

1999

# Closure: A Forgotten Aspect of English as a Second Language Teaching Pedagogy

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*The School for International Training*

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**SCHOOL FOR INTERNATIONAL TRAINING**

**CLOSURE: A FORGOTTEN ASPECT OF  
ENGLISH AS A SECOND LANGUAGE  
TEACHING PEDAGOGY**

**A IPP SUBMITTED TO**

**FACILITY OF  
THE SCHOOL FOR INTERNATIONAL TRAINING  
IN CANDIDACY FOR THE DEGREE OF  
MASTERS OF ARTS IN TEACHING**

**BY**

**CONNIE J. DOUGLASS**

**ERLANGER, KENTUCKY**

**DECEMBER 1999**



TO

My Parents  
Stephen and Bette Douglass  
who gave me the dream

My Husband and Children  
Mike, Taylor and Stephen Bauereis  
who were loving and patient

Sara in Vermont  
Sarah in Cincinnati  
who listened and corrected when necessary

Dream Group  
who dreamed when I could not

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## INTRODUCTION

I realized early in my teaching career, I didn't know how to begin or end a class. I quickly learned how to build community in a classroom by using ice breaker activities to provide a sense of my adult learners needs, wants and dreams. When it was time for the class to end, I had no sense for what my adult multi-cultural students were thinking or feeling. Generally speaking, we (my students and I) would plan to have a party or meet somewhere for drinks. No one would show up. Usually I would never see these students again. Not only did I not know why my students failed to show up, I never had a chance to say goodbye or have closure for the class.

In 1994, when I decided to return to school to obtain my masters, one of my expectations was to get the definite cookbook answer on how to complete or close a class. I was "hungry" for closure information. I wanted a cookbook and there wasn't a cookbook.

The following is my attempt at a closure cookbook for a multi-cultural classroom. As such, this thesis could be regarded as a recipe consisting of physical measurements such as pedagogical teaching theory, definitions and activities to complete closure which combined the cooks (teachers knowledge and insights) produce the a finished product: closure.

## CHAPTER ONE

### WHAT IS CLOSURE?

The term "closure" as a buzz word and as a actual act permeates almost every aspect of American culture. Individuals are expected to obtain closure for a variety of activities. Interpersonal relationships are said, for example, to need or require closure when they end or fail (either positively or negatively). Business deals need closure to complete the "deal".

Despite the use of closure as a "buzz" word or a physical act there is little research on closure in the classroom. While researching this paper on the Internet, through Electronic Data Source sources and a variety of other data bases, only a small number of hits were found. Of these hits, the term closure\* was primarily used to refer to the physical closing of a school and its impact on the surrounding community. When researching teaching pedagogical resources, the same phenomena was true. Articles and books discussed in great detail how to establish community in the classroom yet only devoted one or two paragraphs to the idea of closure of a classroom community. The few articles which did discuss closure were oriented to the pre-school or elementary teacher. Only two books, Teaching within the Rhythms of the Semester by Donna Killian Duffy and Jane Wright Jones

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\* It should be noted other words similar in meaning to closure were also used as hit words. Those words include endings, classroom endings, closing, and ending activities.

and Classroom Dynamics by Jill Hadfield, take the idea of closure one step further by devoting chapters to the emotional aspects of closure and listing activities to achieve closure.

These points aside, the fact remains there is no teaching pedagogical definition of closure. Indeed, all of the teachers and students (both native English speakers and non-native speakers) interviewed felt closure could be simply defined as review or graduation. Their perception is inherent in Webster's definition of closure: (1) An act of closing; the condition of being closed and (2) something that closes. However, closure is much broader than the physical act of review or graduation. There are emotional, cultural, and individual belief systems which underlie physical act(s).

To give further credence to this idea closure could be examined as a cultural meme of the culture in which it exists. The term "meme" was coined approximately twenty years ago by Richard Dawkins, a British biologist, to describe a "unit of cultural information comparable in its effects on society to those of the chemically coded instructions contained in the gene on the human organism."<sup>1</sup> Dawkins described memes as "cultural instructions passed on from one generation to the next by example and imitation and learning."<sup>2</sup> A meme is a pattern of behavior, values, languages

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<sup>1</sup> Mihaley Csikszentimihale, The Evolving Self: A Psychology for the Third Millennium (New York, N.Y., HarperCollins, 1993), 120.

<sup>2</sup> Ibid., p. 87



and technologies passed on through imitation and learning. A group of memes can become bound together resulting in ritual(s).

