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# ESL Teacher Training: A Fifteen Hour Introductory Course in TESL Methodology

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*School for International Training*

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ESL Teacher Training:

A Fifteen Hour Introductory Course in TESL Methodology

Helene Ellen Becker

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

April, 1979



This project by Helene Ellen Becker is accepted in its present form.

Date May 25, 1979

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### List of Abbreviations

SIT	School for International Training
MAT	Master of Arts in Teaching
ICT	International Career Training
ISE	International Students of English
(T)ESL	(Teaching) English as a Second Language
CLL	Community Language Learning

## Introduction

In the fall of 1977, I began the Master of Arts in Teaching program at the School for International Training in Brattleboro, Vermont. The following spring, it was announced that some students in the other SIT graduate program were interested in learning about Teaching English as a Second Language. These International Career Training students foresaw the possibility of teaching ESL sometime during their careers, and therefore, wanted a basic introduction to its theory and practice. Since there were no teachers with a TESL background in their own department, the ICT students were interested in hiring an MAT candidate to conduct the course.

I viewed the possibility of my becoming involved in this project as a unique professional opportunity. Although I intend to teach ESL for a number of years, I eventually may decide to enter the related fields of teacher training or educational administration. In the process of designing and implementing the program, not only would I gain experience in teacher training, course development and administration, but as an additional personal benefit, I would surely increase my knowledge of TESL methodology. When I was informed that I would be tackling this project, I was overwhelmed by the amount of work and responsibility ahead, but delighted by the prospect of acquiring this experience.

The personal goals I initially set in undertaking this project were as follows:

done by both myself and the students, the conclusion, the appendix, and the bibliography.

For clarity, each lesson plan was divided into several numbered parts, presented in outline style. An attempt was made to record the lessons completely and vividly so that anyone reading the plans could actually picture what was occurring in the classroom. As much detail as possible was included in each part and only information which would have sacrificed the continuity of the lesson plan was placed in the appendix.

Although this course was designed to train those planning to teach ESL, most of its contents are applicable for training those planning to teach any foreign or second language. The activities included specifically for ESL teachers involved observing ESL classes, examining errors in English grammar, and exploring ESL resource materials.

It was not my intention to create a teacher training manual to be used by every teacher trainer, nor in its entirety by even one. The course content was highly influenced by my own concept of teacher training and reflects my personal ideas and values. It is hoped, however, that while perhaps rejecting parts of it, those reading the report will find other parts helpful in their particular situations.

Course Development:  
Steps and Considerations

1. to gain awareness and understanding of the factors involved in designing and implementing a teacher training course.
2. to gain experience in the field of teacher training and in doing so, explore my strengths and weaknesses in this area.
3. to increase my knowledge of TESL methodology.
4. to design a course in TESL methodology which would be of practical value to those taking it.

Shortly after course planning had begun, Anne Stevens, an MAT classmate, expressed interest in becoming involved in the program. Although her previous commitments prevented us from being able to team teach the course (except during two demonstrations), we decided to work together on planning and evaluation. At that time, a fifth personal goal became:

5. to gain experience in working with another professional and to evaluate this experience.

My personal goals in reference to writing this Independent Professional Project were:

6. to reflect upon the entire course planning and teaching experience, and as a result, propose suggestions for improvements in future similar courses.
7. to design detailed lesson plans which would be of practical value to future teacher trainers.

All the above goals are addressed in the conclusion of this report.

Since it was my intention to present this report in a form most useful to teacher trainers faced with a similar professional challenge, every step and consideration involved in planning the course was included, as well as detailed plans of the lessons. Each plan consists of goals, a list of special materials used, procedures, and a section entitled Comments, Suggestions and Credits. The goals were expressed in terms of what I had hoped to complete during each session; what was actually accomplished was noted in the Comments, Suggestions and Credits sections. Following the lesson plans are the overall evaluation

## Preliminary Preparations

Preparing to write the actual course was a long and diverse process. It was approached from several directions, the intent being to utilize as many available resources as possible.

Since the course content would be influenced by the past experiences and present needs of the students involved, to assess these experiences and needs, a survey (A-1) was distributed as soon as the list of participants became final. Also requested was information regarding which foreign languages the students spoke, in order to determine if during the course they could be expected to peer-teach foreign language lessons in languages that other class members did not know.

The results indicated that although some students had TESL experience, most did not have recent formal training and, therefore, were not aware of current trends in the field. Also determined was that each student had enough speaking ability in a foreign language to be able to teach a short practice lesson in that language. Unfortunately, some students knew the same foreign language signifying that they could not be authentic "guinea pigs" in each other's lessons. Also determined from the same question was which foreign languages could and could not be used during the demonstrations of various methods; since they would be conducted as foreign language lessons it was important, for authenticity, that students not be familiar with the language being used.

Other surveys (A-2, A-3) were distributed to the students currently enrolled in the MAT program and to the ESL teachers currently

teaching in the International Students of English program on the SIT campus. The purpose of distributing these surveys was to obtain a ranking of teaching approaches and methods followed at SIT which was information I thought my students might request. The results were not decisive enough, however, to accomplish my goal. Only about one half were submitted and of those, only a small percentage contained definitive answers. Most of the participants stated that they had an eclectic approach to TESL and that they could not easily divide this approach into its parts. Consequently, instead of being able to tell students which approaches and methods were most prevalent, I was only able to state that within the SIT community, eclecticism in TESL was the rule.

Before writing the course, I wanted to augment my knowledge of TESL methodology and of TESL teacher training. This was done by reading available materials (see Bibliography) and by conversing with people who had participated in teacher training programs either as trainers or as trainees. The most helpful written materials were Independent Professional Projects dealing with teacher training written by former MAT students. They contained useful ideas which were often written with some part of the SIT community in mind. Therefore, many of these ideas were adaptable for use in my program. From interviewing those on campus who had been teacher trainers or trainees, I was able to determine which class activities in their programs were particularly successful and which were not. This information was especially helpful since there were only fifteen hours scheduled for my entire course and activities to be included had to be selected carefully.

While reading materials and talking to resource people, a list was kept of possible topics to be covered and of possible ideas to be

used during the course. It was always within reach, as new ideas would often surface unexpectedly while I was involved in other activities. This list was an important resource in drafting the course outline.

When Anne Stevens became involved in the program shortly after preliminary preparations began, we held regular meetings to share discoveries of new resources, and to discuss and evaluate our own ideas as well as those obtained from outside sources. After many ideas on my list were added, eliminated or modified, preliminary preparations were finished and course writing began.

### Writing the Course

Because preliminary preparations were thorough and well-organized, writing the course was a relatively uncomplicated procedure. Knowing from the beginning that students were available for class twice weekly for two hours at a time, a blank course calendar was drawn as follows:

WEEK 1				WEEK 2			
Lesson 1		Lesson 2		Lesson 3		Lesson 4	
hour 1	hour 2	hour 3	hour 4	hour 5	hour 6	hour 7	hour 8

WEEK 3				WEEK 4			
Lesson 5		Lesson 6		Lesson 7		Lesson 8	
hour 9	hour 10	hour 11	hour 12	hour 13	hour 14	hour 15	hour 16

Referring to the list of topics and ideas which was formed gradually during preliminary preparations, each hour time block was pencilled in with names of topics and activities to be covered with careful attention to appropriate sequencing. Because of limited time in which to incorporate the extensive list, many items on the calendar were shifted or even eliminated (see p. 71). What finally remained was a tentative but fairly detailed course outline which, in a much briefer form (A-4), was distributed the first day of class. This outline was modified considerably as the course progressed (A-5) as it became evident that not everything planned for each two hour session could be accomplished in that amount of time. The exact details of each lesson were not finalized until after the preceeding lesson had occurred so that Anne Stevens and I could meet and attempt to reschedule any leftover activities. Also at these meetings, Anne was informed of what I considered to be the successes and failures of the previous lesson; and as a result

of our ensuing discussion, certain activities planned for future lessons were modified or eliminated.

After formulating the initial course outline, the next step was to decide on appropriate reading assignments and course requirements. Feeling that a student's time is spent more efficiently if specific key pages concerning each topic are read rather than if entire books are skimmed for each lesson, a precise reading assignment was due (see A-4). The assignments were chosen after searching for the most concise and informative literature written about each topic. The first reading assignment (A-6) was distributed a week prior to the beginning of the course, to be completed for the first session. This was done to provide students with a general introduction to the field of foreign language teaching.

In order to give students some opportunity to experience teaching a foreign language, they were required to create and peer-teach short practice lessons using two of the methods presented (see pp. 31, 45). These brief lessons were not assigned with the hope that expert, experienced teachers would emerge but rather with the intent that students become acquainted generally with the feeling of teaching, and specifically with the different methods.

In cooperation with the English Language Office at SIT, students were required to observe at least two different ESL classes for one hour each. In this way, they would likely become familiar with some techniques not covered in class, and with the general manner in which at least two different teachers conduct a complete hour of an ESL class.

A final three page paper was assigned (see p. 41) in order to have students examine and evaluate what they learned in terms of their own personal views and experiences. This formal crystalization of their ideas would hopefully promote a sense of organization and clarity with respect to the many topics and ideas to which they would be exposed during the course.

#### Administrative Details

Aside from academic concerns in planning and writing the course, there were administrative items which required attention as well. The ICT student, David Miller-Siegel, who originally requested the course, wrote a formal proposal (A-7) and presented it to his department. It was accepted and the ICT Department agreed to grant one graduate credit in TESL Methodology to those ICT students completing the course. However, since the course was privately arranged and had not been planned into the ICT budget, the students involved would have to pay the teacher's salary. Because I viewed this teaching opportunity as an important experience for me professionally, the money involved was not a crucial issue. After informal conversations with a few of the people involved, it was agreed that I would receive twenty-seven dollars from each of the five students taking the course.

The next tasks to be accomplished were deciding on the evenings and time to hold class and, once there was general agreement, reserving a classroom. At SIT, this was done through the Housing Office. Before the first day of class, the room was checked for adequate space, furniture, chalkboard, etc.

Because students would be asked to observe some of the ISE classes at SIT, I attended an English Language Office teachers' meeting in order to announce and explain the course, request permission to have students observe classes, and explain the reason for the observations (see p. 9). It was agreed that students could observe classes but were to follow certain rules set by the department (A-8).

When it was determined which foreign languages could be used in lesson demonstrations of the various methods (from information in the initial surveys: A-1), demonstrators had to be located.. This was not an easy task during the summer months since many of the MAT students who had the necessary skills to conduct them were no longer on campus. It was important to plan the dates of demonstrations well in advance in order to receive definite commitments from those few people available.

A final important preparatory detail involved arranging for the books containing the assigned readings to be easily accessible to the students. At SIT, this meant asking the librarian several days prior to the beginning of the course, to place the books on overnight reserve. A problem arose, however, because there were several students on campus taking a different methodology course which required that readings be done from some of the same books. Since there were not enough books for everyone to use conveniently, my personal copies were made available in a central location for my students to use. My Silent Way rods were also made available so that students could use them to prepare their own practice rod lesson assignments.

## Lesson Plans

LESSON I  
Tuesday, July 11, 1978  
7:00 - 9:00 p.m.

Assignment due:  
Chastain, The Development of Modern  
Language Skills: Theory to Practice,  
p. 1 - 27.

Goals:

- part 1 -- to present a general course description
- part 2 -- to explore the students' past foreign language  
learning experience
- part 3 -- to present an overview of foreign language teaching

SPECIAL MATERIALS:

none

PROCEDURE

part I

- I. Statement of the goal and objectives for the course.
  - A. My goal is to provide students with opportunities to:
    - 1. make discoveries about foreign language teaching  
and learning
    - 2. learn about current methods and techniques of TESL
    - 3. experiment with some current methods and techniques  
of TESL
    - 4. continue learning about TESL
  - B. Student behavioral objectives for 1 - 4 above:

1. Students will be able to state their assumptions about foreign language teaching and learning, and through these assumptions describe in a final paper their emerging approach to TESL.
2. Students will be able to discuss the theory and practice of currently used methods of TESL.
3. Students will design and teach short practice lessons based on certain methods of TESL.
4. Students will be able to state how they can continue learning about TESL.

I stated that students could only hope to be introduced to TESL in fifteen hours. Even after one year of education on the masters level many people feel insecure about teaching until they have taught for a few years. Hence, they should expect to feel the need to learn much more!

