science; I am skeptical.

Freedom is the most basic principle of individualized instruction.

<u>Each student should be given freedom and trained to use it.</u> The
arguments supporting this idea are, first, that we don't know how humans
learn languages, but that we are quite certain that it is not by simple
imitation or habitualization. And, second, that it is apparent that
different students learn most effectively in different ways and at
different rates, and that, furthermore, their teachers too have strengths
and weaknesses and can teach best if allowed to teach from strength, to
find the best way that they themselves can meet the individual needs of
the students. Although this all may seem obvious as stated, its impli-
cations are so far ranging that some defense of these arguments is
necessary.

Habitualization and individualization

Why is it that I am taking a strong position against audio-lingual
habitualization? After all, many of individualization's most successful
adherents have individualized their classes by adapting their audio-
lingual texts, and many of these people still believe in tightly con-
trolled habitualization through drilling. This may seem improbable,
but they manage with extensive use of language labs and even computor
controlled programming. I have to and will willingly acknowledge their
reported successes. Furthermore, as will be seen below, I recommend
the use of audio-lingual materials and techniques in the READI for
ALL classroom. There is nothing inherently anti-audio-lingual in the
concept of individualization, particularly in the concept of individ-
ualized pacing.

And yet, as I have said before, the move to individualization is part of the more basic move to teaching for active language learning. And the basic principles of the audio-lingual method, passive habitualization and strict linguistic control, are, I feel, difficult to reconcile with those of active language learning, intellectual application and imaginative participation. Furthermore, the move toward active language learning is a move away from the fad for audio-lingual programs. The reason for this move is two-fold, as I see it. First of all, too many teachers have made audio-lingual courses deadly and deadening--there are not enough John Rassiases* in the world. And in the second place, many teachers like myself have come to agree with those refutations of the theories, "the scientific principles," behind the audio-lingual method refutations which have been so Germanically developed by Noam Chomsky and his descendents in the study and promulgation of generative-transformational grammar.

These Refutations of behaviorist theory and the admission that we don't really have a satisfactory explanation of language learning are made by Noam Chomsky in the first of three Beckman lectures given at the University of California in Berkeley during January 1967 and reprinted in Language and Mind.* In this clear and fascinating article, he says that no one, by any method, let alone by time-consuming habitualization, could learn enough grammatical structure to express the

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*Rassias, John. Dartmouth College, Department of Modern Languages, exponent of personal, dramatic audio-lingual teaching.
*Chomsky, Noam. Language and Mind. Harcourt, New York. 1968.

bewildering variety of thoughts possible and grammatically sound and acceptable on any one subject at any one time.

Assuming that Chomsky is right that no one could learn a language to the point of truly fluent communication rule by rule, word after word, is it also true that we don't know how humans learn languages? I am inclined to say "yes" and then hedge and agree with Leon A. Jakobovits that Chomsky is being too modest. In the first section of his book <u>Foreign Language Learning</u>, titled "Psycholinguistic Implications for the Teaching of Foreign Languages," Jakobovits says that although we don't have satisfactory explanation of language learning, a model based on Chomsky's generative-transformational theories fits quite well with what we do know or can reason out from experience, particularly from our experience with child language learning.* Jakobovits' ideas, as summarized at the end of the first section (pp. 24-27), give considerable theoretical support for the methods of such developers of active language learning techniques as Eugene Hall and Caleb Gattegno. Since I am certain this subject needs more amplification than should be included here, I recommend Chomsky's and Jakobovits' books.*

Differences in the way we learn.

Since the human mind is quite complicated, it should not come as a surprise that different people learn in different ways. And

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*Jakobivits, Leon A. <u>Foreign Language Learning</u>. Newbury. Rowley, Mass. 1970.
*An informal psycholinguistics paper I wrote on the subject is available among the occasional papers of the Master of Arts in Teaching Program at the School for International Training.

yet this is a fact quite overlooked by the Behaviorist teachers, who depend on strict control and conformity for mass teaching. As I indicated above, I feel that this fact is one of the primary arguments recommending the use of individualized instruction. If individuals learn best in different ways, surely they should be given the chance, if at all possible.

If you were to ask a group of people to remember a simple series of numbers, words or sentences (either related to one another or not), you would find that they would give a remarkable variety of explanations for how they went about committing the list to memory. I have seen this demonstrated several times by Earl Stevick and Douglas Brown. Both of them were implying that if individuals differ so greatly in their techniques of short term memory, they most probably vary even more radically in their techniques of learning the more complicated structure of language. This assumption is suggested by many common stories like the following, which I heard recently about two students at Northfield Mount Hermon School. Both of them had high grade averages, except in French. With their French teacher, one did A- work while the other limped along with a C+. At mid-year, they changed teachers, and their new teacher used profoundly different techniques, although continuing with the same text. Within a short time, the French grade averages were reversed. Apparently, the two students learned in different ways. This is only suggestive and is not meant to be conclusive proof, which I doubt is really needed. Douglas Brown, in a lecture given at SIT in April 1973, and Rebecca Valette, in her handbook of Modern

<u>Language</u> <u>Classroom</u> <u>Techniques</u>, both saw no need to defend the assertion

that people learn languages in different ways.* For a deeper study of

this subject and its implications, read Earl Stevick's forthcoming

book on memory and learning.*

If we aren't sure how humans learn languages, but if the best

current thinking suggests that we learn languages actively rather than

passively and that even this generalization is weak because we learn

languages in different ways, then it would seem that we should all

devote some time to considering individualized language instruction.

Furthermore, if the above assumptions are true, then what I have referred

to above as "model 3" individualization of both pacing and content in

a class is preferable to the more restricted "model 2" individualization

of pacing alone. "Model 1" or tutorial individualization is perhaps

as good as "model 3", but it lacks the great advantage of peer support

and interaction for the student, and it is prohibitively expensive

for mass education. In the following section of this paper, I will

discuss a number of ideas for individualization with which I don't

agree. Some of these I fault for being too restrictive of the students'

freedom to learn. In other words, they are examples of "model 2"

individualization. Later in the paper, when I explain the READI for ALL

approach, you will see that it is based on individualization of both

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*Allen, Edward David, and Valette, Rebecca M. <u>Modern</u> <u>Language</u>
<u>Classroom</u> <u>Techniques</u>: A Handbook. Harcourt Brace Jovanovich.
New York. 1972.
*I read a partial first draft in November 1972.

pacing and content, on the maximum freedom practical in the teacher's particular situation.

Free teacher or free loader?

Most teachers will probably ignore and be left quite unmoved by such startling theories and arguments for individualization. If they get involved, it will be because fads have attraction for the would-be upwardly mobile teacher, or because they honestly hope that this new "method" will give an answer to dropping enrollment and secure their jobs. Luckily for the profession of language teaching, there are others.

III. THE STATE OF THE ART

There are a lot of people in the United States working hard to individualize their language classrooms, departments and school systems, a lot of good, bright, inventive teachers. This is good because there is a lot of work and hard thinking to be done. Some of these people understand individualization; others are along for the ride on the band-wagon, just merrily doing their own thing with a new "in" name. Some of the more ambitious have developed whole systems repleat with new, technical jargon and expensive paraphernalia. Others have come up with new ideas, or polished up old ones, and put them to work in a traditional framework, adapting and experimenting as needed. Some of these systems and suggestions are wonderful, and they will fit into my idealized course, READI for ALL. Others won't, because they just don't fit or because I don't like them. Some of those I disagree with in toto, others I like parts of, parts I could adapt and use. This second section is devoted to these interesting misfits.

Before I start I must say that all these ideas have merit, and I will not attempt to do them injustice. My purpose is not to malign either the ideas or their adherents, but rather to point out pitfalls along the way, John Bunyan fashion. Any of the following courses can be more favorably construed, and taken with moderation (and salts) they might lead to success.

The Permissive Zoo

Most experienced teachers will jump to point out the hazards of too much permissiveness. They are, of course, begging the question. How much is too much? The proponents of permissiveness like noise and action. Lots of noise means lots of communication-- silence is unnatural and counter productive. The younger generation, particularly, thrive on noise; without it they can't relax, they can hardly think. As for action, just remember kinesthetics. We speak our own language with our hands, our faces, our whole bodies as well as with words. So get the class moving; the more, the better. With movement and noise comes feeling, the need for freedom, for play. For all animals, play is serious, a learning exercise. So the more freedom, the more play, the more learning. How rarely we really learn anything. How clearly we remember joy and everything associated with it. A classroom, particularly a language classroom dedicated to the arts of communication, should be a place of joy, of laughter.

It may be hard to argue against such lyrical ideas until you've been there; it's like arguing against apple pie. But once you've been there (as I have both as a student and as a teacher), you know that too much permissiveness is nervewracking for everyone, prevents thinking, is boring, is "too much." It may provide catharsis and communication, but it won't provide much chance to learn a language. Admittedly, the question "How much is too much,"

still goes begging.*

The Endless Ladder

One of the basic questions which has led us to consider individualization is what to do with the slow learner and how to support the genius. One solution is to let each student go through your well-sequenced and perhaps programmed course at his own speed. What difference does it make how fast he's going as long as he's making real progress. So what if he takes two years to finish French One. He feels real accomplishment in getting there. After all, a low language aptitude only means that one is slow to learn, not that one can't learn. And think of the advantage to the genius who can finish two (or perhaps three!) years in one, and without being bored.

There are several problems with the Endless Ladder. The worst emotionally is the horror of the Sisyphus syndrom. You may tell the slow learner that he is making progress, but as he rolls his way slowly and alone through that programmed text, falling farther and farther

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Mme. Montessori, Charlton Washburn and Sylvia Ashton Warner have all been having a profound and essentially healthy effect on American education in this century. The work of these innovative individualizers has been slow to catch on, but it has, and in many ways (some of which would have surprised them), and it is now stimulating the movement to individualize language learning. As it does, we should keep in mind some of the lessons of "progressive education" of the '30's through the '50's, or of Mrs. Warner's recent experiences teaching in Colorado; permissive education, when good, is very, very good, and when gone bad, is horrid.
*Ashton-Warner, Sylvia. Spearpoint: Teacher in America. Knopf, 1972.

"behind," somehow it's often hard for him to remember--particularly
if you can't quite hide the truth that you're as bored with him as
he is with the French.

