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# Working with Mexican ESL Teachers: Description of a Teacher Training Experience

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WORKING WITH MEXICAN ESL TEACHERS:  
Description of a Teacher Training Experience

by

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Submitted in partial fulfillment  
of the requirements for the  
Masters of Arts in Teaching degree  
at the School for International Training,  
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ABSTRACT:

The following paper is a description and analysis of a four-day teacher training workshop which took place in February and March of 1981 in Zacatecas, Mexico. It was designed to provide English teachers with the opportunity to experience various techniques that are currently used in teaching ESL. The design and implementation of the workshop are presented in detail. Several major issues which were brought out during the workshop process and became a significant part of the discussions will also be explored. These include the applicability of certain ESL techniques to the Mexican classroom, cross-cultural communication and its role in teacher training, the current realities of language teaching in Mexico, and finally, humanistic classrooms: their implications for educational planning and teacher training within the Mexican school system.

ERIC DESCRIPTORS:

Cross Cultural Studies  
Cultural Awareness  
English (Second Language)  
Language Instruction  
Language Teachers  
Teacher Workshops  
Teaching Techniques  
Workshops

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## INTRODUCTION

In late February and early March of 1981, another MAT student and I, along with one Mexican ESL teacher and the local representative of the Experiment for International Living, organized and presented a workshop held over two consecutive weekends for ESL teachers in Zacatecas, Mexico. This paper is a description of not only the process we developed for implementing a workshop for Mexican ESL teachers but also a discussion of the issues and questions we encountered: the teaching of English in Mexico; the dynamics of working with teachers of different cultural backgrounds and values; the flexibility necessary when dealing with different viewpoints on learning and teaching.

With more than twenty English teachers in the local primary, secondary, and university-level schools, the opportunity for involving teachers in an ESL workshop devoted to exchanging and presenting ideas in this area of teaching appeared to be viable and potentially fruitful. As students of ESL and native English speakers, we viewed ourselves as a resource for ideas for teachers who often lack the opportunity to continue their professional development while working. The primary goal of the workshop was to present current teaching techniques in the field of ESL to interested

teachers and to provide a forum for the exchange of ideas and issues in the area of teaching English in the Mexican school system. Aside from the two MAT students, Price Norman and me, a group of eight English teachers attended the workshop which was conducted over a four-day period. They represented a wide range of the school system: three were elementary school teachers, three were at local secondary schools, and two were with the university, one of whom was the head of the English department.

In line with our goal to present current trends in the ESL classroom, each of the two MAT students was responsible for presenting three areas of concern or interest; each presentation was to last one to three hours. One of the other two organizers, also an English teacher in a local high school, was responsible for addressing and leading a discussion on two topics that were elicited from the participants during the course of preparing the workshop. In conducting this workshop, several changes were implemented as a result of time limitations and feedback and reactions to the content of our individual presentations. Along with these changes, and as a result of working with the topics and the people involved, many issues and questions were raised.

The purpose of this paper is to present these issues and questions and to describe the process we developed for implementing a workshop in Zacatecas. This will include sections on the content and outcome of the presentations, the nature



and applicability of certain teaching techniques to the Mexican classroom, a discussion of the concerns that grew out of this experience for both the American and Mexican teachers, and finally, a look at the dynamics of interaction between the American teachers and Mexican teachers. The latter will provide an added perspective to the process of communication across cultures and how it may have influenced the exchange of ideas among the participants. An appendix of materials developed for the workshop as well as the written evaluations completed by the participants at the end of the workshop are also included.

## PRE-WORKSHOP PLANNING AND ORGANIZATION

The initial steps in designing a workshop require the establishment of specific goals for the general intent and theme of the workshop, an understanding of the environment and teaching conditions of the participants in order to provide the most appropriate setting for the workshop, and being flexible and patient with the logistical side of scheduling, funding, disseminating information, and obtaining a location. These factors play an important role in the success of a workshop and are included here as an example of the essential components of setting up a teacher training workshop.

### I. Themes and Objectives

The opportunity to create a dialogue between Mexican English teachers in a small town in Mexico and American ESL teachers became a challenging and significant part of our teaching experience there. The enthusiasm demonstrated by the few teachers we encountered our first weeks in Zacatecas convinced us that a teachers workshop would be a valuable asset to our professional work and our personal interaction with colleagues from another country, enabling us to share

ideas and interests which in turn would contribute to the mutual understanding of the possibilities that exist in the field of teaching.

The initiative to set up such a workshop came out of our desire as MAT students to provide these English teachers with a chance to be exposed to current ideas and patterns in ESL as well as the opportunity to interact with people who may have different views on teaching and learning. Because the opportunity for English teachers in Zacatecas to participate in workshops is restricted by the isolation of the town from comparable language centers such as Guadalajara and Mexico City, a great deal of interest was shown by the majority of the teachers contacted at the outset of the proposed workshop. Their willingness to participate and to contribute their ideas permitted the workshop to proceed and develop into a valuable experience for everyone involved.

We chose six areas of techniques and knowledge that would be of interest and relevant to the participants' experience: dialogue techniques, picture techniques, writing techniques, comprehension techniques, conversation techniques, and pronunciation and phonetics. Two other areas which the participants considered vital to their teaching were elicited: translation techniques and testing. We were not prepared to involve the teachers or ourselves in a workshop of teacher education where the aim is for each individual to evolve his or her own personal philosophy of

teaching and learning. We were not secure in pursuing this particular aspect of teaching for two reasons: our own philosophy of teaching was in the process of evolving as a result of our studies, and any attempt to initiate a similar process with other teachers would have been a premature and unsophisticated endeavor on our part. Our limited exposure to the Mexican school system and educational philosophy gave us a superficial understanding of how to approach the area of teacher education. Secondly, initial suggestions made by the teachers related to specific skill areas in the classroom. Based on these thoughts, we limited our central objective of the workshop to specific techniques applicable to the curriculum and atmosphere of the Mexican classroom. However, during the course of the workshop, these initial objectives changed significantly. Several issues were raised as a result, including the applicability of the techniques chosen to the Mexican teachers' experience and the role of teacher education in a teacher training workshop. (This shift in objectives and its consequences will be discussed further in Section III: "Analysis of the Workshop Design.")

## II. Staff Background

Four people shared in the organization of the workshop design and its implementation: Francisco Espinoza, the EIL

representative, Lupe Ramos, an English teacher from Preparatoria Zacatecas, Price Norman and I (both participating in a homestay-teaching internship program through SIT and EIL). Both Francisco and Lupe had worked with the Experiment for two years as local representatives and coordinators of homestays for Mexican students going to the United States. In addition, Francisco previously taught English at a local primary school while Lupe has been teaching at a private high school for five years. Price has had several years of experience in teacher training, supervision and administration in Thailand and Laos. My previous experience with these areas was in Iran working with incoming teachers on a technical English methodology.

### III. Participant Selection

We had two criteria for the selection of the workshop participants: that each individual be experienced in teaching English, whether currently employed or having some prior experience, and that each teacher be able to function in English comfortably and to express his or her ideas with ease. Since English would be the medium of communication, an adequate speaking ability became the most important element for the success of the interaction among the teachers. Many of the people who originally expressed a strong desire to participate withdrew once they realized

that the sessions would be conducted in English. As a result, the attendance dropped from twenty to eight by the first day of the workshop. Another factor that influenced attendance and a strong commitment from the teachers was the scheduling of the sessions on the weekends, which for many people conflicted with personal responsibilities and other activities.

#### IV. Preliminary Information

There was no printed schedule for the workshop; the outline and objectives remained in a state of transition, as we had decided to elicit ideas from the participants and adapt them to each day's progression. Because of Lupe's acquaintance with most of the English teachers in the town, she took on the responsibility of contacting them and notifying each teacher of the general outline and goals of the workshop. At the same time, she discovered several topics that the teachers felt should be addressed. As a result, we included the two areas of translation and testing in our design.

#### V. Flexibility

One attribute of a good teacher is how flexible he or she is in the teaching process. This is an essential element for working with teachers as well as with students and it

became the keystone of the workshop. While we had established a framework and a time schedule for the workshop as a whole, we did not conceive of them as being a permanent and guiding fixture in which to follow; we left two topic areas free in order for participants to request or contribute their own ideas or areas of interest. By the beginning of the first session, we had filled both these slots with their suggestion that translation techniques and testing be incorporated into the design. Flexibility in time as well as content was also an important element. Sessions often started late and ended late and specific time periods became irrelevant to the progression of each session.

## VI. Scheduling

Because of the participants' teaching schedules during the day and the staff's teaching responsibilities at night, the weekend became the only feasible period of time to conduct our workshop. It was decided that two consecutive weekends would allow the staff and participants sufficient time to consider and work with a wide variety of techniques and issues. The intervening week permitted us, as a staff, to consider alternative suggestions made by the participants and to adapt and coordinate the sessions to accommodate those suggestions. Therefore, two weekends were set aside; each Saturday session was set for five hours and each Sunday

session was set for three hours. The preliminary schedule follows:

TABLE 1  
PRELIMINARY WORKSHOP SCHEDULE

Topic	Day	Time
Dialogue Techniques	Saturday	9:00
Conversation Techniques		10:00
Translation Techniques		11:30
Peer Workshop		12:30
Pronunciation and Phonetics	Sunday	9:00
Peer Workshop		11:00
Culture in the Classroom	Saturday	9:00
Comprehension Techniques		10:30
Testing		11:30
Peer Workshop		12:30
Writing Techniques	Sunday	9:00
Peer Workshop		10:30

## VII. Cost and Funding

As we had intended to donate our time to the entire project, money was not initially a consideration in our planning. However, as the organizing of the workshop progressed,



several factors entered into this consideration: the cost of reproducing materials, such as photocopying, which is quite expensive in Mexico, and the provision for refreshments for between-session breaks. An additional and even more important element was the implication of a "free" teachers seminar which is interpreted by many Mexican teachers as lacking validity in terms of their own professional interests and in terms of the experience and expertise of the staff. It was suggested by Francisco and Lupe that we charge 500 pesos (approximately \$20.00) for the four-day sessions which would adequately cover the entire cost of conducting the workshop.

#### VIII. Location and Materials

Finding a suitable building for conducting a seminar became one of the most difficult tasks of our planning efforts. Schools were unavailable during the weekend, and classrooms in the university, which appeared as the most appropriate setting, were costly. The cost of renting the Chamber of Commerce, where I taught, or Fonapas, the cultural center where Price taught, was excessive. Because of our initial inability to locate a place for the weekend, the original dates of the workshop were changed several times. By coincidence, one of my students, an administrator at the local teachers' union, donated the use of the conference room in the union building and arranged for the use of a blackboard

and other materials. It was an excellent stroke of luck as it was essential for the teachers to be in professional yet comfortable surroundings away from their working and teaching environments.

#### Final Comments

The logistical aspect of designing a workshop may at first appear an insignificant feature of the entire process. However, careful and thorough planning and organization of the framework such as location, time, sequencing of material and activities create a comfortable and pleasant working environment, making the actual presentation of the ideas a more effective and productive experience for staff and participant alike.

## DESCRIPTION OF THE WORKSHOP

The following section will describe three components of the workshop: the participants and their backgrounds, the individual presentations, and the evaluation and reactions to the four-day sessions. The backgrounds and objectives of the teachers are outlined to give the reader an understanding of the participants and their individual experiences and professional expectations. These expectations are not necessarily connected with reasons for attending the workshop; they are included here to indicate the general professional goals and interests of the teachers.