II. Statement of my experience:

- A. teacher training as an undergraduate
- B. three years of teaching Spanish and some ESL
- C. MAT program including ESL teaching internship in Mexico

III. Sharing of some students' experiences in foreign language teaching.

IV. Distribution of course outline (A-4). It was read aloud and explained more fully.

- V. Distribution of bibliography (A-9) and copy of "Approach, Method and Technique" (A-10) (part of the reading assignment).

VI. Distribution and explanation of:

- A. ISE class observation rules (A-8)
- B. ISE class observation questions (A-11)

part 2

I stated that a good way to begin learning about foreign language teaching was to explore yourself and others as foreign language learners. Examining the needs of learners provides a teacher with invaluable information in preparing to meet those needs.

- I. Students were asked to spend five to ten minutes outlining the following:

- A. Describe your most positive foreign language learning experience. What factors made it so positive?
- B. Describe your most negative foreign language learning experience. What factors made it so negative?

II. Sharing of these experiences.

- A. Two columns were headed on the chalkboard:  
Positive Factors      and      Negative Factors
- B. Key ideas were listed in the appropriate column as each student talked about his/her experiences.

C. The class was asked if they could draw any general conclusions about foreign language teaching and learning.

They all agreed that:

1. It is important that a teacher be truly concerned with students' needs.
2. Different people learn best in different ways.

BREAK

part 3

I. Different methods of teaching foreign languages. This presentation was in lecture form with students contributing what they had learned from the assigned reading.

A. Definitions of six areas of comparison of the methods:

1. linguistic - how the elements of the language are introduced
2. cultural - what type of culture is emphasized
3. pedagogical - the way the language is taught
4. interpersonal - the relationship of the teacher to the students; the students to the students
5. personal - how the student is viewed
6. environmental - the class atmosphere and the use of time

B. Grammar - Translation Method - This method was used until World War I. It was how Latin and Greek were taught and is considered traditional.

1. linguistic

- a. There is an explicit and orderly linguistic progression.
- b. The rules of grammar, but not necessarily their application, are stressed. The goal seems to be learning about the language rather than learning to use the language for communication.
- c. Prescriptive grammar\* is taught.

2. cultural

- a. "Capital C" culture\* is emphasized.

3. pedagogical

- a. Translation is the chief activity.
- b. Reading and writing skills rather than listening and speaking skills are emphasized.
- c. The deductive approach is used.

4. interpersonal

- a. There is an authoritarian atmosphere.
  - 1) The teacher is the center of activity.
  - 2) The teacher interacts with each individual student; there is little student to student interaction.

5. personal

- a. The student is viewed as an intellectual being

\*See page 22 - 23 for definitions.

rather than as a whole being; cognitive needs\* are more important than affective needs\*.

6. environmental

- a. An academic atmosphere prevails.

C. Direct Method - This method was introduced in 1911. It became popular after World War I when U.S. soldiers returned from service, critical of the Grammar-Translation Method. The method failed to remain popular because it was too time consuming.

1. linguistic

- a. There is little linguistic control. Linguistic items are introduced as they are needed in class conversations.
- b. There is free conversation revolving around topics that arise spontaneously.
- c. Descriptive grammar\* is taught.

2. cultural

- a. "Small c" culture\* is emphasized.
- b. The teacher is usually a native speaker and is, therefore, a living example of the culture.

3. pedagogical

- a. Only the target language\* is used (no translation).
- b. The teacher extensively uses gesture and acting.
- c. The inductive approach\* is used.

4. interpersonal

- a. The teacher is usually not a trained professional

\*See page 23 for definitions.

and is on equal footing with the students except that the former knows the target language.

5. personal

- a. It is assumed that learning a foreign language is like learning a first language. The student is a "linguistic baby" who will learn the foreign language as babies learn a first language (i.e., by being exposed to it haphazardly).

6. environmental

- a. A tutorial atmosphere prevails.
- b. It is usually an intensive program\*.

D. Audio-Lingual Method - At the onset of World War II, U.S. Armed Forces personnel needed to learn foreign languages fast. Leonard Bloomfield, a linguist who had developed innovative intensive language courses, was summoned with his colleagues to design an efficient program for the service people. The new method, based on behaviorist theory and descriptive linguistics, worked well and was developed for classroom use in 1952.

1. linguistic

- a. There is a carefully controlled sequence.
- b. A contrastive analysis\* of the native and target languages is used in creating teaching materials.

1) The materials are designed for learners with a common linguistic background.

- c. Little or no grammatical explanations are given to

\*See page 23 for definitions.

students.

d. Descriptive grammar is taught.

2. cultural

a. "Small c" culture is emphasized.

3. pedagogical

a. The goal is habit formation: students will internalize the language most effectively and efficiently by over-learning everything. Some techniques used are:

1) extensive individual and choral repetition

2) rapid drills

3) dialogs

b. Correct answers are rewarded (approval is shown); incorrect answers are punished (disapproval is shown). Errors are corrected immediately.

c. The target language is used as much as possible.

d. The inductive approach is used.

4. interpersonal

a. There is an authoritarian atmosphere.

1) The teacher is the center of activity with some student to student interaction.

5. personal

a. It is assumed that the learner is like a sponge or an empty vessel, soaking up information without thinking.

b. The learner is being trained to speak the target language as dogs are trained to do tricks; a stimulus is provided and a reward is given for a correct response.

6. environmental

a. A fast moving, active atmosphere prevails.

b. Sometimes teachers are rotated for different activities.

## LESSON I - Comments, Suggestions and Credits

1. The goals for parts 1 and 2 were accomplished but the foreign language teaching<sup>overview</sup>(part 3) took more time than anticipated and had to be completed during the next session.
2. The bibliography distributed to the class (A-9) was taken from the set of materials prepared for the fall, 1977 Methodology course in the MAT program at the School for International Training.
3. The exploration of past foreign language learning experiences (part 2) was a particularly good first day activity because, from the beginning, it encouraged students to share their personal experiences. Instead of using the chalkboard to record the positive and negative factors involved in these experiences, it might have been better to use a long, posted sheet of paper so that this list could remain in the classroom for future reference and additional reflection.
4. During the foreign language teaching overview (part 3), a sketchy outline was written on the board which most students copied and supplemented. This seemed to aid in following the lecture.
5. During the overview (part 3), it was necessary to stop several times to define certain terms used frequently in the foreign language teaching field:  
prescriptive grammar - The language that grammar books usually define as "correct usage"; used in formal writing.

descriptive grammar - The language that native speakers use in everyday speech.

"capital C" culture - The formal culture of a people; literature, history, geography, famous people, etc.

"small c" culture - The informal culture of a people; daily customs, food, clothing, greetings, etc.

deductive approach - A grammar rule is given before examining its applications.

inductive approach - Applications of a rule are given before examining the rule itself.

cognitive needs - The academic needs of a student; what he or she wants to learn.

affective needs - The emotional needs of a student, the way he or she wants to feel while learning.

native language - A person's first language.

target language - The foreign language students are learning.

intensive program - Class meets for several hours daily, usually for a few weeks or months.

extensive program - Class meets for several hours weekly, usually for several months or years.

contrastive analysis - A comparison of certain or all aspects of two or more languages.

6. Much of the information in part 3 was taken from a lecture given at the School for International Training by Ray Clark, Director of the MAT program, to the MAT IX class in the fall of 1977.

LESSON 2  
Thursday, July 13, 1978  
7:00 - 9:00 p.m.

Assignment due:  
Chastain, The Development of Modern  
Language Skills: Theory to Practice,  
p. 30 - 46, 58 - 73.  
Anthony, "Approach, Methods, and  
Techniques," xerox.

Goals:

- part 1 -- to finish the overview lecture
- part 2 -- to discuss the underlying assumptions of audio-lingual theory and classroom practice
- part 3 -- to present and discuss<sup>an</sup> audio-lingual lesson demonstration
- part 4 -- to explain the preparation and presentation of students' audio-lingual practice lessons

SPECIAL MATERIALS:

several textbooks from the A-IM series (Harcourt, Brace and Jovanovich)

PROCEDURE:

part 1

I. Remainder of the overview lecture.

- A. Cognitive Code Method - This method is an outgrowth of the audio-lingual method. Behaviorist theory, which says that the student will respond without thinking to a stimuli, was

being reexamined. This newer method assumes that the students' thinking processes can facilitate learning and that grammatical explanations in the classroom are valuable. The research of Noam Chomsky, the linguist, inspired the realization that languages are more complex than we thought and, therefore, that the habit formation theory of the audio-lingual method may not explain learning adequately.

1. linguistic

- a. A contrastive analysis of the native and target languages is used in creating teaching materials.

- 1) The materials are designed for students who share a common linguistic background.

- b. The target and native languages are compared explicitly in the class.

2. cultural

- a. "Small c" culture is emphasized.

3. pedagogical

- a. Rapid drills are used minimally.
- b. Translation is used.
- c. Making mistakes is accepted and even valuable because something can be learned from analysing them.
- d. The deductive approach is used.

- 1) Rules and their applications are discussed.

4. interpersonal

- a. There is an authoritarian atmosphere.

- 1) The teacher is the center of activity with

some student to student interaction.

5. personal

- a. It is assumed that the students' thought processes can be very useful in learning a foreign language.

6. environmental

- a. The program is usually extensive as it is believed that time is needed between lessons for students to internalize thoroughly the information.
- b. Individualized instruction is sometimes used.

B. Organic/Humanistic Methods - These methods became popular in the 1970's. As is true of other recent education innovations, they stem from a recognition of the importance of examining students' affective needs as well as cognitive needs, and an attempt to make the classroom experience relevant to the students' world outside of the school.

1. linguistic

- a. Sequencing is flexible. It can develop as the lesson proceeds and, therefore, can be spontaneous.

2. cultural

- a. "Small c" culture is emphasized.
- b. The students' possible adjustment problems in the foreign culture are discussed.

3. pedagogical

- a. The students' needs dictate the methods and techniques used. Whatever works best for a particular class is used.
- b. Silent Way and Community Language Learning may be used.

4. interpersonal

- a. The students are the center of the lesson and interact with each other and the teacher.

5. personal

- a. The students are viewed as complete beings with both affective and cognitive needs. These needs combined determine what the classroom activities will be.

6. environmental

- a. The atmosphere is supportive and non-threatening.

C. Some Other Methods

1. Situational Reinforcement - This method employs audio-lingual drills in real and simulated life situations.
2. Audio-Visual Method - This method, developed in France, is similar to the audio-lingual method but also includes an elaborate system of filmstrips and tapes.
3. Total Physical Response - This method, developed in California, involves acting out everything that is said. During the first few lessons, students physically respond to commands which are given in the target language and speak only when they decide they are ready. There is no pressure to participate.

D. Conclusion of lecture

1. Many teachers are eclectic; they use several methods and techniques depending on what suits them and their students.

a. Students may feel a sense of confusion and disorganization when many different methods are used. Defining one's reasons and goals for a particular activity, to oneself, and possibly to one's students, can help to overcome this potential problem.

2. We will explore further the approach of the audio-lingual method, the Silent Way and Community Language Learning, together with their attendant methods and techniques, because they are the most widely recognized approaches today.

II. Definition of terms from reading assignment (article by Edward M. Anthony; A-10)

- A. approach - one's philosophy of teaching
- B. method - the general way the philosophy is carried out in the classroom; overall plan
- C. techniques - the actual "gimmicks" used in the classroom each day.

part 2

I. Discussion of audio-lingual theory and practice based on the reading assignment and any past personal experiences. The class was asked what assumptions underly audio-lingual theory and how these assumptions are manifested in the classroom. Their ideas were outlined on the chalkboard as follows:

<u>Theory</u>	<u>Practice</u>
<ul style="list-style-type: none"> <li>- learning is mechanical</li> <li>habit formation</li> <li>over-learning</li> <li>stimulus-response</li> <li>reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>- mimicry, memorization, drills</li> <li>- rapid automatic responses</li> <li>no time to think</li> <li>- immediate correction</li> <li>correct answers rewarded</li> <li>incorrect answers punished</li> </ul>
<ul style="list-style-type: none"> <li>- each language is independent of others</li> <li>descriptive linguistics</li> </ul>	<ul style="list-style-type: none"> <li>- only target language is used</li> <li>- "cultural island" is created in classroom</li> </ul>
<ul style="list-style-type: none"> <li>- spoken language is more important than written language (and is the basis for written language)</li> </ul>	<ul style="list-style-type: none"> <li>- oral-aural work is stressed</li> </ul>
<ul style="list-style-type: none"> <li>- rules and explanations are unnecessary</li> <li>- errors are always bad</li> </ul>	<ul style="list-style-type: none"> <li>- target language is spoken rather than discussed</li> <li>- minimal-step learning</li> <li>errors are almost eliminated</li> <li>- creativity is discouraged</li> <li>everything is modeled by the teacher</li> </ul>
<ul style="list-style-type: none"> <li>- language is for communication</li> </ul>	<ul style="list-style-type: none"> <li>- grammar and vocabulary are learned in context</li> </ul>

<u>Theory</u>	<u>Practice</u>
- "natural sequence" should be followed	- the order for teaching is: listening, speaking, reading, writing

II. Explanation of audio-lingual demonstration. The class was to participate in a Farsi lesson consisting of a dialog, substitution drill and transformation drill. These terms and others were determined as follows:

dialog - a short conversation in a particular setting

repetition drill - the teacher models; the students repeat

substitution drills - the teacher models a sentence and

cues an item; students plug the item into the model

transformation drill - the teacher models a sentence and

cues an item; students must make appropriate changes,

caused by the cue, in the sentence. Changes can be

in adjective forms, verb forms, sentence forms, etc.

translation drill - the teacher models a sentence in the

target language and says a similar sentence in the

native language; students must provide the translation

of the sentence into the target language.