Ritual is the formalization and accumulation of a cultures memes (or specialized values, behaviors and languages) passed from one generation to the next via daily behaviors, symbols, and food. Ritual provides structure for a culture and makes routine a certain way of seeing, hearing, touching or perceiving the environment and uniting individuals emotionally. Rituals connect [cultures] “with the past, define the present and show...the path to the future as ceremonies, traditions, symbols”.<sup>3</sup> As a cultural meme, rituals are used by all cultures to mark transitions across a broad spectrum of time ranging from a daily basis such as night time routines for children to graduation ceremonies marking specific transitions in a individuals life. Ember-Black and Roberts point out by “using familiar symbols, known symbolic actions, and repeated words, rituals make change [transitions] manageable and safe. Simply knowing which rituals lie ahead during a day, a year or a lifetime quiets anxiety.”<sup>4</sup> “Change is enacted through ritual and not simply talked about....teens don’t graduate from high school by a teacher saying “you’re finished now”, but by proms, picnics and the graduation ceremony.”<sup>5</sup>

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<sup>3</sup>Evan Ember-Black, Ph.d. and Janine Roberts, Ed.D., Rituals for Our Time: Celebrating, Healing and Changing Our Lives and Our Relationships, (New York, N.Y., HarperCollins, 1992). 4

<sup>4</sup> Ibid., 31

<sup>5</sup> Ibid., 32

Closure, then, is not just the superficial process of review or graduation. Closure involves symbols, values and emotions. It follows that every culture has developed its own specialized values and behaviors regarding closure in the classroom. Chapter Two examines twelve English As A Second Language teachers' values, perceptions, and emotions regarding closure.

## **CHAPTER TWO**

### **TEACHER AWARENESS OF CLOSURE**

Chapter One discussed closure in terms of the outer, tangible manifestations such as review, ritual and cultural beliefs. Chapter Two is designed to expand the concept of closure as a pattern of behavior, values and language by examining the thoughts of twelve English as a Second Language and English as a Foreign Language teachers. Much of the discussion is anecdotal in nature. The twelve teachers speak of their individual behaviors, personal observations and teaching pedagogy regarding closure. In many instances, the teacher switches from teacher talk or perception to musing on how their behavior was learned as a student thus reflecting cultural values.

It is important to note the composition of the twelve teachers. Six of the teachers interviewed were white, middle-class, American females. These six teachers have taught in the United States and abroad in a variety of situations. Of these six American females, four were professionally trained holding a bachelor's degree or higher in English as a Second Language. Two of the six American females, by their own admission, fell into teaching out of sheer necessity while living in a

foreign country. Upon their return to the states, they continued to volunteer teach through local community organizations. All of the six American women have taught a minimum of two years.

The remaining six teachers are non-native speakers of English: a male and a female from China, a Hispanic female from Chili, a Bulgarian female and two females from Japan. These teachers received their initial English language training starting at early ages in their native countries. They have also taught a variety of students with a minimum of two years teaching experience. All six are studying or have received advanced degrees, Masters or higher, in English as a Second Language and other subjects such as economics and math. All have received specialized instruction in English language and culture. Two chose the field and four were directed into the field by testing and guidance of authorities.

All twelve teachers were interviewed individually. Due to time and location constraints it was not possible to interview the teachers as a group. Each teacher was sent or given a questionnaire prior to the interview in order to facilitate conversation and thoughts regarding closure.

As indicated in Chapter One, each of the twelve interviewees initially defined closure in the same manner: (1) review or (2) a form of

ritual i.e. graduation. However when pressed to explain the “why” of closure as review and graduation, the answers reflected a different quality.

All twelve teachers immediately began describing closure as a review of materials (i.e. topics, subjects or information) covered in class. In all interviews teachers either directly or indirectly implied review as the “only way” to achieve closure. Thus, by their description, closure as review became a practical tool which can then occur on a daily, weekly, quarter or semester basis.

The use of the word review in association with closure by teachers surveyed is probably based on pedagogical training and Anglo-Saxon cultural memes which define closure as a “culmination of a set of learning outcomes.”<sup>6</sup> As such, closure in the form of review becomes a component in teaching pedagogy of lesson planning. Closure as review is designed to make learning concrete and often takes a physical format such as lesson review, homework assignments and applications. Learning [then] can be recalled and used the next day, next week or the

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<sup>6</sup> Max E. Douglas. “The Case Method: A Nontraditional Interpretation of Closure.”, Journal of Educational Business 65 (March 1990) 251

next months.<sup>7</sup> Thus, closure or review then “helps learners to know *what* they learned, *why* they learned it and *how* this knowledge is useful.”<sup>8</sup>

Closure, as a review, has the teacher checking knowledge but not necessarily checking understanding or emotions underneath the review process.<sup>9</sup>

The teachers, particularly American teachers, tended to not think about why this form was used; they simply used it. Expectations about how the teacher is to present the material and how the student is to respond to the closure/review were “ingrained”. So “ingrained” one non-professionally trained American teacher said, “I honestly don’t think I’ve ever not done a review. I have to do it.” When asked how she determined what to review, she indicated she instinctively knew what the class needed and would cover required materials. When pressed, she and the other non-professionally trained teacher admitted they had to rely on their own schooling experiences for teaching review. The other four American professionally trained teachers indicated their need to respond to the class as a group and often let the students determine what was

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<sup>7</sup> LuOuida Vinson Phillips, “Closure: The Fine Art of Making Learning Stick.” *Instructor* 92 (October 87) 37

<sup>8</sup> *Ibid.*, 38

<sup>9</sup> Donna Killian Duffy and Janet Wright Jones, *Teaching Within the Rhythms of the Semester*, Jossey-Bass Publishers, San Francisco, CA 1995, 203

needed for review. The professionally trained teachers felt their need to review was a direct result of pedagogical training.

