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# An Open Corridor ESL Workshop: A Supplemental English Program at SIT

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AN OPEN CORRIDOR ESL WORKSHOP:  
A Supplemental English Program at SIT  
by  
John B. Millett Jr.

This report is submitted in partial  
fulfillment of the requirements for  
the Master of Arts in Teaching degree  
at the School for International  
Training, Brattleboro, Vermont.

March, 1974



This report by John B. Millett Jr. is accepted in its present form.

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## ABSTRACT

This report is a description of the creation and workings of an Open Corridor ESL Workshop designed as a supplement to an intensive ESL program. The workshop's form is based on the beliefs that learners learn in different ways, have different needs and interests which should be reflected in the content of activities, and can take the responsibility for their learning. An assessment of the strengths and weaknesses of this workshop and recommendations for improvement and use in different situations are presented in the final section.



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## INTRODUCTION

This paper is presented as the final portion of my Independent Professional Project. It is a report on an Open Corridor ESL Workshop which was created and presented by a group of Master of Arts in Teaching candidates (MATs) at the School for International Training in May, 1972, as a supplementary program to the English as a Second Language program at the School for International Training. The workshop consisted of 10 two-hour sessions from May to June and 4 two-hour sessions from July to August. During July and August 5 two-hour sessions of the workshop were also held as part of the Boston Area Seminar for International Students (B.A.S.I.S.) program at Massachusetts Institute of Technology.

This project grew out of the desire of a group of MATs to define their educational philosophy and to develop a vehicle to allow for practical experimentation and testing of their ideas. My role in the project was that of general coordinator of the workshop. As coordinator I was responsible for organizing and chairing meetings, developing the outline of each session, collecting and dispersing information, and planning and teaching within the workshop.

The primary aim of this paper is to describe the creation and presentation of the workshop and assess its strengths and weaknesses. The paper is divided into three sections. The first deals with the creation of the workshop. The second is a description of what happened in the workshops. The third is an evaluation of the project.

## CREATION OF THE WORKSHOP

### BACKGROUND

This workshop grew out of frustrations and desires encountered by a number of Master of Arts in Teaching candidates (MATs) during the practice teaching segment of our program. Some of the common frustrations came from using a required text which restricted and complicated classroom preparation, working with fifty to sixty students in compulsory second language classes, not finding fellow teachers interested in sharing ideas and criticism, dealing with students conditioned to believe that the teacher is the source of all knowledge, and working under the direction of inflexible administrators. These frustrations led to the desire to find a place to experiment with ideas which we felt were educationally sound, to work within a situation relatively free of the restrictions we had encountered, to test and develop methodologies and techniques which we were working with, and to share ideas and talents of MATs working within an English program. After several discussions, we concluded that a program meeting the conditions we had established would have to be created by us.

Convinced that such a project would be worthwhile and assured of support and interest by other MATs, I decided to investigate the possibilities of establishing a program at

The school for International Training (SIT). At the time, there were thirty-eight MATs and forty-five International Students of English (ISEs) on the campus. The English students were involved in a ten-week intensive program which consisted of classroom work from 8:00 to 3:00 daily and a variety of evening programs. The MATs were involved in course work which varied from three to nine hours a day. In conversations with English students, I discovered that they wanted more conversations with native speakers and individualized help. They indicated that they had encountered problems in getting this help because of different schedules, study loads, or disinterest. Student interest seemed to exist, and I felt that within a limited program at a time convenient for both ISEs and MATs we could test some of our ideas and satisfy some of our desires. I chose as a starting point a meeting for MATs and ISEs interested in establishing an English program.

Six MATs and twenty-five ISEs attended. We spent the time discussing students' perceptions of their needs, ways MATs could be most helpful and the most convenient times for holding a program. We asked ISEs to hand in a paper stating the areas they felt should be the focus of the program and individual preferences for time and place. MATs present agreed that interest and enthusiasm was sufficient to justify the time and effort it would take to develop a program. We

decided to sketch the framework of a program and aim for a first session the following week.

#### ASSUMPTIONS

We began our sketch of the framework by identifying the educational assumptions we wanted to test and use as guidelines for the program. We agreed on the following:

- (1) Learners learn in many different ways and a program should allow for this.

We had found classes which asked all students to look at the same problem, at the same time, and in the same way, lacking in the area of approaching students as individuals. We wished to offer a program which would recognize that all students were not the same and allow individual students and teachers to pursue different problems, at different times, and in different ways.

- (2) The needs and interests of the participants should determine the content of activities.

Our experiences indicated that class content usually reflected the needs and interests of the teacher. On the other hand, students who were allowed to pursue areas of interest or need, seemed to be more efficient learners. We felt that by asking students to express their needs and interests, asking teachers

to constantly observe students' needs and interests within classes, we could offer activities which reflected the thinking of all participants and hopefully facilitate the learning process.

- (3) Teacher and students can interact to lead to the learner becoming an independent critical learner.

We felt that by first treating students as human beings and continually asking for observations and suggestions, we could break down the master-slave relationship of the classroom. After, we could both move toward recognizing how we learned by taking responsibility for our learning.

Using these as general guidelines, we shifted our attention to the specific structure of a program.

#### PLANNING

An idea presented by Dr. Richard Barrutia in a seminar in Mexico was suggested as a possible basis for a program. In this seminar, Dr. Barrutia described an individualized approach at the Bi-national Center in Mexico which included an activity used by teachers with classes at the same level. Several times a week, instead of normal classes, each teacher would select one area of concentration (grammar review, writing, pronunciation, structured conversation). At the beginning of the class hour, participating teachers would

post a list of the activities which were being offered, and inform the students that they were free to select one of the activities which interested them, and go to the appropriate room. Teachers worked in areas they were interested in; students went to activities that interested them.

We looked at this idea in relation to our guiding assumptions. The variety of activities would allow us to offer different learning situations, and broaden the possibility of meeting the interests and needs of the participants. Students choosing the activity to participate in was consistent with our desire to aid students in learning how to learn and place more responsibility for learning on the learner. The idea appealed. We decided to adapt this idea to our situation and expand it to fit the desires of teachers and students participating.

First, we considered the classroom facilities available. We had the use of one building with five classrooms on the bottom floor and one large room on the top floor. We could offer from one to ten activities in one session. We projected a participation of twenty students and eight to twelve MATs. Working with this number of participants, we felt that more than five activities would overextend teachers, and spread students in too many directions for easy coordination. With a tentative plan to use five classrooms, we moved on to consider the activities we could offer in these rooms.

We felt that if the program was to be successful the five activities would have to include elements which both teachers and students found valuable. We identified three factors which were to be prime considerations in deciding the activities:

- (1) expressed student needs and interests,
- (2) expressed teacher needs and interests, and
- (3) the wide range of students' abilities.

In the initial meeting, students had indicated a general interest in conversation, vocabulary building, and grammar. Teachers wanted to experiment with games, role play, specific methodologies, and music. We knew that student levels ranged from beginning to advanced. We decided to shape the activities of the first session from this information and remain open to changing activities as participants' needs and interests changed. The activities were as follows:

- (1) Conversation Room

We would focus on general topics of conversation related to campus life, the American family, and U.S. political and social issues. Teachers could experiment with techniques for structured and free conversation. Students could suggest topics as the program progressed. We could deal with varying student levels by providing two or three teachers and grouping within the activity when the situation warranted it. New vocabulary and



grammar points could be dealt with when students questioned and teachers corrected.

(2) Simulation Room

We would focus on the conversation and vocabulary of specific situations. Teachers could arrange the room to look like a restaurant, bus station or store. They could assume the roles of people found in these situations and react to students as they entered the situation. Students could suggest other simulations. The activity would be appropriate for any student level since teachers would be dealing with students on a one to one basis.

(3) Silent Way Room<sup>1</sup>

The focus would be grammatical structures of English presented the "Silent Way". A number of teachers had indicated a desire to experiment with this approach. We would recommend this activity for beginning students and hope that more advanced students would find this activity useful for review and clarification of their understanding of grammatical problems presented. Pronunciation and intonation would be an important part of the activity.

1. The "Silent Way" is an approach advocating teacher silence and the teaching of the most difficult parts of the language first. For details see Caleb Gattegno, Teaching Foreign Language in Schools: The Silent Way (New York: Educational Solutions, 1972).

(4) Games Room

Several teachers had shown an interest in working with games as a language teaching tool. We would experiment with games for teaching structure and vocabulary. Conversation practice could occur in the normal course of the game. Student levels and interests could be dealt with by providing a wide variety of games.

(5) Questions Room

We realized that no program could provide pre-planned activities which would be appropriate for all students. We decided to include one activity devoted to students who wished to pursue a specific problem or who found nothing of interest in other activities. The activities would be developed by students and teachers to meet specific student needs.