Each presentation will be briefly described under the headings of Day 1, Day 2, Day 3, and Day 4. The objectives and an outline of the presentations will be followed by a summary of the participants' feedback and reactions. Remarks on the oral evaluation of the workshop conclude this section. The specific techniques used, handouts distributed during each presentation and the written evaluation forms completed by the teachers are located in the Appendix.

### I. The Participants: Their Backgrounds and Objectives

In addition to the four staff members, there were eight other participants from various schools in Zacatecas. The

teachers brought with them backgrounds which were diverse in professional interests, places of work, and amount of teaching experience.

TABLE 2  
BACKGROUND INFORMATION<sup>a</sup>

Participant #	Institution	Experience	Interest
1	Primary School	3 months	ESL for Children
2	Primary School	3 months	ESL for Children
3	Primary School	2½ years	ESL for Children
4	Secondary School	none <sup>b</sup>	Pronunciation
5	Secondary School	3 weeks	Techniques
6	Secondary School	4 months	Techniques
7	University	3 years	Technical English
8	University	18 years	Technical English

<sup>a</sup> See Appendix A for more detailed information.

<sup>b</sup> There was only one exception to our requirement that participants have prior or current teaching experience: an advanced English student was invited to attend on the basis of his strong desire to teach English in the future.

From our few observations of elementary and high school English classes and from talking with the teachers about the materials and the students' response to the curriculum, areas of concern were highlighted which enabled us to define the

needs of the participants more clearly. Pronunciation, translation techniques, and working with dialogues stood out as the most pertinent issues to the majority of the teachers. Several of the teachers (particularly those working at the secondary and university levels) indicated their strong interest in addressing the issue of translation in language teaching. Because the method most widely used in the Mexican classroom is grammar-translation, teachers also expressed a desire to see other methods that might fit into the texts and curriculum they were using.

## II. The Workshop Sessions

As previously mentioned in the statement on flexibility, the focus of each day's schedule was not only the individual content areas but also our openness to the participants' needs and feedback in order to accommodate them into the workshop--one of our leading objectives. We discovered during the first day that our original scheduling of activities and presentations was not going to be put into action, and in fact, the actual outcome of the workshop differed greatly from our initial plans. A summary of each day's presentations, a statement of their objectives, and the participant and staff discussions which followed each presentation will be described in the paragraphs below. An explanation of the changes that were made during the course of the workshop will

be presented in the third and final section of this paper, entitled "Analysis of the Workshop Design."

TABLE 3  
WORKSHOP SESSIONS: DAYS 1 - 4

Topic	Day	Time
Dialogue Techniques	Saturday	10:00
Picture Techniques		11:00
Translation		12:30
Pronunciation and Phonetics	Sunday	10:00
Conversation Techniques	Saturday	10:00
Comprehension Techniques		11:30
Reference Materials		1:00
Writing Techniques	Sunday	10:00
Evaluation		1:00

### III. Day 1

#### Dialogue Techniques: A Silent Way Approach

##### Objectives:

- a. To present teachers with an alternative approach to dialogue presentation.
- b. To present a technique on introducing dialogues in the classroom.

- c. To give students the opportunity to listen to each other.
- d. To help the teacher be responsive to students working with each other.

Outline of the Presentation:

- a. Workshop participants became students in an English class.
- b. A short dialogue was introduced using the dialogue technique.<sup>1</sup>
- c. Method 2 of the technique was introduced.
- d. A handout on the technique was given out and discussed.
- e. A discussion of the techniques and the participants' reactions occurred.

Summary of the Discussion:

The teachers were genuinely receptive to the technique presented but felt its applicability to their classrooms was restricted by three very significant realities of teaching in Mexican schools: teachers have as many as sixty students in a class; the dialogues in the required textbooks are very long and complicated; the weekly material to be covered may be up to twenty pages of a text, thus precluding time to work on dialogues. Several suggestions were made in response to these concerns that included shortening the dialogues to a more realistic length, dividing the classes into halves or fourths with the more advanced students teaching their peers

<sup>1</sup> See Appendix B for specific techniques used.

in groups, using the dialogues to focus in on pronunciation rather than conversation, teaching the dialogue by using pictures of people and having the students dramatize or improvise the dialogue by becoming the characters in the pictures.

### Picture Techniques

#### Objectives:

- a. To introduce various uses of pictures in the classroom.
- b. To show how pictures may be used in all four language skill areas: speaking, listening, reading and writing.
- c. To allow student creativity to be fostered and developed in the classroom.

#### Outline of the Presentation:

- a. Workshop participants became the students of an English class.
- b. Three techniques were introduced.<sup>2</sup>
- c. A handout on these and other variations was given out and briefly discussed.
- d. A discussion session on these techniques followed.

#### Summary of the Discussion:

The primary and secondary school teachers felt that these techniques were interesting and would enhance their

<sup>2</sup> See Appendix C for the techniques used.



students' interest in English. The two university teachers found them interesting but not applicable to their curriculum which emphasizes technical English. The suggestion was offered that appropriate pictures could be used to help students work with the technical vocabulary.

### Translation Techniques

#### Objectives:

- a. To discuss the various uses of translation in the classroom.
- b. To present several examples of translation techniques that have been used successfully.
- c. To make teachers aware of the "pitfalls" of translation in learning a foreign language.

#### Outline of the Presentation:

- a. An outline of the 1st and 2nd Semester curriculum program<sup>3</sup> was given.
- b. A sample lesson was introduced including new material, new vocabulary and homework.<sup>4</sup>
- c. Sample translation techniques were presented alongside the lesson introduced in step b.
- d. A discussion and an exchange of questions followed.

<sup>3</sup> The curriculum and textbooks are the same for both the secondary and university level courses.

<sup>4</sup> See Appendix D for specific presentation given.

#### Summary of the Discussion:

This presentation was given by Lupe Ramos as neither Price nor I had ever used translation in our classes. There was a great amount of interest in this topic for all the participants as they all rely heavily on translation in their daily teaching. There was no disagreement that the easiest and most efficient way to teach vocabulary is through direct translation. An alternative suggestion was offered that students pair up and that each become responsible for teaching half of the new words to the other student.

#### IV. Day 2

##### Pronunciation and Phonetics

##### Objectives:

- a. That teachers have an acquaintance with international phonetic symbols.
- b. To introduce pronunciation techniques and how they can be used in the classroom.
- c. To make teachers aware of their students' pronunciation problems.

##### Outline of the Presentation:<sup>5</sup>

- a. The figure of a head and a consonant chart were drawn on the blackboard.

<sup>5</sup> See Appendix E for details of the materials presented.

- b. The parts of the speech mechanism were briefly explained.
- c. The consonant chart was filled in and explained.
- d. A minimal pair drill was given using the participants as students.
- e. A vowel chart was handed out and explained.
- f. A phonetic transcription exercise was given to the teachers.
- g. A Silent Way class was given with the participants as students. It was an introductory pronunciation lesson using the Silent Way sound-color chart.
- h. A discussion followed concerning the presentation and its content.

#### Summary of the Discussion:

The teachers were very enthusiastic about this day's session, not only for its applicability to the needs of their students but also for their own use in continuing to learn correct pronunciation. Most of them were well aware of the importance of phonetic transcription as it appears in dictionaries for a pronunciation aid. The sound color chart was a new and unusual approach to pronunciation for all the teachers and several asked where they could acquire the charts for future use.

## V. Day 3

## Conversation Techniques

## Objectives:

- a. To introduce techniques that allow students to speak English in class.
- b. To foster and develop creative use of English in the classroom.
- c. To provide stimulating activities as an alternative to the required textbook.

## Outline of the Presentation:

- a. Participants became students in an English class.
- b. Three conversation techniques were presented: "Before the Trip," "On a Train," and "I'm going on a trip and I'm putting a \_\_\_\_\_ in my suitcase."<sup>6</sup>
- c. Two handouts were passed out and discussed.
- d. A discussion of techniques and their use in the classroom followed.

## Summary of the Discussion:

Although most of the teachers felt the activities presented were interesting, only two of the eight said that they would use conversation techniques in their classroom. All three of the primary school teachers stated that it was too difficult to get the students speaking in English; most of their teaching was invested in controlling the students

<sup>6</sup> See Appendix F for techniques presented.

and keeping them quiet. One of the three teachers said she would begin using a conversational game in her class to see the results. The other two primary school teachers said that the students "have to learn English first before they can speak it." Most of the other teachers agreed that the activities would make the students too unruly. A suggestion was made that perhaps the activities would have the opposite effects, that the students' interest in learning English would be stimulated by them. Lupe and Francisco added that they had had successful results in their classes with similar types of activities.

### Comprehension Techniques

#### Objectives:

- a. To give students practice in listening to spoken English.
- b. To assess students' comprehension of spoken English.
- c. To help teachers become aware of the importance of listening skills in language learning.

#### Outline of the Presentation:

- a. Participants became students in an English class.
- b. The teacher read passages or played a cassette recording of passages for listening comprehension exercises<sup>7</sup> while students filled in appropriate blanks on the worksheets.

<sup>7</sup> See Appendix G for specific exercises presented.

- c. Group correction of the worksheets followed.
- d. Handouts on the exercises and the teacher's directions were given out and discussed.
- e. A discussion of the techniques followed.

#### Summary of the Discussion:

The teachers found difficulty in being able to apply these exercises to their classes primarily because the materials would have to be created by the teacher. Again, the question of relating it to the curriculum became a major issue. It was suggested that these types of exercises can be directly based on the text by extracting various portions of a week's material and designing a listening comprehension exercise around it. It would serve two purposes: giving the students practice in listening and enabling them and the teacher to assess their comprehension of the material. This idea was accepted with some hesitation as many teachers stated that they didn't have enough time outside of their class hours to prepare extra materials.

#### Reference Materials

##### Objectives:

- a. To share books and materials used in the classroom or as references.
- b. To provide an opportunity for teachers to share their materials.

#### Outline of the Presentation:

- a. Participants brought in their reference books and materials.
- b. Each person displayed and described the materials.

#### Summary of the Discussion:

This hour provided an opportunity for teachers to bring in books and materials that they found of value in their classroom. Four teachers responded by bringing in texts that they have been acquiring as reference guides and sources of ideas for teaching English. Specific passages or ideas from each book and how they were applied in the classroom were highlighted in each person's talk. A suggestion was made that due to the lack of English materials in the local bookstores, a lending library among English teachers be created so that colleagues from the various schools may take advantage of each other's materials.

### VI. Day 4

#### Writing Techniques

##### Objectives:

- a. To reinforce material presented orally.
- b. To present an alternative form of writing than what exists in the required textbooks.
- c. To introduce a creative approach to writing.

#### Outline of the Presentation:

- a. Handouts of exercises<sup>8</sup> were given to participants.
- b. Participants completed each of the exercises.
- c. A discussion of correction techniques (teacher, peer, individual) followed.
- d. A creative writing technique ("Haiku Poetry in the Classroom") was introduced.
- e. Participants composed a haiku poem together on the blackboard.
- f. A discussion of the techniques followed.

#### Summary of the Discussion:

The response to this presentation was similar to the listening comprehension techniques discussed earlier: the teachers were enthusiastic about the techniques but some of them voiced apprehension about having to spend extra preparation time in producing materials. Several suggestions were given which included a recommendation that teachers share and exchange materials created since many of them use the same texts in their classes.

#### Evaluation

##### Objectives:

- a. To elicit the participants' reaction to the workshop content.

<sup>8</sup> See Appendix H for exercises presented.



- b. To allow the staff to consider comments and suggestions for future workshops.
- c. To provide an opportunity for the staff and participants to express their thoughts and ideas of the four-day process.

Outline of the Presentation:

- a. The staff briefly summarized the workshop sessions and process.
- b. Oral feedback was elicited from the participants as well as from each staff member.
- c. An evaluation form<sup>9</sup> was passed out to each person who completed and handed it back to the staff.