Yet when asked to discuss the emotional or cultural expectations of review, all six American teachers had to stop, thoughtfully consider the question; yet never directly answered the question. As indicated by the non-professionally trained teacher, most of the teachers felt review was something automatic, “ingrained”, “nothing cultural about it”. As illustrated in the comments below, review is a teaching pedagogy not reflecting any emotional context.

- It's a summary of all knowledge and information presented by the instructor.
- You don't go in depth in review. Cover only the high points
- It's a physical act to cover the subject [writing on board, have the class participate, doing posters]
- It's an opportunity to provide the students with knowledge after which they can demonstrate their understanding [usually by taking a quiz or test].

When pressed to discuss emotional or cultural aspects of review as closure, all six American teachers responded initially from the perspective of their student experiences.

- [as a student] I felt it [was] laziness on the part of the teacher not to give a review.
- I hated it when the class decided what was needed to review. I could never get my needs met.
- Most of the time as a student I found it [review] boring.
- I really had a hard time with endings - the teacher would get sentimental...it was embarrassing.

Most of the six American teachers admitted they choose not to think about the emotional aspects of review as closure. All six indicated review on a daily or weekly basis was not an emotional issue. However, all six admitted when a class was ending (specifically defined as no more class periods or interactions with a particular group of students) review as closure became more problematic.

- It's [review as closure] important to me. When they [students] drift away without a review of the experience they had with me, I have a sense of unfinished business.
- It's a critical time to evaluate my teaching skills and community building practices.
- I often feel lost at the end of a class. I want my students to know how much I appreciated them and wish them well for the future.
- It's important for the class to relax and understand the knowledge it has gained.

While review is an accepted pedagogical teaching practice, all of the American teachers admitted the style and need for review in a non-English speaking country often did not work either to the teachers expectations or the students needs. One professionally trained teacher,



teaching in an Asian country, realized her students were not responding in class when she did a review [oral]. When she literally took one step out of the classroom, the questions would begin and her pupils would follow her almost like interns making their rounds at a hospital. When it came time for the final review or last class period, the teacher planned a party to emphasize the concepts covered in class. Her students simply sat at their desks participating only when called on until class was dismissed. She walked out of the classroom and the questions began. Her initial reaction, by her own admittance, was one of bewilderment. However, as she observed other native or local teachers, she realized they usually did not review as she had been taught. Instead Asian teachers seemingly left it up to the students to get help from other sources such as peers, or homeroom teachers.

While other American teachers related similar incidents, the six non-native teachers felt closure as review was a style of teaching pedagogy which was brought in by outside cultures. The Chinese and Japanese teachers pointed out in most Asian countries review was not traditionally emphasized on a daily basis in the classroom. Instead a traditional school setting would tend to assume the individual has “received” the information given by the teacher. An individual might

need review but seek it afterwards from a homeroom teacher or peers.

“It is only recently [within the past 20 - 25 years] review has been instituted”, said a Chinese teacher, “it is because we have been taught in America how to teach [review]”. The Hispanic and the Bulgarian teachers indicated similar cultural perceptions but indicated the economic need to educate their students to “fit in” to the Americanized world economy.

It was extremely difficult to discuss the emotional or cultural aspects of review as closure with non-English speaking teachers due in part to language and conceptual barriers. None of the non-native teachers indicated differences or emotional difficulties with the last class period. However, they all had comments, thoughts and questions regarding review as closure both from a student perspective and a teaching perspective.

Chinese male teacher [from a student's perspective]	“Why do American insist on having a party to end the class?” “It's hard to talk in a party situation”
Hispanic Female teacher	“[There is] lack of respect in an American classroom. Teachers should receive some small gift.”[When the class ends]
Japanese Female teacher	“[As a teacher] doing review is difficult to do. My students [American] expect it but don't have the resources to ask each other”.
Chinese and Japanese teachers	The ending is not as important as the beginning
Bulgarian teacher	“[As a student learning American culture], it was very confusing to understand the [need for] goodbye in the classroom. Why bother”?

As illustrated by the above comments, non native teachers' perceptions of review as closure were less introspective with regard to closure in the classroom. Review as closure does not seem to be a relevant or an emotional need with the six non-native teachers.

The second word most commonly used for closure, by the twelve teachers interviewed, is the ritual or cultural meme of graduation. The word graduation was used by American English as Second Language teachers to mean the ritual which generally ends or closes formal schooling.

Graduation, for most Americans, occurs as the following chart indicates:

FROM	TO	Closure Activities	Contact with Teacher after	Reunion
Pre-school	Kindergarten	"Fly up" ceremony complete with cap and gown	No●	No
Kindergarten	First Grade	"Fly up" ceremony complete with cap and gown	No	No
Sixth Grade●●	Seventh Grade	Students award ceremony	No	No
Twelfth Grade	College or Work	Cap and Gown ceremony	No	Yes, every five to ten years
College	Work	Cap and Gown ceremony	No	Yes, every five to ten years

- Contact with teachers means consistent interactions over time.
- Some regions/areas have a ceremony after seventh grade and eighth grade.