The physical setting and activities determined, we next turned to a general policy for students and teachers participating in the workshop. We wanted students to be free to use the resources available in a way that they felt would be most beneficial. We turned back to the original Barrutia idea and noted one drawback. The policy established in the approach he described was that each student could select the activity he preferred and go to it. We foresaw a student selecting an activity and then discovering it was unsuitable. If we insisted that the student remain in the activity, we

would be defeating the purpose of offering students choices. We decided that student choices would be meaningless unless students were free to continue making choices. We agreed on one rule for participating students: they would be free to enter and leave activities at any time.

We felt that teachers could participate in two ways: (1) as teachers of a specific activity and (2) as observers, coordinators of students flow and critics of activities offered. Those who chose to teach one of the activities would be responsible for planning and presenting the activities. The content would be determined by students' needs and interests and the presentation would reflect the interests of the teachers. Teachers would also be asked to participate in evaluation sessions after each presentation. If no students showed up for an activity, the teacher would move to another activity as an aide or observer. MATs acting as observers, coordinators or critics would be expected to help students find an appropriate activity, prevent rooms from being overcrowded and offer criticism to teachers who were presenting activities.

The next element of importance in planning was a feedback session. We felt that time in each session devoted to student and teacher evaluation would keep us abreast of participants' thinking and changes in needs and interests. It would prove useful in determining the shape and content of future activities. We decided to hold a feedback session at the

end of each session which would be open to all participants and would run as long as people had comments to make. One person would lead the discussion and try to elicit comments and recommendations about each activity that had been presented.

At this point we had decided on a place to hold the program, the activities to be offered, a general policy for students and teachers, and a session aimed at keeping interests and needs of participants as the central focus of the program. Our final concern was administration. We saw the need for one general coordinator and I was asked to assume this role because of my initial interest in the project. The precise responsibilities of the coordinator were never defined, but we saw the coordinator as the person to receive and disperse information, call and chair meetings, check on activity preparation, provide materials needed, serve as a spokesman, and participate as a teacher and observer. Activities and changes in the program would be decided by MATs in joint sessions with the coordinator.

Having completed the framework of the program, we found MATs to take responsibility for activities in the first session, collected materials, and sent out information to all ISEs. On the day before the first session we sent all English students the information sheet found on the following page:

ENGLISH WORKSHOP

FIRST SESSION

MAY 1, 1972

GAMES ROOM

"Clue" - Detective game requiring questions to solve the mystery of who committed the crime, in which room, and with which weapon.

"Concentration" - Word game with antonyms

CONVERSATION ROOM

Black/White relations in the U.S. - Discussion of two pictures

THE RESTAURANT

Practice in ordering, names of food, general conversation

GOT ANY QUESTIONS

Questions about homework, general problems - Bill will be asking you questions for a project he's working on.

SILENT WAY

Grammar - colors, conjunctions, this, that, these, those, what, verb "to be", question forms, negative, tag questions

## FINAL DESIGN

The framework of our English program was completed and we looked forward to beginning. As coordinator, I sketched out the program we had created and wrote down the general policies and goals.

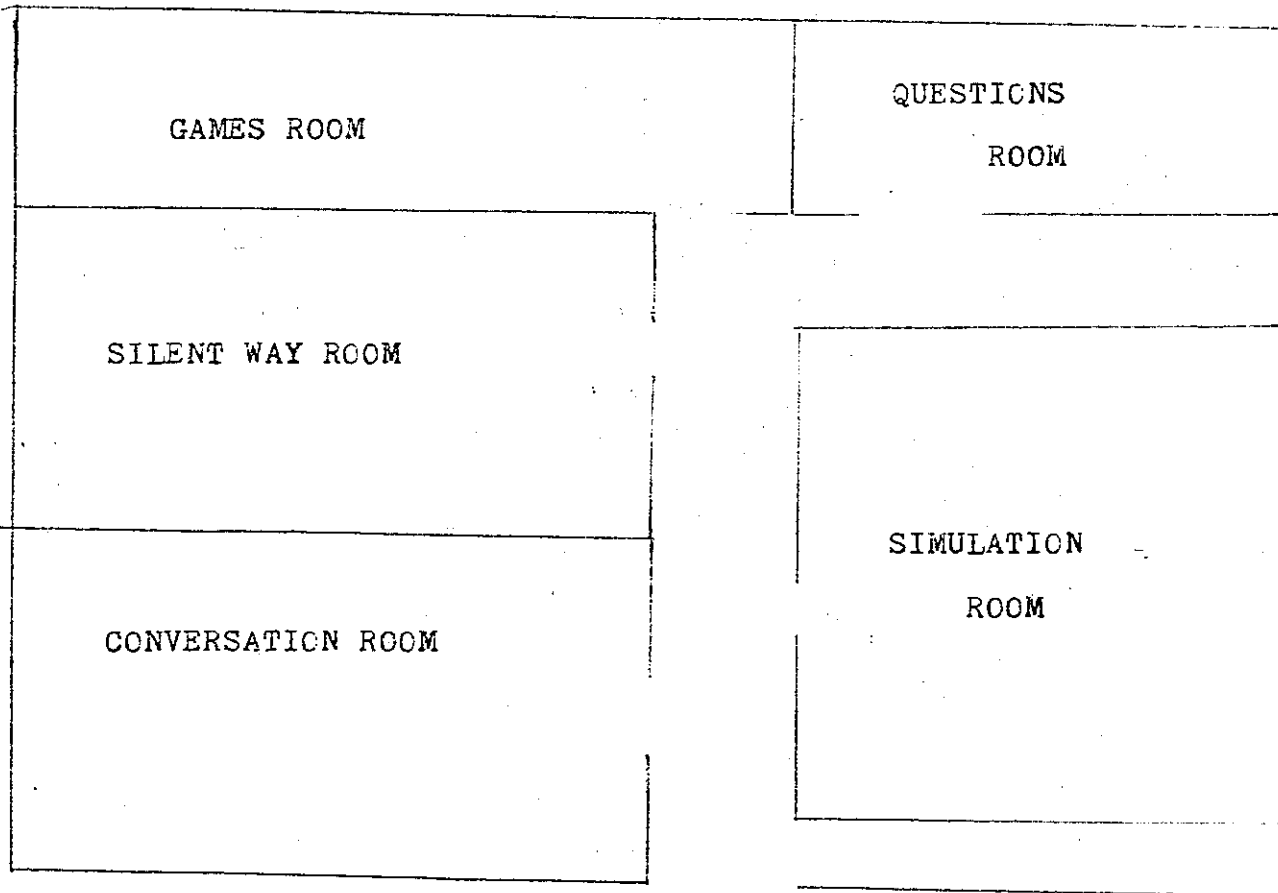
### ENGLISH WORKSHOP

Time: 7:00 - 9:00 p.m.

Place: Basement of the Classroom building

Schedule: Activities 7:00 - 8:45  
Feedback 8:45 -

Floor Plan and Activities:



Teacher Distribution:

Two teachers - Conversation Room

One teacher - Silent Way Room

Two teachers - Games Room

Two teachers - Questions Room

Three teachers - Simulation Room

Two teachers - Coordinators, Observers

General Policies:

- (1) Students could go to any room
- (2) Students could enter or leave any room at any time
- (3) Teachers within each room were responsible for the presentation of the activity
- (4) Content of the activities would be determined by the needs and interests of the participants
- (5) Teachers would move to assist others if no students attended one of the activities

General Goals:

- (1) To provide a place and opportunity for MAT experimentation with ideas for programs, methodologies, and techniques
- (2) To attempt to meet the needs and interests of students while at the same time encouraging them to take responsibility for their learning

## THE WORKSHOP IN OPERATION

### INTRODUCTION

The workshop was held fourteen times at the School for International Training from May to September, 1972, and five times from July to August, 1972, as a supplement to the Boston Area Seminar for International Students (B.A.S.I.S.) program at Massachusetts Institute of Technology (MIT). Each session lasted for two hours and included activities followed by a feedback session. At SIT there was an average of twenty-five students and eight teachers working with five activities at each session. At MIT we had an average of twenty students and five teachers working with four activities at each session. The basic format of the workshop remained the same throughout the sessions. The activities, feedback sessions, and administration were altered and developed as we progressed. Rather than describe each of the nineteen sessions in detail, I will describe one session as a sample and then focus on the types of activities used in each room, and the changes that occurred in activities, feedback sessions, and the administrative element.

### SAMPLE SESSION

A day prior to the workshop, a sheet briefly describing the activities to be included in the session was circulated to students. \* A copy of this sheet was sent to each teacher in the

\* (see Appendix I for samples of these information sheets.)



SIT English department, and they were asked to go over the sheet with their classes and to answer questions and suggest activities they felt might be most beneficial for individual students.

When students came to the session, they were greeted at the door by two MATs who pointed out the location of activities and indicated that a description of each activity was posted on the door of each room. Each student was told that he could go into any activity and move in and out at will. Confused and indecisive students were given more detailed descriptions of the activities and procedures, and they were aided in selecting a suitable activity.