Summary of the Discussion:

The reactions and comments from the participants were generally positive concerning the variety of the techniques presented. Each teacher had specific interests that he or she brought to the workshop. There was genuine agreement on the usefulness of several of the areas presented such as pronunciation and phonetics, dialogue techniques, and writing techniques. As the workshop was an overview of many different areas that covered all four language skills (speaking, listening, reading, writing), it gave a broad introduction to teaching techniques. Several participants had specific concerns that were not addressed and thus, suggestions were made that these particular topics be included in future

<sup>9</sup> See Appendix I for written evaluation forms.

workshops. Because the participants came from varied teaching backgrounds, specific issues such as technical English and teaching ESL in the primary schools could not be addressed during this workshop. A major concern that was heard throughout the discussions about specific techniques was how to use these ideas with large classes. Many of the teachers felt that dividing the students into smaller groups is not an effective measure in the Mexican classroom as students try to take advantage of the teacher when a situation is created where the teacher does not have complete control over the entire class. This question was a constant one throughout the workshop.

#### Final Comments

Several aspects of conducting a workshop came forth as necessary to the smooth implementation of ideas into exercises and discussion: the sequencing of daily activities and the integration of the material along with exercises within each presentation. Sequencing and pacing are important features for providing energy and direction within a given lesson or presentation. The participants' ability to maintain interest during five hours of activities depended heavily on the patterning and flow of each content area. Another important aspect, identifying and developing objectives for each presentation, served two purposes: to give

structure to the material and to guide the general progression of each session. This enabled the participants to focus in on specific issues while it also aided in the development of discussions at the end of each presentation. The evaluation process at the final stage of the workshop proved to be a valuable addition as it created an honest and direct way of considering the opinions and comments on the content as well as alternative topics for future workshops.

## ANALYSIS OF THE WORKSHOP DESIGN

The final section of this paper will focus on four specific aspects of the workshop: 1) changes which were implemented during the workshop, 2) the process of group dynamics, 3) teacher training and the cross-cultural experience, and 4) the realities of humanistic education in the Mexican classroom. These four areas are closely interrelated as they affected the overall content and direction of the workshop. The following descriptions and thoughts incorporate the issues of cross-cultural communication among teachers and teacher trainers, the role that values and attitudes play in education, and finally, the applicability of humanistic education to the Mexican school system as it relates to cultural values. I have also attempted to incorporate the evaluations and reactions of the participants as a more objective description of the workshop and what the experience might have been for the Mexican teachers as well as the American staff.

### I. Workshop Changes

There were several major changes made during the workshop; most noticeable were the elimination of the peer workshop

sessions that followed each day's presentations, changes made in the content of the presentations, the addition of a new topic, and a change in the beginning time of each session.

#### A. The Peer Workshops

The primary reason for the elimination of the peer workshops was the lack of sufficient time at the end of each day to organize and conduct individual topic workshops where the participants would be able to develop and put into practice techniques they found useful to their teaching. The small number of participants also influenced our decision to omit this part of the workshop as it was believed that two or three teachers per staff member working on a specific technique did not provide a realistic learning-teaching experience.

#### B. A Reorientation of Content

Changes were made in the general content of several presentations after considering how applicable some of the topics would be for the teachers. The initial idea of presenting conversation techniques arose from our observations of English classes at several local high schools where students were not given much opportunity to use English in conversation. We felt that the teachers needed exposure to various conversational techniques in order to create a more natural setting

for the students to use their English. However, the nature of the presentation was complicated by concern over what these techniques would encompass: whether they would be aimed at all levels and if they would include visual aids and games. So the presentation was changed to focus on a rather tangible classroom tool: visual aids, specifically pictures which are inexpensive and easy materials for teachers to acquire. The objective of the presentation became a focus on the use of these visual aids projected through activities that included conversation, writing, and listening comprehension. In fact, this change permitted a wider range of skill areas to be incorporated into the presentation. As many Mexican teachers are reluctant to use conversation in class, especially since they frequently lack a firm command of the language, introducing picture techniques appeared to be a relatively unimposing framework. It comprises many basic linguistic skills rather than highlighting a specific area with which they aren't entirely comfortable.

The next change in content came with the presentation on "Culture in the Classroom" which was not being transferred from the print in the English texts to the context of spoken English. This was another element of the state of teaching English in Mexico that was neglected in the curriculum. Since there wasn't enough time to include yet another topic, we decided to incorporate cultural perspectives into the area of conversation. Instead of approaching culture as an issue

apart from speaking, which lends an artificial quality to language, the objective of the presentation "Conversation Techniques" became creating an awareness of the cultural nature of language, how it is used to express and transmit ideas and values.

#### C. Additions and Deletions to the Schedule

The topic of testing, a suggestion originally made by the participants, was unintentionally eliminated as the staff member was unable to present it due to illness. We replaced it with a request that the participants bring in materials and books they had used in their classroom or as reference. This suggestion became another topic which we entitled "Reference Materials" and proved to be an effective addition to our schedule with an hour of exploring each other's favorite books, often ones that were acquired in Mexico City or from previous MAT students.

#### D. Timing

A final change concerned the beginning hour of each session: it moved from 9:00 to the more convenient hour of 10:00 as the participants tended to wander in twenty to thirty minutes late. To encourage punctuality at the sessions, we had coffee and food waiting and people began to arrive

early in order to take advantage of the early morning snacks before the first presentation.

## II. Notes on the Process of Discussion and Group Dynamics

At the end of each presentation, a time was set aside to voice reactions to the content and the applicability of each technique to the teachers' classrooms. Since each participant experienced the presentations as a student, the purpose of the group discussions was to elicit observations and comments from a learner's perspective. We hoped that this approach would give a more complete meaning to the teaching-learning experience and that these experiences would be brought out in the discussions. The most noticeable element throughout these discussions was the lack of interest in fully analyzing the content of each presentation and its implications. It was difficult to elicit more than general comments about the usefulness of the techniques; the initial discussions seemed to conclude shortly after their onset, participants often hesitating to voice their negative opinions. I believe much of this hesitation was related to the cultural specificity of mode of thinking. Another factor was our objectives which remained an elusive and confusing element of the workshop for the participants. (Both mode of thinking and the role of the workshop objectives will be explored in "Teacher Training and the Cross-Cultural Experience" and "The Realities of Humanistic



Education in the Mexican Classroom," respectively.) The final two days' discussions had developed into more thought-provoking exchanges as participants became aware of underlying workshop goals. Discussions had by this time evolved into a comfortable and supportive atmosphere where opinions and ideas were openly stated. The following paragraphs describe the dynamics we discovered to be present during the course of the workshop. A summary of the significant factors which we believe help stimulate group interaction is presented here as a reference for future workshops.

One of the most important indications of a good workshop is the quality of interaction and exchange of ideas among the participants. Through the creation of a cohesive and integrated series of topics, we hoped to provide a setting conducive to stimulating discussions of all the ideas presented. It is not merely the design of the workshop that enables this exchange to take place; the staff must also utilize their experience in working with teachers of backgrounds both ideologically and culturally diverse. Factors which contribute to creating such an atmosphere include:

- a. the effective scheduling and presentation of the ideas;
- b. the joint effort to establish goals and objectives for the workshop by both the staff and the participants;
- c. the expertise and knowledge of the staff in creating and taking advantage of the environment and resources available;

- d. the ability of the staff to recognize more subtle areas such as the differences as well as the common experiences of the participants;
- e. the cultural differences that exist among a diverse group of people who bring varied expectations. These play an important role in the process and must be recognizable to the staff.

It is this final feature of cultural diversity, both in the personal outlook as well as the professional view of education, teaching, and learning (which will be addressed in the third part: "Teacher Training and the Cross-Cultural Experience"). Some of the factors listed above are crucial to the success of a workshop; all are interrelated. They all influenced how the participants reacted, interacted, and were involved in the workshop process. Historically, the experiences many of these teachers have had at in-service workshops and at the Escuela Normal involved attending lectures and taking notes on the content of a presentation. Little, if any, participation on the part of the teachers entailed experiencing the reality of a learning and teaching situation.

The basic philosophy and objectives of this workshop were to allow the participants to gain insight into a technique through direct experience and discussion, a method that is fairly unusual to Mexican teachers. Their initial expectations were based on previous experiences of listening to a lecture, while our initial expectations were based upon a desire to involve the teachers directly in an active learning-teaching

experience. The first day's session is, therefore, difficult to analyze. Communication was hindered by the conflicting natures of both group's expectations, provoking an atmosphere where confusion or resentment occasionally surfaced. Two factors appeared to affect the amount of discussion in the initial stages of the workshop: the nature of the topics presented, some of which appeared irrelevant in view of some teachers' needs; and the fact that our format for presenting material incorporated approaches that were unusual for most teachers. As the workshop progressed, and direct experience within each presentation allowed the teachers to gain more insight into specific techniques, the exchange of opinions and ideas increased dramatically. The initial difficulty in recognizing individual expectations could have been diminished or nearly eliminated by establishing a time for the voicing of expectations, objectives, and teaching and learning philosophies. (This aspect of teacher education and its relevance to teacher training will be discussed further in the final section of this paper, entitled "Observations on the Workshop Process.") In the final analysis, an awareness of the factors that aid in effective group discussion is vital to the success of a workshop.

### III. Teacher Training and the Cross-Cultural Experience

In the following paragraphs, several issues in cross-cultural theory are discussed as they relate to our experience with Mexican ESL teachers. Two of the most important which were apparent throughout the workshop were mode of thinking (an analytical thought pattern versus a relational thought pattern) and the concepts of innovation and change. All of these became evident in the group discussions and affected the nature of interaction. As previously mentioned, the participants were reluctant to explore many discussion questions in depth, preferring to reserve comment about specific techniques. Continual attempts were made to pursue negative comments such as "my classes are too big so I can't use this technique" or "the students are lazy" in order to help teachers explore their thoughts on a more profound level. A significant amount of resistance to certain techniques seemed only natural as a result of the novelty of many of the ideas behind them. But the resistance to analyzing these techniques and their use in the classroom relates to the duality of thought patterns present: the staff's desire to explain, define, and explore each technique, often removing the discussion from the teachers' immediate experience to a more abstract level; the participants' desire to deal with the technique as it related to their recent experience with it in the workshop. These different approaches to thought as well as the role that

innovation and change played will be explored in more detail in these next few pages.

A very subtle but influential component of the workshop was the cross-cultural experience encountered by Americans and Mexicans working together in an area where basic educational philosophies varied greatly and were a distinct reflection of each group's social values and assumptions. Moving into an intercultural setting we were faced with the necessity of reassessing our accepted value and behavioral systems. This experience forced us to weigh our mode of thinking against a different system--an action which affected the goals of the workshop and which was necessary to the process of communication. By ignoring this different system we would only have magnified the differences that existed between the American and Mexican cultures.

An interesting aspect of this encounter was that the cross-cultural experience was represented on two levels: at the same time that the staff was implementing a new system of teaching (requiring, in effect, a change in behavior and values on the part of the teachers) through the exercises, the participants were responding on a different level: that of a member of Mexican society with yet another system of values and behavior. Edward Stewart in American Cultural Patterns suggests that we look at cultural variations as aligned on a continuum of environment and experience with each culture categorizing experience and thought differently.