BREAK

## part 3

I. Audio-lingual demonstration - Farsi lesson (A-12)

II. Focus on learning sheet distributed (A-13). The students were to complete it that evening, if possible, so that their language learning experiences would still be fresh in their minds.

## part 4

I. Explanation of assignment. Each student was asked to create a five to ten minute audio-lingual lesson consisting of one of the following: a dialog, a substitution drill, or a transformation drill. These practice lessons were to be taught in the class during the next session. Specific instructions were:

- A. A language other than English should be taught.
- B. Meaning must be conveyed clearly.
- C. Those teaching the same language could work together (e.g., one student could teach a dialog and another could use the same vocabulary in a substitution drill).
- D. The lesson should be kept short and simple.
- E. If doing a drill, vocabulary should probably be introduced prior to the drill.
- F. If needed for reference or ideas, textbooks were available in the MAT resource room.

## LESSON 2 - Comments, Suggestions and Credits

1. The goals for parts 1, 2 and 4 were accomplished but two activities in part 3 had to be altered and eliminated respectively, because of insufficient time. This was a result of my not stopping the demonstration done by Troy Lassiter, MAT IX, at the preplanned time which proved to be unrealistic. The altered activity originally consisted of two parts; students were to complete the Focus on Learning sheets (A-13) during class and then discuss their answers immediately afterwards. In this way, they presumably could remember their feelings during the lesson very clearly. Because of time constraints, however, the sheets had to be completed outside of class and the discussion had to be postponed until the following session. The eliminated activity was a discussion of exactly what the teacher did during the demonstration. The inclusion of this kind of activity, however, is recommended in order to help students in preparing their own audio-lingual demonstrations.
2. In an effort to save time, the audio-lingual demonstration (part 3) consisted of only what I considered to be the three most useful audio-lingual techniques; that is, a dialog, a substitution drill and a transformation drill.
3. The Focus on Learning sheet distributed in part 3, was taken from a set of materials prepared for a teaching methodology workshop held during the summer of 1977 at the School for International Training.

4. Students were asked to prepare their practice lessons in languages other than English (part 4) in order to make the teaching situation as realistic as possible. When explaining the assignment, it was important to emphasize the five to ten minute time limit and the necessity of choosing material appropriate to a beginning level. The tendency was to choose material which was too advanced.

LESSON 3

Tuesday, July 18, 1978

7:00 - 9:00 p.m.

Assignment due:

Stevick, Memory, Meaning and Method,  
p. 135 - 147.

Completion of Focus on Learning sheet  
Preparation of audio-lingual practice  
lesson

Goals:

part 1 - to explore the feeling of being a student in an  
audio-lingual lesson

part 2 - to have students present their audio-lingual  
practice lessons

part 3 - to complete the audio-lingual segment of the course

part 4 - to explore the Silent Way Sound-Color Chart

SPECIAL MATERIALS:

Silent Way Sound-Color Chart

PROCEDURE:

part 1

- I. Discussion of the Focus on Learning sheet. Students were asked to share their most surprising or interesting answers.

part 2

- I. Students' audio-lingual practice lessons and follow-ups.

The class members were the lesson participants unless a student knew the language being taught too well. In that case, the student was an observer. The follow-up after each practice lesson consisted of five to ten minutes in total, of comments made respectively by:

- A. the student demonstrating
- B. the lesson participants
- C. the observers (if any)
- D. myself

BREAK (after two practice lessons)

- II. Continuation of practice lessons

part 3

- I. Additional comments about the audio-lingual method.
  - A. backward build-up

1. definition - the technique is used to help students correctly repeat a long or difficult sentence. The sentence is broken up into thought groups and students are asked to repeat the last part first. Each successive thought group, in reverse order, is added until students can repeat the entire sentence.
2. rationale - when using backward build-up, students are always repeating the new item immediately after hearing it. This makes the task easier to do than if they had to repeat the sentence from the beginning in which case the new item would always be said at the end.

#### part 4

- I. Silent Way Sound-Color Chart demonstration. The chart and a pointer were used to introduce the Gattegno pronunciation system to the class. No prior explanation was offered; only one word, it, had to be given during the demonstration. The approximate sequence of words the class said was as follows:

it  
 it is  
 is it?  
 \*I  
 I am  
 mat  
 cat  
 a cat  
 I am a cat  
 It is a cat  
 It isn't a cat  
 I sat

\*I used a gesture.

After the class said a word or sentence, individuals were directed to go to the chart to spell and say words and sentences. I also used the chart in order to isolate some of the individual sounds of the words written above.

II. Discussion of the demonstration. The class was asked:

- A. What were you doing to learn?
- B. What was the teacher doing?

### LESSON 3 - Comments, Suggestions and Credits

1. The goals for parts 1, 3 and 4 were accomplished but all of the students' practice lessons in part 2 lasted longer than anticipated and one had to be postponed until the following class session. This was due to the fact that students had created lessons which were too long and advanced. This resulted in considerable frustration on the part of the demonstrator as the participants were not absorbing the material as quickly nor as well as he/she had expected. As already mentioned, brevity and simplicity should be stressed when the assignment is first described.
2. I was an observer rather than a participant during these and future practice lessons (part 2) so that I could concentrate completely on the progression of the lesson rather than on its linguistic content.
3. Because teaching can be very difficult and discouraging for beginning teachers, I believe it is important to conduct follow-up sessions in a way which will be the least discouraging (i.e., finishing with positive comments). Anticipating that during the follow-ups of the students' practice lessons (part 2), the demonstrator would be his/her own harshest critic, he/she was asked to comment first. The class would probably follow with fewer negative comments and then I could finish with a very positive one. The idea for this procedure came from an Independent Professional Project written by William Dant, MAT IV.

4. Students were not given a copy of my written comments regarding their practice lessons (part 2). Since they were not professional teachers and did not need official evaluations of their work, I tried to keep the atmosphere during follow-ups as informal and non-threatening as possible. I also attempted to be sensitive and tactful when verbalizing my written notes to the class; not providing a student copy kept the atmosphere casual and allowed me to comment aloud selectively.

LESSON 4  
Tuesday, July 25, 1978  
(originally scheduled  
for Thursday, July 20)  
7:00 - 9:00 p.m.

Assignment due:  
Gattegno, The Common Sense of Teaching  
Foreign Languages, chapter 1.  
Gattegno, Teaching Foreign Languages in  
Schools: The Silent Way, chapter 1.

Goals:

- part 1 - to discuss schedule changes and the final paper
- part 2 - to finish presentations of students' audio-lingual  
practice lessons
- part 3 - to review the Silent Way Sound-Color Chart and to  
explore the Silent Way Phonic Code Charts
- part 4 - to present and discuss a Silent Way rod lesson  
demonstration
- part 5 - to discuss the preparation of students' practice  
rod lessons

SPECIAL MATERIALS:

Silent Way Sound-Color Chart, Phonic Code Charts and rods

## PROCEDURE:

## part 1

- I. Schedule changes had to be made. Because of unpredictable outside circumstances, we were already one session behind and there was the possibility of getting further behind. We discussed changes which would be convenient for most of us and decided on the following schedule for the remainder of the sessions:

Lesson 5 - Thursday, July 27, 1978	7:00 - 9:00 p.m.
Lesson 6 - Monday, July 31, 1978	7:00 - 9:00 p.m.
Lesson 7 - Thursday, August 3, 1978	7:00 - 10:00 p.m.

- II. The three page final paper was explained and discussed.

Assignment: Describe your emerging approach to English as a second language teaching. Because of this approach, which methods and techniques would you use and which would you not use in an ESL classroom? Why and why not?

## part 2

Before seeing the student's final practice lesson, I voiced a personal concern. Even though steps were taken to minimize

frustration and feelings of incompetence with respect to their practice lessons, it seemed that students felt incapable and shaky as teachers. I reiterated that cultivating good teaching skills can take many hours of practice and that it is unusual for a first attempt with any given method to be very good. In addition, peer-teaching can be more difficult and threatening than a more realistic teaching situation. It was unfortunate that they would not have the opportunity to observe their own progress during a full teaching internship experience.

- I. The remaining student's audio-lingual practice lesson and follow-up. The procedure followed was the same as that described on page 35.

### part 3

- I. Review of the Silent Way Sound-Color Chart. I remained completely silent while reviewing on the chart the approximate sequence of sounds, words, and sentences listed on page 36.
- II. Silent Way Phonic Code Charts demonstration.
  - A. While remaining silent, I used the Phonic Code Charts and a pointer to tap out in mixed order, the words and sentences used in the review in part I above.

B. I tapped out a few new words and sentences including:

bat  
 rat  
 bat  
 tap  
 cap  
 map  
 It's a map  
 I have a map  
 I have a cap

C. I tapped out a few of the same words and some new words,  
 by sliding the pointer over the entire appropriate column  
 rather than by pointing to the exact letters in the column.

Some of the new words were:

knit  
 miss  
 pie  
 eat

III. Comparison of the Sound-Color Chart and the Phonics Charts.

Students noticed that the order of sounds in each was the same.

IV. Practice with the Phonics Charts. Each student was given an  
 index card on which some words were written. They had a few  
 minutes to prepare to tap out their words on the Phonics Charts.

Some of the words were:

knit	mat	miss
sight	kissed	pie
eye	high	by
signed	eat	fried

V. Discussion of ways to use the Sound-Color Chart and the Phonics  
 Charts with an ESL class. The students shared their ideas  
 which were listed on the chalkboard. Afterwards, my suggestions

were added. The list included:

1. to help students correct their own pronunciation errors by the teacher pointing to the correct sound on the Sound-Color Chart or Phonic Code charts
2. to help students improve their spelling by having them tap out words on the Phonic Code Charts
3. to provide a permanent pronunciation and spelling reference chart in the classroom
4. to use in creating and playing team pronunciation and spelling games where students quickly have to figure out a word or sentence being tapped out by another student

BREAK

part 4

- I. Silent Way rod demonstration - Greek lesson (A-14)
- II. Discussion of the demonstration. The class was asked:
  - A. What linguistic items did you learn?
  - B. What were you doing to learn?
  - C. What was the teacher doing?

III. Focus on Learning sheet distributed (A-13). As before, the class was asked to complete it that evening, if possible, so that their language learning experience would be fresh in their minds.

part 5

I. Explanation of the assignment. Each student was to create a five to ten minute Silent Way rod lesson on anything he/she chose. The practice lesson would be taught to the class during the next session. As before, they were asked to plan brief lessons consisting of beginning level linguistic material.

#### LESSON 4 - Comments, Suggestions and Credits

1. The goals for parts 1 - 3 and 5 were accomplished but during part 4, as with previous lesson demonstrations, there was insufficient time for students to fill in the Focus on Learning sheets and discuss their answers. This was a result of my not stopping the rod demonstration, done by Anne Stevens (A-14), at the preplanned time which proved to be unrealistic. Since for most of the students it was their first exposure to this type of lesson, they were very excited throughout the demonstration and had much to say afterward. It is recommended that time be allotted for the demonstration, a general discussion, and an exploration of the learning process (Focus on Learning sheet) during the same session when the experience is freshest.
2. The Sound-Color Chart was reviewed (part 3) so that students could determine how many sounds they remembered. It was also an appropriate preliminary activity for the Phonic Code Charts demonstration.

LESSON 5  
Thursday, July 27, 1978  
7:00 - 9:00 p.m.