More basic is the problem of sequencing. The Endless Ladder has
free pacing in a set sequence. Because page 26 follows page 25, many
teachers seem to feel that structure A should follow B. Or they
might use such an analogy as: "you can't put in the ball room until
you've laid the foundation." There's some truth in that, but French
really isn't a palace. Some students have hang ups on pronoun sub-
stitution or the pronunciation of plus. Why lock them in? Most texts
have perfectly reasonable sequencing of structures, but texts vary
widely in how they sequence and how much of what they put into their
primary courses. If text authors have this latitude, why shouldn't
students, who know better than anyone when they themselves are
learning, when their memories are actually functioning, and when they
are wasting time.

The Obstacle Course

There is increasing interest within the teaching community in
modular scheduling. The first argument given for it is that students
seem to learn better when they can concentrate on one subject at a
time, really get into it, without distractions. There are a couple
of other important considerations. In remembering a series of facts,
people tend to recall the first and last items in the series. This
is called the effect of "primacy" and "recency." A similar, although

probably unrelated, pattern is discernible in most classes and courses.
Although the introduction of high-interest material may alter the
pattern, students naturally tend to remember best material introduced
at the beginning and end of each class. Thus many teachers try to
present new material, perhaps a new dialogue or grammar point, at
the end of each class and then return to it at the beginning of the
next. Many extensive courses follow the same pattern. Early in the
year, the subject is new, the students are fresh, and learning/teaching
seems to go well. Then, "no matter what I do," there is a mid-term
slump. Everyone, including the teacher, begins to loose interest,
excitement. At the end of the course, things pick up. There is more
pressure. The end is in sight and everyone tries to gather the loose
ends and finish strong. This "termination" effect, which is augmented
by, though not the same as, the recency effect, may be mistaken in
traditional courses for the effect of the term end final exam. It
is there, nonetheless, as teachers and students of ungraded, untested
extra-curricular and "continuing education" courses know. Using modular
scheduling, a teacher may cover the same amount of material as in the
comparable extensive course, but the course may take three weeks rather
than three months, and the length of the slump between the primacy
and termination effects is shorter as well.

Another important consideration in judging modular scheduling is
"comprehendibility." Many courses prove to be discouraging because
they are incomprehendible. The student has his book and knows how
long the term is, but he has little or no feeling for "where the course

is going, or why." Across an entire year, he may feel dragged along
from one chore to the next, with little sense of progress, of accomp-
lishment, of finishing anything. Marking his progress with a series
of accumulative quizzes and tests may not make him feel any better,
particularly if his marks are low. The advantage of modular programing
is that it takes a shorter length of time and must be better organized
(under the pressure of time). The student is typically told that
over the next period of time he will be responsible for covering such
and such and attending such and such. This is comprehendible.

Some innovative teachers, seeing the advantages of modular
scheduling, are experimentally carrying the logic out a step farther.
Whether they are given a time module or an extensive period for their
course, they are breaking the material of their course into mini-
modules or mini-courses. In principle this is great, but one
well-meaning teacher presented a variation at the 1972 ACTFL-SCOLT
Convention which could be characterized as The Obstacle Course.

The material of a rather full-detailed extensive course was broken
up into well-defined and well-tested mini-courses. It seemed extremely
carefully organized and clearly presented. The problem was that it
was apparently all obligatory. There was no freedom of choice or
sequencing. Any substantial part of any of the mini-courses could
prove an obstacle on which an unwary teacher might let some of her
students founder. The greater the individualization of pace, the
greater the danger. One very good teacher, Mrs. Renee Disick of Valley
Stream, N.Y., has tried to solve the problem of The Obstacle Course by

running all her students through it at once. That way she can more easily keep track of each of them, and they get some of the advantages of individualized pacing along with the advantages of mini-moduling. They all start each mini-course at the same time and proceed at their own rate to accomplish the objectives set in the proper order. Some finish and some don't within the proper time, and they are all graded accordingly. If they don't finish, they have to work harder to make up the work or they fail. In the hands of this good teacher, this system with its psychological drawbacks apparently works. In another's hands, The Obstacle Course turns into a variation of The Endless Ladder. The plodders are caught, tripping over unessential hurdles, falling farther and farther behind. The danger in the mini-course movement is that too many teachers may simply and unimaginatively break up their too-structured sequence (based on their comfortably familiar text) into comprehensible chunks, and then when the new fad fails them, they retrench.

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*Since writing this I have seen a well run Obstacle Course in action, set up by the foreign language department at the high school in Burnt Hills, N.Y., with the help of Christine MacCormack (MAT4)--whose independent professional project on the subject I recommend for further reading. They set up a set sequence, one text course with controlled pacing, not unlike that described by Renee Disick. I have to admit that despite the limitation of student initiative and other disadvantages suggested above, this is an excellent way to introduce students already studying a language to individualization. It gives them confidence because the text is familiar to them, and it reduces the amount of materials writing the teacher has to do. This is a great boon since initiating an individualized program requires an extraordinary amount of planning and writing under any circumstances. At Burnt Hills, they schedule the tests on the mini-modules (Units) for the slower students and offer supplementary activities for the fast learners who finish the required grammar exercises well before the test.

Single-track LAPs

The construction of Learning Activity Packets has become one of
the most fashionable approaches to individualization of instruction.
The idea, which is certainly not a new one, is to embody each learning
task in a project which the student will do on his own. Instructions
for the project are given in the packet. The innovation lies in the
project design. An explanation of what a LAP is and the specifics of
LAP construction will be given later. What is germane to this
discussion of single-tracking is that LAPs are generally constructed
with a variety of optional activities, each intended to help the student
understand the subject, which is the instructional objective of the LAP.
Sadly I heard quite a few teachers, who were fellow participants at
an ACTFL workshop on LAP construction, struggling with this challenge
to give their students choice. The outcome seemed to be that they
would list five or six activities in their LAPs as compulsory exercises;
they they would offer a couple of extra-credit activities, for those
who wanted or needed more work. One good woman enthusiastically
informed me that she intended to convert her whole course into such
individualized LAPs, maybe even by Christmas, although she recognized
that it would take a lot of time to design a good LAP to cover each
point in the sequence of her French 2 course, the one she wanted to
experiment on. I'm afraid my cool reception of this news may have
been taken as reactionary for she was soon on to other subjects.

Needless to say, the concept of a single, obligatory track of
activities or LAPs, mini-courses or traditional text chapters does

not mesh well with "Model 3" individualized, learner-directed study
or the development of intellectual self-reliance, which is a necessary
attribute of anyone who wants to master a language, or any other subject,
once outside the classroom.

The Six Pack

Ronald Gougher has been one of the prime promoters of individual-
ization. He and John Beckman are editing a three-year column in the
ACTFL Annals, and he puts out a school newletter and has written a
book on the subject. Mr. Gougher is much opposed to the LAP approach,
perhaps because he sees among his fellow teachers the tendency to fall
into the error of single-track sequencing--which is natural because
LAPs are complicated and time consuming to develop. He may also object
to the rigidity of an approach which tends to structure every task to
the point of over structuring it.

Anyway, Mr. Gougher proposes an alternative which I call The Six
Pack. He would sequence the grammatical core of his course in blocks
of material, which, although they may be simple points or whole verb
tenses, seem to be in effect unstructured or perhaps loosely structured
LAPs. This core material would, I gather, be essential to progressing
in his course. Along with this core of grammar, he would offer the
student a choice of five parallel supplements, alternatives, a couple
of which would probably appeal to the students' interests. They might
be such subjects in a Spanish 2 course as Spanish (or Latin American)
History in Spanish, Spanish Art, a history of Spanish science, auto-

mechanics in Spanish, Lorca, and everyday life in a Latin Family.

The student would have to take the core sequence, but he could choose

to follow one or several of the others. Although he could, presumably

follow any of the six tracks at his own rate, he would be urged to

"keep up" on these chosen tracks since the tasks assigned on any one

of the supplementary tracks would be coordinated linguistically with

one of the blocks in the grammar core. This coordination is presumably

intended to generate a "felt need" for the grammar.
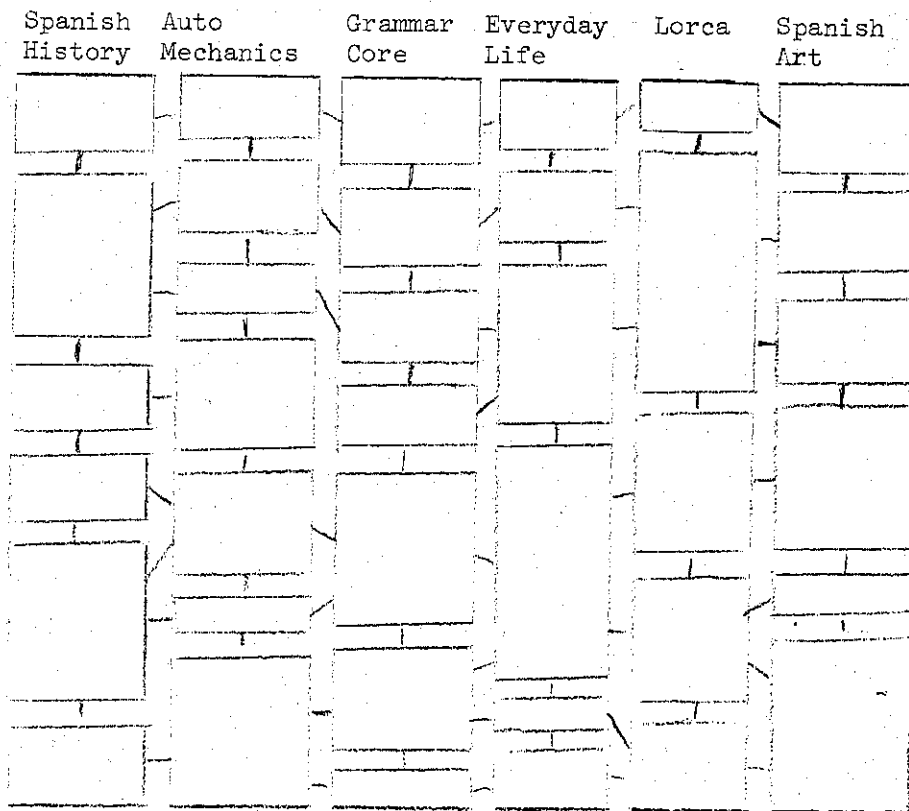
The above diagram of a possible multiple track individualized Spanish 2

course is based on one given by Ronald Gougher in an address to the

Third Annual Meeting of the Massachusetts Foreign Language Association,
November 4, 1972, titled: A Discussion of the State of Individualized
Foreign Language Instruction with Emphasis on First Steps Toward
Implementation in College and Secondary Schools.