Signals such as interest, boredom, and anxiety surface at different points along this continuum; they appear inappropriate and are incorrectly interpreted.<sup>10</sup>

Some generalizations about certain American values and their signals are appropriate here in order to clarify what attitudes or behavior might have influenced the interaction between the staff and participants. These aspects of American culture, while not characteristic or definitive for every American, are common qualities readily observable outside the context of American society and against the backdrop of another culture. There are three concepts reflecting American culture that were embedded in the assumptions and values of our workshop goals, possibly affecting both the participants' expectations and their ability to communicate. These concepts comprise: 1) the use of words which contained highly contextual meanings, 2) the mode of thinking specific to American culture, and 3) the desire for progress. (All these concepts will be further explored in the next part, "The Realities of Humanistic Education in the Mexican Classroom.")

Often, an American's use of words which embody general assumptions and classify ideas according to a cultural context appears vague to a non-native speaker who has not mastered the words in a similar environment. Such words as objective, progress, individuality, student-centered learning, may have

<sup>10</sup> Edward C. Stewart, American Cultural Patterns (La Grange: Intercultural Network, Inc., 1972), p. 26.

meaning for those teachers who work in a very idealized setting such as S.I.T. where there is a trend to obtain a collective definition of their uses. However, as teacher trainers in a radically different setting where the nuances of these words were not evident, we failed as communicators to help participants reach a common understanding of them in their significant contexts. Words that entail highly developed concepts should be clearly defined for teachers of different linguistic abilities, particularly for those who are non-native speakers. The importance of defining and redefining words in context cannot be overstressed as an essential part of effective communication.

The second aspect of American culture that might have determined the type of communication in the workshop is mode of thinking. American academia emphasizes the use of analytical reasoning and theories based on experience or a realistic situation. Stewart describes two modes of thinking that demonstrate the possible conflicts that could arise when people from different cultures try to communicate. The first one is the analytical pattern which is the American approach to thinking about and describing the world. It tends to discredit or avoid statements or theories that are not supported by evidence. The second one is the relational pattern which allows for theories to be proposed without knowing their applicability to an actual situation. This latter approach to thought can be found in most academic centers throughout Europe and its

colonies.<sup>11</sup> Language is a complex system that not only embodies thought through the meaning of words but also how these words are put together in a string. On a third level, it is manipulated to reflect an approach to solving problems and communicating experience. The American tendency to analyze experience is a factor to consider when working in a cross-cultural environment. Our expectations for thought-provoking and exciting discussions were perhaps out of place or irrelevant to the participants' needs and cultural expectations. In this respect, an understanding of the diverse modes of thinking that exist would be beneficial in cross-cultural exchanges. In "American Mainstream Values and Our Intercultural Field," Ronald Podeschi suggests that educators practice cultural pluralism in their thinking by opening themselves up to other kinds of data, realities, and epistemologies.<sup>12</sup>

One final aspect that I would like to include is the concept of progress and our ability, as Americans, to view progress as an aim of all that we do. Progress is proven by results and results are important if we are to judge the worthiness of our efforts. It is very frustrating for an American to work overseas without having a tangible result by

<sup>11</sup> Stewart, pp. 22-23.

<sup>12</sup> Ronald Podeschi, "American Mainstream Values and Our Intercultural Field," in Intercultural Theory and Practice: Perspectives on Education, Training and Research, ed. William G. Davey (La Grange: Intercultural Network, Inc., 1979), p. 145.



which to measure his or her efforts. In our case, we felt the omission of the peer workshops dealt a severe blow to our workshop: the participants would lack an opportunity to apply techniques in a classroom environment and we, as staff, would not be able to see our ideas put into action. The participants, on the other hand, seemed fairly pleased with the type of workshop they attended. Providing an opportunity to practice techniques in a simulated classroom situation might not have changed the ultimate value of the workshop for them.

Stewart mentions four components that are basic to establishing a framework for cross-cultural understanding: they all relate to the general make-up of a society and individuals in that society:

- a. the form of activity and motivation;
- b. the form of relation to others;
- c. perception of the world;
- d. perception of the self.<sup>13</sup>

All of these influence and reveal the values and assumptions that we hold as individuals of a particular culture. There are easily identifiable intercultural differences such as language and customs. The finer distinctions in cultural values and characteristics such as mode of thinking, perception of the world and experience, and differences in emotions and behavior are more obscure; but all affect interpersonal

<sup>13</sup> Stewart, p. 91.

and intercultural communication. Successful cross-cultural understanding depends upon the ability to observe these finer aspects of culture. Consequently, effective teacher training in an intercultural situation requires an atmosphere of cultural awareness where the finer aspects of communication reduce the likelihood of misinterpretation by members of the workshop.

#### IV. The Realities of Humanistic Education In the Mexican Classroom

Our workshop, designed to present basic skill areas in the ESL Classroom, contained several principles which I believe are fundamental to humanistic education:

- a. activities should foster creativity in the students;
- b. the most effective learning results from actual experience;
- c. student-generated materials and ideas are a primary source of classroom activities;
- d. the group process is a valuable element of the learning environment;
- e. learning should be the shared responsibility of the teacher and student; in addition, it is the sharing of knowledge that aids in change and growth;
- f. learning is affected by immediate as well as peripheral elements of the classroom; the physical arrangement is as important as the student-teacher relationship.

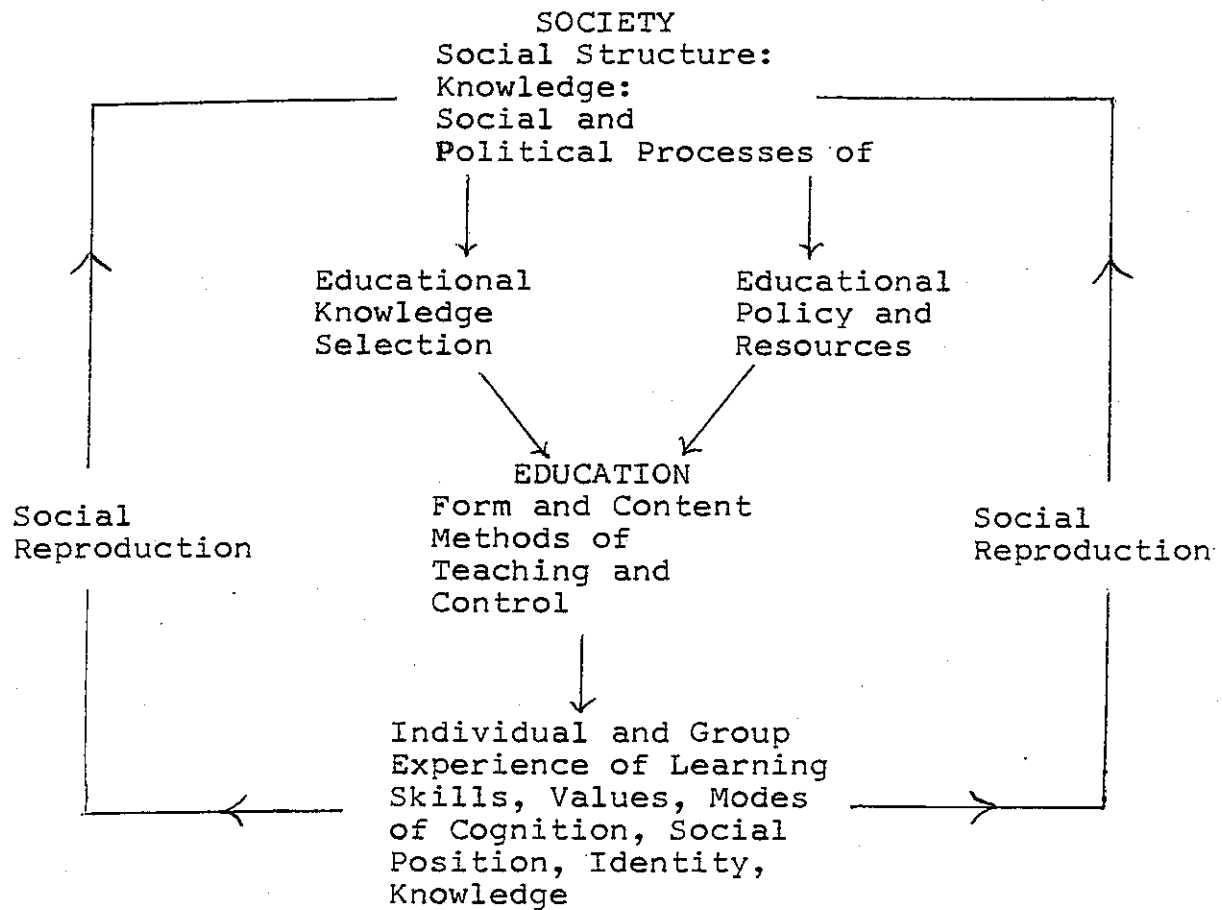
Our design to introduce techniques focusing on specific areas such as conversation, writing, and pronunciation was influenced initially by the local school environment: we added more traditional topics such as translation and dialogues; we also took into consideration the set-up of a Mexican classroom with its limitations as a result of large classes and few materials, and a curriculum beset with outdated and unsophisticated texts. Despite these considerations, what surfaced as the guiding force of our workshop were the humanistic principles present in the techniques: the activities emphasized the use of group dynamics, student-initiated ideas, and experiential learning.

In choosing the activities to demonstrate a technique, we failed to examine these underlying principles to see how they might have conflicted with the participants' educational philosophy. This philosophy is characterized by a teacher-dominated and directed style of learning (relying on rote memorization and few experiential situations) and highly traditional attitudes concerning the students. In hindsight, an evolution of objectives occurred in a very unconscious manner: we began with the intent of focusing on specific techniques, not realizing the very nature of our activities carried a message contrary to the participants' views. What at first appeared as disinterest or boredom with the various presentations was actually a reaction against our objectives to create more student-generated participation and less of a teacher

dominated atmosphere in the classroom. In essence, our workshop objectives were twofold: our initial idea of presenting techniques evolved into recreating a student-centered learning environment where the teachers taking on the role of students would recognize the value of such an approach as fundamental to an individual's learning and growth. Identifying objectives and educational philosophy is crucial to the workshop process. Had we been aware of our changing objectives, we would have understood the participants' reactions better. In the next few pages, I will look at educational philosophy and how cultural values and behavior may influence it. In addition, I will address the questions that evolved from the workshop concerning humanistic education.

Educational philosophy is very much a reflection of the social structure of a given group of people: it shapes the individual into a cultural being with values and beliefs that are compatible with other individuals in the society. It is a cyclical process, each component legitimizing and reinforcing the basic concepts of the former component and shaping the succeeding one. The diagram on the following page illustrates this point. There are several issues that should be mentioned here which relate to culturally determined attitudes which in turn influence educational philosophy. They encompass the concepts of innovation, change, progress, time and individuality; all blend to create a complex inter-relationship in society. Innovation in ideas and initiating

FIGURE 1  
 Schema For Analysis of Education<sup>14</sup>



<sup>14</sup> Bill Williamson, Education, Social Structure, and Development (New York: Holmes & Meier, Inc., 1979), p. 9.

change are inherent in the American world view. Progress and time in American culture are closely interrelated; time is a continual flow where one must be aware of its use. There is a continual impetus of more efficiency and economy in one's work where the examination and application of new principles is commonplace. In Mexico, events are not embedded in units of time but frequently exist apart from reference to it. Maintaining the status quo and securing one's position in society are the model an individual needs. The professional and social positions are usually overlapping entities; scrutiny of one's performance in one area may have consequences in the other.

Freedom of choice is an important factor that helps define the American personality. In a more traditional society where individual roles and responsibilities are very specific and static, freedom of choice is irrelevant; students in American schools are encouraged to think for themselves and to solve problems. Such independence is not a characteristic of Latin society; in fact, dependency of the child on the parent or the teacher is a common attribute, actively supported as a means of strengthening family and social relationships.