Assignment due:  
Stevick, Memory, Meaning and Method,  
p. 125 - 133.  
Completion of Focus on Learning sheet  
Preparation of Silent Way practice rod  
lesson  
Completion of at least one ISE class  
observation sheet

Goals:

- part 1 - to evaluate the first half of the course
- part 2 - to explore the feeling of being a student in a Silent  
Way rod lesson
- part 3 - to have students present their Silent Way practice  
rod lessons
- part 4 - to discuss the students' observations of ISE classes
- part 5 - to explore the Silent Way Word Charts

SPECIAL MATERIALS:

Silent Way rods and Word Charts

PROCEDURE:

## part 1

- I. Mid-course evaluation. The class was asked for suggestions for improving the course. A formal evaluation form would be distributed at the end of the course.
  - A. Generally, students expressed satisfaction with the course so far.
  - B. It was stated that the assigned readings about a particular method were difficult to understand completely, prior to seeing a demonstration of that method. It was suggested that appropriate readings be assigned after seeing the demonstration. However, other students appreciated having some basic knowledge of a method before seeing a demonstration and, therefore, preferred the present order.

## part 2

- I. Discussion of the Focus on Learning sheet. Students were asked to share their most surprising or interesting answers.

## part 3

- I. Students' Silent Way rod practice lessons and follow-ups.  
The procedure followed was the same as that described on page 35.

BREAK

part 4

- I. Discussion of ISE classes. With their observation sheets as guides (A-11), students described what happened in the ESL classes they had observed. A discussion followed which encompassed teaching styles and techniques, class atmosphere, and student participation.

part 5

- I. Display of Silent Way Word Charts.
  - A. Discussion of what the class noticed about the charts.  
They discovered that:
    1. the words were color coded, probably to match the sounds of the Phonic Code Charts.
    2. the words were not randomly placed on the charts;

there appeared to be word groups.

B. Discussion of ways to use the Word Charts with an ESL class.

The students shared their ideas which were listed on the chalkboard. Afterwards, my suggestions were added. The list included asking ESL students to do the following activities in order to help them with vocabulary and sentence word order, while providing them with the opportunity to be creative and self-expressive.

1. write a sentence using words from one or two specified charts and tap it out
2. write a poem using words from any two charts
3. tap out a command to be done by someone in the class
4. dictate a sentence for someone else to tap out
5. fill in a set number of blanks with words from one or two specified charts:

\_\_\_\_\_? \_\_\_\_\_.

6. write a romantic, political or religious statement using at least three words from a specified chart

C. Practice with the Word Charts. In order to help students familiarize themselves with the charts, they were given a few minutes to do any one of the activities listed above. They then shared their creations with each other.

## LESSON 5 - Comments, Suggestions and Credits

1. The goals for parts 1, 2, 4 and 5 were accomplished but due to insufficient time, some of the Silent Way practice rod lessons (part 3) had to be postponed for future sessions.
2. Although it was hoped that most of the ideas for using the Word Charts (part 5) would originate from the students, the class had to be told most of the possible uses. It was unrealistic to assume that upon their first exposure to an unfamiliar teaching tool, inexperienced teachers could immediately create feasible suggestions for its use. Many of the ideas listed were introduced to me by Ruthanne Brown, Instructor, MAT program, during a course entitled Second Language Reading and Writing in the spring of 1978 at the School for International Training.

LESSON 6  
Monday, July 31, 1978  
7:00 - 9:00 p.m.

Assignment due:  
Curran, Counseling-Learning in Second  
Languages, p. 101 - 108.

Goals:

- part 1 - to present a Community Language Learning (CLL)  
demonstration
- part 2 - to present some history and theory of CLL and to  
have students practice some CLL skills
- part 3 - to continue presentation of students' practice  
rod lessons

SPECIAL MATERIALS:

tape recorder and microphone  
long paper  
marking pens  
Silent Way rods

PROCEDURE:

## part 1

- I. CLL demonstration - French lesson (A - 15)
- II. Distribution of Focus on Learning sheets (A-13) to be completed after class as an optional assignment.

## part 2

- I. CLL history and theory. This was conducted in lecture form with periodic pauses so that students could "counsel" (defined below) my statements.
  - A. introduction
    - 1. definition of terms
      - a. counseling - summarizing a person's ideas without judging, criticizing or adding one's own opinion. Also called understanding.
      - b. counselor - the person who is counseling. Also called the understander, or, in a language learning situation, the knower.\*
      - c. client - the person whose statements are being counseled. Also called the understandee, or, in a language learning situation, the learner.\*

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\*The client and counselor may switch roles at times, depending on the dynamics of the particular CLL session. For example, a client may counsel a statement made by the counselor. In that case, the client is acting as the counselor (knower) and the counselor is acting as the client (learner).

## 2. reasons for counseling

- a. to aid the counselor in being in the "world" of the client rather than in his/her own world.
- b. to reveal to both the client and the counselor whether or not the client's ideas are being comprehended by the counselor
- c. to help both the client and the counselor comprehend more completely the ideas of the client, by hearing them repeated in summary form by the counselor

(pause for the class to counsel what I just said.)

## B. history

- 1. Father Charles A. Curran, an American priest and counselor, was offered a lectureship in counseling in Belgium. Therefore, he had to learn to speak French well. Although he was highly motivated, he could not accomplish this task. He discovered that:
  - a. learning a foreign language could be very threatening. He felt intimidated by his native French-speaking teacher and his accelerated classmates.
  - b. his affective needs were not being met. Perhaps if a teacher met those needs by counseling him, he would be able to learn French.

(pause for the class to counsel what I just said.)

## C. Curran's theory

- 1. When someone understands (counsels) you, it leads to a deeper understanding of your own ideas because they have

been clarified by another.

2. Security develops when someone listens to you in a totally involved unquestioning, non-judgmental way.
3. You will invest yourself (reveal yourself, open yourself up) when you feel secure.
4. Therefore, understanding → security → investment.
5. Investment is crucial when learning a foreign language because the more you invest, the more involved and interested you are in the material. This leads to a higher degree of absorption and retention of the subject matter.

(pause for the class to counsel what I just said.)

II. Students' reactions. The class commented on the information in the lecture and I counseled their comments.

BREAK

part 3

- I. Continuation of students' Silent Way practice and lessons and follow-ups. The procedure followed was the same as that described on page 35.

## LESSON 6 - Comments, Suggestions and Credits

1. The goals for parts 1 and 3 were accomplished but there was insufficient time for students to practice some CLL skills as planned in part 2. The scheduled activity involved dividing the class into groups of three, each group consisting of a counselor, a client and an observer/time keeper. The client was to talk about his/her reactions to the CLL demonstration (using the Focus on Learning sheet as a guide) for five minutes, pausing periodically to be counseled by the counselor. Afterwards, the client was to spend three minutes sharing his/her reactions to being counseled and the counselor was to follow with his/her reactions to doing the counseling for another three minutes. The observer/time keeper was to conclude with his/her reactions for two minutes. The entire exercise would have been done three times so that each student could have experienced each role.
2. The Focus on Learning sheet (A-13) was distributed in part 1 only as an optional assignment because the CLL demonstration (A-15) done by Anne Stevens, was followed by a discussion which included most of the questions on the sheet. It was distributed in case some students wanted to have a written record of their feelings as learners in a CLL lesson.
3. Most of the information in the CLL lecture (part 2) came from a CLL demonstration done by Jennybelle Rardin in the fall of 1977 and from a similar demonstration done by Claire Stanley and Donald Freeman in

the spring of 1977, both at the School for International Training.

4. Students were not asked to prepare a CLL practice lesson because:

a. with one class session remaining and much material yet to be covered, there would not have been adequate time to conduct all of the lessons

b. due to the nature of a CLL lesson, theoretically the knower should be linguistically prepared to translate any structure or vocabulary word into the target language. Not all of the students were skilled enough in a language other than English to be able to do this.

LESSON 7  
Thursday, August 3, 1978  
7:00 - 10:00 p.m.

Assignment due:  
Stevick, Memory, Meaning and Method,  
p. 103 - 124, 149 - 160.

Goals:

- part 1 - to examine some common linguistic errors of ESL students and to discuss some reference grammars
- part 2 - to present resources for continuing to learn about TESL
- part 3 - to finish presentations of students' practice rod lessons
- part 4 - to compare various aspects of the audio-lingual method, the Silent Way, and CLL
- part 5 - to present several useful teaching techniques
- part 6 - to discuss the following: some general considerations of lesson planning, the second ISE class observation, Suggestopedia, the five stages of the learner in CLL, and ways of using a CLL transcript.

SPECIAL MATERIALS:

Silent Way rods  
cue cards  
writing paper  
several magazine pictures

## PROCEDURE:

## part 1

## I. Common linguistic errors of ESL students

## A. Statement of my reasons for presenting these errors: to make the class aware:

1. of errors they can expect to see and hear when teaching ESL
2. of the complex nature of the English language
3. of some grammar points
4. that being a native speaker of English does not necessarily mean being able to articulate the grammar rules

## B. Examination of the Authentic Errors sheet (A-16).

1. The class read the first sentence, corrected it, and tried to articulate the linguistic rule governing the correction.
2. The class was divided into groups of two and three, and several sentences were assigned to each group. The task was to correct the sentences and to try to articulate the linguistic rules governing the corrections.
3. Each group shared their findings with the rest of the class.

## C. Reference grammars

1. Deciding which ones are best.
  - a. It was suggested that specific grammar points be looked up. The ease of locating the points in the

index and the clarity of the grammatical explanation are good indicators of the value of a particular reference grammar to an ESL teacher.

2. Display and discussion of several grammars. The class was shown several books and opinions were shared about those with which some of us had had experience. A list of the books was later distributed to the class (A-17).

## part 2

### I. Ways to continue learning about TESL

#### A. Joining TESOL(Teachers of English to Speakers of Other Languages)

1. Members are kept informed of current trends through:
  - a. the TESOL Quarterly (4 times yearly)
  - b. the TESOL Newsletter (5 times yearly)
  - c. an annual convention
2. Membership fees:
  - a. regular - \$20.00
  - b. student - \$10.00
  - c. joint husband/wife - \$30.00

3. address: TESOL  
 455 Nevils Building  
 Georgetown University  
 Washington, D.C. 20057

#### B. Joining national and regional professional organizations

related to TESL (e.g., foreign language and bilingual teaching associations).

- C. Attending professional conventions. The next TESOL convention will be held in Boston, from February 27 to March 4, 1979.
- D. Requesting Silent Way materials and workshop information from:

Educational Solutions  
80 Fifth Avenue  
New York, NY 10011  
(212) 924-1744

- E. Requesting the CLL newsletter (\$5.00 per year) and workshop information from:

CL/CLL  
215 East Chestnut Street  
Room 1801  
Chicago, IL 60611

part 3

- I. The remaining students' practice rod lessons and follow-ups. The procedure followed was the same as that described on page 35.

BREAK

part 4

I. Comparison of the audio-lingual approach, the Silent Way and CLL. By referring to the following chart on the chalkboard, the class discussed similarities and differences:

	audio-lingual	Silent Way	CLL
manner of correction			
allowance for student creativity			
allowance for teacher creativity			
teacher's attitude toward errors			
manner of internalizing linguistic material			
repetitions by teacher			
use of drills			
use of memorization			
sequence of linguistic material			
teacher-centered vs. student-centered			
class atmosphere			
responsibility for learning			

BREAK

## part 5

- I. Some useful teaching techniques. The techniques were presented by having the class actually participate in the activities as if they were ESL students. Following we discussed the value of the activities in the classroom and some possible variations. A list of these activities and instructions on conducting them was later distributed to the class (A-18).

## part 6

- I. Lesson planning. The class discussed some general considerations involved in lesson planning. We listed the following:
- A. planning activities which
    - 1. are interesting and enjoyable
    - 2. allow students to use the target language as much as possible
  - B. using a variety of methods and techniques (eclecticism)
  - C. being creative
  - D. following an appropriate grammatical sequence
  - E. adapting a textbook to fit the needs of one's particular students

## LESSON 7 - Comments, Suggestions and Credits

1. The objectives for part 1 - 5 were accomplished but there was insufficient time to discuss the following in part 6:
  - a. the second ISE class observation
  - b. Suggestopedia
  - c. the five stages of the learner in CLL
  - d. ways of using a CLL transcript in future lessons

Unfortunately, there were no further classes during which this material could be covered. However, Suggestopedia and the CLL stages were included in the assigned reading and a list of ideas for using a CLL transcript was later distributed to the students (A-18.1-A18.2).