The chart illustrates important points of American (and a lesser extent European) cultural memes regarding closure. First closure, as a graduation ceremony, is more important at the lower grade levels. Children have three closure “graduation” rituals before the seventh grade. The next closure ritual occurs approximately six years later to mark the beginning of adulthood. Second, as indicated by the last two columns, closure or graduation does not imply a strong need to be in contact with the teacher or even fellow classmates. American memes seem to make an assumption of once the class is over the students will move on.\*

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\* This is not to imply that an individual student will not stay in constant contact with a teacher. Some students do stay in contact with their teachers but they are far and few between. Indeed, most teachers (both native and non-native) interviewed could only name one or two students who had stayed in contact over the years.

In direct contrast, the Chinese and Japanese teachers indicated the following graduation or closure rituals:

FROM	TO	Beginning Ceremonies•	Closure Activities	Contact with Teacher after	Reunion
Pre-school	Kindergarten	Yes, presents given,	Graduation ceremony with speeches	No••	No
Kindergarten	Grade School	Yes, grand parade, presents given	Graduation ceremony with speeches		No
Sixth Grade	Middle School	Yes, a parade some presents	More formal graduation, Suit/Tie, Prom	Yes	Maybe
Middle School	High School	Yes, presents and invitations	Ceremony longer no invitations sent	Yes	Maybe
High School	College/Vocational	Yes, invitations and presents	Ceremony longer no invitations sent	Yes	Maybe
College	Work Force	Yes, formal, invitations, presents	Formal ceremony with private parties afterwards	Yes	Yes

- Beginning ceremonies are a very important aspect of Asian educational systems. Presents are given, both parents attend the ceremonies particularly the kindergarten and the college levels.
- Contact with teachers means consistent interactions over time.

This chart illustrates very different cultural memes than the American chart. First, the graduation rituals are not as important as the ceremonial rituals to begin. The ceremony to begin each level of school requires presents, invitations, pomp, circumstance, and involvement by the entire family. Graduation, on the other hand, is a dull ceremony consisting of “boring speeches to which no one listens” [Japanese

teacher]. Graduation ceremonies may increase in length and after the Sixth grade no presents or parties are given. In other words, it appears an Asian cultural meme is one of beginnings rather than endings. In terms of education, these "cycles" are evenly spaced through out an individuals early life (ages 5 to 25). It's a circular type of ritual (a cultural meme) with the entire society becoming involved in the beginning of any new school venture.

Second closure does not necessarily imply reunion or close contact with a teacher until later (i.e. high school or even college). However, the high school or college teacher is regarded as important because that teacher represents a key networking contact for not only job references but job contacts. A reunion as a act of gathering people together is considered important in terms of contacts. However, reunions are usually organized upon the whim of an individual(s). They are not usually staged at certain prearranged times with the exception of the 25<sup>th</sup> and 50<sup>th</sup> reunions.

As evidenced by the above discussion, the cultural meme or ritual of graduation has separate and distinct meanings in at least two different cultural groups. For the Chinese and Japanese teachers graduation is not a permanent ending or severing of relationships. Indeed, both Japanese

and Chinese teachers stressed graduation ceremonies represented the beginning of a new relationship for students [particularly high school and older] to the rest of society. As one Japanese teacher phrased it: [Students are] “now ready to use and be used by the connection to others. We [the Japanese people] tend to expand in circles, widening and contracting like ripples in water”. For Americans, and to a lesser degree Bulgarian and Hispanic teachers, graduation was viewed as a permanent ending. Students do not perceive the teacher as a center point for connections into the world and feel no obligation to turn to the teacher later in life. As one American teacher wryly admitted, “It is almost, as if, [American] students take my knowledge with no return”.

It is this striking dichotomy which reflects the dilemma of closure in the classroom, particularly if the teacher is American. The cultural memes which white, middle class Americans are taught stress the “letting go of students to handle their own fate” [American teacher]. Yet these same cultural memes do not allow the release of emotions. Indeed, most of the six American teachers found as students they were embarrassed by the emotions displayed by their teachers upon graduation or class ending. Yet the same six teachers found they could not find a

medium to express their thoughts or feeling when it was time to end the class.

This chapter has highlighted several important considerations for the teacher in a English as A Second Language classroom. First, review does not carry cultural and emotional memes. Yet for an American teacher the last class period often can trigger assessment, emotional introspection of teaching style and sentimental feelings toward the students. However, English as a Second Language students (particularly Asian students) do not usually have the need for expression of feelings of closure during review. Second, the graduation ceremony (ritual) has different implications for the teacher in the English as a Second Language classroom. American teachers, while expressing sentimental wishes, do not expect to hear from students yet students from other cultures may expect (consciously or not) to have or maintain contact with the teacher.



## CHAPTER THREE

### SUMMARY AND CONCLUSIONS

The initial purpose of this paper, set forth in the Introduction, was to create a cookbook of pedagogical teaching theory, a definition of closure, teacher perceptions and actual practices of closure activities in order to produce a single food: closure.