The basic question that evolved from the workshop process was what created the source of resistance to the humanistic principles contained in the workshop. Was it a result of value conflicts as previously described or because of the belief that many of the activities were not applicable to the

classroom environment? The realities of teaching English create many obstacles for the teacher and student alike: insufficient materials, outdated textbooks, large classes (50 to 70 students), a curriculum that is irrelevant to the students' lives, and teachers who are underpaid and overworked. If, indeed, the answer lies in the latter, then the task of educating and training teachers is more recognizable and tangible: providing techniques for classroom management, materials development, and activities that generate student involvement and creativity. A series of classes demonstrating these techniques would enable teachers to see the development of greater student interest and a more positive attitude toward learning.

However, if the opposition we faced in the applicability of our teaching techniques was a result of conflicting social attitudes, then the problem is more fundamental and complex. The reality of difficult teaching conditions contributed to the general unwillingness by the participants to relate the techniques to their classroom. But, I believe the nature of the resistance we encountered was primarily a consequence of conflicting value systems. Humanistic education works to reduce the inequality between members of a group and to view each person as an individual possessing worth and a potential for growth and change. Mexican society typifies the more traditional structure of predetermined social interactions allowing for security in the predictability of communication.

These conflicting viewpoints put a strain on the basic values held by members from different cultures. Working for change is a very distinct value in American culture related to the position held by progress and orientation toward the future. For Mexicans, the norm is to regard the past or the present rather than to focus in on conditions that might exist in the future. It is here that the need for change, growth, freedom of choice, and recognition of individual differences becomes the issue in the Mexican classroom. Should Americans, as teacher trainers, attempt to create a change in a system of teaching that is so incompatible with the values held by the society? Is it feasible to expect a Mexican teacher to make such a change in attitude and behavior?

If one believes that the principles of humanistic education are fundamental to effective learning and teaching, then the question about value conflicts is reduced from the philosophical to the practical level: how does a teacher trainer effect a change in values and behavior? It is not a process that can be easily applied to any teacher training situation and it becomes increasingly complicated by cultural differences. It is also a process that must be carefully structured through a series of integrated steps to prepare participants for such a change. According to Stewart, the historical trend with American trainers overseas has been the failure to acknowledge the local social structure and to integrate it into their work, thus resulting in ineffective training



procedures and programs.<sup>15</sup> Therefore, it seems that a necessary process to providing effective training, especially in the situation where new values and attitudes are being introduced, is to be responsive to value relationships of the local culture.

Where does this process of considering value relationships and implementing change begin? Returning to Figure 1, we notice four sequential components of education: society, educational planning, education, and the individual-group experience. The social and educational frameworks are where most changes occur while the other two influence change to a lesser degree. Adam Curle and Paulo Freire disagree as to which framework is most conducive to affecting change in educational philosophy. Curle states that delaying any attempt at educational change until social change has occurred is futile. A change in education may affect a change in the system; therefore, the first step in initiating a change would concentrate on "methods of raising the awareness of teachers of their role in the world, their affect on children, and above all, on their own natures."<sup>16</sup> Paulo Freire, in the same dialogue, disagrees with this process; according to his view of the social-educational framework, those who are in

<sup>15</sup> Stewart, p. 79.

<sup>16</sup> Adam Curle, "What can education contribute towards Peace and Social Justice?" in Education For Peace, ed. Magnus Haavelsrud (Keele: IPC Science and Technology Press, 1974), p. 68.

control and define the content and methods of education will not adopt ideas that conflict with their own interests and security.<sup>17</sup> If as teacher trainers, we resign ourselves to this latter belief, we must then leave educational change up to the educational planners who hopefully can convince the politicians and administrators to accept new ideas or wait until masses of individuals discover these ideas and demand their implementation. However, this attitude seems to neglect the power of education within a classroom and the ability of the teacher to affect change in the values of his or her students. Therefore, as a teacher trainer, one need not resign oneself to the overwhelming influence of social values and behavior as the ultimate determiner of educational philosophy but as Stewart suggests, recognize their influence in order to understand how to approach teacher training. The primary objective of a teacher training workshop should be providing the opportunity for participants to establish and develop their personal philosophy of education, teaching and learning in order to create an awareness about themselves, their students, and the process of education. This step in the process enables teachers to explore more specific areas of training (such as the use of different techniques) with a greater awareness of their value and applicability to the classroom environment. This approach would have been helpful

<sup>17</sup> Paulo Freire, Education For Peace, p. 79.

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<sup>17</sup> Paulo Freire, Education For Peace, p. 79.

in guiding the workshop focus and in helping us feel more comfortable with our concerns about the applicability to the Mexican teacher of certain values contained in the principles of humanistic education.

#### Final Comments

In this analysis of the workshop, an attempt has been made to look at various issues raised during the discussions and to come to an understanding of several important processes involved in communication. The complexities that exist in setting up and running a workshop vary depending upon its nature; the physical setting, the content and goals, the participants' backgrounds and objectives, and the staff's ability to guide group discussion, all contribute. In the cross-cultural environment, questions about basic educational philosophy or values that are in conflict may be the most important aspect. In our case, this final element was of particular relevance to the underlying objectives of the workshop and consequently, became a significant feature of the entire process.

## Observations on the Workshop Process

As a result of my experience in implementing a teacher training workshop in a cross-cultural setting, I have become aware of several factors necessary to the process of teacher training and group dynamics:

- a. the need for comprehensive information about participants, their backgrounds, and objectives in the workshop;
- b. the need to explore individual teaching/learning philosophies;
- c. the need to elicit individual and group objectives in order to include them into the workshop;
- d. an awareness of values and attitudes of the local culture;
- e. an understanding of group dynamics and the process behind its development;
- f. the effective sequencing of activities to maintain participant interest and involvement.

Two factors would have aided the progression of the workshop: the development of objectives and the awareness of educational philosophies. Designing a workshop to fulfill each and all of the participants' objectives is an unrealistic goal in a limited time span. The task of bringing together ideas and individual needs is complicated by the lack of information about the people involved. Although we had a

general idea of what interested most teachers, our objectives relative to how a teacher should approach a learning experience differed dramatically from the participants' expectations. By failing to come to a basic understanding of these differences, confusion and ambiguity were created unintentionally. Because we were limited by time, we avoided introducing a teacher-education workshop and went directly into basic classroom skills. The first two days presented an unusual and different approach to teaching and learning which demanded that the teachers reorient their philosophies in accordance with our views. We expected the participants to change their teaching behavior; however, this type of radical change must come through a learning experience that allows each person to discover a personal meaning to the ideas and issues presented. The resistance and discomfort caused by this experience might have been avoided had an examination of individual teaching philosophies allowed the participants to consciously discover their own attitudes and ideas about teaching and learning before considering the techniques and the issues behind them. The value of providing an opportunity for teachers to analyze and define their views on teaching and learning made itself apparent towards the final two days as teachers understood and became more receptive to the basic objectives of the workshop. As a result, the willingness to express their own ideas was strengthened through a growing confidence in the entire process.

Another significant feature of the workshop was the use of English as the means of communication. Because few of the teachers were completely fluent in English, the amount of interaction was severely limited. Provided that the American staff was comfortable in and capable of using Spanish, using the native language would have enabled the participants to express themselves fully and competently. A third consideration for the effectiveness of a teacher training program is the inclusion of peer teaching which provides participants with the opportunity to experiment with techniques in a classroom environment. The issue was raised in the previous section about the cultural value of the application of theories; It may be an irrelevant process for the participants if the principle issue of the technique remains to be whether or not value and attitudinal conflicts may arise from using the technique in question. Therefore, attempting to have the teachers work with such techniques could be unproductive in the context of their personal and professional expectations.

Working with Mexican English teachers provided us with a valuable experience: the chance to examine our roles as teacher trainers and the role of ESL in international education, and allowed us to explore the realities of teaching English in another culture, particularly in a case where the educational philosophy differs from our own. The last component is a major concern for the success of a workshop as teaching philosophy should be addressed and explored by each

individual before specific skill areas of teacher training are introduced. This is of particular importance in a situation where attitudinal and behavioral changes are expected.



## APPENDIX A

## Participant Background

The following information is extracted from a questionnaire that was completed at the beginning of the workshop by each participant. These questions are taken from a form used by EIL representatives in Mexico and does not reflect the type of questions that we would have prepared in order to elicit detailed information from the participants. These questions and a summary of the responses are included here to give an idea of the participants' backgrounds and interests. Two questions were asked:

- 1) What are some of your experiences in teaching English?
- 2) What specific interests do you bring to this workshop?

The following statements are a compilation of their answers to these two questions.

1. What are some of your experiences in teaching English?

- I have been teaching students between the ages of 10 and 12; results have been good in reading and writing but there are particular problems with phonetics and pronunciation.
- Limited.
- I have only been teaching a short time (3 months).
- My emphasis in class has been on word study which the students have many problems with.
- Having worked at both the secondary and university level, I am interested in all aspects of teaching English but in particular, in helping the student understand

the importance of the language as a link between cultures as well as a factor of economic development.

- At the secondary level, students enter English classes without knowledge of English; I see the importance of teaching as giving the students a good basic knowledge of the language.
2. What specific interests do you bring to this workshop?
- Everything about teaching children to speak, understand, and communicate with each other; also, comprehension activities that help the students understand the teacher.
  - Techniques for correct pronunciation and techniques for increasing vocabulary.
  - Pedagogy specifically related to teaching children.
  - Current teaching methods.
  - Different ways of making the class interesting in order to awaken interest within the students.
  - Methods of teaching technical English.
  - Methods of teaching that create interest in the student to learn English; how to teach technical English; and methods of evaluation.

## APPENDIX B

## Dialogue Techniques

## General Objective:

To get students accustomed to speaking and listening.  
To be a basis for real conversation.

## Problems to avoid:

Do not let students read dialogue.  
Do not let them practice dialogues they do not understand.  
Do not use long dialogues.

## Method One

0. Explain any new vocabulary.
1. Signal for students to listen.
2. Point to "A." Point to "?" or " \_".
3. Say the first sentence naturally.
4. Signal for all students to repeat.
5. Pick one student who seemed to repeat well. Signal for him to repeat for the class.
6. If he makes a mistake, try to get other students to help him, or you give him a clue. Do not repeat the whole sentence.
7. After one student says the sentence correctly, signal for all students to repeat.
8. Signal for a few other students to say the sentence individually.
9. If one makes a mistake, encourage other students to help him.
10. Signal for all students to repeat.
11. Signal for students to listen. Point to "B" and "?" or " \_".
12. Say the next sentence naturally.
13. Repeat steps 4 to 10.
14. Point to "A" and signal half the class. Point to "B" and signal the other half.
15. Signal for "A" to speak. Signal for "B" to answer.
16. Signal one student for "A". Let him speak to another person of his choice on the other side of the room (so everyone can hear). The other student should answer.
17. If they make mistakes, let the other students help them.
18. Repeat from step 1 using the next sentences.
19. After the students have mastered the dialogue, introduce alternate vocabulary.

20. Let them try to use the dialogue to make their own situations.

#### Method Two

1. Prepare all of the words for the dialogue in mixed-up order on the blackboard or a slot board.
2. Use the same procedure as for method one, except that instead of giving the sentences to the students orally, point to the words to make the sentence on the board.

## APPENDIX C

## Picture Techniques

Three exercises were taken from the following list and presented in the workshop as examples of the various uses that pictures can have in a language classroom. The techniques contain all four language skill areas and offer an interesting way for students to be creative in a foreign language.

## TEACHING WITH PICTURES

"A picture is worth a thousand words." -Confucious

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. Pictures can be used to present, reinforce or review material. Culture and sociolinguistic aspects of language can also be worked with through the medium of pictures.

