


1982

A Personal Approach to Teaching as Applied in Three Situations

Carol Lee Converse

School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Converse, Carol Lee, "A Personal Approach to Teaching as Applied in Three Situations" (1982). *MA TESOL Collection*. 363.
https://digitalcollections.sit.edu/ipp_collection/363

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

**A Personal Approach to Teaching
as Applied in three Situations**

**Carol Lee Converse
March 1982**

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

This project by Carol Lee Converse is accepted in its present form.

Date March 31, 1982 Principal Adviser Miane Loren-Freeman

Project Adviser/Reader 

I would like to express my gratitude to my family for their love and encouragement.

Introduction

I believe that the two qualities most essential to an effective teacher are confidence in her own teaching approach and awareness of the conditions that affect her teaching situation. Most specifically, I believe that an ESL teacher must be profoundly aware of the assumptions that form her approach, particularly in regard to the nature of language and language acquisition, the responsibilities of the learner and the role of the teacher. Once her assumptions are clearly articulated, the teacher can use them, first as a guide with which she can formulate her approach and later as a gauge against which she can measure her work.

Additionally, an ESL teacher must be well aware of the factors that define her current teaching situation. Some of the principal considerations are: Who is she teaching? Are the students children, adolescents or adults? Are they males, females or both? Are the students of a single nationality or multinational? Are they educated? Are they experienced language learners? What is their level of proficiency? Why are the students studying English? Are they newly arrived immigrants needing survival skills? Are they foreign businessmen who see English as a lingua franca? Are they college-bound students aspiring to study in the United States? In which context is the language being studied? Is it in the United States or abroad? How many students are there per class? Is it an intensive or extensive program? How many hours of study are there per day, how many days per week, how many weeks? Where are the classes taught, in a public school or a private institute? What are the requirements of the administration? Is the program rigidly preplanned or unstructured? Is there a required textbook? Is there an available one? What references and materials are accessible? Every teaching situation is defined by a number of elements; some situations are less rigidly defined than others. Once assigned a class, I believe it is the teacher's first task to assess the new situation and to find a way to teach with integrity (that is, according to her approach) in the most effective way appropriate to the existing conditions.

In this paper, I will use the following terms, as they were defined by Edward Anthony in his article, "Approach, Method and Technique": approach - the set of assumptions that a teacher holds in regard to language, language acquisition, teaching and learning; method - the application of the approach, particularly in regard to organization; technique - the implementation of the method. With this hierarchical form as a basis, I intend to define my own assumptions and describe how I have attempted to apply my approach in three different sets of circumstances. The three situations are:

- 1) adolescent boys studying English as a foreign language in a public high school in rural Morocco (Lycee Gheris; Goulmima, Morocco),
- 2) Italian immigrant children (predominantly girls) studying English as a second language in a bilingual classroom in an urban middle school in the United States (Michelangelo Middle School; Boston, Massachusetts),
- 3) adults of multinational origins studying English as a second language in an intensive program at a metropolitan university in the United States in order to meet professional/-academic goals. (University Extension; Berkeley, California).

Following the discussion of the three methods, I will describe some of the techniques that I used - a few with wide application and a few that are situation-specific. To further illustrate both the methods and techniques, I have included a count/non-count noun lesson plan for each of the three situations. In this paper, I hope to exemplify how I was able to develop methods appropriate to the situations and to select effective techniques, while remaining true to my personal teaching approach.

Approach

The following statements are my personal assumptions in regard to the nature of language and language acquisition, the learner's responsibilities and the role of the teacher. These assumptions form the basis of my personal approach to teaching.

I believe that language is a set of symbols which function interdependently forming a sophisticated code. The symbols are embodied in a system of sounds which are organized

into grammatical structures and vocabulary. Additionally, language is made up of a number of paralinguistic features (volume, tempo, tone of voice, etc.) and non-verbal behavior (proximity, eye contact, gesture, etc.) that complement the spoken expression and contribute to the meaning of the utterance. These components - linguistic, paralinguistic and behavioral - are found in more or less predictable patterns which can be analyzed. Due to the intrinsic logic of its organization, a specific language code is not unlike other language codes. (For example, a sentence in any language can be broken down into two principal parts, a noun phrase and verb phrase.) Additionally, I believe that language is a vehicle for communication, that its primary function is the successful exchange of meaning. I further believe that language is a reflection of world view and therefore the meaning may be determined by culture. Finally, I believe that correct language is both what native speakers consider appropriate and what grammarians decree. (In the case of a conflict, the form should be determined by the situation.)

I believe that language acquisition is a cognitive process. I believe that learners use intellectual skills to uncover the keys to the code. They discriminate, recognize, associate, analyze, integrate, manipulate and internalize elements of the language. Once the elements of a language have been internalized, the generation of original utterances becomes effortless, often seeming automatic. Because language acquisition is a cognitive process, the responsibility for learning lies with the learner. He is the only one who can put into motion the processes necessary. He must be interested, motivated, self-disciplined and ready to perform the mental activities that will enable him to learn. Secondly, because language acquisition employs a cognitive process and every mind is unique, learning must necessarily vary from person to person. Due to a variety of factors (past experience, personality, cognitive style, etc.), each person has his own individual learning speed and style. For example, one student may excel in inductive reasoning, another in deductive reasoning. Although learning is facilitated

by the use of all the senses, some people may rely more heavily on visual clues, others on auditory or kinesthetic ones. Additionally, one's learning process may vary dramatically from time to time, depending on a number of factors, some measurable (the point being studied), some abstract (the learner's mood). Simply because no one can do it for him, it is clearly the learner's responsibility to put into motion his intellectual skills - and to do so in the most constructive way possible.

I believe that the learner is affected by the environment. I further believe that the optimum learning state is one in which tension is at a minimum. To me, the role of the teacher is to insure that the atmosphere in the classroom is one in which the learner feels secure, respected and cared for. It is only then that the student can begin to employ his cognitive skills, and the teacher can attend to her other function, that of a guide.

Having stated my assumptions, I will now describe three teaching situations, emphasizing the factors that make them unique. Following each description, I will discuss the method that I used in an attempt to teach in a way appropriate to the situation and consistent with my approach. For specific techniques and cultural content, I have included a brief description and a count/non-count noun lesson plan for each of the three situations.

Lycee Gheris; Goulmima, Morocco

Situation

Education is not compulsory in Morocco, neither is it a right; rather it is an opportunity to be earned. Until recently, at least in rural areas, it was an opportunity reserved for boys. The academic program in Morocco is based on the French system: 5 years in elementary school, 4 years in junior high school, and 3 years in high school. Passage from one level to the next is dependent on marks. Passage from one school to the next is contingent on exams. With certain restrictions, a failing student is allowed to repeat one class year at each school. If the student still does not pass, he is permanently expelled. Obviously, it is a competitive system; each successive level has fewer students than the preceding level. After high school, the students take a national examination. Apparently, it is an exam designed to eliminate students, not to pass them. Although accurate statistics are unavailable, it is clear that only a very small percentage of students pass every year. These few students are rated according to their mark. If a student has received the minimum passing mark, he is given a degree. This degree enables him to become a low level civil servant or an elementary school teacher. If the student has received a good mark, he is admitted to a technical school or a teacher training college. If the student has passed with an excellent mark, he gains admission and a scholarship to one of the universities. In many cases, these students are given passports and permission to study abroad. In the last few years, however, the economic situation in Morocco has become critical and the number of scholarships has been greatly reduced.

Goulmima is a large date-palm oasis in the pre-Sahara of south eastern Morocco. It is backed by a high mountain range, otherwise surrounded on three sides by a rocky desert. It is 100 kilometers from the provincial capital and 9+ hours by bus from the nearest city. Most of the students have never made the trip. The majority of students'

fathers and older brothers work abroad and send money orders home, the first of every month. Many are factory workers in northern Europe, others are soldiers fighting the guerilla war in the western Sahara. Their mothers and younger siblings harvest the dates, olives and alfalfa, feed the animals and do all of the homemaking.

All of the students are Moslem. About 75% of them are ethnically Berber. Of these, about two-thirds live in the oasis with their families. Most of them live in cluster-like communities that dot the oasis, some as far as ten kilometers from the center of the village. The communities are segregated according to tribe, race and religion. There are more than 900 tribes in Morocco, both Berber and Arab. In earlier times, blacks were brought from the Sudan as slaves. They still carry a stigma and often work at specially designated trades, such as construction. There was a significant Jewish population in Goulmima prior to the 6-day War in 1967, after which they emigrated en masse to kibbutzim in Israel.

The majority of homes are made of baked mud and are well suited to the harsh climate. The people draw water from open canals and use white gas lanterns for light. The wealthier students live in the village itself, in homes constructed and later abandoned by the French in the mid 1950's. The French houses are made of cinder block walls and cement floors - not nearly warm enough for the chill winter nights or cool enough for the scorching summer afternoons; however, they are equipped with the modern amenities and provide a certain status.