To review the ingredients:

1. Pedagogical Teaching Theory of Closure: There is no pedagogical teaching theory for closure. The theory, which is available, is geared toward children's needs. As more research is needed, pedagogical teaching theory could be viewed as an ingredient, which a teacher could use but is not absolutely necessary for the recipe to be successful.
2. Definition of Closure: There were two words consistently used by the twelve teachers interviewed: review and graduation. These two words form the "meat" or "flour" of closure. With these two words forming the "meat" or "flour", a good cook (teacher) can consider the cultural memes of two very distinct ways of viewing closure.

3. Teacher Thoughts, Perceptions and Values: The twelve teachers' comments, thoughts and perceptions provided the flavor or spice of closure. Sometimes bland, other times spicy, these thoughts and perceptions can create a new vision of a meal (closure).
4. Closure Activities: Closure activities provide the mixing or blending of the three previous "ingredients". Closure activities provide the teacher a way to blend both cultural values/memes (meat or flour) with the spices (their own personal values and perceptions) to create a new dish or meal for both the students and themselves.

## **CHAPTER FOUR**

### **CLOSURE ACTIVITIES**

The following activities represent a variety of closure methods ranging from a review of materials covered to more emotional, personalized closure. For each activity, I have listed the level (beginning, intermediate, advanced), estimated time required for the activity (although this is a highly variable aspect), materials needed, and the procedural aspects. I have not made discriminatory judgments regarding each activity. For example, the activity, Presents, under certain circumstances could create embarrassment for students. In addition, I have also included a list of Web sites which can provide an additional source of unique closure activities and ideas. It is my hope you will use these activities as a starting point to integrate closure into your classroom and teaching style.

**WEB SITES FOR TEACHERS OF**  
**AS A SECOND LANGUAGE\***

<b><u>NAME</u></b>	<b><u>ADDRESS</u></b>
Teaching Tips	<a href="http://www.teachingtips.com">www.teaching tips</a>
The Internet TESL Journal	<a href="http://www.airtech.ac.jp/~iteslj/links">www.airtech.ac.jp/~iteslj/links</a>
CLET Resources for Teachers	<a href="http://www.Cletiait.ac.th/teacher.htm">www.Cletiait.ac.th/teacher.htm</a>
Dave's ESL Cafe	<a href="http://www.eslcafe.com">www.eslcafe.com</a>
The TEFL Farm	<a href="http://www.teflfarm.com">www.teflfarm</a>

\* All addresses were effective as of November 1, 1999.

**REMEMBER WHEN....?****LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Writing, Verbal, Listening

**MATERIALS:**

Small slips of paper for each student

**PROCEDURE:**

1. Give each student a number of small slips of paper.
2. Ask each student to think back over the semester and recall nice or funny things that have happened to the group since the class began.
3. Ask the students to complete the sentence "Remember when...." in as many ways as possible, writing each memory on a slip of a paper
4. After a few minutes ask the students to partner with another or divide into groups and share their sentences. Students can continue to write as others jog their memory.
5. If possible collect the sentences, type them up and make a copy for each student as a special souvenir of the class

**REMEMBER WHEN....?(VARIATION)****LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Verbal, Listening

**MATERIALS:**

None

**PROCEDURE:**

1. Ask students to relax and close their eyes. (Gentle music may be played)
2. Ask students to remember pictures of incidents they have enjoyed during the semester. It's like a private picture album. Ask them to imagine turning the pages and seeing the picture.
3. Give them time to imagine each picture
4. Ask them to open their eyes and turn to the person sitting next to them and share the contents of their mental album

**I REMEMBER BECAUSE....?**

**LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Writing, Verbal, Listening

**MATERIALS:**

Short description of students in class

**PROCEDURE:**

1. Give the students a mystery description of someone in the class, for example: He's a guy in his mid-thirties, always on time. I'll remember him because he always talked about his family and they surprised him by coming to class one night.
2. Ask the students to write complimentary descriptions of two/three people in the class using the I'll remember him (her) because...
3. When finished ask them to read their descriptions and ask the other students to guess who it is. (The teacher should intersperse the students descriptions with his/her own to ensure everyone in class gets mentioned at least once.)

## **PRESENTS**

**LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Writing, Verbal, Listening

**MATERIALS:**

Paper, pen, pencils

**PROCEDURE:**

1. Ask students to think about others in the class and make a list of their names.
2. Ask them to think of something they would like to particularly thank each student for, and to imagine an appropriate gift/present they would like to give them.
3. Give an example such as Juanita is always full of laughter and joy. I would like to give her a book of jokes.
4. Ask the students to read their lists out loud.
5. If possible type the lists up and present as a class remembrance.