Mr. Gougher's approach to individualization may work wonders with
the right highly motivated students and teachers. It does seem to me,
however, that in the name of individualization he is proposing more
structure than most students or teachers could handle. Moreover, I
fear some students might see this system as a ruse to smuggle six courses
into the time and for the credit allotted for one. It seems mean-spirited
to suspect an average student of such ungenerous thoughts. I'm sure
Mr. Gougher sees his course as offering freedom to choose and an ex-
citing variety of subject matter, rather than a lot of extra work and
a hopeless web of interrelated and interdependent structures. Here
again, as in all systems really, everything depends on the ability of
the teacher to avoid potential problems.

The Stone Monkey

Dr. Richard Barrutia of the University of California at Irvine
spent last year in Mexico City as Director of the university's Education
Abroad Program, Mexico Center. He is one of the innovators in the field
of individualization, and he approached the Instituto Mexicano Norte-
americano de Relaciones Cultrales, Binational Center in Mexico City,
with the offer to help them revitalize and individualize their tradi-
tional program. In the October 1972 ACTFL Annals, Robert Young of the

Institute describes in very useful detail how they went about changing and their success. What makes it useful is the practical rather than theoretical insights he gives of the changes they and their program underwent. Those of us MAT3's who were in Mexico at that time were lucky enough to have Dr. Barrutia join us for part of our mid-practice-teaching seminar.

Dr. Barrutia discussed many topics and what he said has undoubtedly influenced my thinking on individualization; I found myself agreeing with and interested in most of it. One topic, however, I found disagreeable, and the more I have thought about it since, the more I am disturbed. I will characterize the proposal he provoked us with, as he did himself, by relating it to the myth of the Stone Monkey. Before doing so, however, I should spread the credit for distrubing me to two other sources. The most recent is an article in the May 1971 ACTFL Annals by Richard T. Scanlan on "Computer-Assisted Instruction in Foreign Languages at the University of Illinois." In this article and in a further contribution in the October 1971 issue, Prof. Scanlan tells about the operation of the PLATO system in his classics department's Latin program. PLATO is an acronym for Programmed Logic for Automated Teaching Operations.

The third and original insight into the Stone Monkey I gained from several lengthy discussions with Dr. Stewart Wilson, who was at the time developing a prototype computerized teaching program in astronomy for Dr. Land of Polaroid. Stewart, a very personable friend, got me quite excited about the potential of similar systems for teaching technical subjects.

According to Dr. Barrutia, the ancient Chinese myth of the Stone Monkey tells that the gods offered to grant the foolish beast any talent or ability he wanted. He considered many talents which might let him rule the world, but for every one, even he could think of some occasion on which that ability would fail him. Then the thought of the multitude of possible problems to be solved gave him the ultimate solution. He asked that he be given only the ability to reproduce himself, just as he was, an infinite number of times. This gift granted, the foolish Stone Monkey soon became master of the world and ruled it wisely and well for an age.

Any reasonably bright, well-trained teacher, as Dr. Barrutia sees it (or says he does), could solve any language student's problems and tutor him to proficiency in a language, if he could devote the necessary time and individual attention. The solution is to find a way to reproduce yourself so that all your students can benefit from your undivided attention. The computer, like the gods of yore, is able to offer us this talent. Dr. Barrutia has developed, with commercial backing from some great corporation (other than Polaroid) a computer program allowing him to individualize the teaching of Spanish. Into this carefully worked out program, he has put all the instruction and tutoring he could give any student of Spanish I.

Because of the nature of our seminar, Dr. Barrutia did not go into a detailed analysis of his course (perhaps, too, because computer soft-ware cannot be copyrighted). However, Dr. Scanlan does give us an idea of how to program a course to allow for individualized pacing

and testing (PLATO also does such tricks as remember his students'
names and where they are, even after weeks of absence). As I under-
stand it, PLATO offers little individualization of sequencing.
Dr. Barrutia offers more, but I still got the impression (perhaps
mistaken) that his students were not getting through the computer the
freedom of choice he was designing into the Mexico program. Such free-
dom is possible though, according to my friend Stewart Wilson, whose
primary objective was to design free sequencing into his course.

If that is the case, you might well ask why I object. After
all, the Stone Monkey can offer instruction individualized as to
pacing, testing and sequencing to thousands of students at thousands
of levels all at one time. Perhaps, here I am being conservative, but
I cannot believe that this is the ultimate solution. Language is the
medium for the communication of ideas, and computers, for all their
vaunted ability to communicate and compute, cannot have ideas. They
are not creators but tools. As tools they may--in fact, I'm sure
they will--revolutionize mass language instruction in time. But they
cannot replace the teacher. The replica Stone Monkeys are not alive
like Barrutia. They may train students in the mechanics of Spanish--
I'm sure they do. But they won't inspire many students to communicate
living ideas in a living language, not once the magic of novelty
wears off.

Having made this point, I must admit that of all the interesting
misfits,I have portrayed in this section, the Stone Monkey is the

most exciting. Given enough money and time, a great teacher and a
great program designer and a host of teacher aids could do wonders
with thousands of students at a time, so long as the new tool doesn't
overpower the art.

IV. READI for ALL:

An idealized, individualized course in ESL

An overview

The primary objective of READI for ALL (an acronym for Responsive Eclecticism and Departmentwide Individualization for Active Language Learning) is to take maximum advantage of the independent-mindedness, resourcefulness and creativity of each of the students and teachers in a language program. In the great Anglo-American tradition, the twin bywords of this revolutionary approach are Freedom and Compromise. "Idealized individualization" seems to be a classic oxymoron, and as such devices will sometimes do, it points up the source of the dynamic of this most recent fad.

Only a dreamer, an idealist, would think up and take seriously the possibilities of individualization, and then it would take a crisis in the classroom, like the present one, to get him to try to implement such ideals. Only a minor, modern-day Plato (as opposed to PLATO) would be foolish enough. Without him there is dullness, resentment, unrealized suppression of mind and spirit. And yet the revolution erupts, for good or ill, when you put him in the classroom. It is there, in the real, everyday world, that he comes to grips with the real need for individualization, the bright, bored kids, the impossibly dull, rigid text, and the awful inheritance from the no-longer-so-bright teachers who have had the kids the year before and the class

period before. Individualization isn't a matter of realizing a wonder-
ful new system; it is coping with the hang ups, antagonism, demands
and (if you're successful) emerging interests of specific men and
women, each one of whom is naturally willful, erratic, tough-minded
and in need of recognition. Listening to the body language and emotions
of teachers at the 1972 ACTFL Convention who are actively individualizing
their classes, I was reminded of true-hearted soldiers returning to the
trenches. These valiant few who had survived their trial were still
willing and exhilarated (at least, that was their pose in seeking
recruits and promotion for their cause), but the conflict between
their dreams and realities was ripping at their psychological guts.
Idealized individualization is too dynamic to be a perfect, easy
solution.

READI for ALL cannot, therefore, be spelled out in detail, or out-
lined assignment by computerized LAP. Each teacher must develop it as
he goes along; he must be free to compromise and compromise to be free.
Robert Young, in his ACTFL Annals article on the experiment in Mexico
City, puts it well. "What, exactly, is the new system? It is, of
course, almost whatever the individual teacher and his students want
and are able to make it. We try a new technique almost every day,
discarding the unproductive ones, and refining and cataloguing those
that seem to work." That's the spirit. READI for ALL is best defined
by the problems it copes with, the solutions it offers, and the spirit
of openness, of readiness with which it experiments.

Responsive Eclecticism

The method is anti-Method. Take everything and anything that will help be responsive to the needs of each student. Be free to use audio-lingual, cognitive code, situational reinforcement, or even grammar translation techniques. Be free to let each student do his own thing alone, but also be free to discipline, to use choral techniques with the entire class and even to limit choice by making attendance obligatory for some activities and special sessions. An individualized department will let each teacher be free to be eclectic.

Compromise and Departmentwide Individualization

The implications of the word "compromise" in this context are many; that's why it is one of the twin bywords. The idealistic teacher must compromise his ideas to fit reality. He must compromise with the bankrupt school system, which is bankrupt in more ways than one usually. He must compromise what he feels is important for his students to learn with what they think is important and want to learn. But most important, individualization, to work, forces him and each of his students to compromise their freedom, their individual independence. Another all-American truism: There can be no freedom without responsibility.

In this way "compromise" means "cooperation." And without the willingness to cooperate on all sides, READI for ALL or any individualized system will surely fail. This willingness, which must come from the enlightened personalities of the headmaster, department heads and good teachers, is often overlooked by theoreticians, particularly

those who dreamed up the Scientific Method and auto-mated learning
systems. No machine or system can supply the inspiration, moral force
or personality which fosters motivation for education (ex ducers),
particularly in learning a communication skill. Some teachers will
protest, "Machines and scientific methods work." Of course they do.
Under the sway of novelty, almost any method will work. The noviciates
of a new fad are all willingness, and they inspire one another and their
students with such zeal that they all learn like mad, at least for a
while. Then the "primacy" effect wears thin--boredom and slump rule
until the new awakening. Even Fadism has its distinct virtures. It
is an "American" exaggeration of that progressive turmoil which
enlightened Europe and the West out of the undynamic dark ages. Without
the force of fads, most of us would still be teaching a grammar-trans-
lation method focused on Latin models and Great Literature.

Team teaching and ego

One of the most important (and difficult) compromises to cooperation
that a teacher should consider making is team teaching, sharing a class
with another cooperating teacher. "My classroom is my castle; there
I'm free." "My teaching personality--which works just fine, by the
way--won't take working with someone else. I can't do it. I'd lose
my touch with the students." "I'm afraid it won't work." "I've tried
it and we couldn't get along. Her personality was just too strong.
She did things her way, I did them mine, and we never got together."
I've heard all these reactions to the very thought of team teaching

recently. (One was from an MAT, who is a fine teacher). All of them may be fair, but I find myself pitying the poor students. No wonder they feel supressed and spiritually stunted. Jerome Mirsky, an extraordinary teacher from Jericho (N.Y.) High School in Hewlett, N.Y., was very candid in describing his conversion to individualization at the 1972 ACTFL convention, "I knew I couldn't give it up, being the center of attraction, a performer, controlling my audience. And it didn't take their patience. I was good!"