The other 25% of the students are ethnically Arab and come from another, more fertile oasis about 200 kilometers away. The fortunate ones have rooms in the school dormitory and access to the cafeteria. Like the Berber boys who come from neighboring oases, the less fortunate, Arab boys band together in groups of 4 or 5 and rent concrete garages in the village where they sleep on army blankets and cook over a single butane gas burner. It is not uncommon to see students studying at night under the street lights that illuminate the only paved road in the oasis.

The junior high has grown into a high school, so a single building complex houses all seven levels. There are from 30 to 50 students per class, 40 being the average. The high school students range in age from 14 to 22. They have classes from 8:00-12:00 and again from 2:00 - 6:00, 5½ days a week. They usually study each subject for an hour every day. Occasionally, they have a free period. The high school students are streamed into one of two tracts, Arts or Sciences. A typical course for an Arts student is: History/Geography, Physics, Trigonometry, Arabic, French, English and Sports. In Goulmima, Math, Science and French are taught in French, often by young French men fulfilling their alternative military service obligation. History/Geography, Arabic and Sports are taught in standard Arabic by Moroccans. English is taught in English (as a foreign language) by Moroccans, Frenchmen, a few locally hired native English speakers, and American Peace Corps Volunteers. In addition to standard Arabic and French, the students speak colloquial Arabic and/or Berber, neither of which is a written language. In spite of the hardship, or perhaps because of it, the students in Goulmima are highly motivated and present few discipline problems.

Method

Because I believe that it is the teacher's primary responsibility to create an atmosphere conducive to learning, my first consideration was my students' affective natures. As a native speaker, I did not have to convince them of my linguistic competence. However, as the only single working woman in the oasis, my professionalism was in question. To quiet any doubts, I was careful from the onset to appear professional, according to Moroccan standards. That is, I dressed modestly (long skirts, white blouses, hair in a bun under a scarf) - particularly the first few months. I was always on time and never missed class. Further, every day I came prepared with a new lesson and home-made visual aids. In my manner, I also strived to be respectful, kind, but firm and consistent. Once they trusted me personally, the students as well as the administration allowed me unlimited freedom in designing my course.

Although textbooks were unavailable in Goulmima, it was recommended by the Ministry of Education that First Things First (Alexander) be used for the beginning level and Kernel Lessons: Intermediate (O'Neill) be used for the intermediate level. As I had a single copy of each of the texts, it would have been possible for me to follow the official suggestion. However, I did not. Although I believe that language is a reflection of world view and that it therefore may be determined by culture, I did not feel it was appropriate to teach English in a British context in this case. My students were not studying English so that they could communicate with native speakers in an English-speaking country. Rather, they were studying English in order to pass the national examination and possibly gain admission to the university. The few who passed would use English - if at all - to read untranslated technical texts. For this reason, I felt it even more inappropriate to include descriptive grammar in my syllabus. For rural Moroccans, the literary language is French. It is French and Middle Eastern Arabic literature and culture that they study. I feel that this residue from the colonial period contributes to the students' sense of cultural inferiority. With this feeling in mind, I decided to teach English in a context familiar to my students, that of life in rural Morocco. As their only source of English, I was careful to include the essential vocabulary that was covered in the suggested texts. I changed the context of the vocabulary, however, and wrote with an eye toward adolescent boys from country backgrounds.

In structuring my course, I decided to use a grammatical syllabus. I did this for two reasons: one, my assumptions in regard to the nature of language justified it, and two, for reasons of continuity (a grammatical syllabus was used before I came and would be used after I left). I took the sequence of structures suggested by the Longman books and made a few adjustments. For example, in First Things First, present continuous precedes simple present. Possibly because there is no distinction in colloquial Arabic, the Moroccan students have a lot of difficulty differentiating the meaning of the two forms. They tend to overuse the present continuous. I hoped that by teaching the two forms in just the opposite order, the students would become more reliant

on the simple present and learn to use present continuous only for a progressive action in the present, at least initially.

Having decided what form my course would take, I had to address myself to the individual lessons. My schedule was such that I taught each of my 3 classes (1 beginning and 2 intermediate) one hour a day, four times a week and two consecutive hours a day, once a week. In rural Morocco, the unofficial school year runs from October 5 to May 5 with vacations for both the Christian and Moslem holy days. The short academic year demanded that I use my time as efficiently as possible. Additionally, I had 46 students in each class, seated at double desks, placed in rows with narrow aisles. The large number of students and lack of space precluded small group work. With these constraints in mind, I developed my curriculum.

As a teacher, it is my responsibility to design the class in such a way as to facilitate the learners' cognitive processes. Because I believe that students learn best when material is presented in an organized and systematic way, I presented each lesson as a series of steps, taking from one to three class periods. First, I introduced the target structure. Because I believe that the sole purpose of language is communication and it is therefore useless without meaning, I presented each new language item in context, often in the form of a dialogue or short text (also embedded in the text, but given secondary importance, were other items that had recently been studied. In that way, all material was recycled). This initial introduction allowed the students to discriminate and recognize the target element. I then had the students practice the new form themselves, usually by having as many students as possible repeat small segments of the passage until it had become familiar to the whole class. I did not, however, have them - or even allow them - to memorize the passage, as they were predisposed to do after many years of Koranic study. This repetition activity was designed to provide the students with an opportunity in which they could associate and begin to analyze the target structure, not commit it to memory, which I believe would inhibit their ability to ultimately

manipulate it. Because Moroccan students are sophisticated language learners (English being their fifth), I credited my students with a marked ability to induce linguistic rules from the examples. I was very rarely called on to give a grammatical explanation, but if I were, questions of a linguistic nature were usually raised at this time. Also at this point, if it proved necessary to reinforce a particularly alien structure, we might have done a series of audio-lingual drills. Next, to check comprehension and require the students to use the target structure, I would ask them some comprehension questions, ranging - in sequence - from simple questions of content to complicated questions of inference. The range in questions was intended to suit the range in the students' capabilities. I hoped that the slow student would be encouraged by his ability to answer a yes/no question, whereas a clever student would be further motivated by his ability to deduce a more cryptic answer. So that the students would learn to integrate and use the new structure, I had them manipulate the target element in a controlled situation. Perhaps they would transform the text, line by line, from singular to plural or from positive to negative or from past tense to present tense. Finally, so that the students would internalize the structure, I would present them with a different context and ask them to generate original sentences. This might be in the form of an impromptu dialogue to be acted out in pairs in front of the class or a discussion open to all.

I believe that the more senses employed, the more effective the learning. Three of the senses, hearing, sight and touch, are found in the four main skill areas; listening, speaking, reading and writing. I therefore followed up each aural-oral until with reading and writing exercises. I felt that these final exercises were of paramount importance to the Moroccan students because the national examination is written, not oral. Daily, this portion of the lesson consisted of reading the then familiar text from the blackboard and copying it into copybooks. Additionally, the students were assigned written homework at least every other day. Often this would consist of transforming the text or answering questions. Every month, depending on the availability of the ditto machine,

the students read an unfamiliar text and wrote a guided composition, both the text and composition focusing on the recently studied structures. (So that the students would not become dependent on my personal way of speaking and writing, I tried to find appropriate reading passages in published ESL readers.)

To increase the confidence of my students, I sequenced my lessons cautiously moving from simple to complex, from concrete to abstract, from known to unknown and from controlled to free exercises. To show the students that they were ultimately responsible for their own learning and that I respected that responsibility, I had them measure their own progress. I corrected and handed back their homework punctually and I gave them frequent quizzes so that they knew where they stood both in relation to the material and in relation to their classmates. Additionally, by signalling them when they had made a mistake (a gesture for oral errors, a check mark for written ones), I asked them to recognize and identify their error (in their heads) and make the correction themselves. As stated above, I hoped that by designing material of interest to the students and using it in a way that would complement their cognitive processes, I would fulfill my role as a teacher. (See sample lesson plan p. i for technique and cultural content.)

Michelangelo Middle School; Boston Massachusetts**Situation**

The original Italian bilingual program in Boston is found in the North End at the Michelangelo Middle School. The building is old, but well taken care of. Many of the teachers have worked there for ten or more years, as have the principal and the school secretary. There is a strong feeling of commitment and attachment among the staff, particularly among those who remember when it was a "neighborhood" school, made up of children from the community whose parents were involved in the school activities. That ended a few years ago when mandatory bussing was legislated to integrate the public schools. Although the North End is a white community, white children make up only 19% of the student body. (The student body is currently 44% black, 25% oriental, 19% white and 12% hispanic.) Half of these white students are in the threatened Italian Bilingual Program. The enrollment is currently so low (28) that the program is going to be transferred to Barnes School in East Boston in September 1981.

Ironically, most of the 28 students in the Italian Bilingual Program are bussed in from other parts of the city. They live in working class neighborhoods, often quarters with a high concentration of Italians. Most of the students' parents are skilled laborers; the men are often fishermen and the women, seamstresses. Many of the families are working with the intention to return to Italy when they are financially secure. Largely because of this and a dwindling interest in the program, the Italian Bilingual class has a fatal attrition rate.