2. The suggested list of reference grammars (A-17) which was distributed to the class, was taken from a set of materials prepared by Mary Clark, Instructor, MAT program, for a course entitled English Applied Linguistics in the spring of 1978 at the School for International Training.
3. Most of the teaching techniques presented in part 5 (A-18) were introduced to me during the MAT fall and spring semester Methodology courses at the School for International Training. The "Strip Story" idea (A-18.6) came from an article written by Carol Lemelin of Concordia University, Montreal, which appeared in the December 1977, TESOL Newsletter.

4. The segment on lesson planning (part 6) dealt with very general considerations. Specific steps involved in formally writing a lesson plan (formulating objectives, listing materials, etc.) were not discussed. A discussion involving those specifics was not a priority considering the non-technical nature of the course and the limited time available. In addition, the value of being familiar with traditional lesson planning formats is questionable when working with some of the current non-traditional approaches (i.e., Silent Way and CLL).
5. A course evaluation form (A-19) was later distributed to the students. The questions and general format were taken from an Independent Professional Project written by William Dant.

Course Evaluation

## The Students' Views

The students' comments in the course evaluation forms (A-19; Project) modeled from a form in William Dant's Independent Professional Project, included the following:

1. What were the weak points of the course?

"brevity; diversity of background of participants; little opportunity for practice."

"changes in schedule; having ICT students take it during the second half of the program instead of the first half when people had more energy, difficulty in securing observations of ISE classes."

"The background or overview of foreign language teaching was the least stimulating and most teacher-directed but the information was needed."

2. How could the course have been improved?

"perhaps including more specifics on teaching English, as distinct from second languages in general."

"stick to schedule; if it is for ICT's, do it in the first half of their program"

"The instructor might offer more explanation beforehand, of demonstrations to be done by guest lecturers."

3. What were the strong points of the course?

"the 'fun' techniques we were exposed to."

"The degree of practical involvement in a wide range of techniques and approaches, in a very condensed schedule."

"Peer teaching and demonstrations were particularly useful to the students as was the small class size."

"Some history of teaching foreign languages was given providing background for the course; very good organization, preparation and presentation by instructor."

4. Additional comments:

"Some students didn't seem to understand that their presentations were to be examples of methodology rather than complete language lessons."

"The time went too fast; I really felt that I learned a lot."

"As an introduction to 'philosophies of learning' it was 100% ahead of the education course I took in college!"

The ratings given by the five class members to the major class activities are indicated below, based on the following scale:

- 4 = of great value  
3 = of some value  
2 = of little value  
1 = of no value

						<u>average</u>
1.	examination of your past foreign language learning experiences.	3	4	2	3	3.0
2.	overview of foreign language teaching	3	3	3	4	3.2
3.	exploration of audio-lingual theory and practice	4	3	3	4	3.6
4.	audio-lingual demonstration	4	3	4	4	3.6
5.	audio-lingual practice lessons (by class members)	4	4	4	4	4.0
6.	Silent Way Sound-Color Chart demonstration	3	2	3	3	3.0
7.	Silent Way Phonic Code Charts demonstration	3	3	3	3	3.2
8.	Silent Way rod demonstration	4	4	4+	4	4.0+
9.	Silent Way practice lessons (by class members)	4	4	4	4	4.0
10.	Silent Way Word Charts demonstration	3	2	3	3	2.8
11.	Community Language Learning demonstration	4	3	3	4	3.4

						average
12. CLL history and theory	3	2	4	4	3	3.2
13. examination of common linguistic errors of ESL students	4	4	2	4	4	3.6
14. bibliographies of reference books and addresses of TESL resources	4	3	-	4+	4	4.0
15. comparison of audio-lingual, Silent Way and CLL	4	3	4	4	3	3.6
16. techniques demonstration	4	-	4	4	4	4.0
17. ISE class observations	4	4	4	3	4	3.8
18. assigned readings	3	2	3	3	4	3.0
19. "Focus on Learning" questionnaires	2	2	3	3	3	2.6

Particularly noteworthy are the high ratings given to the two peer teaching experiences (items 5 and 9), and to the Silent Way rod demonstration (item 8). Also rated highly were the demonstration of useful techniques (item 16), the observations of ISE classes (item 17), and the distributed lists of resource materials (item 14).

Also of interest are the lowest ratings which, as indicated, were given to the presentation of the Silent Way Word Charts (item 10), and the use of the "Focus on Learning" questionnaires (item 19).

#### The Teacher's View

I have done my own evaluation of the course in terms of the overall student behavioral objectives stated in the first lesson (p. 14) and again below. These objectives were designed to serve as indicators of the accomplishment of my overall goal for the course, also stated in the first lesson (p. 13) and again below. In addition, I have examined,

in a general sense, the goals stated on the first page of each individual lesson. These are treated more specifically in the Comments, Suggestions and Credits section of each lesson.

Goal (part 1) - to provide students with opportunities to make discoveries about foreign language teaching and learning

Student behavioral objective 1 - Students will be able to state their assumptions about foreign language teaching and learning, and through these assumptions, describe in a final paper their emerging approach to TESL.

Through their class discussions, it was demonstrated that students had individually made certain assumptions about foreign language teaching and learning. These assumptions helped them to identify in a final paper, their approach to TESL. Through this approach, they were able to state in their papers, what kinds of activities they would like to conduct, and would not like to conduct in an ESL classroom.

Presumably, their teaching ideas will change somewhat as they are tested in real classroom situations and this, in turn, may alter their approaches. As a result of participation in this course, however, they did begin to formulate and consider their own philosophies of TESL.

Goal (part 2) - to provide students with opportunities to learn about current methods and techniques of TESL

Student behavioral objective 2 - Students will be able to discuss the theory and practice of currently used methods of TESL.

Throughout the course, students participated in discussions of the theories underlying various teaching methods, especially the audio-lingual method, the Silent Way and Community Language Learning. They were able to describe some of the techniques employed when using each of these methods. Unfortunately, certain discussions and several presentations of techniques had to be curtailed or cancelled because of time constraints. Specifically, the cancelled presentations included those involving exploring TESL through: music, games, Lipson box drills and rituals\*, the process approach\*\*, activities using rods, and techniques based on CLL philosophy. Segments on testing, pronunciation and tutoring had to be eliminated as well, along with discussions of discipline and teacher presence (i.e., eye-contact, voice, etc.). It should be noted, however, that some aspects of these topics were discussed informally as they were mentioned spontaneously during class.

In conclusion, the second goal was only partially accomplished. Students had not been exposed to enough of the material planned in order to be able to discuss the theory and practice of TESL to the projected degree.

Goal (part 3) - to provide students with opportunities to experiment with some current methods and techniques of TESL

Student behavioral objective 3 - Students will design and teach short practice lessons based on certain methods of TESL.

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\*These are techniques developed by Alex Lipson of Brandeis University, Boston, Massachusetts.

\*\*This approach suggests introducing new linguistic material in five steps: presentation, practice, explanation, transposition into other contexts, sociolinguistic exploration and cultural exploration. It was developed by Alvino Fantini, Director, Foreign Language Program, School for International Training.

After reading about theories and participating in demonstrations and discussions, each student was able to create and peer-teach short lessons using the audio-lingual method and the Silent Way. Due to the nature of Community Language Learning and the backgrounds of the students (see p. 57), they were not required to do the same with CLL.

Goal (part 4) - to provide students with opportunities to continue learning about TESL

Student behavioral objective 4 - Students will be able to state how they can continue learning about TESL.

During the final class session, students discussed ways of furthering their knowledge of TESL (see p. 60 - 61).

In summary, the four parts of the general goal for the course were at least partially accomplished, as evidenced from examining student performance through the stated student behavioral objectives. Parts 1, 3 and 4 were accomplished to my satisfaction whereas part 2 was not.

Upon examining the specific goals for each lesson for general trends regarding their accomplishment, it became evident that during every lesson, some goals were not accomplished completely. This was consistently a result of a shortage of time. While it was not possible to change the fifteen hour time allotment, I believe it was possible to use the available time more efficiently as explained in the following section.

### Suggestions

As with the accomplishment of the specific goals of each lesson, suggestions for changes in the individual lessons are discussed in the Comments, Suggestions and Credits section of each. There are, however, general recommendations to be considered.

When planning a teacher training course and writing the preliminary outline, it is recommended that one work as realistically as possible within the time framework. If it is a relatively short course, as was this one, it is important to be extremely selective when choosing topics and activities to be included. Otherwise, there is the possibility of constantly <sup>having</sup> ^ to postpone worthwhile activities for future classes, which may result in the cancellation of some of the valuable activities planned for the last few lessons. This was what unfortunately occurred during this course.

During the actual class sessions, it is suggested that the teacher follow closely a predetermined approximate time schedule. Even though it can be argued that ideally it is desirable to extend a productive class discussion indefinitely, when involved in a course of such short duration, lengthening even one class activity may result in the same situation that occurs by attempting to include too many different activities; that is, several worthwhile activities planned for the final sessions may have to be cancelled.

Having several guest demonstrators is also recommended. When there is a variety of instructors conducting lessons, students have the opportunity to observe several teaching personalities and styles. In my particular situation, asking other teachers to demonstrate a method

was essential because my foreign language skills were in languages which some students in the class already knew and, therefore, could not be used to present demonstration lessons in which the students were to be the "ignorant" participants. It is important, however, to express clearly to the demonstrator exactly what should be included in the demonstration and, if possible, to see a trial run beforehand. In this way, the teacher has an opportunity to make any suggestions which may make the demonstration more appropriate for his/her students. The demonstration can also be timed and either shortened or lengthened as necessary.

As a final recommendation, I would like to state that before conducting a teacher training course, it is advisable to explore thoroughly all the material to be presented and to be able to articulate clearly one's understanding and opinions of this material. Only in this way, will the teacher trainer be adequately prepared to address the many unpredictable questions that arise during the class sessions.

## Conclusion

Having addressed the accomplishment of the four parts of the general goal set for the course and that of the specific goals set for each lesson (see Course Evaluation - Teacher's View and Comments, Suggestions and Credits sections), I would like to conclude by examining the accomplishment of my personal goals which are explained in the introduction and listed again below:

Personal goal 1 - to gain awareness and understanding of the factors involved in designing and implementing a teacher training course

As a result of designing and implementing a teacher training course, I became aware of the factors involved in this task with a fifteen hour course for a group of graduate students at the School for International Training. These factors are explained in the Course Development section of this report. Although the steps are written in terms of my particular teaching situation, I believe that they can be applied generally to other teacher training situations as well, and that, consequently, I have learned about teacher training in general.

Personal goal 2 - to gain experience in the field of teacher

training and in doing so, explore my strengths and weaknesses in this area

Through both student assessment and self-assessment (see Course Evaluation), I have reaffirmed my ability to organize and present materials well and to accomplish most of my goals. Through informal discussions with students, I have also realized that the students clearly understood the goals of the lessons and felt that the class activities were well chosen to meet those goals.

As implied several times throughout this report, I did not manage class time as efficiently as possible. In any future teacher training projects, I will attempt to work within time constraints more realistically when planning, and more strictly when teaching.

Personal goal 3 - to increase my knowledge of TESL methodology

I became more knowledgeable of TESL methodology by:

- A) reading extensively in preparation for teaching the course (see Bibliography)
- B) re-reading carefully all readings assigned to the students before each class session
- C) reflecting continually upon different approaches, methods and techniques of TESL throughout the time span of the course

Personal goal 4 - to design a course in TESL methodology which

will be of practical value to those taking it

Until some of the students have the opportunity to teach ESL it is difficult, if not impossible, to say whether the knowledge they gained from taking the course is of practical value. However, since an attempt was made to relate all theories and approaches to actual classroom practice, students were exposed to techniques which are directly applicable in an ESL classroom and which, hopefully, will be adaptable in their particular teaching situations.

Personal goal 5 - to gain experience in working with another professional and to evaluate this experience

Working in conjunction with another ESL teacher, Anne Stevens, was extremely beneficial. Since we did the initial research independently, we were able to use each others findings, which resulted in the doubling of our lists of written resource materials and of available resource people. At our planning sessions, we served as "testers" for each others ideas. Consequently, each of us was able to review very critically our own individual ideas, and to help improve each other's. Because we worked so well together, our sessions were highly productive and enriching both professionally and personally, and the course was certainly improved as a result.