I am not suggesting such a sacrifice as team teaching for its own sake, although it can be fun and revealing. I am suggesting it, because it is a practical solution to several real problems. For one thing, it might curb the brilliant ego-mania of some teachers, making them more self-aware because they find they can't do in front of a colleague what they are used to doing to their classes. This in turn might let their students assert a little creative individuality and learn.

Leading from strength

The second most obvious problem is that different teachers have different strengths and some have serious weaknesses. The more weaknesses they have, the more they tend to be afraid. The more afraid they are, the stronger and tougher the stands they take--for job security, against innovation, for strict class discipline. The more weaknesses teachers have, the more they feel threatened by team teaching and the more they need it. This is because, if teachers can be brought to

work closely together in a spirit of professional cooperation, they can use their strengths to best advantage and support each other where they are weak.

Class size

A third important problem for which team teaching might offer a solution is class size. It can be considered in absolute or relative terms. Virtually no one can teach a class of fifty or a hundred alone and do a decent job. (Caleb Gattegno claims to be able to, but with (under) his personality and silent-way method his students are working inside themselves, teaching themselves the language, so whether or not he is really "alone" is open to debate.) If a teacher is alone with a large class, he can subdivide the group and work with the parts individually, but real individualization is impossible.

If a teacher is alone with a class of fifty, without either mechanical or flesh-and-blood aids, individualization is impossible. If he has a class of ten, it still is difficult. In any case, the more help he can get, the better. There are many varieties of team teaching which can be used. Advanced students can help teach. These can be, for help on individual exercises, good students from the class itself. Or they can be, say, third-year students helping out regularly in a first year class, and given credit towards their own course since teaching a language is perhaps the best way to practice and learn it. Many teachers seek out parents or friends who are native (or at least fluent) speakers to serve as aides. Some schools hire part- or full-

group activity at X time, she will attract three students who feel
the need for what she is doing. Now, in the same department there
might be two other teachers, each with ten students, each teaching
the same course, say ESOL Intermediate. If they plan their offerings
together, and plan well, each of them will attract three of "their
own" students and one or two others. Perhaps under some circumstances,
each might attract nine, but that is improbable. Given the freedom,
and a good variety of presentations and materials to choose from, and
encouragement to follow their own interests and needs, about half the
students might prefer to work alone or with other students. Without
team teaching, without the variety, the three teachers would be able
to work personally with only nine students at X time. By cooperating,
they would give spoken English to twelve to fifteen of their thirty
students. This does not obviate this fault, the tendency to overuse
written exercises, but it does help. And taken together with the help
that team teaching and departmentwide planning offer to the problems
of teacher ego trips, teachers' weaknesses and large class size, it
makes them worth serious consideration.

Active Language Learning

In discussing the terms behind the acronym READI for ALL, the
greatest stress should be placed on the ALL, Active Language Learning.
For this concept is of fundamentally greater importance than that of
eclecticism or even that of individualization. All the methodology
and techniques explained, referred to or suggested in this paper are

time untrained teacher's aides to work with large or difficult classes.
Others, of course, take on student teachers for their internships. All
of these aides, who should be treated seriously as paraprofessional
colleagues, share the weakness of lack of experience. They may well
be extremely gifted and imaginative teachers, however, and they will
ease the problem of class size and of introducing and maintaining
individualization if they are valued and used for their strengths.
How do you learn their strengths? Try asking. And then watch.

Variety of presentation and materials

One of the greatest drawbacks to individualization as many teachers
have tried it is that if each student is allowed the freedom to select
his own materials at his own time, the class will become fragmented,
no two students will be doing the same thing, and since the teacher
can really only do one thing well at a time, the students will rarely
have the benefit of aural work with a living model. No matter how
cleverly individualization is done (from what I've heard), this
reversion to reading and writing exercises, this down-playing of the
importance of the spoken tongue, is a major fault. It is for this
reason that I advocate eclectism of method and technique responsive
to the students' need to use the spoken language--there should be no
getting away from some group discussion and drilling. And it is for
this same reason that I advocate departmentwide planning and team
teaching.

One teacher has ten students. If she chooses an appropriate

intended to stimulate active language learning. By this term I mean

the antithesis of passive, mechanical, stimulus-response learning.

There is a place for rote memorization in language learning. There

is also a need for automatic response. But without the active involve-

ment of the creative intelligence and its cutting edge, curiosity, the

development of fluency in a new language would be and has been dreadful

costly.

But the Behaviorists have had documented success! True. And why?

I hypothesize that it is because man's irrepressible curiosity cannot

be completely squelched, even by nearly endless and mindless repetition.

Eventually the mind becomes active, drops out of the drills and tries

to sort out the rules and patterns of the language, creatively. It

follows that the more actively the mind is engaged in the learning

process, the greater the amount of learning that will take place.

Furthermore, the more Behaviorist and teacher-dominated a class is, the

worse it is as an environment for economic learning. Individualization

can offer a good environment, but it should not be pushed to such an

extreme that it excludes the use of such group activities as those

used in the Silent Way and its variants. There are many fresh approaches

to involving the imagination in learning language, and in the true

spirit of individualization a teacher should be open to them all.

Sequencing

The proselytizers of transformational grammar from Chomsky to

Jakobovitz have been in the bad habit of making their points negatively.

In article after article they have set up the Skinnerians (as Gattegno calls them) for a fall. Behaviorism is their whipping boy, and they whip him to death, again and again and again. The champions of individualization tend to the same bad habit. Their boy is the scientific method. They (perhaps I should say "we") have him down, but they keep kicking.

One of the basic tenants of the Scientific Method is the importance of linguistic sequencing. The audio-lingualists developed this notion, I suppose, in reaction to the difficulties posed by the grammar-translation methods used by their teachers. Even in recent texts, I have seen relatively obscure points of grammar introduced into the first couple of chapters of a beginning book, apparently because they happened to come up in the reading. Linguistic sequencing is definitely important--I've watched a friend trying to teach beginners the "important distinction" between "may" and "can" before they could handle the verb "go." It is important, but we should ask, is the specific sequence important, is the tight structure and complete control advocated by the Skinnerians necessary, and is it vital to sequence all the structures of a language. How elaborate must we be.

Specific Sequencing and Control

It is traditional to start grammatical sequences at the beginning level with the verbs "be" and "have" and the present tense. Even such a basic concept as this can be questioned. How often do we really use the simple present? Eugene Hall developed his Situational Reinforcement

materials with the supposition that we use the past and present progressive

tenses more often. Furthermore, teaching them first allows him at the

beginning of his course to create a situation in the classroom about

which he and his students can talk. The immediacy of the situation

makes it interesting and easy to understand. Though it is linguistically

more complicated to say, "Walk around the table. What did you do?" "I

walked around the table," than it is to say "He walks to school," it is

much easier to understand and the real situation is more memorable.

I am not arguing for the specific sequence of Hall's materials,

although I agree that there is logic to it. I am pointing out that

even at the most basic level there is nothing sacred or immutable about

linguistic sequence. When the student gets more and more advanced, any

set sequence is more and more open to question. Should models be

introduced before or after "if" clauses or superlative adjectives?

The logic for any set sequence must be terribly strong to outweigh

the stimulating effect on both teachers and students of free, responsive

sequencing.

How much to Sequence?

That is a crucial question. How far do we carry the logic of in-

dividualization, the freedom of the individual teacher and student?

Clearly no one can learn English or any other language unless they

learn certain basic structures. And clearly, although there is quite

a lot of variation possible, some sequencing is necessary if the student

is to learn efficiently. Dr. Gattegno started me on what I consider

to be an extremely important train of thought. The learner's time is precious; he has just so much patience; he can take in just so much information in the time he has for study. The teacher owes him the respect to keep economy in mind at all times. Given just so much time, what must be covered and what is the most efficient way of covering it.

The Core

In designing my READI for ALL course, I would start by reviewing the basic structures of English (or any language to be taught). Keeping in mind that minimal advancement I would expect a student to make in the course and the student's need to function at a minimal-communication level in the language as soon as possible, I would question the introduction of each structure. I would ask, is it essential and what is the most efficient way of covering it. "Going to" future--a must. Modals "may and might"--not essential at the basic level.

As I went along, I, together with my team of teachers, would develop a sequence. We could be somewhat free with it but some structure would be necessary to help us keep our bearings as we progressed. With three teachers and all of English grammar to present, it is difficult but vital to keep careful track of what essential, core material has been given to everyone in the class. For the core material I would keep a chart, similar to the excellent ones devised by Bill Harshbarger (appended).* In reviewing each day's work with

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*Harshbarger, William. A Teacher Manual for Self-Learning Instruction. School for International Training.

BASIC SENTENCE PATTERNS

	IN-TRANSITIVE 1.	DIR. A.	INDIR. B.	OBJ. COMP. C.	LINKING 3.	IT IS A.	THERE ARE B.
		TRANSITIVE 2.				BE 4.	
NEGATIVE	5.					6.	
QUESTION	7.					8.	
INTERROGATIVES — WHERE WHEN WHY HOW	9.						
INTERROGATIVES — WHOM WHAT	10.						
INTERROGATIVES — WHO WHAT	11.						
INTERROGATIVES — NEGATIVE	12.					13.	

TAG QUESTIONS	AFFIRMATIVE 14.	NEGATIVE 15.

LINGUISTIC ELEMENTS (no order)	GENERAL ORDER OF INTRODUCTION BASIC SENTENCE PATTERNS																		
	11	4A	4B	9	8	6	4	2A	7	5	2B	1	13	12	14	15	10	3	2?
VERBS																			
Present																			
PAST																			
Regular																			
Irregular																			
Habitual																			
CONTINUOUS																			
Present																			
Past																			
FUTURE																			
Regular																			
"going to"																			
PERFECT																			
Past																			
Present																			
Future																			
MODALS																			
Will-Would																			
Shall-Should																			
Can-Could																			
May-Might																			
Must-Ought to																			
Have to																			
TWO WORD VERBS																			
NOUNS																			
Possessive																			
Plural																			
ADJECTIVES																			
Comparison																			
Superlative																			
PRONOUNS																			
Personal																			
Possessive																			
Desmostrative																			
DETERMINERS																			
Predeterminers																			
Postdeterminers																			
CONJUNCTIONS																			
ADVERBS																			
Place																			
Location																			
Manner																			
Subordinates																			

the team teachers, I would be sure that we had covered with all of

the students the structures we had planned to present, either in one

group presentation or to individuals or small groups. Needless to say,

an initial presentation of core material to the entire group all at

once has its advantages. I would try to develop the most efficient

presentation on any one structure, using the talents of the team, and

then plan to follow it up, for those students who need more work, with

repetitions and a variety of other sound and different presentations.