Almost all of the students come from two geographic regions - both underdeveloped, Abruzzo and Sicily. Many of the students are related. Out of 28, there were 4 sets of siblings and innumerable configurations of cousins. Most of the students in the program are girls. Not only do they spend seven class hours together but many of them share bedrooms. At home, they speak (but do not usually read or write) a regional Italian

dialect. In school, they study in English and in standard Italian, neither of which is their mother tongue.

The Italian Bilingual Program is made up of 2 connecting classrooms, 2 teachers and 28 students at three grade levels (6th, 7th, and 8th). The students are "mainstreamed" for their elective courses such as Chorus, Art and Recreation. All of their academic courses (with the exception of 6th and 8th grade Math) are taught within the Bilingual Program. They study Math, Science, History and Reading at grade level. The working language is at the discretion of the teacher. Sometimes the topic is taught twice, once in English and once in Italian (both times required for the students). Sometimes the hour is begun in one language and finished in the other, according to natural tendency. The languages themselves, English and Italian, are not taught at grade level. The classes are divided according to proficiency. Taught are: beginning and intermediate Italian and intermediate and advanced English. Often the students are consistent in their language abilities - those who are in the slow English class are also in the slow Italian class, indicating a general weakness in language skills.

Within the classes, the students are at disparate levels. In the intermediate English class there were five students who had been in the United States for more than six years - that is, they had had all their formal education in this country. Their oral skills were nearly equivalent to those of native speakers. Their written work, however, was very weak. The second group was comprised of three students who had been in the United States for less than two years. Grammatically, they were very sophisticated. Their written work was excellent. They were able to communicate orally without too much difficulty, especially with other Italian-Americans. However, their pronunciation was sometimes so Italian that it would be unintelligible to a non-Italian-speaking American. Finally, there were three students who had been in the United States for only three months. One of them figured out the entire English verb tense system on his own; the other two could not understand greetings or write with much manual dexterity, never really having studied very much before.

Method

As my student teaching internship, I taught both English and Italian in the Bilingual Program at the Michelangelo Middle School. I arrived at school one week after the regular teacher had left unexpectedly early on maternity leave. The permanent substitute, who was to be my cooperating teacher, was recruited a week after I arrived. Because she was as unfamiliar with the class as I was, we decided together to divide the courses and work independently. I was to teach intermediate ESL, an hour a day from Monday through Friday (plus an additional remedial hour for the three most recently arrived) to the same students to whom I taught beginning Italian.

The first thing to do was to consider the qualities that made this class special. First, the students were children and therefore largely enthusiastic, uninhibited and playful - also restless and easily distracted. Second, they were experienced language learners but never having formally studied a foreign language before, they were unconscious of the learning process, and consequently not as successful as they might have been. Third, they were immigrants and needed communicative competence.

With these students' particular situation in mind, I spent the first few days observing them work with their interim substitute, familiarizing myself with the available materials and questioning the students about their regular teacher's method. Because she taught five different subjects a day, she would rely entirely on printed materials. She used texts and workbooks for all of their classes. For ESL, she had divided the class into three groups, according to proficiency, and had the groups work independently. She circulated among the groups as she was needed. Given her constraints, I have no doubt that her method was not only justified but effective. However, since I had only half a teaching assignment and was therefore not nearly as restricted, I didn't feel tied to the available printed materials (which I found to be tedious).

As I did in Morocco, and for the same reasons, I chose to use a grammatical syllabus. To decide where to begin, I looked through the students' texts to determine what they

had already studied and what was upcoming. Secondly, I gave the students evocative photographs and had them write descriptive essays. Additionally, I listened to them and noted their weaknesses.

Having decided what to teach, I had to decide how to teach it. Following my assumptions on the nature of language and because the students were studying English in an American context (many with the intention of eventually becoming citizens), I approached the class as follows: I tried to house the grammatical targets in useful topics of interest to pre-teen girls (such as a recipe) and likely situations (such as giving directions to one's home). As a native speaker, I assume that my own facial expressions and gestures are appropriate and come naturally. I used them freely and tried to encourage expressive speech in my students, including colorful phrases regionally acceptable, although prescriptively incorrect - at least in written form.

More profoundly, I tried to behave in a way that is consistent with my own American, English-speaking culture. In Italian, it is acceptable to speak loudly, often sarcastically and usually polychronically, but in English it is not. I tried to encourage modulated tones, respectful comments and sequential speakers. To minimize the sibling competition and encourage cooperation, I often asked the students to work in pairs or small groups, which was feasible given the large classroom and few students. The movement required and the working with one's friends served to make the activities seem like games which helped to avert the boredom brought on by children's short attention spans. All in all, I tried to maintain an orderly - yet not overly serious - atmosphere during the English lessons.

Having determined what I would teach and what form the lessons would take, I had to decide which steps I would follow. First, because I believe that learning is a cognitive process, I feel that the responsibility for learning lies with the learner. I also believe that each person possesses his own learning strategy. I decided to use this variety to my advantage, and therefore reunited the class. As the teacher, whose

task it is to direct and guide the students, I assumed the responsibility for creating appropriate contexts out of which my target linguistic structures could spring. Given a conducive environment, my near-native speakers could almost always be counted on to inadvertently "present" the new material. The grammatically sophisticated students could be tapped to analyze or explain the structure and the new students took the responsibility for practicing and reinforcing the target element for the rest of the class. (These new students would have another opportunity to work with the structure during their second, remedial hour.) Together, we all manipulated the new form in a controlled environment and finally we generated our own material. This final step served to check comprehension, to practice the structure and ultimately, to make it come alive. (I do not mean to imply that this was a fixed system. Any volunteer could take part in any activity. In breaking down my lessons into these steps, I was trying to draw on each student's strengths and meet his needs.)

I further asked the students to take responsibility for their own learning by encouraging them to correct themselves, as I did in Morocco. If the student did not notice it himself, I indicated with a gesture that a correction was due, and I looked to the student himself to make it. If he couldn't, I let someone else help him. When the students asked me how they were doing, I asked them what they thought and then we talked it over together. For my own feedback, as well as to make the students more conscious of their own learning processes, I asked them occasionally if they had learned anything and if so, what they had learned.

As I did in Morocco, I tried to sequence my lessons so that they progressed from simple to complex, controlled to free. I also tried to reinforce each structure by employing three senses (visual, auditory, kinesthetic) in the four skill areas: listening, speaking, reading and writing. In these ways, as well as in the ways described above, I attempted to meet the intellectual needs of my students. I attended to their personal needs by teaching English in practical contexts. Trying to meet their affective needs, I offered

varied, short-term activities that were within the grasp of the students and under their control. In so doing, I hoped I was fulfilling my responsibilities as a teacher. (See sample lesson plan p. iii for technique and cultural content.)

University Extension; Berkeley, California, U.S.A.

Situation

The Extension Program of the University of California at Berkeley is designed for students who are not enrolled in the University proper. It is funded almost entirely by the tuition that the students pay. Because of this, the fees for Extension are much higher than those for the University. The full-time 6-week Summer Course offered by the English Language Program cost \$800 this year, living expenses excluded. (Nearly half of the students opted to live on campus at the International House; the others lived with relatives or rented apartments for the summer.)

Predictably, the majority of students come from affluent backgrounds. A few are sponsored by their governments. This summer, 40% of the student body was European (predominantly Italian and French), 35% was Asian (almost all Japanese), the remaining 25% came from Latin American or Arab countries.

The English Language Program is intended for adults. This summer the students ranged in age from 18 to 40 years old; 70% were under 25. There was nearly an equal number of women and men. All of the students met the minimum educational requirement, that is - graduation from a secondary school. The students had studied English anywhere from one year or less to more than ten years. Their reasons for pursuing English fell into three main categories: 1) academic: students who intended to enroll in colleges or universities in the United States 2) professional: students who needed English for business purposes and 3) social: students who were visiting the United States and wanted to improve their communicative ability.

The English Language Program is designed to provide adults with intensive classroom instruction so that they can effectively develop their oral skills, broaden their vocabulary, improve their grammatical competence and polish their reading and writing skills. In addition, the program provides a certain orientation to American culture.

Berkeley Extension offers three consecutive 10-week courses during the academic year. In the summer, they offer both the 10-week course and a special 6-week Summer Course. The special course is slightly less academic in tone and more cultural in content. Making up part of the 6-week course is a 3-day cross-cultural weekend at a camp in the Santa Cruz mountains. The Cal Weekend was created to give students an insight into American culture and to provide them with an opportunity to speak English in a non-classroom setting. To achieve these goals, the students are encouraged to participate in workshops, seminars and recreation activities. The weekend classes offered are quite varied: they span from American Cooking to Black Culture to Video Production. In addition, there are always many sports activities in progress. This is a time for students to make friends in English, particularly with native speakers. This year, the ratio of Americans to foreign students was nearly one to three.