Anne also felt that co-designing and co-evaluating the course was an extremely worthwhile experience. Unfortunately, because she was unable to help teach the course (except in two demonstrations), she felt disappointed in not having the opportunity to see her ideas implemented

in the classroom. Her disappointment was minimized, however, by maximizing her involvement; that is, by meeting regularly to discuss every aspect of the course's progression.

Personal goal 6 - to reflect upon the entire course planning and teaching experience, and as a result, propose suggestions for improvements in future similar courses

While writing this report, I continually reflected upon the course planning and teaching experience. This resulted in the formulation of suggestions for improvements in the individual lessons (see Comments, Suggestions and Credits sections) and in the course in general (see Course Evaluation - Suggestions). I hope that these suggestions will be valuable to those undertaking similar projects.

Personal goal 7 - to design detailed lesson plans which will be of practical value to future teacher trainers

As similarly expressed with respect to goal 4, it is very difficult to say at this time, if the lesson plans I have designed will be of practical value to future teacher trainers. Therefore, I would greatly appreciate being contacted regarding the usefulness of this report to anyone reading it in preparation of planning his/her own teacher training course. This can be done by writing to:

Helene Becker  
c/o MAT Department  
School for International Training  
Brattleboro, VT 05301

## Appendix

TO: ICT's taking the 15 hour workshop in TESL Methodology

I have begun planning the workshop and need to know the following information in order to plan classes which will meet your needs. Please fill out this questionnaire and return it to David Miller-Siegel (or to me) as soon as possible. Use the back of this sheet to add anything you would like me to know.

Thanks,

*Helene*

1. Why are you taking this course?
2. What experience have you had in
  - a) ESL or foreign language teaching
  - b) ESL or foreign language training in teaching
3. What foreign languages do you speak and how well?
4. Is there anything you would like to mention that you would like to see included in this course?

Name \_\_\_\_\_

I will be teaching a 15 hour course this summer to a group of ICT's in TESL Methodology, and I am anticipating some questions that might come up during the course. I imagine that the ICT's might like to know the general opinions of MAT's regarding certain approaches to teaching. In order to help me answer some of these questions, please answer the questions below and put this form in my mailbox as soon as possible.

Thanks,

*Helene*

1. Considering your own personal philosophy of teaching, how consistent with it is each of the following approaches/methods: (please rank --

1 = most consistent

3 = least consistent

Silent Way \_\_\_\_\_ CLL \_\_\_\_\_ ALM \_\_\_\_\_

Other (specify) \_\_\_\_\_

Comments:

- 
2. Realistically, which approaches/methods do you anticipate using, and to what degree in your future teaching?

Silent Way \_\_\_\_\_ % of the time

CLL \_\_\_\_\_ % of the time

ALM \_\_\_\_\_ % of the time

Other \_\_\_\_\_ % of the time

Comments:

TO: English teachers at SIT

June 1978

I will be teaching a 15 hour course this summer to a group of ICT's in TESL Methodology, and I am anticipating some questions that might come up during the course. I imagine that the ICT's might like to know the general opinions of English teachers here regarding certain approaches to teaching. In order to help me answer some of these questions, please answer the questions below and give this form to Elizabeth as soon as possible.

Thanks,

*Helene*

1. Considering your own personal philosophy of teaching, how consistent with it is each of the following approaches/methods: (please rank --)

1 = most consistent

3 = least consistent

Silent Way \_\_\_\_\_ CLL \_\_\_\_\_ AIM \_\_\_\_\_

Other (specify) \_\_\_\_\_

Comments:

- 
2. Which approaches/methods underly the techniques you actually use in the classroom, and to what degree?

Silent Way \_\_\_\_\_ % of the time

CLL \_\_\_\_\_ % of the time

AIM \_\_\_\_\_ % of the time

Other \_\_\_\_\_ % of the time

Comments:

# TENTATIVE COURSE OUTLINE ICT-TESL WORKSHOP

July 11 - August 3, 1978

Room 35--undergrad building  
7-9 p.m. Tuesday, Thursday

## overall assignments:

1. observations of 2 different ISE classes for 1 hour each (1 hour before 7/20)
  2. final 3 page paper (details later)
- recommended additional reading (in order of importance):
1. Stevick, Memory, Meaning and Method
  2. Gattegno, The Common Sense of Teaching Foreign Languages
  3. Curran, Counseling-Learning in Second Languages
  4. Gattegno, Teaching Foreign Languages in Schools: The Silent Way
  5. Brown, "Some Limitations of CL/CLL Models of Second Language Teaching," TESOL Quarterly, December, 1977

Week 1		Week 2	
1) 7/11 - Chastain, p. 1 - 27	2) 7/13 - Chastain, p. 30 - 46, 58 - 73 - "Approach, Method, Technique" (xerox) - AUDIO-LINGUAL APPROACH - LINGUISTIC ERRORS	3) 7/18 - preparation of A-L practice lesson - Stevick, p. 135-147 - AUDIO-LINGUAL PRACTICE LESSONS - SILENT WAY CHARTS	4) 7/20 - Gattegno, Common Sense... Gattegno, Teaching For ... chapter 1 - SILENT WAY CHARTS - SILENT WAY RODS - DISCUSSION OF ISE CLASSES - MID-COURSE EVALUATION
Week 3		Week 4	
5) 7/25 - preparation of Silent Way practice lessons - Stevick, p. 125 - 133 - SILENT WAY PRACTICE LESSONS - CLL	6) 7/27 - Curran, p. 101 - 108 - CLL - LESSON PLANNING - TEXTBOOKS	7) 8/1 - Stevick, p. 149 - 160 - TECHNIQUES FIESTA - OTHER METHODS - DISCUSSION OF ISE CLASSES	8) 8/3 - (1 hour) Stevick, p. 103 - 124 - LEFTOVERS - TESL RESOURCES - FINAL EVALUATION

# MODIFIED COURSE OUTLINE

MODIFIED COURSE OUTLINE			
Week 1		Week 2	
1) 7/11	<ul style="list-style-type: none"> <li>- COURSE OUTLINE</li> <li>--OVERVIEW OF FOREIGN LANGUAGE LEARNING AND TEACHING</li> </ul>	3) 7/18	<ul style="list-style-type: none"> <li>- AUDIO-LINGUAL PRACTICE LESSONS</li> <li>- SILENT WAY CHARTS</li> </ul>
	2) 7/13	4) 7/25	<ul style="list-style-type: none"> <li>- AUDIO-LINGUAL PRACTICE LESSONS (con'd)</li> <li>- SILENT WAY CHARTS (con'd)</li> <li>- SILENT WAY RODS</li> </ul>
Week 3		Week 4	
5) 7/27	<ul style="list-style-type: none"> <li>- MID-COURSE EVALUATION</li> <li>- SILENT WAY PRACTICE LESSONS</li> <li>- DISCUSSION OF ISE CLASSES</li> <li>- SILENT WAY CHARTS (con'd)</li> </ul>	7) 8/3 (3 hours)	<ul style="list-style-type: none"> <li>- LINGUISTIC ERRORS</li> <li>- REFERENCE GRAMMARS AND TEXTBOOKS</li> <li>- TESL RESOURCES</li> <li>- SILENT WAY PRACTICE LESSONS (con'd)</li> <li>- COMPARISON OF SOME APPROACHES</li> <li>- TECHNIQUES FIESTA</li> <li>- LEFTOVERS</li> </ul>
	6) 7/31	8) After the final session:	<ul style="list-style-type: none"> <li>- DISTRIBUTION OF COURSE EVALUATION, ADDITIONAL TEACHING IDEAS, LIST OF REFERENCE BOOKS</li> </ul>

TO: Jan, David, Bob, Tom, Diane, Mary Day

FROM: Helene

The TESL course will meet from 7 to 9 p.m. on Tuesdays and Thursdays in room 35 of the undergraduate building. A course outline and schedule will be given out at the first session which will be Tuesday, July 11.

Before Tuesday, please read pages 1 - 27 of The Development of Modern Language Skills: Theory to Practice (1st edition) by Kenneth Chastain. It's on the reserve shelf of the library (PB35.C532).

See you on Tuesday!

PROPOSAL FOR AN ELECTIVE WORKSHOP  
IN ESL METHODOLOGY FOR ICT STUDENTS

COURSE DESCRIPTION AND CREDITS DESIRED:

This workshop will be a 15-hour course extending over a period of four weeks. The students will meet for two two-hour evening sessions per week. Upon successful completion of the course, students will receive one graduate credit to appear as "ESL Methodology" on the official ICT transcript. An additional credit and 15 hours of instruction may be offered if desired by the students. These hours will be used to explore further the theory and practice of ESL methodology. The workshop will emphasize the following methods: The Silent Way, Community Language Learning, and the audio-lingual method. In addition to this, students will be expected to formulate lesson plans, do assigned readings, give in-class lesson demonstrations, submit a final paper, and observe on-going ISE classes at SIT.

EVALUATION:

Students will be evaluated by the teacher according to the following criteria: class participation, lesson demonstrations, and the final paper. Upon successful completion of the above criteria, students will be eligible to receive credit for the course.

READING LIST:

The following books and articles will be assigned as required reading:

1. Chastain, Kenneth - The Development of Modern Language Skills
2. Curran, Charles A. - Counseling-Learning in Second Languages
3. Gattegno, Caleb , - Teaching Foreign Languages in Schools: The Silent Way
4. Stevick, Earl - Memory, Meaning and Method
5. TESOL QUARTERLY - Selected articles and newsletters

INSTRUCTOR:

The instructor for the ESL Methodology workshop will be Helene Becker. She is currently completing the coursework for her MAT degree at SIT and will receive said degree in August, 1978. (For a description of Ms. Becker's teaching experience and educational background, please see attached resume\*.)

\*Resume is not included in this report.

## OBSERVERS

Each teacher is free to set his/her own policies regarding observers.

See the recommendations for the observer listed below:

- \*1. Make prior arrangements at the English Office for any observations.
2. If possible, discuss with the teacher beforehand what he/she will be doing so you will have a sense of what has gone on before your observation or what will follow.
3. Don't interrupt a class in session. Enter and leave during scheduled breaks.
4. Spend a reasonable amount of time in the class you attend so you have a fair idea of what the teacher is up to (or up against) and so you have a sense of continuity of the lesson.
5. Be an active, critical observer. You can expect to be a part of the group, and we would like you to discuss your observations with the teacher afterward.

\*Arrangements should be made with the individual teacher at least one day in advance.

## LANGUAGE TEACHING REFERENCES AND RESOURCES

### REQUIRED READING:

Stevick, E. Memory, Meaning and Method.

OPTIONAL READING: Highly recommend reading one selection from each of the sub-sections prior to the evaluation meeting in December.

### General

Allen, E. L. (ed.) Teaching English as a Second Language.  
Finocchiaro, M. English as a Second Language: From Theory to Practice.  
Kelley, L. G. 25 Centuries of Language Teaching: 500 B.C. - 1969.  
Mackey, W. F. Language Teaching Analysis.

### Silent Way

Gattegno, C. Background and Principles: Words in Color.  
----- Teaching Reading with Words in Color.  
----- Teaching Foreign Languages in Schools: The Silent Way.  
----- What we Owe Children.  
----- The Common Sense of Teaching Foreign Languages.  
Haskell, J. "The Silent Way." TESOL Newsletter. Vol. X. No. 3.  
Stevick, E. "Review of Gattegno: The Silent Way." TESOL Quarterly  
Vol. 8. Sept. 1974.  
Newsletters. Educational Solutions, Inc.

### IPPs:

Bhusan, M. The Hierarchy of Vocabularies in the Study of Foreign Languages: As Treated in the Silent Way  
Grouthamel, R. Training Teachers of ESL: Four In-Service Workshop Presentation Plans.  
Stone, R. J. Spare the Rod and Spoil the Child: An Approach to the Teaching of English the Silent Way.

### AIM

Chastain, K. The Development of Modern Language Skills.  
Brooks, N. Language and Language Learning.  
Lado & Fries English Pattern Practice  
English 900

### Situational Reinforcement

Hall New Departures in TESOL Materials.  
Schumann "Communication Techniques." TESOL Quarterly. Vol. 6.  
June 1972.  
Institute of Modern Language Publications on SR: "Effective Teaching . . . Enthusiastic Learning"

Hablemos en Espanol  
Orientation in American English  
Orientation in American English: Teachers Manual  
Parlons Francais

### Community Language Learning

- Curran, C. A.      Counseling-Learning: A Whole Person Model for Education.  
-----      Counseling-Learning in Second Languages.  
-----      Counseling and Psychotherapy: The Pursuit of Values.  
-----      "Learning: An Incarnate-Redemptive Self Investment Process."  
Day and Blatchford      "Teaching English as an Alien Language." TESOL Newsletter. Vol. X. No. 3. June 1976.  
LaForge, Paul      "Community Language Learning." Language Learning. Vol. 21. No. 1.  
Rardin, J.      "A Counseling-Learning Model for Second Language Learning." TESOL Newsletter. Vol. X. No. 2. April 1976.  
Stevick, E.      "Review of Curran 1972." Language Learning. Vol. 23. No. 2. 1973.