Take for example the present progressive or continuous. In this

case, I am inclined to like the Situational Reinforcement presentation.

If the team agreed with me, we would probably start a class period with

a group presentation like this. First Miss Jones would put me through

the drill a couple of times as a model.

            Miss Jones: Go to the door. (I go)
            Miss Jones: What are you doing now?
                   AAB: Excuse me. What did you say?
            Miss Jones: What are you doing now?
                   AAB: I'm going to the door.
            Miss Jones: What did you do?
                   AAB: I went to the door.

Then Miss Jones finds a volunteer, and she patiently runs through the
drill as the volunteer goes to the door and replies to her questions.
A second volunteer is put through the paces, and then Miss Jones asks
him to ask a third person. If the student questioner cannot come up
with the command or the question, Miss Jones gets help from the class,
a la Silent Way. The third student finishes and asks a fourth, and
perhaps as the fourth asks a fifth, the third teacher and I single
out two students whose attention is wandering and begin the drilling
chain with them, sending them if possible to different places, doors,
windows, the blackboard, etc. The drill is, as much as possible,
student run. There are however, three teachers listening for gross
uncorrected errors and willing to help out if any student gets too
badly bogged down.

This and perhaps one more SR drill like "I'm writing my name on the blackboard," and the chance to write these drills on the board and self-correct them with the help of the class, should be a sufficient presentation for some classes and some students. I would then offer a variety of optional reinforcing exercises for those who feel the need of them, immediately and again at several times during the next couple of days. For examples:

Further SR drills on basically the same pattern.

Transformation drills, given either orally or as written assignments or both, either made up by the teacher or taken from such books as Robert Dixon's Beginning Lessons in English or Regents English Workbook. Examples: "He takes an English lesson every day. He is taking an English lesson now." "Look! ....to rain. (begin) Look! It's beginning to rain." "John studies in this class. John is studying in this class."

I would prefer such materials as Dixson's to more traditional audio-lingual materials because they are set up so that the student can do exercises orally with the teacher and fellow students or on paper by himself or both. However, if there is time and enough students need or want drilling repetition, the standard Lado-Fries materials are, of course, excellent. I would use English Pattern Practices because the fold-out charts of pictures at the back of the book--to which almost all of the drills relate--give a physical reference for what is being said. It is not situational, but it is an improvement on nothing. To follow along with our example, see pages 46-49. These

drills on the present progressive go along with the chart in the back

showing a comb, a watch and a key.

```
        Repeat:  1.  I'm looking for a comb.
                 2.  I'm looking for a watch.
                 3.  I'm looking for a key.
                 1.  He's buying a comb, etc.
                 1.  They're looking for a comb.

        Substitution:
                 John's looking for a comb.
                 The student         The student's looking for a comb.
Question-answer drills:
                 Teacher:   Are the boys studying?
                 Student A: Are the boys studying?
                 Student B: Yes, they are.  They are studying.
```

If the students are still alive, which is possible if you have a knack

for and love audio-lingual drilling, another good variation could be

drawn from English Sentence Patterns by Lado-Fries.

```
        Substitution-transformation drill:
                 Mary is watching the play.
                 She         She is watching the play.
                 yesterday   She watched the play yesterday.
                 everyday    She watches the play everyday.
                 now         She is watching the play now.
```

I give these examples, not for themselves because anyone can find

similar materials, but because they suggest how I would get away from

the use of a method or a text in being eclectic. Further variations

on group drills for the present progressive are on page 13 of Grant

Taylor's Mastering American English with the pattern, "He (work) hard

every day." and in McGraw Hill's National Council of Teachers of English

Book One. This book gives a variety of exercises based on simple

drawings--"Bill is playing a game. Dick is singing a song." Like

many texts, this one from McGraw Hill can be used best by a resource-

ful teacher with a little time as a model for exercises specially

developed for a particular class, taking into account their age, sophistication and vocabulary needs.

One brief aside, if you are going to attempt individualization and plan to develop a resource library of good texts using various methods, check the index of structures or the table of contents before you buy. All too many texts are virtually useless for quick reference and efficient lesson planning because they are not indexed.* This, in my opinion, is a fatal flaw in a text. Not only is it impossible for the teacher, but it also hampers the good student, who after using a text wants to keep it for a future reference. One of the worst series available from this point of view is that of The Experiment in International Living.

Getting back to our examples of optional materials useful in reinforcing the core structure of the present progressive, grammatical explanations should be suggested for those students so inclined. What is called the cognitive approach should not be forced on students but rather made available. The best way to handle this is tutorially with the individual student. But the teacher, student teacher or aid should be armed with a good, familiar book. <u>Mastering</u> <u>American</u> <u>English</u> by Hayden, Pilgrim and Haggard is excellent. Dixson's books in the

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*A worthwhile project for anyone interested in individualization or any variety of creative language teaching is to develop a cross-reference index of the texts available to them based on the structures presented. A fine example is the index developed by Marjorie Winters for her professional project at the School for International Training. She cross-referenced the nine texts currently in use (1971-2) in the English Department at SIT.

Regents series are good. In both cases the grammatical explanations
are given in rather complicated English, so that a student (if alone)
would have to take a lot of time to puzzle out the meaning. If the student
can get into transformational explanations and learn how to read them, the
explanations in American English Grammatical Structure from The Center
for Curriculum Development are fairly clear and easy. Some students
may in fact benefit from owning and becoming familiar with a good English
grammar like Index to Modern English or the grammar sections of their
bilingual dictionary.

There are other group presentations using other methods, for instance
audio-visual. These might be presented to small groups of students. One
might run a series of exercises using familiar characters with a loose
storyline, each episode dealing with, among other things, the grammar
point you need to cover. I would favor using the EIL-Polydore "Max"
materials, for example, partly because they can be given a group presen-
tation and then suggested for self study.

All of the above suggestions are for optional, alternative ways
in which the teachers can help the students deal with the core material.
There are, of course, many approaches a resourceful teacher could suggest
to mastering any specific grammatical structure. Time should be set
aside for the student who wants to go over the same structure in a
number of different ways. During the same time, ideally at least one
teacher or aid would be available for tutorial help, a patient, personal
explanation of the structure to the student who is unable to get it
himself.

Supplemental Materials for Controlled Pacing

One of the ideals of individualized instruction is to allow students to proceed at their own rate. If allowed to be carried to the extreme this could lead to havoc--and despair for the slow learners, as suggested above in the description of the Endless Ladder. I attempt to control this tendency in READI for ALL by drawing a distinction between supplemental and essential core materials. The core material, which is a minimal amount, should be introduced at such a pace that the slowest students can master it, if they work, and still have some time left over for a little supplemental activity. If they cannot master it, I would first take a hard look at my pacing and their work, and then decide whether to slow the pace or drop the slower students back to take the course or module over again. This, of course, would not mean, as it does in many schools now, from scratch. It would mean extra time to go over any structures the students needed to review, more time to forge slowly ahead and more time for supplemental work.

The great advantage of the READI for ALL obligatory core system is that the good students and the truly gifted students, after mastering the core, have as much time as they want to devote to studying what they want (and the teacher or they can provide). And they can do this without disrupting the class by getting too far ahead. I say this, although I know that for some aggressive students, finishing two or even three years of English is the ideal. If I had such students in my program, I would let them race through as much of the core material as they could, mostly on their own. During group presentations of core material, they

would be welcome to join the group for review (of a structure they may long since have skimmed over too lightly), or they can study in some seperate work area on their own. If they need help, drilling, or direction, they can come for it while everyone is doing individualized activities.

Supplemental Materials for Their Own Sake

For most of the brighter, quicker students, however, getting ahead in this sense should not be a major goal. I would try to offer enough stimulating, fun supplemental material to keep even the brightest students busy learning vocabulary, new non-core structure and slang, building fluency in speaking, reading and writing, and working on projects of their choice with rich personal entertainment, intellectual or cultural payoffs. These good students can be used, tactfully, to help their friends who are having trouble. They can be set to playing games, like Scrabble or one of the many varieties of Concentration. As they become more advanced, they can choose to read: fiction, poetry, or non-fiction; books, magazines or newspapers. Or they might develop pen-pal correspondences. Or they might write, film or in some other way create projects dealing with whatever interests them, culturally, historically, politically, etc. The possibilities are limited only by the imaginations of the students and teachers, and, of course, by money available.

Scheduling and Planning Ahead

We have already discussed the need for economy in teaching, for keeping the student's time in mind. By offering both core and supplementary materials in an individualized program, the quick student can master the core and then, without wasting time on redundant exercises, can go on to study other useful information or skills. The slower student can take quite a lot of time, using his time on essentials and not wasting it on materials he doesn't have time to master. This system sounds good, but it would be foolish to suggest that it is easy. In fact, it is so difficult that I don't believe anyone has a thoroughly satisfactory solution

The primary problem is with scheduling. Assuming that the teacher can sort out all the possible activities, core and supplementary, how does he explain to average students what they are supposed to be doing, and how does he keep track of what they are doing. I have no simple plan. What everyone involved with individualization warns is that the teacher should, indeed must, do a lot of soul searching, planning ahead and scheduling. There is no substitute for time, personal effort and the money that it takes to afford both. The publishers have been challenged to come up with "individualized" materials. What they can't do is reach the first, essential level of individualization, that of the teacher developing materials which fit his personal approach. It is the teacher who must be free, inventive and flexible. The publisher can offer him adaptable, well-indexed materials, but no publisher can afford to custom-make a program to fit each teacher meeting the needs of each class.

The teacher must spend the time and effort. The place he should start is with the core materials. But let us consider the supplementary materials first. They should ideally be coordinated with the core; to some extent they must be. But they also have to be developed during the course to meet individual needs and interests. This is an on-going process. The teacher starts with a reserve of ideas to try out for supplementary activities. These either fail, or they need adapting, or they succeed. All the ideas except the out-right failures are kept. To them are added more ideas stimulated by the students. After the course, the teacher has a new, larger and richer reserve with which to start the next course. Needless to say, the first preparation takes the most time; it can be a great initial investment, particularly for those teachers or departments who decide to plunge into a fully individualized program from the start.