#### Conversation Room

As the student entered the conversation room, he was greeted by a teacher seated on the floor. (Chairs had been removed to make the rooms less like the classrooms students had been in all day.) Introductions were made. As soon as noise had subsided in the corridors, the planned activity began. In this session, a teacher held up a picture of a black child being taken away from a school by a policeman. Students were asked to comment on what they saw. Students who were quiet were asked to offer something. As the conversation developed, the teacher answered questions about racial problems in the U.S. and asked students to comment on racial problems in their countries. Some students left; others came into the room.

Those who were interested in the discussion focused on problems in their own countries. The life of Indians and Blacks in South America became the central issue. As students relaxed the teacher offered corrections in grammar, and the meanings of specific words were discussed when participants indicated they didn't understand. Students who came in late were asked to sit. By listening they soon understood the flow of conversation and began to participate. The students who left moved on to another activity or left the session.

#### Silent Way Room

In the Silent Way Room the student was greeted by a teacher with a pile of rods in front of him on the rug. When the participants were settled the teacher began. The teacher began with colors and adjective placement. Holding up a rod, the teacher waited for a student to say, "a yellow rod." One student immediately identified the object. Others were asked to identify the object orally. Rods of different colors were held up and identified by students. The teacher said only what students were unable to provide. The lesson moved from "a blue rod, a yellow rod, a dark green rod, etc" to "a green rod and a blue one". As the teacher discovered the ability of the students, he moved more quickly. Students who had already mastered the vocabulary were asked for perfection in pronunciation and intonation. The teacher guided students to make longer and more complicated sentences. "This", "that", "these", and "those" were introduced by placing one rod in front

of the teacher, another in front of a student. The teacher pointed to the rod in front of him and uttered, "This is a blue rod." He pointed to the rod in front of the student and uttered, "That's a yellow rod." Through gestures, he got the student to point to the rod in front of the student and say, "This is a yellow rod", then to the other and say, "That's a blue rod." By placing rods in different places all the students were able to participate. Using as few words as possible the teacher continued through the use of the verb "to be", questions with "to be", the negative, and tag questions. Some students found it too simple and left. Others discovered that the session was valuable to them.

In the corridor there were students moving to other activities. MATs who were observing, discussed the possibilities available with students who were unsure of what to do next.

#### Games Room

In the games room the student found two teachers and a variety of games which were spread out in different sections of the room. One teacher pointed out the location of the games and details of playing. In one corner there were word and sentence scrabble games, in the middle was the game of "Clue", Spill and Spell, Concentration with antonyms and past tense forms were in other parts of the room. As students went to the games, one teacher sat in on the "Clue" game to explain the rules, explain vocabulary, and monitor the play. The other teacher moved from game to game checking on the understanding

of the rules and participating whenever necessary. "Clue" was started with six players and two to four onlookers. Vocabulary was discussed and a few of the basic rules of the game were explained. As the game progressed, more complicated rules were explained and the teacher began to correct pronunciation and grammatical errors. Students spread the twenty concentration cards on the floor and became familiar with the game. As the game progressed, students were asked to make sentences with the cards they had matched. More advanced students were asked to put both words into one sentence. Students moved in and out. Some sat down and watched; others started to play one of the games not being used. Many who left the games room went through the simulation and then came back.

#### Simulation Room

Outside the simulation room there was a sign that read "Alice's Restaurant". Below this there was a large cardboard menu. As students entered the room, they were handed a mimeographed sheet containing common dialogs heard in a restaurant.\* The students were then ushered to the three tables available and given a menu. Since three MATs were present, one acted as the waitress and the others moved from table to table acting as members of the dinner party. They asked questions about the menu and tried to explain items by showing pictures of different types of food or drawing on the blackboard. Some students stayed for the full two hours absorbed in conversation with fellow

\* (see Appendix II for samples of handouts.)

students and teachers. Others stayed until they had gone through the routine of ordering a meal and paying the bill. When the restaurant was overcrowded students were asked to wait a few minutes or participate in another activity and then come back.

#### Questions Room

Students who had questions that arose from the Days' classes went to the Questions Room. Here two MATs were available to try to answer questions or discuss topics of particular interest to the student. Two students came with questions related to writing a research paper. Three or four others came in to get information about American home life. At any one time, there were no more than four students present. During the evening, the topics ranged from specific grammatical problems to a brief discussion of Animal Farm. Those who came in stayed until their problem was resolved and then moved on to another activity.

#### Feedback Session

At 8:45 all participants were asked to stop the activities and assemble in the Games Room for a brief feedback session. As coordinator, I asked the participants in each activity to indicate what they liked or disliked about the activity. Comments were positive, and most students indicated a desire to continue the workshop. During the session some of the teachers and observers pointed out that students felt that groups of

three or four students for conversation would be more beneficial. There was a suggestion to include a music room. Some felt that the Silent Way Room was too elementary. The session ended and MATs agreed to meet the following day to plan the next session.

#### DEVELOPMENT OF ACTIVITIES

In the thirteen sessions that followed this initial session, the basic format of the workshop was retained. In these sessions we changed the types of activities offered in each room and eliminated and added activities.

#### Conversation Room

The Conversation Room was included in all sessions of the workshop at SIT. ( At MIT we eliminated this room on request of the teachers in the B.A.S.I.S. program who felt that students had enough opportunity for conversation within their regular program.) In three sessions we concentrated on social problems within the U.S. The topics were "Racial Problems", "Sexual Roles and Women's Liberation", and "The Hippie". These sessions were run with the same format mentioned in the sample session. The teacher used a picture as a stimulus, asked students for comments, directed the flow of conversation, and made students aware of grammatical and pronunciation errors. Besides using pictures, teachers explored communication without words in non-verbal interviews, charades, and common American gestures. Students participated non-verbally and verbally and then talked

about what had happened. Another approach was to use word associations as the basis for conversation. The teacher gave twenty words orally, one word at a time, and students wrote down what they associated with each word. The list of associations which were made were compiled on the blackboard, and the discussion centered on why students had made these associations and how some associations reflected different cultures.

One teacher asked each student to write down a topic he would like to discuss. These choices were listed; one was selected to pursue. The teacher established a rule that if one wished to speak, he would have to repeat the main ideas of what had been said by the previous speaker to that speaker's satisfaction, before the new idea could be stated. Within this format, the teacher could keep the conversation flowing by interjecting his own comments. While others were speaking he could operate as a listener and indicator of errors.

The technique used in three of the later sessions was to provide a native speaker for each group of three students. Conversation was allowed to flow naturally from initial introductions, to information about each person, to things that had happened that day, to a topic that was interesting to all. The teacher picked up the conversation when it faltered, but remained silent whenever possible. During the conversation the teacher wrote down errors made by each participant. A half hour before the session ended, the teacher focused on the errors which had been made. Students were asked to make corrections, spontaneous drills developed, and further questions about

grammar and pronunciation were answered. ( see Appendix III for further details.)

#### Silent Way Room

The Silent Way Room was part of the workshop for four sessions at SIT and all five sessions at MIT. This room contained the only specific teaching methodology which we were experimenting with. In the first two sessions at SIT, one teacher presented lessons using the colored rods in a carefully planned sequence. The teacher moved from colors to adjective placement, conjunctions, demonstrative adjectives and pronouns, the question word "what" in sentences like "What's this?", subject pronouns and present forms of the verb "to be", negatives with "to be", tag questions, prepositions of place, comparatives, and finally to "where" and "which" questions. The teacher offered vocabulary only when it was necessary. He concentrated on getting all students to manipulate the segments of the language which were under observation. He attempted to deal with varying student abilities by requiring perfection in pronunciation and intonation of the more advanced students.

There was some difficulty in adapting carefully sequenced lessons to the wide levels of students who attended these sessions. In the third session, two teachers experimented with letting students create the lesson and having the teacher simply indicate errors and lead the speaking in different directions through gestures. The teachers spread the rods



out in the middle of the floor and indicated through gestures that students should begin. One of the students who had attended the first two sessions picked up two rods and said, "I have a red rod and a green rod." Other students picked up rods and stated the colors which they had. One of the teachers drew a question mark in the air, and one of the students asked, "Who has a blue rod?". Another asked, "Where are the orange rods?". All the students were beginning to participate. One student built a house of rods and others questioned him about the interior, the family that lived there, and details of the neighborhood. There were questions about individuals, houses, families, and customs. During the session the teachers forced students to correct errors, tried to involve as many students as possible, and tried to create new situations with the rods when conversation stopped.

In the fourth session we returned to the use of a planned sequence and worked with compound nouns and object pronouns. (At MIT we used a loosely planned sequence in the first session and concentrated on the word charts and pronunciation charts which were well received in the last four sessions.) At SIT the Silent Way Room was eliminated because of a number of problems which will be discussed in the next section. It was replaced by several other activities.