### IPPs:

- Dupee, R.      Language Learning from a Learner's Perspective: A Teacher's Experience as a Learner in a Community Language Learning Model.  
Rosen, L.      Learning to Trust and Trusting to Learn: A Discussion of the Teacher and Students in the Counseling-Learning/Community Language Learning Model.

### Other Approaches

#### Total Physical Response:

- Asher, J. J.      "The Strategy of the Total Physical Response: An Application to Teaching Russian." IRAD. Vol. 3. 1965.  
-----      "The Total Physical Response Approach to Second Language Learning." Modern Language Journal. Vol. 53. 1969.  
Asher, J. J., Kusudo, J. A. and De La Torres, R.      "Learning a Second Language Through Commands: The Second Field Test." Modern Language Journal. Jan. - Feb. 1974.

#### Suggestopaedia:

- Bancroft, W. J.      "The Psychology of Suggestopedia or Learning without Stress." The Educational Review.

Dampier, B.

"French Without Tears: A Soft Chair, A Little  
Bach and Voila." (on reserve)

Racle, G.

"Experimentation with Suggestopaedia."  
(on reserve)

Audio-Visual:

Implementing Voix et Images de France

Cognitive Teaching:

Lado & Fries  
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English Pronunciation.

English Sentence Patterns.

Spanish for Communication.

Spanish for Communication: Introduction.

Gold, M.

Teaching Strategies for Use in the ESL Class.

Brown, D.

Cognitive Planning and Second Language Acquisition.

Miscellaneous:

Clark, R.

English at SIT.

Poly Training Tape: English.

Poly Training Tape: Spanish.

Lipson, A.

A Russian Course.

Allen, Robert, Allen, Doris, Pompian, Rita

Working Sentences.

Reading and Writing

Ashton-Warner, S.

Teacher.

Freire, P.

"Literacy Training and Conscientization."

Fry, E.

The Emergency Reading Teacher's Manual.

Gattegno, C.

Words in Color.

Gilbert, E.

A Way with Words.

Goodman, K.S. & Niles, O. S.

Reading: Process and Program.

Gray, S.

The Teaching of Reading and Writing.

Kohl, B.

Reading: How To.

Laubach & Laubach

Toward World Literacy.

Spalding, R. & Spalding, W.

The Writing Road to Reading.

Thonis, E.

Teaching Reading to Non-English Speakers.

## Approach, Method, and Technique

EDWARD M. ANTHONY

University of Michigan

OVER THE YEARS, teachers of language have adopted, adapted, invented, and developed a bewildering variety of terms which describe the activities in which they engage and the beliefs which they hold. As one who has been concerned with the teaching of English as a foreign language for almost twenty years, I have sometimes found it taxing to beat my way through the undergrowth of overlapping terminology that surrounds this field. We talk and write of the aural approach and the audio-lingual method; the translation approach; the direct method and the mimic-and-memorize method; pattern practice techniques; grammar method; and even the natural or 'nature' method of language pedagogy. For my own work, I have found it necessary and fruitful to impose system on three terms in the language-teaching lexicon. Perhaps it will be useful for the readers of *E.L.T.* to consider three new definitions.

It would seem a worthwhile endeavour to attempt to limit the use of some of the more common terms when we talk professionally about the concepts of language teaching. If, disagreeing about ways to teach language, we can refer to a framework about which we *do* agree, and focus clearly on the distinctions between views, we may be able to determine in what areas advocates of various language-teaching systems employ the same terms differently, and where we use differing terminology in what are essentially the same situations. We might well find out that language teachers do not differ among themselves as much as has been heretofore supposed. The definitions below are therefore presented as a pedagogical filing system within which many ideas, opposing or compatible, may be filed.

The trio of terms which I am attempting to re-locate in the scheme of definitions are *approach*, *method*, and *technique*. The arrangement is hierarchical. The organizational key is that *techniques* carry out a *method* which is consistent with an *approach*. The definitions are offered with some diffidence—there are many roads to Nirvana, and this is certainly not the only route. Not every aspect of language teaching has been referred to this framework. It is quite possible that modifications and refinements are desirable.

First, let us take up the term *approach*. I view an approach—any approach—as a set of correlative assumptions dealing with the nature of language and the nature of language teaching and

learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith—something which one believes but cannot necessarily prove. It is often unarguable except in terms of the effectiveness of the methods which grow out of it.

Let me illustrate by citing the essentials of the aural-oral approach as I see them, not to advocate them particularly at this time, but only to exemplify what is meant by *approach*. First, here is a list of linguistic assumptions:

1. Language is human, aural-oral, and symbolically meaningful.
2. Any given language is structured uniquely. This can also be stated negatively: no two languages are structured alike.
3. The structure of a language can be discovered, and usefully and systematically described, although such descriptions may differ at various levels and for various purposes.

If language is accepted as aural-oral, an obvious corollary to these assumptions is that writing is a secondary manifestation and ultimately speech-based. I must, however, immediately add that this is not necessarily a statement of the relative importance of speech and writing. One can, of course, argue that writing, often more deliberate and thoughtful, and always more permanent than speech, is therefore more important.

The second type of assumptions—those that relate to language teaching and learning—take the form of three priority statements, one procedural statement, and a comparison statement, all arising out of the linguistic assumptions.

1. Primary manifestations (the aural-oral aspects) should be taught before secondary (reading and writing). Understanding the spoken language is taught more efficiently before oral production, and is indeed a first step toward production.<sup>1</sup>

2. The secondary manifestations (the reading and writing aspects) should be taught in the stated order, since graphic symbols must be seen before they are produced, and thus reading, in a sense, is actually a first step in learning to write.

3. Other uses of language—tertiary in this scheme—such as literary and artistic manifestations, pedagogically also follow reception/production order. It is perhaps doubtful if foreign students of English should be instructed in the production of literary English.

4. Our procedural assumption states that (a) languages are habits, (b) habits are established by repetition, and (c) languages must be taught through repetition of some sort.

<sup>1</sup> Note that no statement is made concerning the size of the portion of the spoken language which should be presented before oral production commences.

5. An assumption that is not always accepted, and about which there is currently much discussion, revolves around the usefulness of bilingual comparison: each language is uniquely structured, as we have said. It is therefore beneficial to compare the learner's language with the target language in order to isolate those features of the target language which can be predicted, with a fair degree of accuracy, to cause trouble for the learner.

Let us move on to our second definition—of *method*. *Method* is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected *approach*. An *approach* is axiomatic, a *method* is procedural.

Within one approach, there can be many methods. Several factors influence the orderly presentation of language to students. The order will be influenced by the nature of the student's language as compared to English. Teaching English to Hindi speakers and teaching English to speakers of Chinese differ methodologically. The age of the student, his cultural background, and his previous experience with English modify the method employed. The experience of the teacher and his level of English mastery are significant. The goal of a course must be considered—whether it is aimed at reading, fluency in speech, inculcating translation skill—all these shape methodology. The place of English in the curriculum and the time available during a given course are not unimportant.

As can be seen from the above, textbooks ought to be written within methodological limitations.

It may be of value to compare briefly two methods which share an approach. The approach, again, is the aural-oral. The methods are frequently called *mim-mem* (mimic-memorize), and *pattern practice*. Both share the factor of goal—they aim at automatic oral production coupled with skill in understanding the stream of speech. They each function best under intensive course conditions. Each is primarily for adults, and neither *per se* assumes previous language learning experience. The order of presentation differs.

The *mim-mem* method begins with a situation—greetings perhaps, or food and meals, or getting a room at a hotel. The student must mimic a native speaker, real or recorded, and remember a rather large number of useful sentences within the situation. From the memorized sentences are drawn certain structures, phonological and grammatical, for particular emphasis and drill. The choice of these structures ideally depends on the result of a bilingual analysis and description. There is nothing in the *mim-mem* method which contradicts the assumptions which make up the aural-oral approach.

On the other hand, the pattern practice method ideally uses

bilingual comparison at the very beginning, and starts with grammatical and phonological structures chosen with the results of a bilingual comparison in mind. These structures are drilled and built up into a situation through the addition of lexical items. Again, there is nothing here which contradicts the aural-oral approach. Both methods have been used with success. Both lie within the same approach, yet each has distinctive features.

The last term which will be discussed is *technique*. A technique is implementational—that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an *approach* as well.

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. For example, in teaching the difference between the pronunciation of English /l/ and /r/ to some Oriental students, teachers sometimes get results by requiring only imitation. If imitation fails, another technique requires the use of a pencil in the mouth to prevent the student's tongue from touching the alveolar ridge, hence inhibiting the pronunciation of /l/. Another teacher or the same teacher at another time might depend upon a drawing or chart of the human vocal apparatus.

When visitors view a class, they see mostly techniques. Teachers often feel uneasy in the presence of visitors, fearing a misinterpretation of their classes. This, in my view, arises largely out of a confusion of techniques with method. The effectiveness of a particular technique must be taken in relation to a method. A particular technique might at one time in the progress of a course be used quite wrongly because it is out of the order required by the method. Later on it might be quite correct.

Laboratory tape-recorders and phonographs are techniques. The recently-popular teaching machines are techniques. The closed-circuit television of the English Language Institute at the University of Michigan is a technique. And even the airplane which slowly circles over the American midwest transmitting educational TV signals is, under this classification, a four-engined technique.

Machines have enjoyed great favour recently. Great claims have been made for their effectiveness in language teaching. In truth, they have great value. But their value depends on *method* and *approach*. The operative factor in the use of language laboratories is not the number of booths or the modernity of the electronic equipment, but what kind of approach is adopted, and what method the equipment carries out. A teaching machine, however complex, is a *technique*, the principles of step-increment learning

factors of *approach*, the actual programme employed displays *method*.

It is to be hoped that the use of the three terms *technique*, *method*, and *approach*, redefined and employed in the telescoping definitions outlined above, will serve to lessen a little the terminological confusion in the language-teaching field. The author would welcome comments and criticisms relating to their use.

OBSERVATION OF ISE CLASS

TEACHER \_\_\_\_\_ DATE \_\_\_\_\_ LEVEL \_\_\_\_\_

(Please do not answer during the class session!)

1. What happened? (What did the teacher do? What did the students do?)

2. What materials were used?

Audio-lingual Demonstration  
Farsi Lesson (English translation)  
Troy Lassiter, MAT IX

dialog (at a gas station)

- a) Hello, sir. Move a little closer, please.
- b) Hello. How are you?
- a) Fine. How are you?
- b) Not bad.
- a) How much gas do you want?
- b) Fill it up.
- a) O.K.

substitution drill

I want a strawberry.  
watermelon.  
apple.  
orange.  
onion.  
eggplant.

transformation drill

I want a strawberry.  
You  
He  
She  
We  
They

## FOCUS ON LEARNING

1. When did you feel good during the lesson?
2. When did you feel bad?
3. How did you feel toward the teacher?
4. How did you feel toward your classmates?
5. To what extent did you feel responsible for having learned what you did?
6. How would you describe yourself as a member of the group? (active, passive, sociable, helpful to others?)
7. What did your teacher and your classmates do that made you feel comfortable?
8. What made you feel uncomfortable?
9. How long did you stay interested and involved in the lesson? Draw a graph representing your motivational peaks and valleys during the lesson.
10. Do you think you could or would want to continue a course such as this over a long period of time?

Silent Way Rod Demonstration  
Greek Lesson (English translation)  
Anne Stevens, MAT IX

approximate sequence:

a rod

two rods

three rods

four rods

five rods

a blue rod

a red rod

a black rod

two blue rods

two red rods

two black rods

(etc. using the numbers 3, 4 and 5 with the  
colors blue, red and black)

I have a blue rod

I have two blue rods

(etc. as described above)

Give me a blue rod

Give me two blue rods

(etc. as described above)

Community Language Learning Demonstration  
French Lesson  
Anne Stevens, MAT IX

PROCEDURE:

1. The demonstrator explained what would happen during the demonstration.
2. The class tape recorded a conversation in French for eight minutes, the demonstrator providing the French translation.
3. The tape was played back without stopping.
4. The tape was played back with stopping to transcribe the conversation.
5. Students read aloud their own sentences from the transcript in French, and then translated them aloud into English.
6. Students discussed what they discovered linguistically about French.
7. Students discussed their reactions to the demonstration and the demonstrator counseled their statements.