The preplanning of the core material is more important and perhaps easier. It is more important because it is, of course, the "core" of the course. It is also more important because it, more than the supplemental material, must be planned and thought out thoroughly ahead of time. For economy's sake, the student is being asked to decide for himself how to use his own time efficiently. To do this he must understand the system, both of instruction and of evaluation, and he must understand what his options are at all times. The whole system will fall flat if he can't plan ahead.

Ideally, the students should be given an overview of the new system at the start. This way they will understand the responsibility of their

new freedom. They should be given a general outline of the core materials, not in confusing specific detail, but tangible enough so that they have the idea that the subject is theirs to explore. Here again we see the advantage of modular programing. An overview of a short course is easier to grasp than that of a long one.

Once the student understands what will be expected of him in the long run and the relation of the core to the supplementary material (all this is theory), he must find out how it works by getting to work. One of the primary objectives the teacher must have in planning the beginning of individualization is to teach the students how to work and learn on their own. The rewards of this independence and of achieving goals and advancing within the system must be made apparent. Blind progress just won't work. Particularly at the beginning it is vital that all the students get through the core material and into supplementary activities. While this is true, it is also true that in a beginning course the teacher will find it necessary to hold the students together on the core material and cover quite a lot of basic grammar-- while the primacy effect lasts--before the students can get independently involved with supplementary activities which are either very productive or entertaining. Some teachers carry this to the point of suggesting that individualization not be started for several months or even a year. I don't agree, but they do have a point.

To give the students an overview, to explain to them what they are doing in an individualized course, it is necessary to plan out the course, particularly the core materials, ahead of time. This statement

is not a solution to the scheduling problem, but just a statement of

it. The "how-to" solution can only be an individualized one, worked

out by trial and error. I can only suggest that everything must be

planned out at least tentatively and that the core material be thought

out thoroughly using a chart or list of structures to be covered, as

mentioned above.

After this is done, the teacher must plan ways of keeping track

of what the student's are doing. For this problem, most teachers from

experience seem to come up with a number of solutions. They are closely

tied to the problem of evaluation and thus to each teacher's complex

knot of philosophy and prejudices. No matter what evaluative system

is chosen, the teacher might consider the READI for ALL solution of

giving the responsibility of keeping track to the student, who in turn

keeps his teacher informed of his progress. This can be done--and

has been done--with a system of contracts, worked out ahead of time

with the teacher. I have seen this system work effectively in the in-

dividualized social studies course in Bellows Falls, Vermont, and at

a higher academic level (but rather unsuccessfully) in our own MAT

program at the School for International Training. Another approach,

and one I grew up with in the Winnetka, Illinois, Public Schools, is

for each student to have a "score card" listing goals to be accomplished.

These goals can be set up as tests passed, behavioral objectives mastered,

as work done and reported to the teacher, or as formal LAPS (learning

activity packets), or as any combination of these. The score cards

give the student a tangible record of progress and, in my READI for ALL

scheme, include objectives dreamed up by self-motivated students with the teachers' support and approval.

Such a "loose" system as student-kept score cards depends to a great extent on cooperation, on the honor system. But this is true of every aspect of individualization of instruction. The students' realization that they have only themselves to benefit or cheat and their consequent growth in maturity, these are at the base of the philosophy, of the idealism behind individualization. The student's growth in independence and responsibility is the consumation most devoutly to be wished. Next to it, even learning a new language seems of secondary importance.

Though this may be true, a loose system which depends on students keeping track of themselves, by contracts, score cards or any other means, will only work if the teachers follow up on their system, know what the students are doing, appreciate their progress and show that they care.

Evaluation and Control

After treating the problems of scheduling, of keeping track of what each individual student is doing (and so planning ahead that he knows what to do), we come to the still more difficult problems of keeping track of how each student is doing, of evaluation and control. Again we must face up to our prejudices and the need to make decisions in the light of our educational philosophies. How do we feel about grading, about competition. There is no soft-peddling the issue.

The more "traditional" the school system's approach to competitive grading is, the more difficult individualization becomes. The thinking behind individualization includes a natural bias for simplified grading or no grading, for letting each student be judged on his own achievement rather than in comparison with his class. If individuals learn at different rates and in different ways, and if they are encouraged to do so, it is not only extremely difficult to grade them competitively, it is also unjust.

But this is the real world where we are all pitted against one another and in the end judged on our relative ability and accomplishments. We teachers may pride ourselves on supporting and making real headway with the slow learner, but in the end it is the quick ones (not the Einsteins or Churchills) who get into the good universities. So we usually have to compromise. Some schools will insist on grades which they need to establish rank in class and to decide whether credit will be given for "a year's work." In such institutions, individualization depends on letting the students work at their own rates while the teacher devotes extra special tutorial attention to the slower students trying to prepare them for periodic exams, etc. The READI for ALL system of offering core and supplementary materials would help in such a situation since the students, at least during the early part of the course, are kept more or less together on the core and could be tested primarily on it. The problem is that such a compromise would tend to undermine the morale of the good students. Why bother doing extra work if it "doesn't count." The more students are graded competitively, the less likely they are to want to learn for the sake of mastering the subject.

Will Robert Teetor, whom I heard speak at the 1972 ACTFL Conven-

tion and whose work on this problem I have since read, has developed

a system with his colleagues in the Ithaca, N.Y., public schools which

does offer a solution which might work in some places. It is quite

complicated, and rather than going into quoting his ideas in detail,

I refer you to Chapter Eleven of Bockman and Gougher's Individualization

of Instruction in Foreign Languages titled "Grading and Awarding Credit

on a "Humane" and Sensible Basis: The Ithaca Experience."* In brief,

let it suffice to say that Mr. Teetor has devised a double grade system

recognizing both the student's proficiency, which must be at least 80%

or an A or B before the student can proceed, and the quality of the

progress being made through the material, as judged and graded numerically

by the teacher. The letter grade is apparently based on tests while the

number grade is a more subjective "effort" grade. Teetor's system of

giving course credits is, as I understand it, neater and more successful

than his grading system. In effect he has convinced a rather rigid

school system to award fractional credit based on the amount of material

mastered during a standard school marking period. In other words in one

semester, a student might earn ½ credit, 1 credit or 2 1/3 credits.

The Ithaca experience indicated that a good politician can work

out a practical compromise. Having grown through my early schooling

in a completely ungraded system under the Winnetka Plan of Charlton

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*Gougher, Ronald L. ed. Individualization of Instruction in
Foreign Languages: A Practical Guide. Center for Curriculum
Development. Philadelphia. 1972. p. 149.

Washburn, I question the need for even a "humane" grading system.
This does not mean that I question the need for testing or for
measurement.

The Necessity of Testing

Even if we don't have to give our students competitive marks,
we still have to know how they are doing. Ideally testing should be
done to determine whether or not the students have mastered the material
they are working on. This means that tests should not be designed as
they often are today to "separate the sheep from the non-college oriented
goats," they should not be to show even the bright "kids" that they
don't know it all and have a long way to go; they should not even be
used to get a good curve and distribution of scores. Tests should be
carefully devised to test what should have been mastered before the
student proceeds, and only that. If this is done, tests can be morale
builders rather than spirit breakers.

How do we write such tests? Rather than answer this obvious
question with hypothetical detail, I give the secret. Planning ahead.
Determine our teaching objective--linguistic, skill, cultural or
psychological--and then figure out how to test whether the objective
has been accomplished. For some objectives, such as planting seeds
of future cultural insight, such testing would take great ingenuity
if it is possible. For other objectives, such as the mastery of
phrasing questions with the auxiliary verb "do", the testing is an
easier matter. Once our method of testing is determined, plan our

lessons so that we are teaching to the test. Just be fair. Be sure that our students have been given the chance and all the help necessary to learn what they are being tested on and that they are being tested only on what they should have learned.

Tests and particularly quizzes should be planned so that all the students get high if not perfect grades. If they fall short of a pre-determined percentage, say Teetor's 80% correct, first look to our test and then figure out what we have failed to get across and how to do it. After all, the objective of testing is to find out how they are doing, what they have learned, so that we can help them learn what they haven't.

All of this seems to be common sense. It is shocking how many "good" schools force their teachers to test in order to get competitive marks. Some schools carry the ideal of just competition to the extent that they give departmental exams. These exams are often drafted by a committee of independent minded egotists (with the best intentions in the world) just before they are given. Each teacher has probably been doing a fine job, but none of them has been able to teach what their students are being tested on, or to test them on what they have been taught. The logic behind this not-uncommon system is that it puts all the students at an equal disadvantage. No matter who their teacher is, they are ranked through fair competition. Such a system is patently unrelated to the learning process and injurious to the will to learn for learning's sake.

What compromise can be worked out? Individualization would be extremely difficult under such circumstances, but perhaps if the

departmentwide exam could be played down psychologically, limited only to essential core materials which virtually all the students had covered, and given to the teachers at least in rough draft from the very beginning of the course? No, we can pull all its fangs and it is still bad. The more fair we make it, the more we limit and water down what we are testing, the more pointless it becomes.

LAPS and Objectives

The current fad answer to the problem of how to keep track of how students are doing is the Learning Activity Packet. Like most fads, this one offers a good solution, as long as we don't go overboard. The basic idea is excellent, in fact, essential to individualizing instruction.

The teacher provides materials which each student can do on his own. The learning objective of each set of materials is very clearly and interestingly spelled out. The method of testing the student's accomplishment of the objective is very clearly explained ahead of time so that the student can decide wisely if and how he wants to go about tackling the particular set of materials. In order to make this decision, the student must not only understand what the purpose of the materials is. He must also have some perspective on their relation to the rest of the materials in the module or course.

A Learning Activity Packet is a set of materials which follows this general pattern according to a rather strict set of specifications. I am inclined to object to the restriction of the LAP formula, and

I'm sure even its most ardent proponents would allow variations as
they have tried to fit specific objectives into their LAPs. However,
the formula is worth presenting here, if only as a set of rules better
honored in the breach than in the observance. Most of the core material
in the READI for ALL system should be developed as loosely formed,
interrelated LAPS.