PICTURE DESCRIPTION:

The teacher shows a picture and briefly describes its contents (length of descriptions depends on class level). Put key words on blackboard if necessary. Asks students questions based on description. Students ask each other questions. Students then describe picture.

Follow-up: Students write the description.

PICTURE NARRATIVE:

Teacher shows students a picture and narrates a brief story based on its contents. (It may be necessary to describe picture beforehand, depending on students' proficiency). Teacher asks questions based on narrative. Students ask each other questions. Students then tell the story.

Follow-up: Teacher asks students personal questions based on narrative.

PICTURE INTERVIEW:

Choose a picture of a person. A student assumes the identity of the person in the picture. The other students

interview the "new person." The student creates the identity out of his imagination and the questions of the others.

Follow-up: Students write or relate a biography of the person.

#### CHARACTERS IN SEARCH OF AN AUTHOR:

Give pictures of people to individuals or groups of students. Students create identities for their pictures and present them to the class. At the beginning level, this might consist of biographical information; at the advanced level, the information can be more detailed or involved. Teacher can direct students by providing specific questions (How old is X? Describe X's daily routine. What are X's plans for the future? What would X do if she had more money?, etc.). After all the characters have been introduced, a question-answer exercise can be used to review the new information.

Follow-up: Students can role-play encounters between characters. Observers can retell the dialogue.

#### PICTURE STORY:

Teacher chooses a picture. In pairs, small groups or as a class, students put together a 5 to 7 line story about the picture. Teacher can focus the exercise by controlling grammar (use yet, already, for, since. Tell the story as a prediction, using the future tense. Etc.) or setting a theme (a crime was committed; tell a happy story. Etc.). Students tell their stories.

Follow-up: Students write their stories. Students act out their stories.

#### PICTURE SEQUENCE STORY:

Teacher chooses several pictures that are somehow related. Teacher or students describe them briefly. Arrange the pictures in a certain sequence and have the students create a story based on the sequence.

Follow-up: Students write the story. Students pair up and tell each other the story.

#### PICTURE GAME:

Teacher chooses two pictures. Divides the class into two groups. Gives each group one picture and lets them study it for a few minutes. Teacher goes over vocabulary if necessary. Takes back the pictures and hands one picture to the

group that has not studied it. This group then asks the other group questions about the picture to see how well they remember it. Repeat procedure with the second picture.

Follow-up: Have students write a description of one of the pictures.

#### IDENTICAL PICTURE GAME:

Find several pairs of identical pictures. Draw a grid with columns and rows. Put students back to back. Each student has a grid and an identical set of pictures. The first student tells the second student where to put the picture (take the picture of the man with the cane and put it in the top row of the first column. Etc.). Students compare grids.

#### PICTURE WRITING:

Teacher chooses a picture. Puts it in a place where all students can see it. Asks them to write for 10 minutes using the picture as inspiration. At the end of this time, teacher has students share what they've written in pairs or groups of threes.

Follow-up: Have students share their writing with large group. Teacher can collect and correct writing.

#### CONCENTRATION GAME:

Students concentrate on a picture that the teacher puts in front of the class. They then open their notebooks after the teacher removes the picture and they list as many things as they can remember from the picture.

#### CULTURAL OR SOCIOLINGUISTIC GAME:

Students choose a picture and describe it to other students as if they were talking to:

- a. a child
- b. a close friend
- c. a professional person like a doctor or lawyer
- d. a parent.

## APPENDIX D

## Translation Techniques

The following notes are from a presentation on translation given by Lupe Ramos, an English teacher at Preparatoria Zacatecas. In the presentation, an outline of the 1st and 2nd semester curriculum was briefly outlined and a sample paragraph with a lesson on introducing new vocabulary was introduced.

1st Semester

## Objectives:

- Students work at listening.
- Students take part by reading from the books.
- Students practice speaking (with an emphasis on speaking with each other).
- Students write while teacher corrects.

2nd Semester

## Objectives:

- To continue the practice of speaking, reading and writing emphasized in the 1st semester.
- To concentrate on the material presented in the required text. The 2nd semester work is completely based on the grammar, vocabulary and dialogues contained in the text.

## Sample Lesson

## Objectives:

- To introduce new vocabulary through a dialogue or a paragraph.
- To practice reading and pronunciation.
- To practice speaking through asking questions about the new material.
- To practice writing by completing the exercises in each section.



Example: "Something About Physics"

Physics deals mainly with the more fundamental aspects of energy and non-living material. Physical knowledge comes to us through application of scientific matters: the gathering of data, formulation of hypotheses and the testing of them by means of controlled experiments.

New Word List:

1. deals
2. energy
3. gathering

The preceding paragraph introduces new words into the students' vocabulary. These words can be taught in a sequence which enables the students to think of the meaning before attempting to translate:

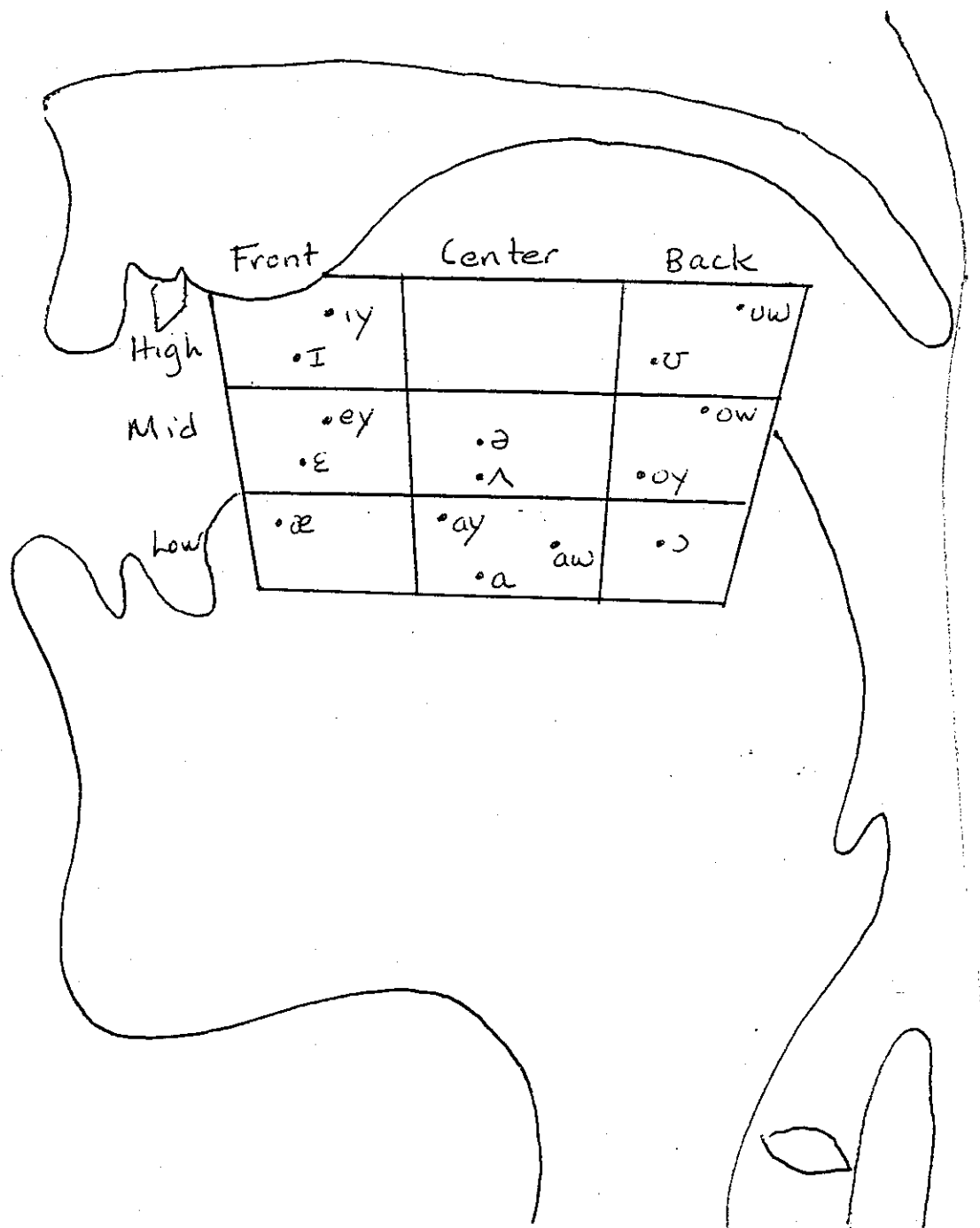
- a. teacher introduces the word through a demonstration;
- b. word is written on the board and an appropriate definition is given in English;
- c. if meaning is not clear, a translation is elicited from a student in the class;
- d. an alternative procedure would be to have students study words the night before and pair-up the next day and teach each other the words;
- d. new words can be introduced in other sample sentences to elicit meaning; if meaning is still unclear, a translation can be given.

Follow-up:

- a. Students read the paragraph in English.
- b. Paragraph is translated sentence by sentence.
- c. Students ask each other comprehension questions about the paragraph.
- d. New words are reviewed, eliciting first a definition in English and then a translation in Spanish.

## APPENDIX E

## Pronunciation and Phonetics

American English Vowels

American English Vowels<sup>a</sup>

/ɪ/	window picture	/iɪ/ <sup>c</sup>	see each
/ɛ/	edge end	/ey/	fate made
/æ/	ask fat	/ay/	my price
/ə/ <sup>b</sup>	between the	/oy/	boy noise
/ɑ/	father drop	/aw/	downtown about
/ɔ/	caught daughter	/ow/	snow coat
/ʊ/	good should	/uw/	too blue

## NOTES:

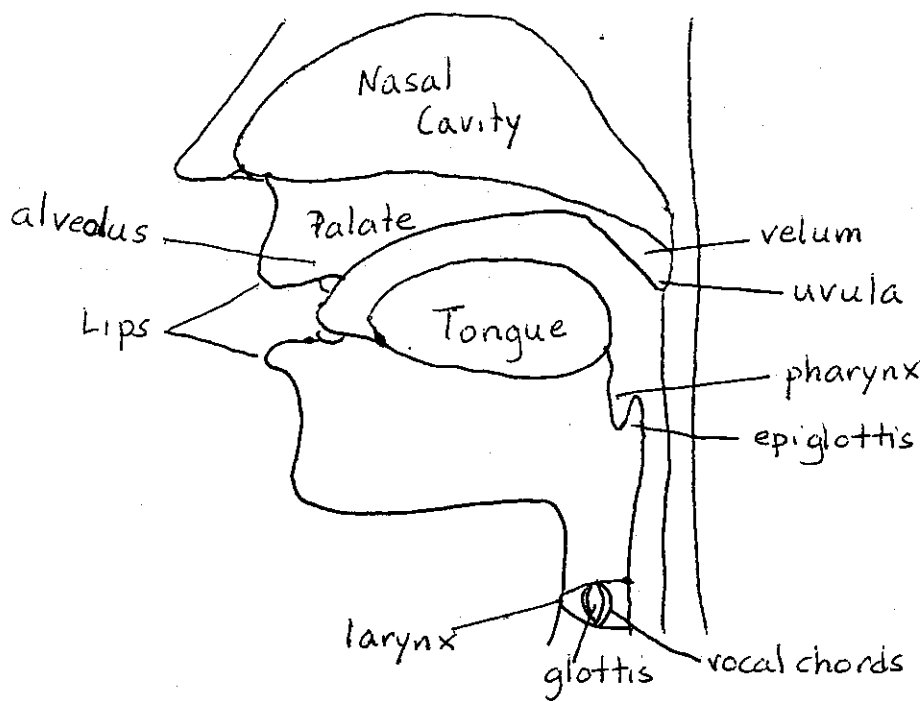
<sup>a</sup> These phonetic symbols are based on the Traeger-Smith system.