### Games Room

The Games Room was included in all sessions of the workshop and was often the most popular. Students entered the room and found a variety of games to work with. The teacher usually explained the rules, started the game, and then moved on to help other students. A detailed description of one of the later sessions can be found in Appendix III. Marilyn Bean, one of the MATs who participated, took responsibility for this room after the first session and adapted and invented a series of games for the room. A detailed description of her games and the ways she used them can be found in her Independent Professional Project. (A copy can be found in the SIT library or ordered through the MAT department.)

### Simulation Room

In the Simulation Room we tried five different situations at SIT and repeated them at MIT. There was a "Restaurant" and "Infirmary", a "Department Store, a "Travel Agency" and a "Beauty and Barber Shop". The room was set up to look like one of these and students were asked to role play the customer or patient. The "Restaurant" simulation has been described in the sample session of the workshop. The other simulations followed the same format and differed only in the props, conversation, and vocabulary being practiced. (See Appendix II for descriptions of the simulations.)

There was more movement in and out of this room and we found that this ability to move made it possible for the majority of students to participate in this activity.

#### Questions Room

The Questions Room was part of all sessions at SIT. Many students used this room to have one-to-one conversations with native speakers. The content depended on individual students. When both MATs were busy with one student, others who came in often sat down and joined in the discussion. There was no common thread in the questions or problems that arose in this activity.

As the workshop progressed we felt a need to vary some of the activities and eliminate one or two for specific sessions. A room which we named the "Swing Room" came to serve both purposes. At SIT we eliminated the "Silent Way Room" after the fourth session and instituted the "Swing Room". In this room, a different type of activity was presented at each session. Pronunciation, Music, Theater Games and Folk Dancing were the most popular.

#### Swing Room

Two approaches were taken in the pronunciation activities. One was to begin with conversation or reading and identify sounds which were the most difficult for the students present. These sounds were isolated, mouth positions were

explained, and sounds were practiced in drills contrasting them with known sounds. As the session developed, students began to ask questions related to pronunciation errors they often made. The teachers explained the problems and spontaneously created contrast drills.

The other approach was to select specific sounds to work on prior to the session. A sign was posted on the door listing the sounds to be treated in the session. Students worked on only these sounds until some mastery was gained. At the end of the session, specific student questions were fielded and the teacher attempted to work on these individual problems.

In the music sessions two MATs brought guitars and mimeographed sheets of songs.<sup>2</sup> Words to the songs were written on the blackboard and the vocabulary was explained verse by verse. Students repeated each verse after the teacher to establish the word grouping and rhythm of the song. Finally the songs were sung two or three times with the music. At the end of the session, students were asked to teach folk songs from their countries, using the same method.

Theater game sessions were included for general enjoyment, cooperation, and different types of language games. MATs used the theater games taught to us by Victor Miller of the Shakespeare Company at Stratford, Conn. We used

2. For the types of songs used see Marcia Rollin, Songs to Learn English by. (M.A. Thesis at the School for International Training).

" Pass through the Center", Donkey, Elephant, Rabbit, 1776",  
" Word Poems", One Word Story and Play", " Be the Object",  
"Apology", "Airport", "Statues", and "Machines" as the basis  
of our sessions.<sup>3</sup> The conversation and enthusiasm generated  
by these games exceeded our expectations.

A Folk Dancing session was tried only once as a part  
of a Folk song/dancing activity. American square dances and  
two international folk dances were the program. Each group  
of eight students included one MAT who explained the steps,  
calls, and vocabulary prior to the dances. As the teacher  
explained, everyone walked through the steps of the dance and  
asked for further explanations. When students understood, the  
records were started and we all danced. We were unsure of  
its value as an English exercise, but it provided several  
hours of laughter.

The "Swing Room" was one type of change in the workshop.  
In the last three sessions at SIT, we changed all the  
activities to provide preparation for the TOEFL examination.  
We used four rooms: "Listening Comprehension" which included  
a tape of short dialogs and a sheet of multiple choice questions  
to answer about each dialog; "Reading/Writing" where we flashed  
comprehension passages on the wall with an overhead projector  
and had students read and answer multiple choice questions  
within a time limit. For writing there were mimeographed

<sup>3</sup> For a description of these games see Victor B. Miller and  
Mary Hunter Wolf, Theatre's Different Demands, ( Center for  
Theatre Techniques in Education of AST at Stratford).

sheets with sentences in which students had to identify errors; "Vocabulary /English usage" which included mimeo sheets of sentences with missing words that had to be supplied; "Questions Room" which was used to serve students who had specific questions about the TOEFL and those students who weren't interested in preparing for the test.

On one other occasion, we changed the format of the workshop. This time all the rooms became conversation activities which dealt with the general theme, "The United States". Topics were "The Political System of the U.S.", "Twentieth Century U.S. Poetry", and "American Slang". Each topic was presented with one of the approaches already described in the section on the conversation room. This change came as a result of students wanting to know more about the United States prior to living with American families.

#### CHANGES IN FEEDBACK SESSION

In the initial feedback sessions, all participants gathered in one room to comment on the evening's activities. The coordinator headed this session and tried to get information about each activity. At the end of the session, I asked for suggestions for activities to be used in future sessions of the workshop. As we progressed, we changed the feedback session so that each teacher could get a better reading within a particular activity. A feedback session was held in each room and then all teachers and observers met to discuss the

criticism and suggestions which had been offered. Toward the end of the workshop, we relied more and more on teacher feedback and eliminated specific sessions for student criticism. Written evaluations by students and teachers were asked for at different points in the workshop. The reasons for these changes and an evaluation of these sessions can be found in the next section.

#### CHANGES IN ADMINISTRATION

Our initial administrative framework consisted of a general coordinator, primarily responsible for receiving and dispersing information, and MATs as teachers or observers, who were responsible for preparing, presenting, and critiquing the activities. All participants were encouraged to participate in the way they wished. By the fourth session, we recognized the need for coordinators for each room as well as a general coordinator. In a meeting of MATs, six people agreed to become room coordinators: Manju Bushan - Simulation Room, Jo-Anne Isenburg - Conversation Room, Marilyn Bean - Games Room, B.J. Stone - Silent Way Room (Swing Room), Bill Harshbarger - Questions Room, Lee Gillespie - Music activities. These people were given the responsibility for finding teachers for activities, procuring necessary materials, and informing the general coordinator of plans for future sessions and feedback from previous sessions. To aid this process, we instituted a Teacher Report Form which room coordinators were asked to fill out and give to the general coordinator after each session.

(For samples of these forms see Appendix III.)

The rule of student freedom to enter and leave activities was retained throughout the sessions. We added a sign-in book for students in order to get a better idea of the number of repeat participants and a better idea of the amount of movement from activity to activity within each session. As students entered the workshop, they were asked to write their name and indicate the first activity they were going to participate in. At the end of the session, they were asked to check off the other activities that they had participated in during the evening.

#### SUMMARY

Although the basic framework of the workshop remained the same, there were new activities developed and changes in other areas. A new activity, the "Swing Room", became part of the workshop at SIT, and activities were adapted to meet specific needs of the students in the cases of the TOEFL examination and information about the United States. Minor changes were made in the feedback sessions and administrative segment. The workshop continued, improved, and attracted MATs and students.



## EVALUATION OF THE WORKSHOP

### INTRODUCTION

We began the workshop with three basic assumptions and two general goals. We assumed that learners learn in different ways and provided a variety of activities, each with a different approach to the areas of grammar, vocabulary, and conversation. We assumed that the needs and interests of the participants should determine the content of activities and used this as a basis for the first session, provided a feedback session to assure continuation of the expression of needs and interests, and advised teachers to continually plan, observe, and criticise with this assumption in mind. We assumed that teachers and students can interact to lead to the learner becoming an independent critical learner and provided students with the opportunities to choose activities, to enter and leave activities at will, to state their ideas in feedback sessions, and to pursue areas which were not included in the planned activities by offering a questions room. These assumptions were the basis of the framework of the workshop and the two general goals:

- (1) To provide a place and opportunity for MAT experimentation with ideas for programs, methodologies and techniques, and
- (2) to attempt to meet the needs and interests of students while at the same time encouraging them to take responsibility for their learning.

In this section I will indirectly evaluate the assumptions by assessing our success in reaching our goals and evaluating

the workshop framework. I will begin by giving my personal evaluation of our success in reaching our goals, move to a critique of the workshop framework, and conclude with some suggestions for improving the workshop. (see Appendix IV for MAT evaluative comments.)

#### EVALUATION IN TERMS OF GOALS

For six MATs the workshop began as an experiment in creating a program which was based on educational principles that we felt were sound. We set as one of our goals the desire to provide all MATs with an opportunity and place to experiment with ideas for programs, methodologies, and techniques. The program was a reality and survived for fourteen sessions. During this time, six other MATs committed themselves to the workshop, and we moved ahead, studying the program and trying to improve it. Another group of ten MATs observed, evaluated, and occasionally used the workshop for experimentation.

All participating teachers experimented with teaching techniques and participated in group planning and evaluation of the workshop. Silent Way, simulations, theater games, uses of realia, and English through music were some of the areas explored by MATs. Numerous hours were spent evaluating activities and sharing ideas.