The following description is not original. The primary source
is Stephen L. Levy of Brooklyn, New York. His article in Gougher's
Individualization of Instruction in Foreign Languages titled "Foreign
Languages in John Dewey High School: An Individualized Approach"
gives some useful models for LAP lesson plans.* With the aid of Robert
Lafayette, of Indiana University, Elizabeth Hemkes of the North Syracuse
(NY) Central Schools, and others, Mr. Levy has developed what amounts
to a mini-module in LAP construction. They have given this presentation
at a number of workshops and no doubt will continue to do so. I was
engaged during the 1972 ACTFL Convention in Atlanta.

As part of their presentation, Levy & Company handed out a number
of worksheets and checklists. I will include these, complete with my
notes. I think they need some explanation, however. Bloom's Taxonomy
is a scheme suggesting the degree to which the students' intelligence,
imaginative and cognitive abilities are involved in various language
learning activities. The Taxonomy is meant to be useful in determing
the objective of a LAP and whether the tests are actually suited to it.

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*Ibid. p. 130-149

For example, if the objective is to have the student learn to apply
a certain rule, all the exercises listed under "memory, comprehension
and application" would be appropriate, both as learning and testing
exercises. It would not be appropriate to test the student on his
ability to evaluate, synthesize or even analyze. If these abilities
are to be tested, the objective and exercises must be rethought.

These are the elements of a formal LAP:

Objectives: This is a statement of what is to be learned. It is properly
written as a performance objective, such as, "Given the appropriate rules
and after having practiced the suggested activities, you will be able
to...with...% perfection.

Topic: This is the teacher's own description useful in filing the
exercise for future use and in indexing it thoroughly. It should
indicate the various ways the teacher might find it.

Rationale: This is a selling blurb, meant to interest the student
in taking on the LAP without persuasion by the teacher. It should be
first-rate copy aimed at the felt needs of a specific class.

Pre-testing: This test, given before the student starts the LAP, does
two things. It saves the quick second-language student, who has already
picked up the knowledge the LAP is aimed at, from bothering with studying
it. If he can pass the pre-test with sufficient skill to go on to
something else, why waste his time. It also gives him an idea of
what is in the LAP and what is expected of him before passing. This
test is administered under controlled conditions.

Activities: Here is where the individual choice comes in. The more and greater variety of activities to choose from, the better. Some may be obligatory, others not.

Self-test: There are several variations of this test so that the student can try it when he thinks he is ready. If he doesn't, he goes back to do some more exercises and then tries a similar self-test successfully. The self-test is modeled after the other tests and is meant to let the student judge for himself whether or not he is ready to take the Post-test.

Post-test: This teacher administered test, when passed with the degree of skill pre-determined in the objective, allows the student to go on to other LAPs.

The handouts which I found useful in learning the formula for how to prepare LAPs follow in the Appendix. I also include some sharp observations on individualization by Stephen Levy and a rather complicated example of a LAP in Spanish, an example which doesn't follow the formula.

Last thoughts

This paper is intended to be a provocative introduction to the idea of individualizing language instruction. I hope my position is worth arguing. I have given some of those ideas which I feel are most important and interesting. I have mentioned some of the people I think are worth pursuing. In the practical spirit of the School for International Training, I have tried not to lard the work with useless pedantry. Anyone truly interested in individualizing his classes or department should, of course, take this as an aperitif and go further

to sample the basic readings in the field, attend a couple of workshop conferences and, most important, seek out experienced teachers. For it is in professional "bull sessions" that we will develop and try out new ideas.

Perhaps that is the most vital message in this work. Open up. Take the personal risk. Try to convince both your students and your colleagues to experiment with new ways of learning. They can't be forced, but they can be won, if each of us is willing to share our best.

Bloom's Taxonomy

(from the loweset to the highest level)

1.<u>Memory</u>

to define	to recall
to memorize	to recite
to repeat	to recollect
to name	to list

2.<u>Comprehension</u>

to transfer   to interpret
  (to change form)   (to discover relationships)
    to restate
    to decipher   to identify
    to state in another language

3.<u>Application</u> (to apply a rule, to use knowledge)

to apply	to demonstrate
to employ	to practice
to use	to illustrate
to operate	to dramatize

4.<u>Analysis</u> (to take apart)

to analyze	to solve
to compare	to criticize
to contrast	to examine

5.<u>Synthesis</u> (to put together, to originate)

to create	to compose
to make up	to construct
to originate	to devise
to establish	to bring into being

6.<u>Evaluation</u> (to use a self made criteria or a given
               criteria and evaluate something against it)

to judge	to decide
to appraise	to resolve
to evaluate	to form an opinion

Higher use of cognitive ability

Let's Make a Lap

        In order to facilitate the creating of this LAP, we have arranged the normal sequence in a new way placing similar parts of the LAP together. Let us remind you, however, that the order in which you would most likely present the LAP to the students is: TOPIC, RATIONALE, PRE-TEST, OBJECTIVE, ACTIVITIES, SELF-TEST, POST-TEST.

Objective (Write down the objective you chose from the workshop objectives - indicate the level of the taxonomy)

_____ Tax. Level_____

Topic (How will you lable this LAP for filing?)_____

Rationale (Tell the student <u>directly</u> why he should learn this. Turn him on*)

_____
_____
_____

Pre-test (Does it test the objective? Is it at the same thought level as the objective?[tax. level] Can it be easily corrected?)

_____
_____
_____

Activities (Are they based on the objective? Do they lead to the same thought [tax.] level as the objective? Are all the instructions explicit? Are the activities varied? Are there at least three different types of media used? Are they exciting to do?)

1._____
2._____
3._____
4._____

Self-test (Does it completely and precisely test the objective? Can the student correct it himself? Is it on the same thought [tax.] level as the objective?)

_____
_____

Post-test (Does it completely test the objective? Is it on the same thought level as the objective? Is it easy to correct?)

_____
_____

Teacher's Worksheet

Section I. Write the name for each of these definitions.
_____the evaluation after doing all the LAP
_____the reason for studying the LAP
_____the exact statement of what the student is to learn
_____the evaluation after each objective
_____the different ways of achieving the objective
_____the evaluation before studying the LAP
_____the overall area to be studied

Section II Place a check before those verbs which have specific
          meanings.
__to know   __to enjoy   __to understand
__to underline   __to write   __to check
__to believe   __to appreciate   __to pronounce
__to grasp the importance of

Section III. Write a (1) under the condition, a (2) under the
            behavior, and a (3) under the criterion.
A. After reading the short story, you will be able to write a

   five-sentence summary of it.

B. After reading along with the tape, you will be able to pronounce

   the dialogue with no more than two errors.

C. Given a vocabulary list, you will be able to write the definition

   of the target language with 18 out of 20 correct.

Section IV. Make a check before those statements which contain all
            the components of an objective.
__You will be able to say at least fifteen descriptive statements
  about a visual you have selected.
__After listening to a record, you will be able to know what music
  is played at a bullfight.
__Using thirty new vocabulary words, you will be able to construct
  at least twenty complete sentences in writing.
__After looking at a political map of Germany, you will be able to
  know all the boundries of that country.
__You will write five sentences using at least three correct forms
  of the verb____ in the present tense.

Section V. Correct one of the above so that it is a complete
          statement of an objective.

_____

Section VI. Write a complete objective of your own.

_____

Condition   Behavior   Criterion

Self-test your LAP

1. Is the Topic named the general Idea of the LAP?   Yes __✓__ No ____

2. Does the Pre-test test the objective?   Yes __✓__ No ____

3. Does the objective contain
   a) Conditions   Yes ____   No ____
   b) Behaviors   Yes ____   No ____
   c) Criteria   Yes ____   No ____

4. What level of Bloom is the objective written on?   _____

5. Is the Pre-test at the same level?   Yes ____ No ____

6. How many types of media did you use in the activities?   _____

7. Are the activities all on the same level of Bloom?   Yes ____ No ____

8. Are the activities at the same level as the Objective?   Yes ____ No ____

9. Does the self test precisely test the objective?   Yes ____ No ____

10. Can the student mark the self-test himself?   Yes ____ No ____

11. Is it on the same level as the objective?   Yes ____ No ____

12. Does the Post-test test the objective?   Yes ____ No ____

13. Is the Post-test on the same level as the objective?   Yes ____ No ____

14. Is the Post-test easy to correct?   Yes ____ No ____

15. Are all instructions self-explanatory?   Yes ____ No ____

16. How do you feel about the LAP you just completed
    a) is worth while for the student   Yes ____ No ____
    b) will it appeal to different students with
       different learning patterns   Yes ____ No ____

Other things to remember when writing a LAP:

1. Have the students been prepared for the LAP?

2. Is all the necessary media available?

3. Are all parts of the LAP completed?

4. Do students know where to find materials, how to run
   media equipment and where to hand in projects?

5. Are answers, Keys, completed?

6. Have you allowed the student a choice in objectives,
   activities, etc.?

What is INDIVIDUALIZED INSTRUCTION?

Individualized instruction is a student-centered program in which students work at their own pace to achieve and master mutually (teacher-student) established goals. THIS IS NOT INDEPENDENT STUDY. Individualized instruction is a highly structured activity because the teacher prepared the avenue or avenues that the student will take in order to help him reach the desired goals or objectives. The means, LABs (Learning Activity Packets), are based on behavioral or performance objectives that tell the student IN ADVANCE what the desired outcome of his efforts will be. They also provide the specific steps that will lead the student to mastery of the objectives and full responsibility for the learning process.

Individualized instruction flourishes best in what has come to be called an "open classroom" or "individual progress class." A visitor to such a classroom might be shocked by the variety of activities that are going on simultaneously and possibly by the noise level of the class. These are inherent characteristics in the philosophy of individualized instruction and often require a complete retraining by the teacher in terms of the goals of the course, the methodology, and the teacher's attitude toward classroom management. The teacher is no longer the center of the classroom and the disseminator of knowledge, but rather the guide, the planning assistant, the evaluator, the diagnostician and the textbook writer.

The values of the individualized instruction technique are numerous and include:

1. The student works at his own self-determined pace

2. He works in the style that he finds most comfortable

3. He comes to accept full responsibility for his work

4. He learns to evaluate himself when he feels he is ready for evaluation

5. He develops a positive and constructive attitude towards learning that is often accompanied by a new found enthusiasm for the subject matter

6. Quality rather than quantity is stressed with each student

7. Individual interests of the student can be explored in greater depth

Stephen L. Levy
June 1972

What is INDEPENDENT STUDY?

Independent study is the highest form of individualized instruction.