On campus, the students are assigned to classes of 10 to 15, placed according to proficiency. There are 6 levels from beginning to advanced, A through E. The classes meet every day for a total of 24 hours per week. At A-level, the course is divided into 4 classes, each with a different teacher, each meeting for an hour a day: Grammar/Composition, Oral Communication, Reading/Vocabulary and Pronunciation. Additionally, students have 2 hours per week to work on their oral skills in the Language Laboratory and 2 hours per week to improve their reading skills at the Learning Center. From B through F levels, the course is divided into only 3 classes, each with a different teacher, each meeting for 1½ hours per day: Grammar/Composition, Listening/Speaking, and Reading/Vocabulary. The intermediate students also have 2 hours per week in the Language Laboratory and 2 hours per week at the Learning Center. In place of the required Learning Center, the advanced students attend a lecture series. The program has been very well organized by an excellent administrative staff and runs smoothly.

Method

On Monday afternoon at 4:00, I was given my teaching assignment and told that classes would begin the following morning at 10:00. I had a full-time schedule: two

classes, totalling $12\frac{1}{2}$ hours per week. I was to teach A-level Grammar/Composition and C-level Listening/Speaking. I spent the next hour reading my students' placement compositions, trying to determine what the salient factors were that made these classes unique.

First of all, the students were from multinational backgrounds. This meant that I would not be able to rely on my knowledge of their languages and cultures to anticipate areas of difficulty. Secondly, for many, English was the first foreign language attempted so I could not expect them to be sophisticated second language learners. Third, the students were in the United States so they would need to achieve a level of communicative competence very early on, regardless of their ultimate objectives. Fourth, they were adults with ambitious goals and a willingness to work for them (as evidenced by the long hours they had agreed to put in and the high fees they had paid). This ambition indicated to me that they would work hard and accept responsibility.

Having gotten a sense of the students, I then looked at the program. The most striking factor was that it was an intensive course in which the skills were divided. In A-level, I was responsible only for Grammar and Composition. Pronunciation, Oral Communication and Reading were the concerns of other teachers. In C-level, I was responsible only for the aural-oral component; Reading, Writing and Grammar per se were to be covered during other hours. It was also clear, that first day, that the teachers in each level did not work as a team, but rather independently, with a minimum of co-ordination. With this information I designed my syllabus.

Because I believe that organization is intrinsic to language and I feel that a grammatical syllabus reflects this organization, I chose a grammatical syllabus for my A-level Grammar/Composition class. Because I would not always be aware of the grammatical structures currently being studied in C-level, I chose a notional-functional syllabus for my Listening/Speaking class. Because I see the primary function of language to be the successful exchange of meaning, and because I could see my students'

need to communicate quickly and effectively, I was able to justify this choice of syllabus to myself.

Having decided the form of my course, I had to look next at the individual lessons. I was struck immediately by what I consider to be the strongest point of the English Language Program: the availability of resource materials. First, there were hundreds of textbooks and other printed materials to draw from. Second, the other teachers were an endless source of ideas and direction. And third, the community was very accessible and provided unlimited occasions for the students to use English in a natural realistic setting. Teaching at University Extension, I was able to draw from sources beyond myself, adapt the new ideas so that they suited my current needs and gradually incorporate them into my own pool of material, material that I could use effectively with familiarity and ease.

My first task was to choose the textbooks. My principal consideration for the Grammar text was that the structures be presented clearly and that the language be natural. Although I wanted to promote prescriptive grammar - at least in written form - I was also aware of the need to teach descriptive grammar, at least for receptive use. I wanted to expose the class to common expressions and reduced forms right away so that the students would not be disadvantaged on the street where their needs would most immediately be felt. With these considerations in mind, I chose American Kernel Lessons: Intermediate (O'Neill) to be supplemented with Side by Side (Molinsky), book 1. I was unable to find a textbook that met my needs for my C-level Listening/Speaking class. Instead, I simply reproduced material for the students from various sources, using the ditto machine or the photocopier.

The second great resource was the other teachers. My Grammar/Composition hour was very short. Although it was supposed to be 50 minutes long, I was the homeroom teacher and therefore had all the administrative paperwork to complete with the students. There was organizational business to attend to nearly every day so my hour was reduced to 40 minutes, at best. Partly because I felt that I did not have enough

time to fully exploit the new structures, and partly because I liked the idea of co-ordinating lessons, I often worked with the Oral Communication teacher. I introduced and had the students practice the target structure, then my colleague had them manipulate and finally exploit it. At that point, as the Composition teacher, the responsibility came back to me - and I had the students incorporate the new structure into an essay.

Another way the teachers were a valuable resource was in their contribution of material. With the guidance of another intermediate-level Listening/Speaking teacher, who was generous with her own lessons on Idioms, among other things, I was able to set up a varied course, drawing material from many diverse sources. I divided Listening/Speaking into themes. For example, the topic for the first week was "Introductions". Under that umbrella, the students and I interviewed and then introduced each other, using familiar forms. We then divided into 3 groups ("greeting", "introducing", and "parting") and wrote as many examples for our function as we could. The next task was to share the lists with the rest of the class, add more examples to it, number the examples according to the degree of formality and then discuss related gestures. We followed with a listening comprehension text and questions, a dictation, then a printed dialogue of appropriate idioms and reduced forms all referring to the target theme. We then practiced a Jazz Chant (Hi, how ya doin'?) for stress, intonation and pronunciation. Given provocative situations, pairs of students performed dialogues using the new material and then the class, as a whole, took part in an elaborate, spontaneous role play. The final activity was a speech, given by each student to the class, introducing an object, describing it and explaining its use. A module like this generally took a week. Although the form of the course was my own and I chose the components, much of the content came from other sources, as it did for A-level Grammar/Composition. Because I didn't have to spend all of my preparation time creating my own material, I was able to spend time talking with other teachers, exchanging ideas and acquainting myself with new materials.

The third resource was the community. On their own, the students had to function in Berkeley. At one time or another, they had to ask directions and they probably had to ask for a repetition. This was a great source of information. In the classroom, the students always had a lot to offer, much of which they had drawn from their own experience. To insure this, or to direct it, I often gave the students contact assignments that would serve to exploit the most recent target structure. For example, in A-level, to practice count-mass nouns in a meaningful way - I had the students go shopping to buy the picnic supplies for a party we were planning. In C-level, after a lesson on directions, I had the students give a speech on their favorite place within walking distance of the campus. The students had to name the place, describe its location, give directions, explain why they liked it, and answer their classmates' questions. I feel that contact assignments are not only some of the most interesting exercises but are some of the most beneficial. Because I believe that the more senses employed the greater the learning - it follows that something learned by experience is learned especially well. The community was a never-ending source of experiential education.

Contact assignments, particularly those shared with a group, also help to build a sense of community. Students feel a shared experience and it serves to break down barriers and increase cooperation. So that students would take more responsibility for their own learning and the learning of their classmates, I often had the students work in pairs or groups of three or four. To promote self-reliance, I continued with the same correction policy that I had used in previous situations. I signalled oral errors with a gesture and had students correct themselves. In written work, particularly compositions, I marked the errors and had the students correct the mistakes and return the corrected copy to me. Additionally, I tried to give the students non-judgmental comments as often as possible so that they could measure their own progress. I assigned and returned corrected - but not graded - homework almost every day in A-level Listening/Speaking. I was available every day after each class for conferences. With the responsibility

diffused, I hoped to minimize the sense of tension often present in language learning classrooms. I hoped to establish an atmosphere of mutual respect and security, which I believe is the optimum learning environment.

To further complement the learning state, specifically the cognitive process, I presented each lesson systematically, as a series of steps moving from simple to complex. For each new target, either a grammatical structure or a function, I started by introducing the new information. Because the classroom in Berkeley was not a vacuum, that is, the students had been and were being exposed to English to varying degrees outside of class, I tried to elicit the target element from the students to whom it was already familiar. The second step was one of controlled practice. This gave the students an opportunity to examine the new structure and become comfortable with it. The next step was one of less controlled practice, allowing the students to further familiarize themselves with the target and begin to manipulate it. During the final step, the students exploited the structure more fully, ultimately generating their own material. In this way, the steps progressed in a logical sequence, from controlled to free.

Although I kept my focus on the skills that I was supposed to teach, I did include reading and writing in my Listening/Speaking class and aural-oral work in my Grammar/Composition class - as is consistent with my assumption that the four skills serve to reinforce each other. By teaching in a way that would complement the students' cognitive processes and affective natures, and by working the situation to its best advantage, I hoped to meet my responsibilities as a teacher. (See sample lesson plan p. x for technique and cultural content.)

Techniques

To illustrate the techniques that I used to achieve my teaching objectives, I have included three count/non-count noun lesson plans, one for each of the above situations. Most of the techniques that I used were appropriate to all three methods.

In all three situations, I relied heavily on visual aids: real objects, pictures and gestures. I always presented vocabulary and structures in context. I had the students analyze the new structures both inductively and deductively, depending on the particular target. Then, to check on or to promote the analysis of the structure, I asked leading questions. I reinforced the new element by means of dialogues and texts with related questions (that both checked comprehension and required the students to practice the target structure). I drilled the new material for further practice as well as for manipulation. And finally, I had the students internalize the new structure by relating it to their own experience.