<sup>b</sup> /ʌ/ is the stressed schwa. /ə/ is the unstressed schwa. The following sentence illustrates the difference:

I need a button.

The article a is unstressed whereas the u in button is stressed.

American English Consonants



manner of articulation

	bilabial		labiodental		interdental		alveolar		palatal		velar		labiovelar		glottal	
stop	p	b				t	d		k	g				ʔ		
affricate								tʃ								
fricative		f	θ	s	ʃ											h
		v	ð	z	ʒ											
nasal		m					n				ŋ					
liquid							r, l									
glide									y			w				

place of articulation

Note: unvoiced consonants are in upper left corner; voiced in lower right.

Minimal Pair Drill

/v/	/b/
van	ban
vane	bane
vat	bat
veep	beep
veil	bail

Listening comprehension: sound 1 /v/ or sound 2 /b/

vend  
 vet  
 bend  
 very  
 vest  
 bent  
 best  
 vent  
 bet

Phonetic Transcription

that	/ðæt/
my	/maɪ/
out	/aʊt/
look	/lʊk/
heat	/hi:t/
meeting	/mi:tiŋ/
finger	/fɪŋgə/
house	/haʊs/
why	/waɪ/
father	/fɑ:ðə/
simply	/sɪmple/

## APPENDIX F

## Conversation Techniques

The following three exercises were taken from "A Process Approach: Stage IV/Transposition Techniques" developed by the Foreign Language Office at the School for International Training. They were used as examples of situations where students can focus their language practice on communication tasks. They were also used in the workshop as examples of the sociolinguistic nature of language: the context and situation help determine the way in which language is expressed.

Exercise 1: Before the Trip

Bring into class a bag full of objects which would suggest different destinations: maps of towns and countries, transportation tickets, guide books, a passport, a bathing suit, etc. Have the students put their hands into the bag and draw out an object. Another student then asks where the person with the object is going, and this person replies appropriately. Allow the students to choose objects which suggest destinations which they have learned to say. Have the student describe where he or she is going as if they were talking to 1) their friend, 2) their teacher, 3) their dentist, 4) a very important person in the community.

Exercise 2: On the Airplane/Train/Boat

Set up a situation between pairs of students where one student must assume the role of a fellow plane/train/boat passenger, and the other student plays himself. Have them strike up a conversation. Help the students if they ask for a word or expression, but do not interrupt them to correct them. Take discreet notes on their mistakes which you can talk about afterwards if you think this is beneficial or necessary. Have students vary the interaction by playing roles of important people, the next-door neighbor, a classmate, a close friend, or the President of the United States. Discuss how the conversation and use of language varied with it.

Exercise 3: Going On a Trip

One student, or the teacher, begins the game by saying, "I'm going on a trip and I'm putting \_\_\_\_\_ in my suitcase." (Or something similar which the students are now capable of saying). A student repeats what the teacher or first student has said, adding a second item. The next person repeats the sentence, adding a third item, and so on. A student is excluded from the game when he or she cannot remember all of the items previously said.

## APPENDIX G

## Comprehension Techniques

## LISTENING COMPREHENSION EXERCISES

## Elementary and Intermediate

Exercise 1

(Tell the students they are going to hear about how Mary, Jim, Bill and Ann go to work, what they do on weekends, and where they live.)

Mary goes to work in her car, but her friend Jim rides his bicycle. Bill goes by car, and so does Ann, but when the weather is good, she likes to go on her bicycle. Bill likes to go out in a boat on the weekends, and he often goes with his friend Jim, who also has a boat. Mary and Ann both ride horses on weekends.

Mary lives in a house with a red roof, and Jim's house has a green roof. Ann also has a house and she has a nice garden. Bill only has a flat, but there is a small balcony.

Exercise 2

(Tell the students they are going to hear about four people, and descriptions of their houses.)

My friend Tony lives at number 57 on my street. His front door is painted red. His girlfriend Mary lives at number 53. Her front door is brown, and there is a wall in front of it. Betty's house, number 51, has a green door and it has a hedge in front of it. John's house has a blue door and there is a bus stop outside it.

Exercise 3

(Tell the students they will hear a description of three faces. They must draw what they hear.)

Mr. Grey has a round face with small round eyes. His nose is small and square. Mr. White's face is oval and he has a long thin nose. He wears spectacles, and has small pointed ears. Mr. Brown has a square face, with big round eyes. He is smiling. Mr. Grey's mouth is wide open because he is singing. His ears are very large, and he has curly hair. Mr. Brown has straight hair, and a very large nose



and very small ears. Mr. White's mouth is small and closed, and he has no hair at all. He is bald.

(For section 3, get the students to prepare six (or more) questions, and make them ask each other. For written follow-up, get them to write a description of each person.)

#### Exercise 4

(Tell the students they will hear a description of part of Boxhill Village. They must complete the map as they listen to the description.)

I have several friends in Boxhill. We like to play in the park, which is called Central Park. Kendal Road goes along one side of the park, and King Street goes along another side and joins Kendal Road. On the corner of Kendal Road and King Street is John's house. Ted lives next door to John. Opposite Ted and John, on the other side of Kendal Road, there is Mary's house. She lives next to Betty. On the other side of Betty there's a small restaurant. This restaurant is on the corner of Kendal Road and Lovers Lane. Tom lives on the other corner of Kendal Road and Lovers Lane, next to the church.

(Follow-up work: Ask students to prepare questions like Where does . . . live?, etc. and ask each other. For written work, ask for a full description of this part of Boxhill.)

#### Exercise 5

Here is a description of Dr. Newton. He is 28 years old and weighs 73 kilos. His height is 1 meter, 72 centimeters and his shoe size is 7. At the time of the crime, he was wearing a green t-shirt and jeans. He rides a motor bike.

Here is a description of Fred Carter. He weighs 59 kilos and is 1 meter, 75 cm. tall. His age is 39. His shoe size is 8 and at the time of the crime he was wearing a dark brown suit. His car is a Rolls Royce.

Here is a description of Dick Barton. He is 30 years old and takes a size 8 shoe. He is 1 meter, 82 cm. tall, and weighs 68 kilos. At the time of the crime he was wearing a green safari suit. He has a sports car.

Here is a description of Mr. Harris. He is 61 and weighs 79 kilos. His height is 1 meter, 85 cm. and his shoe size is 10. When the crime was committed he was wearing a green shirt and trousers. He has a bicycle.

Here is a description of Lola Patpong. She is 22 years old, and weighs 52 kilos. She is only 1 meter, 50 cm. tall and takes size 5 in shoes. At the time of the crime she was wearing a red blouse and skirt. She drives a very fast sports car.

This is a description of the person we are looking for. The criminal is under 40 years of age, and weighs between 60 and 70 kilos. The height is about 1 meter, 80 cm. The shoe size is 8 or 9. We think the criminal was wearing green and was driving a small fast car.

(For follow-up exercises, students can be asked to write descriptions of the victim, of the crime itself, and so on.)

### Exercise 6

(Tell the students they are going to hear a set of instructions about how to use a soft drink machine.)

First you must find the right coin, and then put it in the machine. Set the lever at the drink you want, and then press the black button. Wait for a few moments and then lift up the flap. You are then ready to drink.

## LISTENING COMPREHENSION EXERCISES

## Student Worksheet

Exercise 1

Listen to the passage and put ticks on the appropriate spaces on the table.

TABLE 1

	Mary	Jim	Bill	Ann
A Car				
A Bicycle				
A Horse				
A Boat				

Listen to the passage again and complete the table with information about the places where they live.


	Mary	Jim	Bill	Ann
lives in				

Exercise 2

Listen to the reading and fill in the details on the pictures below. Draw pictures and write the names of the colors. Write the names of the people too.

a hedge - 

a wall - 

a bus stop - 

Names: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Now complete this chart:

	1st house	2nd House	3rd House	4th House
Owner				
Number				
Front door				
At the front				

Exercise 3:

1) You have three figures on the paper. Listen to the reading and complete the pictures with the necessary drawings.

Mr. . . . . . Mr. . . . . . Mr. . . . . .

2) Assignment: Fill in the table according to the pictures you have drawn.

	Face	Eyes	Nose	Mouth	Ears	Hair
Mr. Brown						
Mr. White						
Mr. Grey						

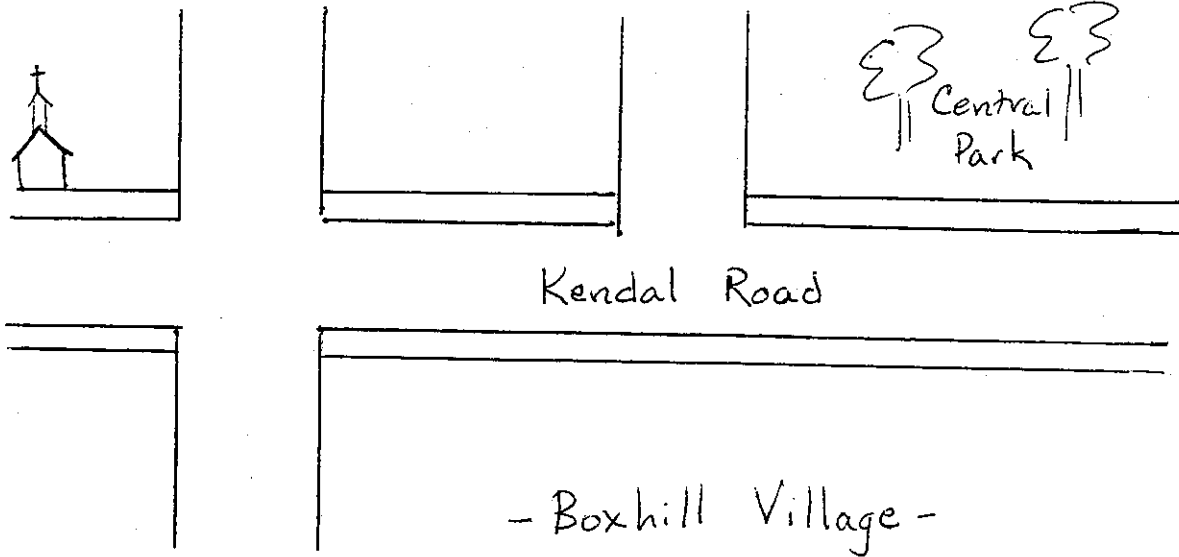
3) Write six questions using the information from the table to practise the structure:

"What (is, are) \_\_\_\_\_ like?"

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Exercise 4

Here is a map of part of Boxhill Village. Listen to the reading and write the names of the places on the map. The name of one street is already given on the map as an example. The name of a house is also given.

Exercise 5

A crime has been committed. The great detective, Inspector Starhutch has been called in to investigate. He looks at the clues, interviews the people who were at the scene of the crime and then identifies the criminal.

Here are descriptions of the suspects. Listen carefully to the descriptions and write the information about them in the table below. Then listen to Inspector Starhutch's description of the criminal.

Write the information about the criminal at the appropriate column in the table. Then compare this information with the information about the suspects. Name the guilty person.

See table on next page.

	Ms. Patpong	Dr. Newton	Dick Barton	Fred Carter	Mr. Harris	The Criminal
Age						
Weight						
Height						
Shoe #						
Clothing						
Transport						

### Exercise 6

You will hear a set of instructions. Number the verbs you have below according to the order in which you hear them. Then copy them into the list.