Independent study is a concept by which a student assumes the total responsibility for learning in a specific subject and works by himself to achieve the specific goals and performance criterion. The student can participate in an independent study program in the following ways:

(1) He can do the work of a specific course completely on his own without being enrolled in a class. The course is taken in addition to his regular class program. For example: a student can begin the study of a second foreign language.

(2) He can create a special project that is an outgrowth of a course in which he is enrolled.

(3) He can focus his attention on a specific aspect of a course and spend the semester working on this topic. For example: the theater of Garcia Lorca might be a student's major interest in a level IV or V Spanish class.

In an independent study program, the student does not report to the specific class at a specific time each day. He is free to use his time to its best advantage in terms of the development of his project: studying, reading, doing research, writing, etc. The student usually has a sponsor or mentor to whom he can turn for advice, guidance, discussion and evaluation.

Independent study is a technique of individualized instruction that permits a student to study in depth something that interests him and to develop maximum proficiency in an area or skill that is of primer interest to him.

Other types of "Alternatives" in an independent study program include activities that may take the student out of the school building. These may include work-study programs, volunteer service in community agencies, practical experience in the area of the student's interest.

Stephen L. Levy
June 1972

Guidelines and Checklist

Step I: Before you begin:

1. Have you prepared a course outline? (weekly, monthly, quarterly, etc.)

2. Have you established an average pace for the completion of the work?

3. Have you explained the new organization of the class to the students?

4. Have you answered all questions the students may have on the new experience?

5. Have you informed the parents of the new modus operandi of the class?

6. Have you explained each type of packet to the students and gone through a "dry run" with each type of packet?

Step II: Getting ready:

1. What is the objective (aim) of the packet you wish to create?

   1.1 Is there more than one objective?

   1.2 What is the desired behavior (skill) you want the student to be able to do upon completion of the packet?

   1.3 What apperceptive bases are there for this topic?

   1.4 Into how many parts will you divide the packet?

   1.5 What audio-visual materials are available for inclusion into this packet?

Step III: Writing the packet:

1. What is the desired GENERAL objective of the packet?

2. What are the procedures that the student is to follow in completing the packet?

3. What is the first SPECIFIC OBJECTIVE of the packet?

4. What is the motivation for this segment of the packet?

   4.1 Does the student have to return to this portion of the packet before going on to the second SPECIFIC OBJECTIVE?

5. What review topics are necessary or advisable for the student to complete before working on this topic?

6. What linguistic obstacles must the student overcome before being able to complete this objective? (vocabulary, nomenclature, etc.)

7. What reinforcement exercises are available for the student to complete to check his mastery of the topic of the first SPECIFIC OBJECTIVE?

Step III: Writing the Packet (continued)

8. What transition or bridge have you provided for in going from one SPECIFIC
OBJECTIVE to the next?

9. What summary exercise will check the student's mastery of the general objective?

10. Have you provided for practice and reinforcement of the four basic skills of
language learning?

11. What will be the evaluation device to check the student's mastery of the
entire packet? Will it include all four skills?

12. How have you employed audio-visual devices in this packet?

13. What provision have you made for individual differences of students in the
packet? Are there additional exercises for the student who works more
rapidly? Are there additional exercises for the student who encounters
difficulty in completing and mastering the packet?

14. Are the summary exercises creative and tap the imagination of the students?

15. How can this packet be related to and stimulate peer teaching?

16. Will this packet be related to the previous packet the student has completed?

17. How long will it take the student to complete this packet?

18. Is it more desirable to divide this packet into two smaller packets?

19. Have you included relevant things into the motivation and application
portions of the packet? (Manuel es guapo. or David Cassidy es guapo.)

20. Is this packet designed for the student to work alone or in a small group
or "class?"

21. Have you suggested "out of class" projects as an outgrowth of this packet?

Step IV: Record Keeping:

1. Does the course outline provide for the student to record
   1.1 the date he submitted the packet for correction
   1.2 the date the packet was returned to him
   1.3 his achievement on the packet
   1.4 his use of audio-visual aids during the completion of the packet
   1.5 the revisions he had to make
   1.6 pertinent information on the revisions
   1.7 the date he took the test(s) (self-evaluation, performance test, oral
        test, etc.)
   1.8 his results on the test

2. Does the student have a folder in which he keeps ALL his work?

3. Does the student keep a log of his daily activities and problems encountered
   and the solution to these problems?

4. Do the teacher's records and the student's records correspond?

Step V: Evaluation of student performance:

1. Have you decided what device you will use to evaluate the student's mastery
   of the performance objectives?

2. Have you prepared more than one test on this objective?

3. Is the performance evaluation preceded by a self-evaluation test that is
   graded by the student?

4. Have you determined the frequency of the tests in the course? (After so
   many units, after each unit, at the end of a specified period of time?)

5. Which skills are included in the test or evaluation you have designed?

6. Have you established guidelines for when the student should take the test?

7. Does the format and content of the test reflect the mode of learning the
   student employed in completing the packet and achieving the performance
   objective?

8. Is there a follow-up sheet for the student who needs additional work to
   achieve mastery?

9. Is there a cumulative test that checks the overall progress of the student?

10. Have you provided for student-created tests?

11. Is the oral test aurally or visually cued?

12. Are the types of questions geared for measuring active or passive learning?

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Unit II

Objectives

1. Vocabulary
2. Direct object pronouns
3. Position of direct object pronouns with infinitives
4. Demonstratives
5. Verbs which change e to i in the present tense.
6. The irregular verb decir in present tense

Vocabulary for Unit

el regalo - the present
el cumpleaños - the birthday
los cumpleaños - the birthdays
hay - there is, there are
la vida - life
ayudar - to help
primero - first
necésitar - to need
recoger - to pick up, to get
los zapatos - shoes
acompañar - to accompany
pensar en (ie) - to think about
algo - something
ayer - yesterday
la cartera - the wallet
el cocodrilo - alligator
carísimas - very expensive
tener razón - to be right
barato - cheap, inexpensive
fijarse en - to notice
dar la película - to show the movie
distraer - to distract
dentro de - within
dentro de cinco minutos - within five minutes
fina, -o, as, os - fine, lovely
el escaparate - the window (store window)
sobre todo - especially
la corbata - the tie
la seda - silk
aquella - that one
las rayas - stripes

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estar de acuerdo - to be in agreement
el país - the country
el disco - the record
los discos - the records
el tocodiscos - the record player
al día seguiento - the following day
repetir (i) - to repeat
seguir (i) - to follow, to continue (Always followed by - ando, iendo, yendo
decir - to say, to tell
la verdad - the truth
pedir (i) to ask for
el postre - dessert
triste - sad

DIRECT OBJECT PRONOUNS

The direct object pronouns are:

me - me
te - you
lo - him, it, you (m.)
la - her, it, you (f.)
nos - us
los - them, you (m.pl.)
las - them, you (f.pl.)

Object pronouns generally precede the first conjugated verb.

Ex. Pedro no la ve. Peter doesn't see her.
    Carmen la escribe. Carmen writes it.

I. Exercises: Complete the English translation:

1. Lo tiene. He has _____
2. Carmen las invita. Carmen invites _____
3. No podemos verlo. We cannot see _____
4. Alberto las compra. Albert buys _____
5. Estoy abriendolas. I am opening _____
6. Juan no nos responde. John does not answer _____
7. Te enseña a bailar. He teaches _____ to dance.

II. Rewrite the following sentences translating the English words into Spanish
     and place them in their correct positions.

1. El profesor explica. (it)
2. María y Juan siempre ayudan (her.)
3. Queremos ver (him)
4. Ana admira (them)
5. Tenemos , (them)

Feminine

this	esta tienda
these	estas tiendas
that (near you)	esa tienda
those (near you)	esas tiendas
that (at a distance)	aquella tienda
those (at a distance)	aquellas tiendas

The demonstrative adjectives do what every other adjective does - they modify nouns (names of things).

Exercises: Underline the correct form of the adjective in parentheses.

I. 1. This perro es hermoso (Este, ese).
    2. Those plumas escriben bien. (Estas, esas)
    3. These casas son pequeñas. (Aquellas, estas)
    4. That libro es una gramática española. (Este, ese)
    5. This fonda es de mi tio. (Este, esta)
    6. Those alumnos (over there) son perezosos. (aquellos, esos)
    7. This lección es fácil. (Este, esta)
    8. These avenidas son estrechas. (Estos, estas)
    9. Those soldados son valientes. (Estos, esos)

II. Change the singular sentences to the plural and the plural sentences to the singular.

    1. Esta falda es bonita.
    2. Aquellos cuadernos son interesantes.
    3. Esos zapatos son baratos.
    4. Aquel hombre es cortes.
    5. Esas señoritas son inglesas.
    6. Estos lápices son mios.
    7. Ese chico es griego.
    8. Aquellas frutas son raras.
    9. Esta casa es hermosa.
   10. Este parque es grande.

III. Translate the original sentences above. (Do every one).

IV. Translate the English words into Spanish.

    1. Compro that pluma.
    2. Prefiero these sillas.
    3. ¿Ve Ud. That barco a lo lejos?
    4. These sombreros son más caros.
    5. That mujer es famosa.

6. Estas albóndigas son mejores que (those).
7. Esa regla (rule) es más importante que (this one).
8. Ese metal es más duro que (this one).

Exercises

I. Place the infinitive in the correct form of the present indicative according to the subject given.

1. los alumnos (repetir)
2. la chica (servir)
3. Juan (reir)
4. nosotros (reír)
5. Uds. (seguir)
6. Yo (pedir)
7. tú (servir)
8. ellos (repetir)
9. Ana y yo (seguir)
10. yo (repetir)

II. Study these forms. and the verbs listed earlier.

repetir	servir
repito	sirvo
repites	sirves
repite	sirve
repetimos	servimos
repiten	sirven

Can you use them in sentences? If not, see your teacher.

Verbs which change "e" to "i" in the Present Tense.

These verbs change "e" to "i" in the present indicative:

pedir (i) to ask for
despedirse de (i) to say good-bye to
reir - to laugh (very irregular)
repetir (i) - to repeat
servir (i) - to servat
sonreír - to smile
vestirse (i) - to dress oneself
seguir (i) - to follow, to continue
reir is so strange that I'm going to list it for you. (Even though it
is supplementary material.) Sonreir is conjugated, just like it.
Present indicative: río, ríes, ríe, reímos, ríen
Present part.: riendo=laughing
Seguir: sigo, sigues, sigue, seguimos, siguen.
This "e" to "i" change does not occur in the we form.

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