Although most of the techniques that I used were appropriate to all three situations, there were a few notable exceptions. Because of the rigid school system, the large classes and the small classrooms at Lycee Gheris, my teaching was very ordered and predictable in Morocco. The lessons did not vary too much from one to the next. I do not think that the students found this tedious because English was very different from their other courses. It was the only class in which they were asked to participate. I believe that the regularity in my class gave the students confidence in me. That predictable rhythm would never have succeeded at the Michelangelo Middle School in Boston. The students were very lively and demanded a great deal of movement. They appreciated the element of surprise. To maintain their interest, I changed activities often and tried to make the exercises into games. Because they loved to work together, and I felt that they helped each other, I often had the students work in pairs or small groups. This was also true for University Extension at Berkeley. The adults had a lot to offer; they were a valuable source to one another. Because they were responsible and because they were studying in the United States, I sent them on contact assignments into the community to emphasize the experiential aspect of their education. Because of their particular qualities, these techniques were situation specific.

An approach is a set of assumptions about the nature of language and language acquisition, the responsibilities of the learner and the role of the teacher. A method

is the application of an approach, particularly regarding the organization of both the course and the lessons. A technique is the actual implementation of the method. Therefore, a teacher's approach is constant, her method is contingent on the situation and her techniques are selected to achieve a specific teaching goal. As stated above, the two qualities most essential to an effective teacher are confidence in her own teaching approach and awareness of the conditions that affect her teaching situation. The object is to develop the ability to apply the confidence and the awareness. That is the challenge.

COUNT/NON-COUNT NOUNS (Lycee Gheris; Goulmima, Morocco)

This lesson served to reinforce have to, need to, and want to. It followed a) some vs. any and b) some/any/every/no + thing/body/one/where. Although I usually presented new structures for the first time embedded in a text, I felt that count/non-count nouns were best introduced in a paradigm, explicitly illustrating the grammatical rule, and subsequently reinforced in a text.

Hour 1 (part 1)

- Using real objects, familiar to the students, T sets the scene by presenting the new vocabulary words, "countables" and "uncountables".

What are these? (bottles)
 Can we count them? (yes)
 What is this? (water)
 Can we count it? T pours some out. (no)

- Continuing with the same real objects, the T sets the scene and elicits the first part of the paradigm, which she then writes on the blackboard.
 Ss repeat.

COUNTABLES

UNCOUNTABLES

* +	There is a bottle of water on the table.	There is some water in the bottle.
	There are some bottles of water on the table.	
?	Are there any bottles of water on the table?	Is there any water in the bottle?
-	There aren't any bottles of water on the table.	There isn't any water in the bottle.
*	How many bottles of water are there?	How much water is there?
+	There are a few bottles of water on the table.	There is a little water in the bottle.
+	There are a lot of bottles of water on the table.	There is a lot of water in the bottle.
?	Are there many bottles of water on the table?	Is there much water in the bottle?
-	There aren't many bottles of water on the table.	There isn't much water in the bottle.

- After each stage of the paradigm, the T drills by supplying Ss with a cue to which they respond. Example: flour-There is some flour in the sack.

DRILLS

oil	magazines	sugar in the tea
bottle of oil	food	cafes in Goulmima
glasses of water	potatoes	taxis in Ksar-es-Souk
meat	newspapers	meat in the stew
dirham	wine	milk in the carton
piece of meat	vegetables	students in the class
water	books	honey in the tin
clothes	honey	Americans in Morocco
plates	sugar	dates in Tafilalet
money	spoons	work to do

- Working through the paradigm, the T elicits the familiar material from the students and presents the unfamiliar material herself.

* These are symbols that I use to mean: (+) positive statement, (-) negative statement (?) question and (*) take note.

Hour 1 (part 2)

1. Visual aids on the blackboard: the following objectives drawn and cut out of colored paper so that they resemble the familiar items:

a sack of flour	some melted butter
an empty bottle of oil	3 eggs in a basket
a cone of sugar	
2. T reads the text
 - a. normal speed
 - b. slowly with cues and embellishment
 - c. slowly

Khadija* has to go to the market. There isn't very much food in the kitchen. She wants to make a cake. There is some flour but there isn't any oil. She has a lot of sugar but only a little butter. There are some eggs in the basket but only a few. There aren't very many. Khadija has to buy some eggs because she doesn't have enough. She needs a lot of eggs to make a cake. Khadija wants to cook today but she doesn't have any ingredients.

Ss copy paradigm.

Hour 2

1. Warm up drill (repeat from previous day)
2. Text (repeat)
3. Ss repeat text, pronunciation and intonation
4. T asks comprehension questions
 1. a) Does she have any ingredients?
 - b) What does she want to do?
 - c) What does Khadija have to do?
 2. Is there any food in her kitchen? How much food is there?
 3. Is there any flour? oil? sugar?
 4. Does she have any butter? How much does she have?
 5. Are there any eggs in the basket? Are there many? How many are there?
 6. Does Khadija need any eggs? How many eggs does she need?
 7. What does Khadija have to buy? Does she have enough?

When she buys more, will she have enough?
5. Manipulation of structure
 - a. T provides line; Ss transform it to the opposite.
Example: There isn't very much food in the kitchen
There is a lot of food in the kitchen.
 - b. T provides line; Ss ask either "how much?" or "how many?"
Other Ss supply answers. Rapid drill.
6. Copy text
7. Homework: Before school tomorrow, go to the open market. Make a list of 10 things that you see/don't see. Use the new words.
Example: There are a lot of people at the market.
There aren't very many animals.

Hour 3

Review: Ss read their lists. Other Ss ask how much/how many questions.

* Although my students called me "Miss", their mothers and sisters called me "Khadija" and frequently saw me at the public oven where we had to go to do our baking. My students often teased me about this, so I wrote myself into the text.

COUNT/NON-COUNT NOUNS (Michelangelo Middle School; Boston, Massachusetts)**Hour 1**

1. Teacher divides class into 4 groups of 3 students each. Each group has a color photograph rich in count-mass nouns (mostly food). Students make a list of what they see in the photograph and then share the photo and the list with the rest of the class. The other students try to find something that the initial group didn't see.
2. Teacher lists all the nouns on the blackboard, in 3 columns.
3. Teacher asks what the difference is between the things in the first column (non-count nouns) and the things in the third column (count nouns). Teacher elicits count/non-count idea from students.
4. Drill: Where do these things belong?
(apples, coffee, soup, cookies, cake, sugar, sandwiches, potato chips, jam, oranges, raisins, salt, etc.)
5. Pantomime: This is a shopping bag. What's in it? Teacher gives word cues and students give sentences, using "there is/there are". (meat, vegetables, bread, milk, peaches, brownies, jelly beans, soda, tomatoes, gum, crackers, grapes).
6. How can we make these non-count nouns (column 1) into count nouns? As students supply the quantifiers, the teacher writes them in column 2.
7. Quick oral work: Teacher supplies the noun and the students supply the quantifier. (string ball ; cereal box , etc.)
8. Game: "I went to the market and I bought". Students complete the sentence using a measure quantifier and a noun beginning with "a". The next student must repeat the sentence and add a noun beginning with "b".)
9. Homework: "In my picnic basket, there is/are(10 items).

Hour 2

1. Warm up: Students read their picnic basket lists aloud (and those who have voluntarily drawn accompanying pictures display them for the class).
2. Teacher passes around a sealed brown bag filled with Hershey kisses. "What's in the bag?" Teacher elicits the paradigm on handout A.
3. Drill (after each step): Teacher supplies cue, students supply appropriate example from the paradigm. (peaches, spaghetti, etc.)
4. Written work: handout p. v, correct in class.
5. Game: Do handout p. vi in pairs.

Hour 3

1. Using real measuring cups and spoons, the teacher presents the measurements. (See handout p. vii).
2. After presenting each example, the teacher writes it on the board and drills it. (Example: How many teaspoons are there in 3 tablespoons?)
3. Written work: handout p. viii, exercises A and B; correct in class.
4. Game: Do handout p. ix in pairs. (For each category, the S's must supply a word beginning with the letter found in the left-hand column).

Hour 4

1. Teacher presents new vocabulary words. (They were on handout C for those who were especially motivated). The students who know the words present them to those who don't.
 - a. Pantomime: mix, blend, stir, beat, cream.
 - b. Elicit from students, (Example: Where do you cook a cake? How do you cook a cake?) bake, roast, broil, fry, deep-fry, boil, steam.
2. Handout C: Nancy's Brownies Recipe
 - a. Students read it.
 - b. Drill: ingredients. Students ask questions and other students supply the answers. (example: Q. How much/many eggs do you need?
A. You need 4 eggs. (literal)
A. You need a few eggs. (general)
 - c. Check comprehension/encourage conversation: Students explain how to make the brownies, using their words and embellishments. (Example: "You take the eggs out of the refrigerator. You have to crack them and beat them with aa...an eggbeater").
4. Homework:
 - a. Handout D, exercise C.
 - b. Bring in a recipe of your own, including the ingredients and the instructions.