**FUTURE WISHES****LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Verbal, Listening

**MATERIALS:**

Writing Materials

**PROCEDURE:**

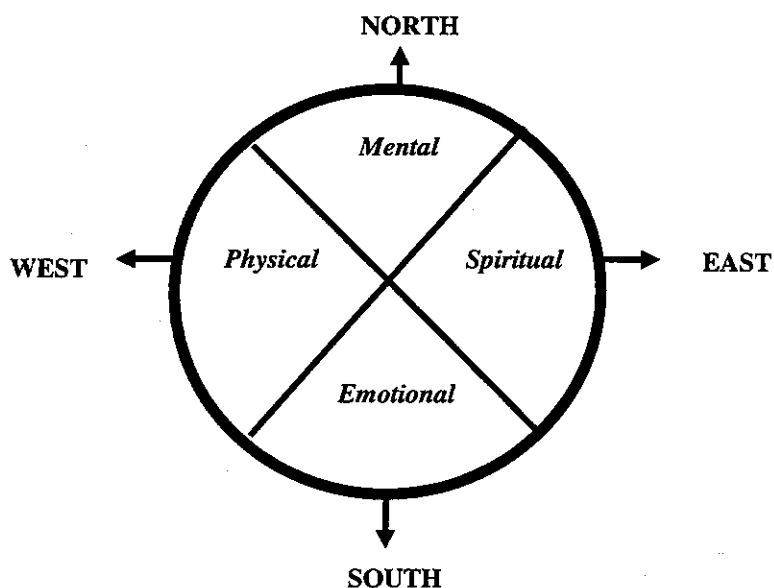
1. Ask the students to think about other students in the class and imagine them all in five years time.
2. Ask the students to write down their hopes for everyone in the class, for example: I hope Connie's baby is a well and happy five year old.
3. When finished as everyone to read the hopes out loud. If possible type or write them out for future memories.
4. A variation would be for the teacher to take the written hopes and mail them to students in a years time.

**FUTURE HOPES**  
**THE WISHING WELL VARIATION**

<b>LEVEL:</b>	ALL
<b>TIME REQUIRED:</b>	20 minutes
<b>SKILLS USED:</b>	Verbal, Listening
<b>MATERIALS:</b>	A bucket or wishing well (optional) Pennies or other coins to throw in the wishing well.
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Give each student a number of pennies or coins.</li><li>2. Direct students to set in a circle.</li><li>3. Students may throw pennies into the circle as they express a wish. For example: I wish for Cindy a brand new car and happiness in her new job.</li></ol>

## MEDICINE WHEEL

<b>LEVEL:</b>	Advanced
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	All
<b>MATERIALS:</b>	Drawing of a Medicine Wheel (See diagram below). This activity assumes a previous discussion of Native American practices.
<b>PROCEDURE:</b>	<ol style="list-style-type: none"> <li>1. Arrange classroom as a medicine wheel.</li> <li>2. Divide students into four groups each grouped at one of the four directions.</li> <li>3. Ask the students to respond to a question based on the viewpoint of the quadrant.</li> </ol>



From: Donna Killian Duffy and Janet Wright Jones, Teaching Within the Rhythms of the Semester, Jossey-Bass Publishers, San Francisco, CA 1995, 212

### **PICTURE BOOK WITH TAPE**

**LEVEL:**

ALL

**TIME REQUIRED:**

Variable

**SKILLS USED:**

Writing, Listening, Speaking

**MATERIALS:**

Cassette tape, tape recorder, camera

**PROCEDURE:**

1. Brainstorm with students to determine what should be included in a picture book with a read-a-long tape.
2. Make a list of pictures to be taken and who will take them.
3. Determine who will write the paragraphs to describe the pictures and type the descriptions into the computer.
4. Have students read the descriptions into a tape recorder.
5. Teacher or students may write and read a description of what a newcomer will need for ESL class. A description of the authors might be interesting to include for future classes.

### **3-D MEMORY BOOKS**

<b>LEVEL:</b>	Beginner, Intermediate
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	All
<b>MATERIALS:</b>	Index cards, sandwich bags (plastic) or other suitable holder
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Ask students to recall five or six memories of the class.</li><li>2. Each student writes their memories on a separate index card.</li><li>3. Insert each card into a plastic sandwich bag.</li><li>4. Staple the plastic bags together to create books.</li><li>5. Students may also insert artifacts from class trips</li></ol>

### **SCHOOL YEAR IN REVIEW**

<b>LEVEL:</b>	ALL
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Camera, film, a copy of Life magazine or similar magazine
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. This closure activity is based upon Life magazine's year in review.</li><li>2. Students take pictures and save artifacts from the outings, class activities.</li><li>3. Students then vote for Best Action photo for the cover of the magazine</li><li>4. Students then write captions and articles for the magazine.</li></ol>

**GOOD LUCK LETTERS****LEVEL:**

ALL

**TIME REQUIRED:**

Variable

**SKILLS USED:**

Analytical, Writing

**MATERIALS:**

Pens, paper, stamps and envelopes

**PROCEDURE:**

1. Have the students write letters to themselves detailing what they hope to accomplish during the next year or in the future.
2. Have the students complete a self-addressed envelope.
3. Teacher may wish to write positive comments on the letters.
4. Teacher mails the letter within a predetermined time frame.