AUTHENTIC ERRORS

Why do students make these mistakes?

1. I must to see Tom at two o'clock.
2. We're going to make a party Friday night.
3. That depend of the situation.
4. I don't know really what is that.
5. My father did me good advises.
6. We paid a dime for use the elevator.
7. Another thing very interesting was visiting the wax museum.
8. They want that I spend a good time.
9. How many differents kinds did you buy?
10. We must take the test?
11. We went to downtown yesterday night.
12. The life is sometimes very difficult.
13. I'm very interesting of to go to others countries.
14. How long are you live in this city?
15. Many people don't use to take a shower all the days.
16. I'll like go to movies this Saturday.
17. He finished to work at 8 o'clock.
18. Will you please explain me something?

REFERENCE BOOKS FOR TEACHING ESL

Reference Grammars for English

English Language Services, Inc., A Practical English Grammar, Collier-Macmillan English Program

Frank Marcella, Modern English: A Practical Reference Guide, Prentice-Hall

Quirk, et al, A Grammar of Contemporary English, Harcourt, Brace, Jovanovich

Quirk and Greenbaum, A Concise Grammar of Contemporary English, Harcourt, Brace, Jovanovich

Textbooks which are useable as Reference Grammars

Hayden, Pilgrim and Haggard, Mastering American English, Prentice-Hall

Krohn, English Sentence Structure, The University of Michigan Press  
(good as a sequencing reference)

Praninskas, A Rapid Review of English Grammar, Prentice-Hall

Books on Language Games

Dorry, Gertrude, Games for Second Language Learning, McGraw Hill

Gilbert, Edna, A Way with Words, Reading, England: Educational Explorers

Lee, W. R., Language-Teaching Games and Contests, Oxford University Press

Books on Techniques (mostly audio-lingual type)

Allen and Valette, Modern Language Classroom Techniques: A Handbook, Harcourt, Brace, Jovanovich

Finocchiaro, English as a Second Language: from Theory to Practice  
(new edition), Regents Publishing Co.

Paulston and Bruder, Teaching English as a Second Language: Techniques and Procedures, Winthrop Publishers, Inc.

## SOME TEACHING IDEAS

Cue CardsScrambles

Collect a group of sentences you would like to review. Put each word of a sentence on a separate card. Make several sets of cards. Each set is one sentence. Give a set to each student or pair of students. Ask students to make a sentence using all the cards.

This exercise helps reinforce word order. To practice spelling, a letter can be put on each card of a set and students must form a word. To practice paragraph structure, a sentence can be put on each card of a set and students must form a coherent paragraph.

Dividing cards into categories

Collect a group of words which contain two contrasting sounds which students are confusing. Put each word on a separate card. Make several sets of cards and give each set to a small group of students. Ask students to separate the cards into two piles, each pile containing words with the same sound. Ask students to read the words aloud paying careful attention to their pronunciation.

This exercise isolates what may be difficult sounds for students and helps improve pronunciation.

Group Stories

Distribute to each student a piece of paper headed with a topic or a picture/ cartoon with a piece of paper attached. Have each student write one sentence about the topic/picture/cartoon. Ask each student to pass the item to the next person. Ask each succeeding student to add a sentence to the story without changing the subject. When the item returns to the originator, ask him/her to read the story aloud.

This exercise allows students to be creative in a controlled situation where they are working on continuity in writing. It encourages group cooperation and investment.

Some ideas for working with a CLL transcript

Ask class to:

1. combine sentences using conjunctions.
2. choose a sentence and write three more following the same pattern (sub-verb-obj-, etc.)
3. write a dialog using one of the sentences as the first line
4. change all sentences to the passive voice

5. choose a line and use it as the first line of a poem.
6. rewrite the transcript changing the sentences to questions or negatives.
7. choose a sentence or part of a sentence and say it in class the next day at an appropriate moment.

Choose any grammar point and plan a lesson around it. (What you can do with a transcript is unlimited!)

Careful - This material is highly investive! Students may resent your pulling apart their sentences (feelings) and analyzing them. Watch for this in feedback sessions.

## TECHNIQUES WITH PICTURES

"A picture is worth a thousand words." — Confucius.

The use of pictures (taken from magazines, newspapers, books, etc.) has a wealth of possibilities limited only to your imagination and the variety of pictures you use. The pictures can introduce, reinforce or review the structures, vocabulary and situations you choose to work on. The cultural and socio-linguistic aspects of the language can also be focused on by choosing culturally relevant pictures.

Although many variations are possible with pictures, there are two basic techniques which can be used: picture description and picture narrative. The description technique introduces the narrative, when this is necessary. As students become more proficient, the less-structured narrative technique is probably more appropriate. Here is the format:

### DESCRIPTION/ NARRATIVE

- A. Teacher shows picture and describes briefly. (length of description depends on class level. Approximately 3-5 sentences are suggested.) If necessary, the teacher repeats the sentence several times, until the students seem to understand. Students may ask questions in the target language at this point. Put key words on the board if necessary.

### INTERMEDIARY STEPS FOR DESCRIPTION

- B. Teacher asks questions based on the narrative, using the two basic types of questions:
- |   |  |
|---|--|
| 1. <u>Yes/No questions</u><br>(Note the elements of a sentence which can be questioned) | 2. <u>Question-word questions</u>                            |
| a) <u>Subject:</u><br>Is <u>Mr. Brown</u> eating dinner?                                | a) <u>Person</u><br><u>Who</u> is eating dinner?             |
| b) <u>Object:</u><br>Is Mr. Brown eating <u>dinner</u> ?                                | b) <u>Thing</u><br><u>What</u> is he eating?                 |
| c) <u>Verb:</u><br>Is Mr. Brown <u>making</u> dinner?                                   | c) <u>Time</u><br><u>When/At what time</u> does he eat?      |
| d) <u>Adverbs:</u><br>Is Mr. Brown eating dinner <u>now</u> ?                           | d) <u>Place</u><br><u>Where</u> is he eating?                |
| e) <u>Adjectives:</u><br>Is Mr. Brown eating a <u>big</u> dinner?                       | e) <u>Etc.:</u> <u>Why?</u> <u>What kind?</u><br><u>How?</u> |

-Note that questions eliciting a negative answer lead naturally to a second question:

Is Mr. Brown eating lunch? No, he isn't.

What is he eating? He's eating dinner.

-Note also the easiest way to elicit answers that contain verbs:

What is he doing? He's eating dinner.

- C. Teacher directs students to ask questions, to the teacher or to another student.
- |  |  |
|--|--|
| a) Ask + ? -word question (Ask John what Mr. Brown is doing.)  |  |
| b) Ask + if (yes/no) (Ask Mary <u>if</u> Mr. Brown is eating.) |  |
- D. Tell. Teacher now directs students to try to describe the

### NARRATIVE

picture, using or recombining the sentences in section 1. This is the picture narrative. With more advanced students or review materials, parts B and C can be done quickly or omitted.

- E. Answer. The teacher now asks the students personal questions based on all of the above.  
When do you usually eat dinner? What do you like to eat?

OPERATIONS  
Guidelines

1. An operation is a series of events or actions which is usually universally known and logically sequenced.
2. Manipulation of an object or gadget usually accompanies the operation.
3. The operation typically can be described in 5 - 10 fairly short sentences.
4. The operation is usually done first as a set of instructions. It can be done again and again, varying the verb tenses.
5. Procedure:
  - A. The teacher models the entire chain of statements once.
  - B. The teacher goes through the chain again, stopping after each statement to check the students comprehension.
  - C. The teacher conducts cumulative repetitions of each statement in the chain.
  - D. The teacher uses cue words or gestures and elicits a "free" response from the student. The teacher corrects when necessary.
  - E. The teacher asks each student to perform the operation with no cues.
  - F. The teacher can do the operation again, within a different tense context. For example:

Now I am \_\_\_\_\_ing

I \_\_\_\_\_ed

I have just \_\_\_\_\_ed

I'm going to \_\_\_\_\_

- G. With more advanced classes, the teacher can have a student perform the operation and interrupt with questions in different tenses. For example:

Jean, pick up the \_\_\_\_\_.

What did you do?

What are you going to do next?

Have you \_\_\_\_\_ed?

## Let's Strip!

by Carol Lemelin,  
Concordia U., Montreal

One major problem faced by teachers of ESL in Quebec is giving students the opportunity to use oral English in the classroom. Most oral English practice consists of drills, dialogues, or known-answer questions, but there are few realistic learning situations. R. E. Gibson, in *TESOL Quarterly* (Vol. 9, No. 2) describes a technique called the "Strip Story," a learning procedure which utilizes real communication activities.

This technique can be adapted to class size and level, but is not recommended for true beginners. The basic procedure is as follows.

Before class, the teacher chooses a story or anecdote which has the same number of sentences as there are students. Each sentence should be put on a 3x5 card. In class they are distributed randomly to the students, who are allowed no more than one minute to memorize their sentences. During this time they are not allowed to write anything down or show their sentences to each other. The teacher then collects the cards. The students are instructed to find out exactly what the story is without writing anything down. This means that everyone has to participate actively in order to produce the story. It is important for the teacher to avoid helping the students, thus forcing them to rely on each other.

Students may use any strategy to reconstruct the story. After they have agreed on a sequence they should organize the information by forming a line, the first student being the one with the first sentence, and so on. At this point the students repeat the story in sequence to the teacher. Discussion or reorganization may take place.

A useful follow-up activity is having the students write the entire story, taking dictation from each other. This encourages accurate pronunciation, and provides students with copies of the story. The students are then shown a copy of the original story.

Besides learning vocabulary items and grammatical points from each other, students make improvements in their pronunciation. They must understand and be understood, and if a student's pronunciation is poor, this can interfere with comprehension. From my own experience, I have found that correction is more valuable and long-lasting when done by peers rather than by the teacher.

The value of the strip story is that all students must participate actively

by contributing and gathering information. Often for the first time students listen to each other instead of the teacher.

Since the emphasis is on the activity rather than grammar, students relax and are more likely to participate freely. The choice of story depends on the teacher. I have used *Practice and Progress* by L. G. Alexander (Longman, 1967). The stories are short and since they are centered around a grammar point, problem areas can be worked on according to class needs.

[Reprinted from the *TESL Communicative*, Vol. 1, No. 4, April 1977.]

*Editors Note: Robert Gibson's article, "Strip Story," referred to in this article, is the most frequently (and favorably) mentioned article that students, teachers, and reviewers cite in their letters and articles and in TESL courses.*

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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

COURSE EVALUATION - TEST WORKSHOP FOR ICT'S

July 11 - Aug. 3, 1978

1. What were the weak points of the course?

2. How could the course have been improved?

3. What were the strong points of the course?

4. Additional comments:

COURSE EVALUATION, cont. . . .

Please rate each of the class activities listed below according to the following scale:

- 4 = of great value
- 3 = of some value
- 2 = of little value
- 1 = of no value

1. examination of your past foreign language learning experiences \_\_\_\_\_
2. overview of foreign language teaching \_\_\_\_\_
3. exploration of audio-lingual theory and practice \_\_\_\_\_
4. audio-lingual demonstration \_\_\_\_\_
5. audio-lingual practice lessons (by class members) \_\_\_\_\_
6. Silent Way Sound-Color Chart demonstration \_\_\_\_\_
7. Silent Way Phonic Code Charts demonstration \_\_\_\_\_
8. Silent Way rod demonstration \_\_\_\_\_
9. Silent Way practice lessons (by class members) \_\_\_\_\_
10. Silent Way Word Charts demonstration \_\_\_\_\_
11. Community Language Learning demonstration \_\_\_\_\_
12. CLL history and theory \_\_\_\_\_
13. examination of common linguistic errors of ESL students \_\_\_\_\_
14. bibliographies of reference books and addresses of TESL resources \_\_\_\_\_
15. comparison of audio-lingual, Silent Way and CLL \_\_\_\_\_
16. techniques demonstration \_\_\_\_\_
17. ISE class observations \_\_\_\_\_
18. assigned readings \_\_\_\_\_
19. "focus on learning" questionnaires \_\_\_\_\_

I would like to thank all of you for giving me the opportunity to have this teaching experience which has been valuable to me both personally and professionally. And thanks for being good students!



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