Hour 5

1. Students share their recipes in class. (Teacher copies them and gives them in cookbook form to the students).
2. Lesson proceeds to some + body/one/thing/where.

NON-COUNT**COUNT**

- | | |
|--|---|
| + There is <u>some</u> candy in the bag. _____ | + There are <u>some</u> pieces of candy in the bag. |
| ? Is there <u>any</u> candy in the bag? _____ | ? Are there <u>any</u> pieces of candy in the bag? |
| - There isn't <u>any</u> candy in the bag. _____ | - There aren't <u>any</u> pieces of candy in the bag. |
| * How <u>much</u> candy is there? _____ | * How <u>many</u> pieces of candy are there? |
| + There is <u>a little</u> candy in the bag. _____ | + There are <u>a few</u> pieces of candy in the bag. |
| + There is <u>a lot of</u> candy in the bag. _____ | + There are <u>a lot of</u> pieces of candy in the bag. |
| ? Is there <u>much</u> candy in the bag? _____ | ? Are there <u>many</u> pieces of candy in the bag? |
| - There isn't <u>much</u> candy in the bag. _____ | - There aren't <u>many</u> pieces of candy in the bag. |

SOME/ANY

1. Is there _____ oil in Venezuela?
2. There aren't _____ flowers in the garden.
3. There is _____ garlic in the sauce.
4. There are _____ letters in the mailbox.
5. There isn't _____ snow in the mountains now.
6. Are there _____ grapes in the picnic basket?
7. There are _____ good movies on TV tonight.

MUCH/MANY

1. How _____ students are there in your English class?
2. There aren't _____ tourists in Boston now.
3. There isn't _____ soup left in the bowl.
4. How _____ sugar does she take in her coffee?
5. How _____ days a week do the Italian students go to school?
6. We don't know _____ people in this city yet.
7. How _____ fruit does Sicily produce?
8. There aren't _____ clouds in the desert because it seldom rains there.
9. How _____ time do you spend on your English homework?
10. The cat doesn't drink _____ milk.

A LITTLE/A FEW

1. The thin girl only eats _____ food.
2. _____ rotten apples spoil the whole barrel.
3. There is _____ rain on the window pane.
4. _____ work never hurt anyone.

IS A LOT OF/ARE A LOT OF

1. There _____ noise coming from the playground.
2. There _____ questions in my mind.
3. There _____ work to do.
4. There _____ oranges still on the trees.

PLEASE CONNECT THE MEASURE WORDS WITH THE NOUNS THAT GO WITH THEM

TUBE	MILK
SPOOL	SALT
BAR	WATER
LOAF	SOAP
CUBE	TOOTHPASTE
SCOOP	THREAD
DROP	CORN
PINCH	FLOWERS
JAR	ICE CREAM
STICK	GUM
HEAD	BREAD
BUNCH	LETTUCE
BAR	CELERY
CARTON	SUGAR
STALK	JAM

MEASURE

3 teaspoons (tsp.) = 1 tablespoon (tbsp.)

4 tablespoons = $\frac{1}{4}$ cup (c.)

2 cups = 1 pint (pt.)

2 pints = 1 quart (qt.)

4 quarts = 1 gallon (gal.)

16 ounces (oz.) = 1 pound (1 lb.)

(1 ounce = 28 grams

1 pound = 454 grams

2.1 pound = 1 kilo)

VOCABULARY

Mix: to combine

Blend: to mix uniformly

Stir: to move a spoon in a wide circle
until ingredients are blended

Beat: to mix ingredients rapidly

Cream: to beat butter

Bake: to cook in an oven (pastry)

Roast: to cook in an oven (meat)

Broil: to cook by direct heat, to grill

Fry: to cook over direct heat in oil
or butter

Deep Fry: to cook immersed in hot
oil or fat

Boil: to cook in boiling water (212° F
or 100° C)

NANCY'S BROWNIESIngredients

$\frac{2}{3}$ cup shortening (vegetable oil)

2 cups white sugar

4 well-beaten eggs

4 1 oz. squares unsweetened
chocolate, melted

$1\frac{1}{2}$ cups pastry flour

$\frac{1}{2}$ teaspoon salt

1 teaspoon baking powder

1 cup broken walnuts

2 teaspoons of vanilla

Recipe

1. Cream the shortening and the sugar
2. Add the eggs and beat well
3. Add the chocolate and blend
4. Add the flour, the salt, and the
baking powder and beat until smooth
5. Stir in the walnuts and the vanilla
6. Pour the mixture into 2 8"x 8"
greased pans
7. Bake at 350° F for about 35 minutes
8. Cool for 15 minutes
9. Cut the brownies and remove them
from the pans
10. Eat them in good health!

RECIPE EXERCISES

- A. 1. How many teaspoons are there in
- a) 1 tablespoon? _____
 - b) 4 tablespoons? _____
 - c) 3 tablespoons? _____
2. How many tablespoons are there in
- a) $\frac{1}{2}$ cup? _____
 - b) $1\frac{1}{2}$ cups? _____
 - c) 2 cups? _____
3. How many cups are there in
- a) 1 pint? _____
 - b) $1\frac{1}{2}$ pints? _____
 - c) 2 pints? _____
4. How many pints are there in
- a) 1 quart? _____
 - b) 3 quarts? _____
 - c) 4 quarts? _____
5. How many quarts are there in
- a) 1 gallon? _____
 - b) $2\frac{1}{2}$ gallons? _____
 - c) 3 gallons? _____
6. How many ounces are there in
- a) 1 pound? _____
 - b) $1\frac{1}{2}$ pounds? _____
 - c) 3 pounds? _____

B. Please write the abbreviations for the following words:

- | | | | | | |
|-----------|-------|-------------|-------|---------------|-------|
| a) gallon | _____ | d) pint | _____ | g) tablespoon | _____ |
| b) ounce | _____ | e) teaspoon | _____ | h) pound | _____ |
| c) quart | _____ | f) cup | _____ | | |

C. MUCH/MANY

D. PLEASE COMPLETE THESE QUESTIONS AND THEN ANSWER THEM ON ANOTHER PIECE OF PAPER, USING: A little/a few/is a lot of/ are a lot of

1. How _____ shortening is there in these brownies?
2. How _____ eggs are there in these brownies?
3. How _____ cups of sugar are there in these brownies?
4. How _____ vanilla is there in these brownies?
5. How _____ teaspoons of baking powder are there in these brownies?
6. How _____ flour is there in these brownies?
7. How _____ chocolate is there in these brownies?
8. How _____ squares of chocolate are there in these brownies?
9. How _____ cups of shortening are there in these brownies?
10. How _____ salt is there in these brownies?
11. How _____ sugar is there in these brownies?
12. How _____ walnuts are there in these brownies?
13. How _____ teaspoons of salt are there in these brownies?
14. How _____ cups of flour are there in these brownies?
15. How _____ teaspoons of vanilla are there in these brownies?
16. How _____ baking powder is there in these brownies?

	VEGETABLE	FRUIT	DRINK	DESSERT ^S	SPICE
B					
L					
E					
N					
D					

COUNT/NON-COUNT NOUNS (University Extension; Berkeley, California)

Hour 1 (introduction to count/non-count nouns)

text: Side by Side book 1 (Molinsky)

- p. 112 count/non-count What is the difference between the things in column 1 and the things in column 2? Can you give me another example?
- Rapid drill Ss identify the following nouns as either count/non-count; oil, wine, meat, french fries, flour, water, vegetables, people, work, etc.
- p. 113 singular/plural - dialogue What's the difference between cartoon #1 and cartoon #2? Which nouns are singular? Which nouns are plural? Dialogue is practiced as a class.
- p. 114 too vs so; enough Presentation of new vocabulary in separate context (actual situation - In this classroom, there are enough chairs for us. In fact, there are too many chairs for us. There are so many chairs that there isn't enough room to walk).
- much vs many -dialogue What's the difference between cartoon #1 and cartoon #2? With which nouns do we use "much/many"? Dialogue is practiced in pairs; T circulates to help.
- p. 115 Homework Use your imagination. Write a dialogue for example #12 and example #13.
 a little vs a few Read the next dialogue, "On your own".