**BACK TO THE FUTURE**

<b>LEVEL:</b>	Intermediate, Advanced
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Paper, tape recorder, pens, access to others 50 years or older
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Ask students to jot down where they would like to be in one year both in their school and personal lives.</li><li>2. Ask the students to write an essay about what they will be doing 25 years from now.</li><li>3. Ask the students to read their essay out loud.</li><li>4. When possible ask the students to interview people in the community who are at least 50 years old and write an essay. What were they like when they were in school? What did they plan to do with their lives? How did they do the things they did. Students write up the interview and share with class.</li><li>5. By comparing the two essays, discussion can be directed to things people might consider when making choices about their lives and how chance plays a role.</li></ol>



**TIME LINE**

<b>LEVEL:</b>	Beginners
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Video camera, cameras, film, paper, other memorabilia
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Student make a time line of all the important events that have happened over the course of the class.</li><li>2. Place the time line on the wall and below the time line place samples of students work and mementos from various events.</li></ol>

**GOAL SETTING****LEVEL:**

ALL

**TIME REQUIRED:**

20 - 30 minutes

**SKILLS USED:**

ALL

**MATERIALS:**

Paper, Pens, Index cards

**PROCEDURE:**

1. Have students write their goals for the course in the beginning weeks of the course/semester.
2. Return those goals to the students the last week of class with any comments you might wish to make.

**PARTY IDEA - FOOD RECIPES**

**LEVEL:**

All

**TIME REQUIRED:**

Variable

**SKILLS USED:**

ALL

**MATERIALS:**

Index cards to be handed out to the students prior to the party

**PROCEDURE:**

1. Ask students to bring dishes or treats from their native countries.

Ask them to provide recipe instructions in English

2. Compile the recipes into a cookbook for students to take home.

3. As a variation, ask students to provide the names and address of grocery stores which might carry different food items.

**PARTY IDEAS**  
**INVITATIONS**  
**MAP DICTATION**  
**LINE DANCING**

**LEVEL:**

ALL

**TIME REQUIRED:**

Lots of time

**SKILLS USED:**

ALL

**MATERIALS:**

Paper, markers

**PROCEDURE:**

1. Ask the students to design the invitations to a end of year party. Prepare a invitee's list complete with addresses. Mail the invitations to the students.
2. Dictate directions to the party. Ask the students to draw a map to help others find the location of the party.
3. Ask students to write out dance directions so all can participate.

**SELL OR MARKET THE CLASS**

<b>LEVEL:</b>	Intermediate/Advanced
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Poster Board, Marking Pens
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Ask the students to write a review of the class.</li><li>2. What are the strengths of the class. What are the weakness of the class.</li><li>3. What did they like about the course. What would they say to some one who is interested in learning English?</li><li>4. How would the students advertise the class. (Make posters, do radio spots)</li></ol>

**INTERNATIONAL "NAME THAT TUNE"**

<b>LEVEL:</b>	ALL
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Music from a variety of countries
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Tape together a phrase or two from various international songs and have the students guess what language and what is the country of origin.</li><li>2. Give out prizes for the best score(s)</li><li>3. Have students bring in their own musical instruments.</li><li>4. Some challenging pieces might be Cajun or other groups with an identifiable language but with strange accents.</li></ol>

### **CLASS NOTES**

<b>LEVEL:</b>	Advanced
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Students need to read the excerpts of the book, <u>Class Notes</u> , by Lucas Cooper.
<b>PROCEDURE:</b>	<ol style="list-style-type: none"><li>1. Have students read "Class Notes," by Lucas Cooper in <i>Sudden Fiction</i>, (ed. Shaprd and Thomas). It is a parody of alumni notes found in many American alumni bulletins.</li><li>2. Review reading and elicit cultural assumptions</li><li>3. Ask students to write such a note for each class member and be prepared to read it during the final class.</li><li>4. Give each student an entire class list so no student is left out.</li><li>5. During the reading itself, it is best to hear all the "notes" for one student at a time.</li><li>6. The teacher may write notes for each student and have notes written about himself/herself.</li><li>7. Type the "Class Notes" up and give to students as a remembrance.</li></ol>

## **DIAMANTE POEMS**

**LEVEL:**

High beginner and up

**TIME REQUIRED:**

Variable

**SKILLS USED:**

ALL

**MATERIALS:**

Paper

**PROCEDURE:**

1. Briefly examine forms of poetry from students' native languages as an introduction. Try to link to things such as closure for a certain class activity/unit, end of term remembrance.
2. Students work in small groups of 3-5. Each group has one example poem and tasks:
  - a. Identify the structure/form of poem (what are the parts of speech in each line)
  - b. Report orally and informally to the rest of the class on the feeling/tone of the poem
  - c. Answer the question: What is the relationship between the first and last lines?
3. Students report on their assigned poems.  
(Optional: students practice with the instructor orally beforehand and then read their assigned poem to the class). The structural form is then written on the board or presented in a handout. (See example)
4. Students' observations regarding synonyms, parts of speech on each line, emotional tone, etc.. are also discussed.
5. Individual groups then "Brainstorm" as many possible pairs of synonyms as they can create. The teacher puts the pairs up on the board as suggestions (e.g. school days-holidays, love-hatred, student-teacher, divorce-marriage).
6. Students and instructor choose one of the brainstormed topics and write a cinquaine poem.
7. Using template, students write one or more cinquaine poem on the subject of their choice.
8. Illustrate poems with handrawn or computer-generated images.
9. Students' work can be compiled into a class anthology for reading, autographing, souvenir

Adapted from:

Beckman, Leslie Opp, "Follow-Up Activities"

<http://darkwing.uoregon.edu/~leslieob/diamantes.html>

Accessed 10 November 1995



### **REVERSE CULTURAL SHOCK**

This closure activity is designed for students who may be returning to their native country. It's designed to help the student determine what they have learned and what they might face upon their return