Three MATs used the workshop to test or develop topics for their M.A. Theses. Bill Harshbarger spent time in the "Questions Room" asking students about ways to learn a language independent of a teacher. Bill was particularly interested in discovering questions which students felt were essential for learning new

vocabulary and getting explanations from native speakers. Mouldi Hadiji brought parts of his realia collection to the workshop and tested lessons he had written around the realia. He tried a "Silent Way" lesson using paper money to teach the names of bills and the use of compound adjectives such as "two-dollar". In another presentation, he worked with wooden blocks which had pictures of people in different occupations on them. Marilyn Bean worked with games and wrote her paper on the games and teaching techniques she had developed in the workshop "Games Room".

Edgar Sather and Lou and Marilyn Spaventa valued the workshop enough to ask us to include it as part of the B.A.S.I.S. program which they were working with. The workshop idea was used again at SIT as part of the Spanish portion of the out-bound language program. Marilyn Bean has continued to work with the workshop and has succeeded in incorporating it into the English program at the American Language Academy, Washington, D.C. Marilyn also used the workshop at Trinity College, Washington, D.C. as a practice lab for participants in a graduate TESOL course. She again used it in an undergraduate course entitled "The Nature of Culture Shock". In this course it was used as a vehicle for experiencing cross-cultural communication. Marilyn presented the idea to Washington area TESOL teachers at their spring workshop and it was hailed as a fresh creative approach to individualization in the ESL program.

These facts, the enthusiasm which I observed, the sharing of ideas, and the willingness of MATs to continue the effort

lead me to conclude that we were successful in attaining our first goal.

Our second goal was to attempt to meet the needs and interests of students while at the same time encouraging them to take responsibility for their learning. Students had the opportunity to choose their course of study. If nothing interested them they could leave. They were asked for ideas and criticism and saw that many of their suggestions were used in later activities. Most students who came to several sessions did realize that they alone had to decide what would be most useful for them. In these ways students were encouraged to take the responsibility for their learning. Some found the workshops helpful in determining areas of future concentration. Others remained unaware of the importance of taking responsibility and continually relied on people to tell them what to do.

Our success in terms of meeting students' needs and interests is difficult to measure. The ideal measurement would be a statement from each student noting his success in meeting his needs and interests within the workshop. Since these statements are not available, I can only offer my observations and feelings.

One difficulty that we encountered was that students were reluctant to state their needs, interests, criticism, or suggestions. In feedback sessions, in one-to-one conversations, and in informal chats, students generally stated that they found the workshops interesting and enjoyable, but they seldom

commented on its value for them as a learning experience. There seemed to be a common student feeling that something interesting and enjoyable couldn't be a valid educational exercise.

Despite the lack of student comment, there are some facts which I feel indicate some degree of success in meeting their needs and interests. Students came to the workshops voluntarily after six hours of English classes. In the workshops they were surrounded by English speakers and activities designed for students of English as a second language. They had the freedom to determine how they wanted to use the resources and a freedom to leave if nothing interested them. Students came, became involved, often stayed beyond the time for ending, and returned to future sessions.

In each session, I was in contact with students as an observer or teacher. The atmosphere was one of relaxed enjoyment. Faces, eyes, and body language expressed interest and involvement. Students spoke English, yet they were seldom cautioned about speaking their native language. There was never anything remotely similar to a discipline problem. Students knew that the teachers cared and were human.

Student participation, the feeling generated within the workshop, and the student's obvious enjoyment indicate to me that we succeeded in meeting some of their needs and interests.

#### EVALUATION OF THE WORKSHOP FRAMEWORK

The framework of the workshop consisted of five activities

located in different rooms, a feedback session, and five general policies for the participants. As noted above, this framework was adequate for MAT purposes and served to involve and interest ISEs. Although adequate, there were omissions and problems within the workshop which lessened the effectiveness of the program.

#### Omissions

Our first omission was an orientation for students to the educational principles and operation of the workshop. We made the assumption that students would easily adjust to identifying their needs and interests, stating these needs and interests, and selecting appropriate activities. Instead we found that their educational backgrounds dictated that learning consisted of a serious atmosphere and a teacher doling out information. The ideas of suggesting directions for the program, moving from class to class, and evaluating teachers and lessons were totally alien. The results were that many students were bewildered in the initial sessions, they never understood the purpose of the feedback sessions, and most retained the belief that no learning took place in this environment. Through conversations and explanations we got many students to understand how the workshop operated, but we never erased the skepticism that students had of the workshop as a learning experience.

Our second omission was a method for testing learning within each activity. Because there was no testing, students took little time to reflect on what they had actually learned.

Teachers often left the activities wondering how much learning took place. They could rely on their feelings and observations, but a short testing activity to back these up would have been even more valuable. We had assumed that students and teachers had the ability to remember where they had begun and measure learning by comparing the ending and beginning points. The reality was that without a period to reflect on this, the participants concentrated on where they were at at the end of the session and remained skeptical of what had happened in between.

#### Problem Areas

There were three aspects of the workshop which I considered problem areas: (1) Feedback sessions, (2) Questions Room, and (3) Student movement.

We included the Feedback session to give us a reading of participants' needs and interests, suggestions for future activities, and an evaluation of the activities presented. In the first session we realized that students offered little constructive criticism, were unable to state their needs and interests, and felt extremely uncomfortable in this role. Initially I attributed these problems to my poor planning and questioning in the session. I had concentrated on what students liked, what they didn't like, and suggestions for future activities. The response was almost nil and indicated that students had no idea of what the session was for. In future sessions, we attempted to explain the purpose of the feedback sessions, and we altered the format of the session to make students more comfortable. We shifted from feedback

with all participants in one room, to sessions within each room with the teacher who had presented the activity, to one-to-one questionnaires. Since student response didn't improve, we resorted to depending on teachers and observers to give their perceptions of the students' needs and interests, suggestions for activities, and criticism. The result was that we had no way of accurately judging whether or not students were satisfying their needs and interests in the workshop.

Towards the end of the program, I recognized that the problem was not just one of poor planning and organization of the session but primarily a problem of educational and cultural background. Most students believed that it was wrong to criticize the teacher and that it was the teacher's job to decide the content of activities. Since we provided no orientation to the principles that we were using and made no effort to consistently teach students the value of feedback, the students retained their initial ideas throughout the workshop. I see no easy solution to this problem but offer some suggestions for future workshops in the next section.

The second problem area was the "Questions Room". We were never certain that students understood the purpose of this room. We had established it to provide students with an alternative to the planned activities. Since there was nothing scheduled for this room, many students could see no reason to go in. At different points in the workshop,



we took time to explain the purposes of the "Questions Room" and recommended it as the place to go when students couldn't decide on an appropriate activity. This room did attract three or four students per session, but we were never sure that it served the purpose we had intended. This doubt existed throughout the program. We considered eliminating the room but decided that it was essential to our idea of offering activities to meet the needs and interests of students who were not attracted to the planned activities. Probably an orientation to the program would have erased some of the problems in this area.

The third problem area was student movement. Some MATs were concerned that we had no way of judging whether or not students moved and why. We tried to measure this with a questionnaire after the seventh session. The results were what I expected. Some students moved and others didn't. The most common reasons given for not moving from activity to activity were: (1) It is impolite to leave or interrupt a class; (2) It is difficult to understand what is happening when you enter an activity in progress; (3) You can learn more by staying in one place; (4) I liked the activity and had no desire to move. I feel the answers reflected student-educational attitudes which we had done little to alter. The aspect of how many students moved didn't seem important to me. I felt the importance of this policy was that students knew that they could move if they wanted to. On the same questionnaire and within workshops, we asked if students

understood that they could move at any time, and the answer was always "yes".

Although I didn't feel the amount of movement was important, I was concerned with some MATs complaints that students coming into activities at different times were extremely disruptive. We considered using half hour time modules and allowing students to move only at the end of these modules. After several meetings, we decided that this arrangement would limit student freedom and be detrimental to the program as a whole. Instead we asked teachers to make a special effort to accomodate students entering an ongoing activity and to encourage students to listen and watch until they understood what was happening. If they couldn't understand, we suggested that they be encouraged to move to another activity.

#### RECOMMENDATIONS

For anyone interested in using this idea, I have three recommendations. First, the program should begin with an orientation of teachers. This should include an explanation of the principles and the framework of the program. Special emphasis should be placed on the need for teachers to constantly remember that students probably have a different perception of the learning situation. Part of the teacher's responsibility is to help students understand the principles basic to the situation they are in. This teacher orientation should be followed by a student orientation. One possible

approach is to set up the workshop and activities. When students enter, divide them at random and place them in one of the activities. Each teacher gives a fifteen minute demonstration of a type of activity that is going to occur in that specific room. At the end of fifteen minutes, each group of students is rotated to another room and the the teacher gives the same demonstration. This process continues until all the students have been to all the rooms. When this is completed, a sample feedback session can be conducted. The final activity should be a discussion of what happened, the general rules, and the educational principles. One problem could be a language barrier. In this case, pictures, simplified questions, or people who speak the students' native languages can be used.