Hour 2

- Review Ss perform original dialogues, examples #12 and #13 from p. 115.
- p. 115 a little vs a few With which nouns do we use "a little/a few"? Dialogue is practiced as a class.
- partitives With pictures, T presents new vocabulary; drills (T flashes picture. Ss identify object).
- p. 118 partitives Discussion about changing nouns from mass to count; Dialogue is practiced as a class.
- p. 119 a lot of Examples of count/non-count use; drill (T supplies cue, Ss respond with "there is/are a lot of").
- Review After the first 2 examples, Ss practice dialogues in pairs; T circulates. Ss perform #9 original dialogues for the class.
- p. 121 Homework

Hour 3 (further practice with count/non-count nouns; reinforcement of past tense)

text: American Kernel Lessons: Intermediate (O'Neill), chapter 4

1. T divides class into 6 groups of 2 or 3 students. Each group works with 1 text. Together, the students:
 - a. isolate the new vocabulary words
look up the new words
decide how to present the new vocabulary to the rest of the class (i.e. a picture, the real object, a pantomime, an explanation)
 - b. work on pronunciation with the T who is circulating among the groups
 - c. write comprehension questions using the cues

2. Ss present the lesson in pairs/groups to the rest of the class:
 - S#1 presents vocabulary
 - reads text
 - S#2 asks comprehension questions

Hour 4 Contact assignment in conjunction with the Oral Communication teacher:
Shopping for supplies; Picnic in the Botanical Gardens

Hour 5 Guided Composition

Instructions: Please write a 2 paragraph composition. These questions will help you to organize some ideas. Remember to indent the first sentence of each paragraph.

After Class

Where do you usually go after class?
How do you get there?
How many people go with you? Who are they?
What do you do there?
How much time do you spend?
When do you leave? Why? Where do you go?

Where did you go yesterday afternoon?
How did you get there?
How many people went with you? Who were they?
What did you do there?
How much time did you spend there?
When did you leave?
Which do you like best, what you usually do or what you did yesterday? Why?

COUNT-MASS NOUNS - Oral Communication supplement to Grammar/Composition lessonThe hour immediately preceding Grammar Hour 3

Visual aids: pictures

This is a picnic basket.

What is in the basket? There is/are...

How much/many . . . is/are there? is a lot/are a lot/a little/a few

For our picnic tomorrow

How many people are going to come?

How many people can go in 1 car?

How many cars do we need? have?

Who can drive?

What do you want to eat? (Class makes a list)

Suggestions:

bread

coldcuts, cheese

vegetables; lettuce, tomatoes, onions

pickles, olives

potato chips

mustard, mayonaise, butter

fruit, candy

wine, soda

paper products: napkins, plates, cups, silverware

How much/many _____ do we need?

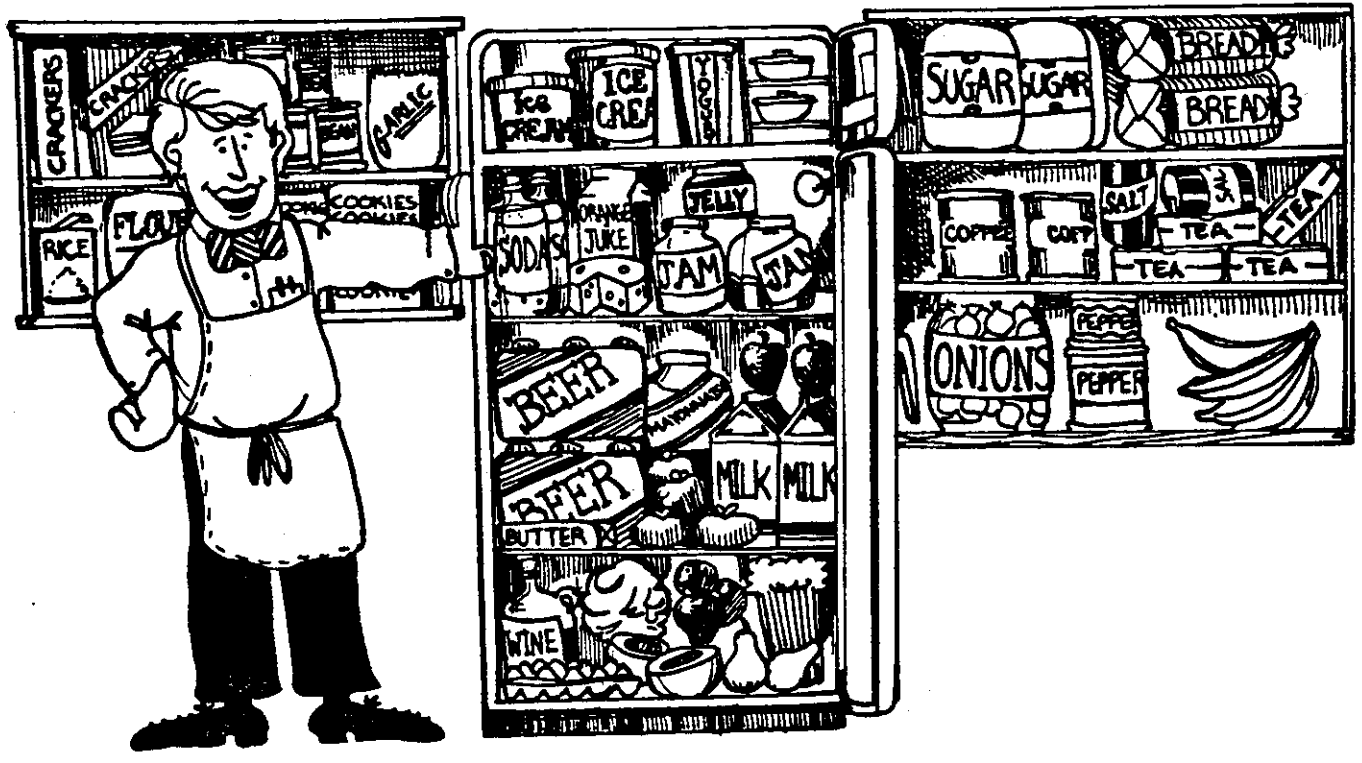
How much money do we need from each person?

The hour immediately preceding Grammar Hour 4

1. Check over list
2. Divide tasks
3. Assign groups
4. Collect, redistribute money
5. Give maps, directions

Picnic at 12:00 noon at the Botanical Gardens

WHAT'S IN HENRY'S KITCHEN?



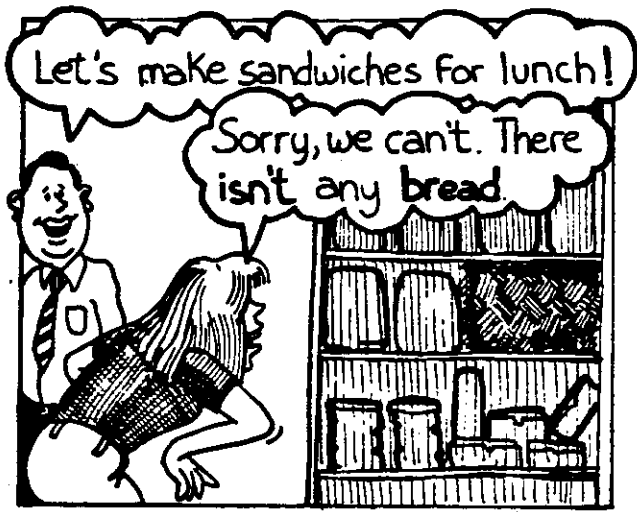
Count Nouns

Non-Count Nouns

tomatoes _____
 eggs _____
 bananas _____
 apples _____

cheese _____
 milk _____
 ice cream _____
 bread _____

Add foods from YOUR kitchen.



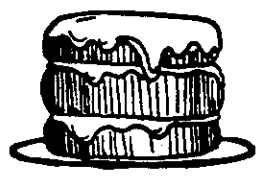
1. Let's make a salad for dinner!
Sorry _____ lettuce.



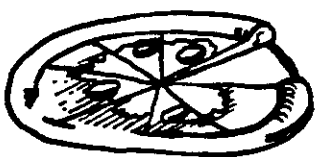
2. Let's make an omelette for breakfast!
Sorry _____ eggs.



3. Let's make some fresh lemonade!
Sorry _____ lemons.



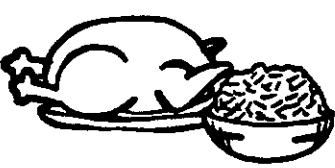
4. Let's bake a cake for dessert!
Sorry _____ flour.



5. Let's make pizza for lunch!
Sorry _____ cheese.



6. Let's make some fresh orange juice for breakfast!
Sorry _____ oranges.




7. Let's make chicken and rice for dinner!
Sorry _____ chicken.




8. Let's have french fries with our hamburgers!
Sorry _____ potatoes.

9. Let's _____!
Sorry _____

much	many
how much? too much so much that	how many? too many so many that



A. You look terrible! What's the matter?
B. I drank **TOO MUCH** milk this morning.
A. **HOW MUCH** milk did you drink?
B. I drank **SO MUCH** milk that I'm never going to drink milk again!



A. You look terrible! What's the matter?
B. I ate **TOO MANY** cookies last night.
A. **HOW MANY** cookies did you eat?
B. I ate **SO MANY** cookies that I'm never going to eat a cookie again!