Press - put - drink - find - wait for - lift - set

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

APPENDIX H

Writing Techniques  
Elementary Level



What's this?

It \_\_\_\_\_ a tree.

It's a \_\_\_\_\_.



What's this?

It \_\_\_\_\_ a tree.



What's this?

It \_\_\_\_\_ a house.

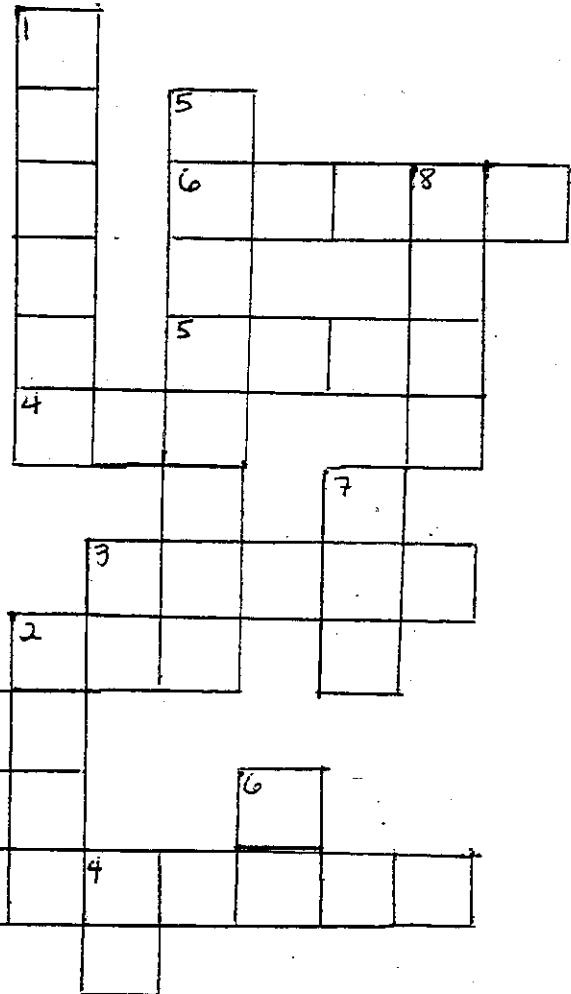
It's a \_\_\_\_\_.

DOWN

1. Today is \_\_\_\_\_.
2. The sky is \_\_\_\_\_.
3. When the class is over, we say "Let's \_\_\_\_\_."
4. Give me \_\_\_\_\_ orange, please.
5. What is the date today?  
\_\_\_\_\_ 23, 1981.
6. How old is \_\_\_\_\_?
7. Do you like to sing?  
\_\_\_\_\_, I do.
8. My favorite flower is  
a \_\_\_\_\_.

ACROSS

1. I can sing, but not very \_\_\_\_\_.
2. Is the baby a girl or a \_\_\_\_\_?
3. Some rods are dark \_\_\_\_\_.
4. How do \_\_\_\_\_ do?
5. I have a yellow rod and an orange rod. I have two \_\_\_\_\_.
6. I go to mass \_\_\_\_\_ Sunday.
7. How is the \_\_\_\_\_? It's sunny.



Complete the following sentences by choosing the correct words from the table below:

AN AIRPORT	A MARKET	A HOSPITAL
A RIVER	A PARK	A POLICE STATION
A BUS STATION	A RAILROAD STATION	A BOOK STORE
A SHOE SHOP	A REPAIR SHOP	A POST OFFICE

1. We get on an airplane at \_\_\_\_\_.
2. We buy food at \_\_\_\_\_.
3. Nurses work at \_\_\_\_\_.
4. We go for a picnic at \_\_\_\_\_.
5. A police officer works at \_\_\_\_\_.
6. We buy books from \_\_\_\_\_.
7. Postmen work at \_\_\_\_\_.
8. A mechanic works in \_\_\_\_\_.
9. We get on a bus at \_\_\_\_\_.
10. We buy shoes at \_\_\_\_\_.



APPENDIX I  
Evaluations

The following pages are the written evaluations filled out and completed by the participants at the end of the workshop.

Has this conference been of use to you? In what way? If not, why not?

Yes it has been. Because I've liked to speak english with other people again and listen it. And I've learned other ways to teach.

What was of particular interest to you?

Every thing I listened and saw here.

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

I think most of them were good and I'd like to try them with the children.

What areas would you like to see included that were not discussed in the seminar?

More teaching systems

Do you have any suggestions or ideas for future conferences?

No I don't have any right now

Other comments: I've enjoyed this time I've passed here and I would have enjoyed it more if I would of come since you started.

Gerardine Gallegos T.

... I got very interested, in fact  
 yes, I have more ideas of teaching, and I  
 treat my pupils in class, these conference was opened up  
 more my mind with all the ideas I have heard

... particular interest to you hearing the ideas of  
 different people that I didn't know and I haven't  
 ever seen before, knowing more ways of giving my  
 classes.

... all the techniques presented in this seminar, which ones do you think you  
 will use in your teaching? pictures, conversations, dialogues,  
 make games for two boys or two girls make  
 them ask each other of their likes etc.

... would you like to see included that were not discussed in the seminar  
 why the vowels sound another way than when we  
 say the abc, or the alphabet, and show them where  
 it sounds like a vowel and when it sounds like  
 a letter, more teaching systems.

... suggestions or ideas for future conferences?  
 no I don't have any and I can't remember of  
 some or make them up.

... I think this was very good of you  
 of coming here and meeting these  
 English teachers of the state of  
 Zacatecas and giving us more and better  
 ideas of teaching, I think this is  
 all I can say and thank's a lot.

... College - Village

Has this conference been of use to you? In what way? If not, why not? 85

THE CONFERENCE WAS VERY USEFUL TO ME BECAUSE I GOT TO KNOW A LOT OF NEW PEOPLE AND TECHNIQUES TO TEACH ENGLISH AND THE CONFERENCE WAS FOCUS TO SUPERIOR TEACHING

What was of particular interest to you? THE PAPERS AND MATERIALS THAT I COULD TAKE Lots of NEW METHODS AND TECHNIQUES TO TEACH ENGLISH

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching? WELL, I THINK I WILL USE MORE THE TECHNIQUE OF DISTANCES BECAUSE IT IS EASY FOR BIG GROUPS BUT I WILL ALSO USE THE DIARIES BECAUSE I ALWAYS HAVE THEM TO DO THEM SPEAK (MOST OF THE TIME THEY'RE WRITING)

What areas would you like to see included that were not discussed in the seminar? I WOULD LIKE TO HAVE MORE SEMINARS LIKE THIS ONE BUT ALSO I'D LIKE TO HAVE A DEEP STUDY OF "THE SOUNDS WITH COLORS"

Do you have any suggestions or ideas for future conferences? I WOULD LIKE TO HAVE MORE SEMINARS LIKE THIS ONE BUT ALSO I'D LIKE TO HAVE A DEEP STUDY OF "THE SOUNDS WITH COLORS"

Other comments: I am thankful to my teachers for giving me this opportunity

Has this conference been of use to you? In what way? If not, why not? 86

Yes, with the help of some of the more experienced teachers, especially the pronunciation teachers. I was able to distinguish the sounds of /t/ from /tʃ/ and the /d/ from /dʒ/, etc. Thanks to their suggestions.

What was of particular interest to you?

As I said, the pronunciation techniques and the dictation ways. Also the songs and songs lessons.

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

The pronunciation one, the one in which we use pictures (one of our best), and the dictating one.

What areas would you like to see included that were not discussed in the seminar?

The origin of the language and some words that are not original from English and which languages do they come from.

Do you have any suggestions or ideas for future conferences?

Well, I think this conference was excellent, so I don't think to ask for any other things.

Other comments:

I want to thank you both, you are a very nice teacher and I want you to know I appreciate really the class. (Very so sorry).

Alfonso Lopez

Has this conference been of use to you? In what way? If not, why not? 87

I think the conference was very important all the time;  
I learned a lot of new things for use in the future.

What was of particular interest to you?

all the things.

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

Maybe the games for conversation, for writing,  
for précis.

What areas would you like to see included that were not discussed in the seminar?

Grammar for students more advanced.

Do you have any suggestions or ideas for future conferences?

Not really; Not now.

Other comments:

Thank you and I hope see  
you soon.

Galli  
Irma Gloria Garcia Glez.

Has this conference been of use to you? In what way? If not, why not? 88

Yes, I will use a picture History, and the dialog or conversation

What was of particular interest to you?

the sound, vowels or phonetic, for a better pronunciation.

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

a picture History

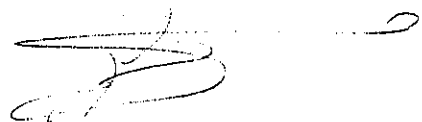
What areas would you like to see included that were not discussed in the seminar?

Do you have any suggestions or ideas for future conferences?

More time, because I think now it was a short time.

Other comments:

I think the techniques are very well but your class are very small short class.



Q. Yes, it has been one of best conferences I have taken. I was useful for me. Please I learned many

Technical Systems of Teaching English.

Well, it is difficult for me to say something so everything was very interesting

I think I can use all the techniques presented here, but my problem is that I have many students.

What else would you like to see included at a future conference in this area?

- Teaching Systems
- Evaluation Systems, on Technical English
- Grammar Rules

Do you have any suggestions or ideas for future conferences?

Thank you:

Thank you, and I hope to see you in San Francisco

Gerardo Gaytan Quintero



Zacatecas, March 8, 1981

Has this conference been of use to you? In what way? If not, why not?

90

Of course, they gave us new ideas.

What was of particular interest to you?

The color chart.

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

The games when it will be a small group.

What areas would you like to see included that were not discussed in the seminar?

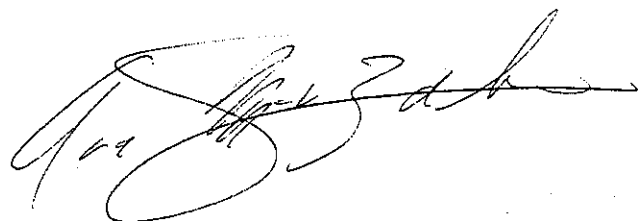
Technical English

Do you have any suggestions or ideas for future conferences?

No.

Other comments:

It was just perfect.

A handwritten signature in cursive script, likely belonging to the respondent, located at the bottom right of the page.

Zacatecas, March 8, 1981

Has this conference been of use to you? In what way? If not, why not? 91

It sure has, even though I was absent for two days. I had a wonderful chance to correct my Pronunciation & methods of teaching classes. Gota bunch of good Excellent ideas.

What was of particular interest to you?

The Pronunciation Color Chart. It's amazing!

Of all the techniques presented in this seminar, which ones do you think you will use in your teaching?

I'll try them all.  
I've got to be a better teacher.


What areas would you like to see included that were not discussed in the seminar?

Games, Dictation, Rhymes. Something about Literature & Literature Works & how to use them in class.

Do you have any suggestions or ideas for future conferences?

No.

Other comments:

Good luck  
& best of all always.  
Ma. Guadalupe Ramos.  


Of course, because I learned a new ideas of how to teach English, and how to motivate the students to study it.

Dialogue techniques  
Picture techniques  
Listening comprehension

translation  
writing

Will the techniques presented in this seminar, which ones do you think you will use in your teaching?

I think I'll use all of them, but it depend of the group that I'll teach.

What areas would you like to see included that were not discussed in the seminar?

How to teach Grammar, fonetics (something else)

Do you have any suggestions or ideas for future seminars?

I would like to see ~~son~~ have more hours of classes.

Thank you.

I appreciate your dedication and the time you give to this course. Thank you.

Fco. Javier Espinoza Lizasoain

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