<b>LEVEL:</b>	Intermediate/Advanced
<b>TIME REQUIRED:</b>	Variable
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	Paper, Tape recorder or video camera
<b>PROCEDURE:</b>	<p>Have the students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How will your family and friends see you have changed?</li> <li>2. What do you think they will say about the change?</li> <li>3. Many students have found upon returning home that: I had many exciting things to tell people about but they would listen to a few sentences and then change the subject." What do you think about this?</li> <li>4. Who is your best friend from home and will you still be as close? Explain</li> <li>5. Who will you miss here? How do you plan to handle this?</li> <li>6. Will your family want to hear about your host family?</li> </ol>

Adapted from:

McClellan, Jennifer Ruth, "Reverse Cultural Shock", "TESL-L: Teachers of English as A Second Language List" <TESL-L @ CUNYyM.CUNY.EDU> 13 February 1997  
[accessed 15 February 1997]

**LOOK AT HOW FAR WE'VE COME**

**LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

Verbal, Listening

**MATERIALS:**

Tape recording of students at beginning of the course or uncorrected work from early in the course

**PROCEDURE:**

Play a tape recording of the students speaking in the early days of the course or give them some uncorrected work from the first week.

**NOW WE CAN....****LEVEL:**

ALL

**TIME REQUIRED:**

20 minutes

**SKILLS USED:**

ALL

**MATERIALS:**

Paper, Index cards

**PROCEDURE:**

1. Bring a list of students goals/aims for the course and ask them to check off those they feel they have moved toward achieving.
2. Ask them to discuss their aims with a partner.
3. Open up the discussion to the whole class.

## **EVALUATING LEARNING STRATEGIES**

<b>LEVEL:</b>	ALL
<b>TIME REQUIRED:</b>	15 - 20 minutes
<b>SKILLS USED:</b>	ALL
<b>MATERIALS:</b>	One learning strategies questionnaire per student (See below for example)
<b>PROCEDURE:</b>	<ol style="list-style-type: none"> <li>1. Give a copy of a learning strategies questionnaire to the students and ask them to complete it.</li> <li>2. When finished ask the students to share their ideas/learning's with a partner and summarize their ideas/learning's to the group.</li> </ol>

### **WHAT LEARNING STRATEGIES WERE MOST USEFUL TO ME?**

Number the following activities according to how much they helped you to learn English (1=most useful for me, 11=least useful for me)

Learning vocabulary lists by heart	_____	Translating	_____
Doing Grammar exercises	_____	Listening to people talking	_____
Listening to tapes and answering questions	_____	Writing compositions or letters	_____
Listening to the radio or TV	_____	Speaking to people	_____
Practicing reading skills	_____		

Which activities will be possible for you to continue using after the course is over, if you have to study on your own? Put a circle round these.

Now compare your answers with a friend and discuss which strategies will be most useful to you when the course is over.

### LETTER FROM THE TEACHER TO THE STUDENTS

While this particular closing letter is geared toward elementary education majors, I have chosen to include it because it clearly demonstrates a way of closure which could be adapted for all levels of students.

#### **Situation**

I use the following "Closing Thoughts" at the end of a class for elementary education majors entitled "Health & Physical Education for the Child". I believe students appreciated this type of closure and it gives me one final 'shot' to help future elementary classroom teachers remember their important roles in shaping the lifestyles of their students.

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#### **CLOSING THOUGHTS**

**Dear [student];**

It has been a delight to work with you this semester and to see your professionalism regarding my assignments. Your marketing ideas will undoubtedly have an impact on your students when you implement them. The key to this whole process is to remember that you are the most important person in your student's lives (outside of mom and dad) and that you have unusual power to shape and mold young lives. The manner in which you handle this power is the crux of the matter. As a classroom teacher, you could forget the health and physical dimension of your students since they have a Physical Education teacher, or you can commit yourself to the **full** development of your students and not shy away from the responsibilities we have talked about at length in class.

When you get your teaching position, it will be very easy to become socialized into a role of paying little attention to the physical and health development of your students. There will be a ton of other things to do and since some experienced teachers do not attend to these matters, it can be easy and tempting to follow suit.

Keep your own value system strong in relation to the belief of the importance of strong, healthy and skilled kids. Never stop believing that you are the **IMPACT** person in these areas.

Additionally, to be more effective - be sure to **TEAM** with the Physical Education teacher. Your students will be the big winners when you do.

I wish you the best of luck in your teaching career. Many of you have made significant progress with your personal health programs. Good luck in keeping with them. **MAKE A HABIT OF BEING HAPPY, HEALTHY, AND ACTIVE.**

Yours in Health & Fitness

Dr. Chuck Smith

"The worst bankrupt in the world are the people who have lost their enthusiasm"

Source: Smith, Chuck, "Closing Thoughts" at  
[http://www.fetp.coedu.usf.edu/univ\\_coll/usf/fac/smith/closingthoughts.html](http://www.fetp.coedu.usf.edu/univ_coll/usf/fac/smith/closingthoughts.html) [accessed 1 August 1996]

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