1. *drink ... coffee*



2. *eat ... tomatoes*



3. *buy ... lettuce*



4. *smoke ... cigarettes*



5. *wash ... dishes*



6. *drink ... wine*



7. *write ... letters*



8. *have ... ice cream*



9. *sing ... songs*



10. read... books



11. eat... cheese

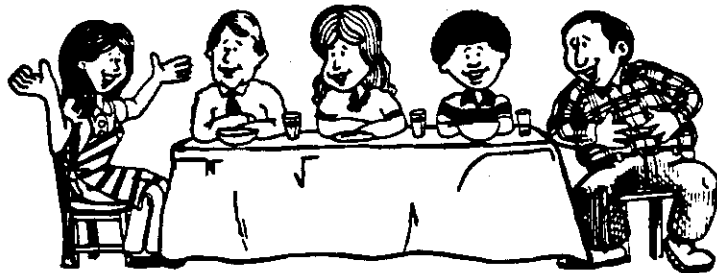


12. _____ (count)

13. _____ (non-count)

ON YOUR OWN

a little	a few
coffee	apples
ice cream	eggs
butter	oranges



- A. How do you like the _____?
- B. I think (it's/they're) delicious.
- A. I'm glad you like (it/them). Would you care for some more?
- B. Yes, please. But not (too much/too many). Just (a little/a few).
- My doctor says that (too much/too many) _____ (is/are) bad for my health.

Try this conversation with other students in your class, using these foods and others.



1. potatoes



2. chocolate cake



3. ice cream



4. cookies



5.



*a lb. = a pound; 1/2 lb. = a half pound, or half a pound.

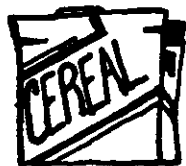
What did YOU buy the last time you went shopping?

A. I'm going to the supermarket.
Can I get anything for you?

B. Yes, I need some bread.

A. How many loaves of bread do you need?

B. Just one loaf, please.



1. cereal



2. marmalade



3. soda



4. bananas



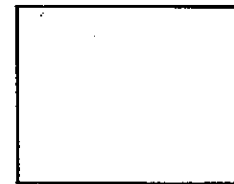
5. vegetable soup



6. whole wheat bread



7. flour



8.



- A. How much does a head of lettuce cost?
- B. A head of lettuce costs ninety-five cents (95¢).*
- A. **NINETY-FIVE CENTS?! That's a lot of money!**
- B. You're right.
Lettuce is very expensive this week.

*25¢ = twenty-five cents
 50¢ = fifty cents
 etc.



- A. How much does a pound of apples cost?
- B. A pound of apples costs a dollar twenty-five (\$1.25).†
- A. **A DOLLAR TWENTY-FIVE?! That's a lot of money!**
- B. You're right.
Apples are very expensive this week.

†\$1.00 = a dollar
 \$1.50 = a dollar fifty
 \$2.25 = two twenty-five
 \$4.50 = four fifty
 etc.



1. butter



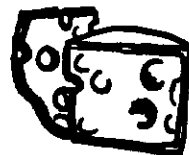
2. carrots



3. milk



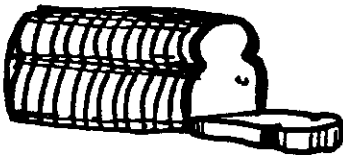
4. onions



5. Swiss cheese



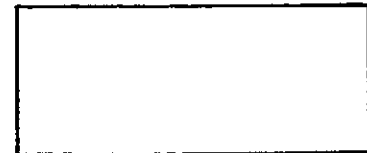
6. bananas



7. white bread



8. oranges



9.

Are you going to have a party soon? Do you want to cook something special? Stanley the chef recommends this recipe for **VEGETABLE STEW**. This is Stanley's favorite recipe for vegetable stew, and everybody says it's fantastic!



Put a little butter into a saucepan.



2. Chop up a few onions.



3. Cut up *a lot of* _____



Pour in _____



5. Slice _____



6. Add _____



7. Chop up _____



Slice _____



9. Add _____



10. Cook for 3 hours.

When is your English teacher's birthday? Do you want to bake a special cake? Stanley the chef recommends this recipe for **FRUITCAKE**. This is Stanley's favorite recipe for fruitcake, and everybody says it's out of this world!



Put 3 cups of flour into mixing bowl.



2. Add a little sugar.



3. Slice *a lot of* _____



4. Chop up _____



5. Pour in _____



6. Add _____



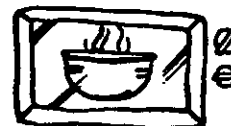
7. Chop up _____



8. Add _____



9. Mix in _____

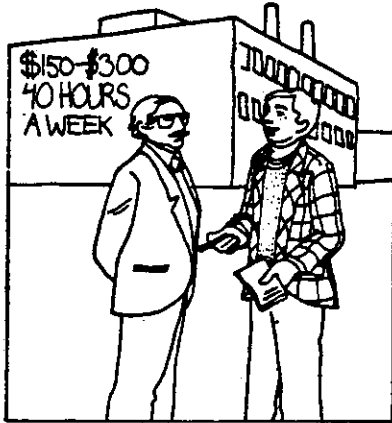


10. Bake for 45 minutes.

ON YOUR OWN

Do you have a favorite recipe? Share it with other students in your class.

4a Count Nouns and Noncount Nouns



- 1**
- Bruce / factory?
 - newspaper reporter's questions? (employees? / money? / hours?)



- 2**
- When / in a factory?
 - 36 hours?
 - How much / earn?
 - Where / Joan?
 - she / 48 hours?
 - she / \$100?



- 3**
- What / 1958?
 - Why / job?
 - Why / Bruce / better job?



- 4**
- When / Bruce better job?
 - hours?
 - earn?
 - What / buy?



- 5**
- own factory?
 - How many hours?
 - money?
 - life easier?
 - furniture?
 - small car?
 - wife / car?



- 6**
- What / 1971?
 - Who / come?
 - Who / children?
 - When / Bruce / Laura?
 - When / they / married?

How much ?
many

Have to
Had to do

4a

1

Bruce owns a shoe factory. A newspaper reporter wants to write an article about it.

"How many employees do you have?"

"About 200."

"How much do your employees earn?"

"From \$150 to \$300 a week."

"How many hours do they work?"

"40 hours a week."

1. Why is the reporter asking these questions?
2. Ask the same questions:
 - a. employees
 - b. earn
 - c. hours

3

Joan had to give up her job in 1958 when she had a baby. She did not want to, but she had to. She often said, "You have to find a better job, Bruce. You simply have to!"

Bruce had to find a better job because they did not have enough money to live on.

1. What did Joan have to do in 1958?
2. Ask why.
3. What did she often say?
4. Why did Bruce have to do this?

5

Bruce started his own small factory in 1968. He had to work 60 hours a week at first, but he made \$12,000 that year. Life was not easier but it was better. He spent \$2,000 on new furniture for the house and bought a bigger car. His wife had a car too.

1. What happened in 1968?
2. How many hours a week did he have to work at first?
3. Ask questions with:
 - a. cars
 - b. furniture

2

Before Bruce started his own factory, he worked for somebody else. He started in 1956. He worked 48 hours or more a week. He never made more than \$80 a week. His first wife was living then. Her name was Joan and she had a job as a salesclerk in a department store. She worked 40 hours a week and made \$60. Life was not easy.

1. What did Bruce do before he started his own factory?
2. What did his wife do?
3. Ask these questions about them both:
 - a. hours a week
 - b. earn

4

Bruce came home one day in 1959 and said, "I found a better job today." "Oh? How many hours a week do you have to work? How much do you earn?" Joan asked. "\$550 a month for 40 hours a week," he said. That year they had another child, and they bought a bigger house.

1. Ask and answer questions with "When . . . ?"
 - a. home and say "I found a better job today"
 - b. another baby
 - c. a bigger house
2. Ask questions with "How much / How many . . . ?"
 - a. hours a week
 - b. money a month
 - c. children at the end of the year

6

His wife died in 1971. His children were young and his sister had to come and live with them. She had to look after the children. He met Laura in 1976 and married her the same year. Laura is his second wife.

1. What happened in 1971?
2. What did his sister have to do?
3. Ask why.
4. What happened in 1976?
5. Is Laura his first wife?

Bibliography

Alexander, L. J. First Things First: An Integrated Course for Beginners.

London. Longman Group Limited, 1967.

Anthony, Edward. "Approach, Method and Technique." Teaching English as a Second Language, second edition. Harold B. Allen and Russell Campbell, editors, 1972.

Graham, Carolyn. Jazz Chants: Rhythms of American English for Students of English as a Second Language. New York. Oxford University Press, 1978.

Molinsky, Steven J. and Bill Bliss. Side by Side: English Grammar through Guided Conversations, book one. New Jersey. Prentice-Hall Inc., 1980.

O'Neill, Robert, Roy Kingsbury, Tony Yeadon and Edwin T. Cornelius, Jr.

American Kernel Lessons: Intermediate. New York. Longman Inc., 1978.

O'Neill, Robert, Roy Kingsbury and Tony Yeadon. Kernel Lessons: Intermediate.

London. Longman Group Limited, 1971.