My second recommendation is that a method for testing and evaluating the activities be developed prior to the beginning of the program. Evaluation can be done through questionnaires and teacher reports on each session. One possible way to test would be to take time at the end of each activity to review what had happened during the session and ask each student to write down what he had learned.

Lastly, the administration should consist of one person who has overall responsibility for the program and a coordinator for each room. In selecting these people, I feel that the most important qualification be their ability to work together and their belief that the educational principles of the program are sound.

## CONCLUSION

This project was an invaluable learning experience for me. I had the opportunity to experience some of the frustrations and joys of an administrator, develop a limited program based on ideas in education that I think are important, and meet and work with a number of fascinating people. While teaching and observing in the workshop, I felt that we had created an atmosphere which was conducive to learning. The workshop was the only educational program that I have worked in that I felt teaching and learning were placed in the proper perspective. There are weaknesses in the framework and ideas. I have the hope that at some point the problems can be worked out and the workshop developed into a full, intensive English program.

APPENDIX I

Student Information Sheets

ENGLISH WORKSHOP

SECOND SESSION

WEDNESDAY MAY 3, 1972

GAME ROOM

Clue  
Concentration  
Rummy  
Others

CONVERSATION ROOM

Sexual Roles

GOT ANY QUESTIONS

Bring your homework we'll help if you have problems. Questions on any points in English that you don't understand, we'll try to answer. Talk to Bill - He has questions he wants to ask students.

SIMULATION ROOM

"The Infirmary"

SILENT WAY

Grammar- prepositions of place, - comparatives - Where/Which questions  
Teacher- Cindy Chwang

MUSIC ROOM

Bring guitars and other instruments - learn English songs

ENGLISH WORKSHOP

THIRD SESSION

MONDAY MAY 8, 1972

GALE ROOM

Monopoly  
Concentration  
Spill and Spell

Conversation ROOM

Advanced Students -  
Intermediate/Beginners

GOT ANY QUESTIONS

Help in grammar, pronunciation, your particular problems  
One to one conversation  
Bring your homework

SIMULATION ROOM

"THE DEPARTMENT STORE"

GRAMMAR THE SILENT WAY

English structures taught with an unusual method

MUSIC ROOM

Bring guitars, requests for songs you want to learn

7:00 PM CLASSROOM BUILDING

ENGLISH WORKSHOP

FOURTH SESSION

THURSDAY MAY 11, 1982

GAME ROOM

Concentration - Irregular Past tenses  
Sentence Scrabble  
New Board Game  
Others:

Conversation Room

Open Discussion - Word Association - Problem at SIT

GOT ANY QUESTIONS

Individual help in any aspect of English - Advanced, Intermediate- Beg.  
One to One Conversation  
Bring your homework

SIMULATION ROOM

"The Department Store" - Buy something (we'll provide the money)  
Find out your sizes

GRAMMAR THE SILENT WAY

Compound nouns- object pronouns - recommended for beginning students

MUSIC ROOM

Come to sing - Lee's teaching 8 American songs



ENGLISH WORKSHOP

FIFTH SESSION

WEDNESDAY MAY 17, 1972

GAMES ROOM

Jeopardy  
Dictionary  
Two-word verbs  
Concentration

CONVERSATION ROOM

Free Conversation - talk about anything that comes up

GOT ANY QUESTIONS

Pronunciation problems - grammar questions - one-to-one conversation  
anything you want

SIMULATION ROOM

Barber Shop and Beauty Shop

SILENT WAY

Say vs Tell

Count/non-count nouns

THIS WEEK THE WORKSHOP WILL BE ON WEDNESDAY AND THURSDAY NIGHTS

7:00 pm CLASSROOM BUILDING

APPENDIX II

SIMULATION HANDOUTS AND DESCRIPTION OF SIMULATIONS

# Alice's RESTAURANT

MENU for July 17, 1972

## APPETIZERS:

Cottage-Fruit Cocktail

Bean Soup

Vegetable Soup

Beef/Bean Soup

## ENTREES:

1. Roast Beef /w Gravy ..... \$ 2.75
2. Lasagne ..... 2.25
3. Broiled Pork Chops /w Veg. & Applesauce ..... 2.75  
/w Spaghetti .....
4. Southern Fried Chicken /w Carrots & Squash..... 2.75
5. Cat Fish Creole /w Brussel Sprouts & Carrots..... 3.50
6. Yankee Pot Roast /w Gravy ..... 3.45
7. Ravioli ..... 2.25
8. Meat Loaf Supreme ..... 1.75
9. New York Sirloin Steak ..... 5.75
10. Beef Stew ..... 1.25
11. Fresh Virginia Ham /w Spiced Apples or Pineapple..... 4.50
12. Roast Tom Turkey /w Dressing ..... 4.00
13. Italian Spaghetti and Meatball Sauce ..... 2.25

SALADS: Salad Exotica Veg. Salad Fruit Salad Waldorf Salad

VEGETABLES: Peas Carrots Corn

DESSERTS: Pumpkin Pie /w Whipped Cream, Peach Shortcake, Fresh Fruit (in season)  
Cherry Cheese Cake, Brownies, Apple Pie /w Cheese

COMPLETE DINNER SERVED WITH APPETIZER, SALAD, POTATOES, 1 VEGETABLE,  
DESSERT, AND A BEVERAGE

(you can get almost anything you want!)

W- How many are there (in your party)?

C- Four.

W- This way please.

Would you mind waiting a moment, please, until we clear another table.

W- Would you like something to drink before you order?

C- I'd like.....

No, thank you.

W- Are you ready to order now?

May I take your order now?

C- Yes, I'd like.....

No, we're not quite ready yet thank you.

C- I'd like a sirloin steak please.

W- Would you like your steak rare, medium, or well done?

C- Medium please.

W- What kind of dressing would you like on your salad?

C- What kind (of dressing) do you have?

W- Roquefort, French, Russian, Italian, and Thousand Island.

W- What kind of appetizer would you like?

vegetable

W- Would you like mashed, baked, or french fried potatoes?

W- Would you like anything to drink?

C- I'd like some coffee, please.

W- Would you like it now or later?

C- I'd like it later with my dessert, please.

C- Waiter, could you bring me another fork please?

some catsup

a napkin

a glass of water

W- Are you ready to order dessert now?

C- Waiter, Would you please bring us a menu? We'd like to order dessert now.

W- Would you like some more coffee?

Can I get you some more coffee?

W- Can I get you anything else?

Will that be all?

C- Waiter (Miss), may we have the check, please?

# BARBER SHOP & BEAUTY PARLOR

## Beauty Parlor:

- A- I'd like to make an appointment to have a shampoo/ my hair styled/ a permanent/ .  
 B- How about Thursday afternoon at 4:00?

A- I don't have an appointment, but I was wondering if you could take me this afternoon?

B- We can probably fit you in around 2:30 if you'd like to wait. Otherwise, I can give you an appointment for first thing in the morning.

A- How much do you charge for a shampoo and a set? / a wash and set/ a haircut/ a trim/ a permanent/ dying hair/ frosting hair.

## Beauty parlor of Barber shop:

A- How would you like your hair cut?

B- I'd like (an inch/ a couple of inches) (trimmed off, cut off.)

I'd like you to trim about an inch off the sides/ the back/ all the way around.  
 I just want the ends trimmed. Please don't take too much off.

A- How do you part your hair?

B- I part it down the middle.  
 I part it on the left/right.

## Barber shop:

A- I'd like a shave and a haircut, please.

B- How would you like your hair cut?

A- I'd like a little trimmed off the sides and the back. Please trim the top, and straighten out my sideburns.

B- Do you want a scissors cut or a razor cut?

## Vocabulary:

haircut  
 shave  
 trim  
 razor cut  
 scissors cut  
 shampoo and set  
 wash and set  
 permanent  
 manicure

moustache  
 beard  
 sideburns  
 shampoo  
 conditioner  
 cream rinse  
 fingernail polish

## Adjs. to describe hair:

straight thick  
 curly thin  
 wavy long  
 fine short  
 coarse

## Verbs:

to dye  
 to bleach  
 to tint  
 to frost  
 to dry  
 to set hair  
 to roll up hair  
 to style  
 to shape  
 to thin

FILENE'S DEPARTMENT STORE  
Brattleboro Branch

Salesgirl: May I help you?

Customer: { Yes, I'd like to buy \_\_\_\_\_  
Yes, I'm looking for \_\_\_\_\_  
No, thank you (thanks), I'm just looking.

S: May I help you?

C: Yes, I'm looking for a birthday present.

S: What did you have in mind?

C: Excuse me. Can you help me?

S: Certainly. I'll be with you in a moment.

C: I'm looking for a long sleeved shirt.

S: { What size do you wear?

{ What size do you want?

{ What size would you like?

C: Size 15 1/2 / 33.

S: { What color did you have in mind?

{ What color do you want?

C: I'd like a blue one. May I try it on?

S: Certainly.

C: Where's the dressing room?

S: The dressing room is right over there.

S: How does it fit?/ How's it fit?

C: Fine, it's just right.

It fits fine, but I don't like the style.

It's too big (large, small, tight, loose) in the waist (hips, shoulders).

It's too long (short) in the sleeves (legs).

C: Do you have a smaller (larger, bigger, longer, shorter) one?

C: How much is it?/ How much does it cost?

S: \$15.95. (fifteen, ninety-five/ Fifteen dollars and ninety-five cents).

C: That's a little too expensive.

{ kind of

{ pretty

{ Do you have a cheaper one?/ Do you have a less expensive one?

{ Do you have something cheaper/less expensive?

C: Excuse me, can you tell me where the shoe department is?

S: It's on the third (3rd) floor.

Vocabulary:

Fabrics-

Acrylic

Cotton

Wool

Linen

Silk

Nylon

Polyester

Knit

Patterns-

Striped

Plaid

Checked

Flowered

Plain

Sleeveless

Short sleeved

Long sleeved

Instructions-

Dry clean only

Hand wash

Perma-press

Washable/machine washable

Salesgirl/ saleswoman/ salesman

Counter

Cashier

Sale/ discount

### INFIRMARY

For the "Infirmary" the room was divided into two sections by a movable blackboard. As the student entered the room, he was greeted by a nurse-receptionist who asked each patient to be seated in the waiting room. One MAT was seated in the waiting room acting as a fellow patient and inquisitive busy-body. Behind the blackboard, the doctor and his examining table awaited the first arrival. The nurse called each patient, filled out a card stating details of each persons complaint and noting vital statistics. Inside the doctor's office each student was questioned about common illnesses and taught the basic vocabulary of aches and pains. If the student assumed the role of a sick patient, the doctor offered a perscription prior to departure. The waiting, filling out of forms, and talking with the doctor all provided conversation and new vocabulary.

### DEPARTMENT STORE

The "Department Store" was the most elaborate simulation that we did. A group of MATs provided clathes ranging from underwear to suit coats, cosmetics, and jewelry. A large clothing rack was stationed in the middle of the room, boxes served as counters; and goods were tacked around the walls. Each item was marked with its name and price. Three MATs served as salesclerks and aided students in identifying the articles in the room. One student decided the role of customer was less interesting than that of the salesclerk and joined

forces with the MATs. Vocabulary, questions used for asking for different types of items, and payment by cash, check, or credit card were covered by students passing through the room.

#### TRAVEL AGENCY

In the "Travel Agency" two tables served as desks for the agents. Chairs were placed in front of each desk and against the walls. Travel posters and pamphlets were taped on the walls and stacked in different sections of the room. Two customers at a time were waited on. One MAT waited with the other students and discussed where people wanted to go, explained how to read a bus schedule, and asked questions about transportation in students' countries. The agents worked with maps, schedules, and the preparation of forms.

#### BEAUTY AND BARBER SHOP

For the "Beauty and Barber Shop", chairs, hair driers, shampoos, rinses, after shave, razors and curlers served as props. Each student discussed the vocabulary of the shop prior to talking about the way he wanted his hair cut or styled. The weather, family life, and social life were discussed. Some students stayed to watch others go through the routine; others moved on to another activity.



APPENDIX III

TEACHER REPORT FORMS

First Session

Games Room

Workshop Session

PLANNING -- (problems, time, number of pupils etc.)

We chose and assembled games: Clue - concentration (antonyms 2 sets, spill and spell, decks of cards. Number of players limited - 6 for clue, 2-3 for spill and spell, concentration ? Concentration- short games 15-20 minutes/ Clue - 2 hrs for ESL students

MATERIALS (menu, tables, chairs, pictures, mimeos, games, etc)

scoresheet plus pads and pencils

concentration - home-made.

DESCRIPTION OF WHAT HAPPENED-- ( teaching format, what transpired, how students responded, methodology, linguistic aspects etc.)

"Clue" was started with 6 players and 2-4 onlookers - some played in teams. others left to play other games-primarily concentration.

"Clue" vocab introduced - object of game and minimal rules to begin play - other rules illustrated as the came up - but "springing a rule on someone as the made a mistake. Students had difficulty with vocab and questions . Stock questions and answers were somewhat insisted upon. Students began to correct each other - game progressed

concentration- vocab reviewed first then game played with full sentences for each pair turned over, regardless of whether it matched or not - to slow game down a bit.

Spill and Spell was unused.

Participation of close to 30 people during evening

-58-

Monday, 7/17/72

Session (7:00 p.m. - 9:30 p.m.)

Although I attempted to meet with Andy Burrows previously, I ended up planning for the session alone and on relatively little time because of an unexpected visit of friends. I fell back on games that had been used in the spring, based on my decision to have eight games of different types at each session.

Materials: (from school, children, teachers, various games)

Board games: scrabble; Jeopardy (with several sets of "answers" and categories that I had written for ESL; 20 items for memory tray (candle, penny, glass bowl, stamp, comb, baking pan, Kleenex, cellophane, pen, mascara, wooden nickel, bicycle pump, plastic bowl, starfish, knife, key, salt shaker, matchbook, and one or two other items); Felinda's two games of separable and inseparable verbs; two sets of concentration (opposites with prepositions and adjectives and combining present and irregular past tense); Spill and Spell - letters and words for sentences. I also had in mine "bloop" for a group and Animal Anagrams for a board competition, but didn't have opportunity to use them.

Students came in first for short memory game - three teams of three each. More came in to watch, so I started three on spill and spell and four or five who knew how to play scrabble requested it and started a game. Following the memory game, I took seven to teach Jeopardy to. Later as people came in, I grabbed Chris and then Andy to coordinate concentration games. Chris didn't have too good an idea of how to play, something I didn't realize until later - but rest went very well. Students who first came into the room at 7 p.m. stayed the entire session. One problem was difficulty accommodating those who arrived later, because of lack of Americans to teach and supervise games. At 8:30 when the room thinned out, I explained a few games to some beginning English students and some stayed until 9:30 p.m. All in all, it was a very fun and full evening.

Remember to cut the concentration games to no more than 15 sets of pairs. Otherwise the game is too long and difficult. Also, be sure the people supervising the game know to have the players make sentences from each set they turn over - correct or no. If they are reasonably good, put both words in the same sentence. Otherwise, two sentences. Check over Jeopardy questions to make them more representative, interesting and well-written. For the crowds we're getting this summer, we need at least 3 people in the room, counting me.

Workshop Session

PLANNING (problems, time, number of people)

We planned a relatively structured class of three activities:

1. Discussion : if you were a teacher for one day, what would you teach?
2. 10 word associations
3. Discussion: an SIT issue

No specific distribution of time was planned for each part.

MATERIALS - (menu, tables, chairs, mimeos, games, etc.)

Paper and pencils for writing word association responses.

DESCRIPTION OF WHAT HAPPENED -- (Teaching format, what transpired, how students responded, methodology, linguistic aspects, etc)

1. The topic was posed informally. The students misunderstood the question and discussed instead their likes and dislikes about their English classes. No one left but some students did enter in the middle. Not much correction of mistakes and some discussion of vocabulary. Interesting to find out what students wanted to be taught.

2. Word associations done orally and included discussion of slang words. Little discussion and somewhat amusing though not very lively.

SUGGESTIONS

Third Session

Conversation

Workshop Session

PLANNING --- (problems, time, number of people, etc)

Considered various alternatives. Decided on asking them for topic - then try technique of student repeating main idea of what person said before second person allowed to talk

MATERIALS (Menu, tables, chairs, pictures, mimeos, games, etc)

One instructor/ blackboard / chalk

DESCRIPTION OF WHAT HAPPENED-- ( Teaching format, what transpired.

How students responded, Methodology, linguistic aspects etc)

11 Students Passed out paper

1. Asked students to write what they wanted to talk about on paper.

2. Listed topics on Board: American Schools  
Politics  
Customs  
Unemployment in U.S.  
Underground  
Art Movements  
Salutations

3. Asked to select one - selected American schools

4. Asked them to write one thing/question had about American schools.

continued on next page

5. Student asked question - How much do Universities or colleges cost  
Presented first problem

Since I was only person in the room with knowledge of American schools - put halt to format of repeating main ideas.

Other questions discussed:

Which are the best universities?

Do they have a test/requirements?

What are the drop out rates?

Mentioned difficulties of getting jobs after college

Problems in various countries in schools

After I asked what thought about Americans from experience so far

#### SUGGESTIONS

Select topic - give brief incident 0 comment on topic  
Don't allow question for beginning section . only statements

Topic using this "repeat main idea" technique should probably be something they all know about (themselves, general political issues, moral questions)

Workshop Session

PIANNING-- (problems, time, number of people, etc.)

Tried to find gestures that tell a story. Planning to study importance of non-verbal aspect. Had question of what to do with both beginning and advanced students. Two instructors

MATERIALS (menu, tables, chairs, pictures, mimeos, games, etc.)

Cards with words for playing charades

Watch for timing.

DESCRIPTION OF WHAT HAPPENED--(teaching format, what transpired, how students responded, methodology, linguistic aspects etc.)

1. Intro - Simply stated that we were going to explore how can communicate without words.
2. Paired with someone didn't know - for five minutes talked without words/writing. Regrouped and each person introduced their partner and gave info learned during 5 minute session.
3. Started charades- gave each team 15cards to start - they added their own words. Should have referred to gestures used during the game but didn't.
4. At end of game briefly discussed understanding of American Gestures/ Hi-goo-bye-come here-OK- I don't know etc.

Workshop Session

PLANNING--(problems, time, number of people, etc.)

None other than submerged ideas of how to better meet the needs of the students. want 2 to 3 students

MATERIALS--(menu, tables, chairs, pictures, mimeos, games, etc.)

Paper and pen. Enough paper for each students, so I can write down mistakes made in conversation and perhaps same amount of paper to rewrite and show corrections.

DESCRIPTION OF WHAT HAPPENED-- (teaching format, what transpired, how students responded, methodology, linguistic aspects etc.)

Students converse about anything. Teacher picks up conversation where it falters. Teacher records mistakes of students. About  $\frac{1}{2}$  hour before the end of the session the teacher should go over mistakes, writing out the correct way of saying what was said wrongly. Drills can be used here. Student one's errors and corrections can be used as question and answer practice for all students.

Students like to know where they are making mistakes, They have trouble knowing while having to think, understand, speak in English. Content of conversation is not so important as how it is being said; free and imaginative, perhaps often joking conversation is enjoyable to most all.



Pronunciation - Fourth

Felinda

Workshop Sessions

PLANNING -- (problems, time, number of pupils etc.)

MATERIALS -- (Menu, tables, chairs, pictures, mimeos, games, etc)

Nilsen - Pronunciation Contrast in English

DESCRIPTION of what happened - (Teaching format, what transpired. How students responded. Methodology, linguistic aspects, etc)

Started out with one student- read and talked. I pointed out some errors and explained.

Two more students came with particular problem. We solved it together. First student explained what he had learned before. Practiced contrasts.

More students came - turned into question answer "How do you pronounce \_\_\_?" There were too many people asking too many questions. Each student was anxious to have his own question answered. Some also thought we were doing grammar.

SUGGESTIONS

Take limited amount of problem areas and go into more detail

Work with those common problems

Pronunciation - FIFTH

Felinda  
Ron

### Workshop Sessions

PLANNING-- (problems, time, number of people, etc)

MATERIALS -- (Menu, tables, chairs, pictures, mimeos, games, etc.)

DESCRIPTION of what happened --(Teaching format. what transpired. How students responded. Methodology, linguistic aspects, etc.)

Ron& I took turns giving explanation and conducting drills as problems arose in our conversations with the students. Looked at consonant and vowel sounds and contrasts answered questions. Encouraged students to figure things out (right) or if they were unable to, pointed out differences (phonemic)

Students responded very well. They were able to clarify problems that had been bothering and puzzling them.

SUGGESTIONS

Pronunciation Sixth

Judy

Workshop Sessions

PLANNING (problems, time, number of people, etc.)

MATERIALS -- (Menu, tables, chairs, pictures, mimeos, games, etc.)

Nilsen - Pron Contrasts in English

DESCRIPTION of what happened -- (Teaching format, what transpired  
How students responded. Methodology, linguistic aspects, etc.)

STUDENTS

LIKED :: Spent long time on each sound, showed mouth position,  
using sounds in sentences, covered mouth - minimal  
pairs

DIDN'T

LIKE: Teacher standing up

SUGGESTIONS

/s/ sounds "Z" "C" etc  
ough words  
/r/ vs /l/  
diphthongs  
/v/ /b/ /f/

QUESTIONS ROOM

Nancy  
Betty

Workshop Sessions

PLANNING -- (problems, time, number of people, etc.)

Two people can handle

MATERIALS (menu, tables, chairs, pictures, mimeo, games, etc.)

DESCRIPTION of what happened -- (Teaching format, what transpired.  
How students responded. Methodology, linguistic aspects, etc)

3 or 4 students came. Discussed what to do in American  
homes. More came in - Introductions - then talked about  
newspapers.

One student - How write research paper

ended discussion 1984 Animal Farm  
Casual conversation

SUGGESTIONS

Always 2 people - Encourage those with no question go  
to conversation room

1 discussion other answering questions

Workshop Session

PLANNING--(problems, time number of people, etc.)

MATERIALS--(menu, chairs, pictures, mimeo, games, etc.)

Clippings from N.Y. Times Magazine.

DESCRIPTION OF WHAT HAPPENED--(teaching format, what transpired, how students responded, methodology, linguistic aspects, etc.)

Work with 2-word verbs - 1-1; put into sentences.

Conversation - large group

Recalling dreams and describing them

Many small group conversations - spontaneous

Planned travel route for 1 student w/U.S. Map.

Extreme interest in maps

1-1 conversation: problems of studying English and frustration w/lack of progress.

SUGGESSTIONS--

1) lesson on "get"

2-word verbs

Travel routes w/U.S. maps

APPENDIX IV

MAT EVALUATIVE COMMENTS

At the end of the first nine sessions of the workshop, MATs who had participated were asked to complete an evaluative questionnaire. I received seven responses and have put all the comments together under the questions asked.

1. Criticism of the general organization of the workshop.  
(staffing, open corridor concept, etc.)

Better PR is necessary. Have to push more than regular parts of program. Like open door but felt some times people inside were neglected for newcomers.

Need more mobility of teachers from session to session (or within session?)

Good. No criticism.

I didn't participate much but think the idea should be developed and extended to American kids learning a foreign language.

Should require teachers to go through a practice of the activity to be presented before the actual session. Must have feedback every time. Should have one person who floats from activity to activity to evaluate what is happening in each session. There should be a better separation of advanced and beginning students.

Real swell, the whole thing. Most valuable part is making use of feedback. Criticism - how much rotation really goes on? Not necessarily negative but didn't seem to be happening. Should be more overlap from one workshop to the next - need re-enforcement.

2. Suggestions for ways to evaluate the learning taking place in each session.

Have a person assigned to one room to get comprehensive picture of that room - one person outside to see what happens. Testing in each room for five minutes depending

on what was being done.

Not important.

Open or subtle hidden tests. Could be an observer in each room but this might detract from the activity.

Tests should be given in each activity at each session.

At the end of a pronunciation session I went thru what had been done and students joined in and it became a review as well as making them aware of what they'd learned. Make feedback session better (they could name specifics) make more specific suggestions. On feedback ask for suggestions for improvement instead of "What didn't you like?" Evaluate as you go along and at the end. After going thru activity, after simulation teacher sits with student and makes him aware of what he did. Student evaluates himself.

3. Suggestions for expanding workshop to become an English language institute.

Include a reading room - decide on goals of it. Technical reading or something like that.  
Regularity of attendance will be a problem  
Test out activities - which are workable? Would they fit open door concept. Test by having student who has learned something teach it.

More structured. Simulation - short class or something to work on. Need more built-in review. Use SR as well as Silent Way - work in reading and writing.

Needs better organization.

More continuity without destroying feeling that each one offers something new and different.

4. Suggestions for making workshop more useful educationally.

Include reading and writing. Use ideas from tests (Toefl)  
Include LASPAU college oriented exercises.

Include reading and writing

Have telephone simulation. Use arriving in some country type simulation. Follow directions - problem solving.



Post office, pharmacy, store, restaurant - do a whole workshop on this. Something printed for student to walk out with. Person in charge type up ahead of time. If activity unplanned have nonparticipating teacher take notes with a carbon for students (also good record for us)

5. Specific criticism of activities offered.

Simulation - one of the better ones

Sway - one member could dominate to exclusion of others.

Conversation - dominated by too few. Questions - good  
Sway - not aimed at level of student - let student decide where to start Music - slow start

Simulation - get those in who don't feel comfortable with situation Questions - lack of resource people - students monopolize MATs and when others come in, nobody to help them.

Best activities were the department store and infirmary.

Maybe too many activities - Conversation - teacher talking too much.

Conversation - divide into levels - wrap up - don't make like any cafeteria conversation - include something written.  
Silent Way - introduce to make them aware of what to look for, what to expect, make goals known. Questions room - a little too open - focus on one student then you can't include others who walk in.

Pronunciation - something they can take out to practice  
Games - got to be repetitious - look for more games - any game we use or play would be applicable. Use card games.  
Lou's thing on baseball good - do more like that - goes into cross-culture. Teach someone how to really do something. Simulation - wrap up more.

