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Implementing an Eclectic Approach to Teaching Adults in an Intensive ESL Course Based on Student-Generated Material

Marian Elizabeth Aldred
SIT Graduate Institute

IMPLEMENTING AN ECLECTIC APPROACH TO TEACHING ADULTS

IN AN

INTENSIVE ESL COURSE

BASED ON

STUDENT-GENERATED MATERIAL

Marian Elizabeth Aldred
B.A., Michigan State University, 1978

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Principal Adviser _Patrick Moran (M.J.)_

Project Reader_____

ABSTRACT

This paper is a study of my attempt to implement my approach to teaching in the context of my ESL internship at the Centre d'Etude de Langues in Fort-de-France, Martinique, in the summer of 1982. It presents the transposition of an eclectic approach to teaching from its conception to its concrete manifestations, in light of one particular feature: student-generated material.

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INTRODUCTION

This paper is a study of my attempt to implement my approach to teaching in the context of my ESL internship at the Centre d'Etude de Langues in Fort-de-France, Martinique, in the summer of 1982. My purpose in this study was to examine my ability to adapt, develop and carry out classroom activities in a manner consistent with my assumptions about teaching and learning, in light of one particular feature: student-generated material (SGM).

The question that this paper explores then is, "How can I teach in harmony with my beliefs and assumptions?" It presents for consideration the transposition of an eclectic approach to teaching from its conception to its concrete manifestations. And although this paper is the account of a personal philosophy and its implementation, I hope that it nonetheless proves useful to teachers and students of teaching who, like myself, have been working to develop and implement such an approach or who are considering questions relevant to this issue.

In order to facilitate the reader's access to the information presented, the paper is divided into six chapters.

Chapter 1 focuses on my approach to teaching. It describes my assumptions about the teaching-learning process and shows how they are manifested in my approach. The implications of my assumptions for me as a teacher are also explored.

The next two chapters are devoted to concrete, background information. Chapter 2 outlines the information available to me about the

internship before my departure for Martinique and also includes the methods of research I employed. Chapter 3 describes the advance preparation of the course design and structure and summarizes the actual curriculum of the course as well.

The heart of the paper is Chapter 4, "Student-Generated Material," which documents the realization of my approach. It is composed of explanations and examples of the procedures adapted and exploited in its implementation, the concretization of the abstractions presented in Chapter 1. In order to render the information even more accessible, this chapter is divided into sub-chapters which are titled according to the method adapted or the aspect of the language covered.

The final two chapters deal with the results of the course and the conclusions drawn from them. Chapter 5 examines the results through the presentation and analysis of student feedback and concludes with an evaluation of them. Chapter 6 explores certain questions which arose in the re-examination of my data, notes and feedback in the writing of the paper.

This study has been valuable to me in a number of ways. First, it represents the culmination of my MAT experience, beginning with the development of assumptions about teaching and learning, their evolution into an approach, and finally their manifestation in a real teaching situation. Second, in order to prepare this paper, I was obliged to research and document the internship much more thoroughly than I would have been otherwise. This meant that I became more observant of every aspect of the teaching situation and more analytical of my observations. I was thus able to profit more fully from all aspects of the experience. Finally, both the internship and the process of compiling this paper

have shown me that although MAT has helped me develop a strong point of departure, I still have a long way to grow!

CHAPTER 1

MY APPROACH TO TEACHING

This chapter outlines my approach to teaching. It begins with a description of my assumptions about teaching and learning, followed by a discussion of their manifestation in my approach. One aspect in particular is addressed: student-generated material, and its role in my approach as well as its implications for me as a teacher.

My assumptions about teaching, learning and the teaching-learning process revolve around the basic idea that learning is (or should be) a learner-centered activity. After all, who is ultimately to benefit from the learning process? Who is ultimately expected to leave the classroom or learning environment and apply what has been learned elsewhere? Who must ultimately demonstrate to both self and others that learning has indeed taken place? The answer to all three of these questions is, obviously, the learner. It would therefore follow that it is also the learner who should play the most active role in the learning process.

I believe that students learn more when they are invested in the learning and that such investment requires active involvement in the learning process. This means that students "do" and the teacher "doesn't." Instead, she quietly and unobtrusively encourages self-directed learning. Her job is to promote autonomy and independence as well as to encourage interdependence among her students. She does this by both allowing and stimulating students to look for and derive meaning for themselves. Rather than giving them answers, she gives them

learning strategies so that they can continue the learning process long after the class has ended. As a catalyst to learning, the teacher focuses the students' attention away from herself and toward the learning at hand, thus creating an environment that allows learning to happen.

In harmony with this idea of "learner-centered learning," is the basic assumption upon which my approach to teaching is founded: a belief in the value and necessity of student-generated material (SGM) in the learning environment.

SGM is a broad term. Most obviously it is material which is used in the classroom and generated by the students. However, it may take a variety of forms.

First of all, SGM may be material that is actually generated in class, in response to a particular stimulus or trigger such as brain-storming a certain topic. Or it may be material brought into the class by students. In Martinique, one man brought me a loan form from the Chase-Manhattan bank that he wanted to learn how to fill out correctly. In this case the material wasn't created by the student, but I would term it SGM nonetheless because it came from the student; it was intro-duced by the student without provocation from the teacher, and it was something the student was committed to learning about.

Regardless of its source, SGM may also take a variety of formats, whether written or oral. As illustrated above, my definition of SGM expands to include material introduced to the class by the students which is not necessarily student-produced. This might include various types of printed matter, books, recordings, and tapes. Student-produced SGM could include students' own writing of any kind, visuals, and oral discourse. I would also include student feedback about the course, teacher or fellow students in this category. Student feedback may not

be material which is specifically related to the learning task, but it is certainly material which greatly influences it.

Finally, it is necessary to note that both the form and the content of SGM are important, although both may not always be dealt with in the same way at the same time. For example, a student says something during a free discussion in class. That statement is SGM. The content is important because the student was invested enough in the activity to attempt to utter it. The form (including any grammatical or pronunciation errors) is equally as important because it directly influences the quality of the communication process: it may even prevent communication from taking place!

The teacher has now been handed a piece of SGM. She has several options about what to do with it, how and when. Hopefully, she will use the form to help the student correct his errors and learn new structures of the language in such a way that the content of the utterance is not negated or invalidated. She may choose to do this on the spot, at the end of the discussion (perhaps in a review of all the errors or questions that arose during the activity), or in a follow-up lesson. However she decides to handle it, she is utilizing SGM in both form and content in the learning environment. Thus SGM can be obtained, used and followed up on through a variety of methods and techniques. Specific examples are delineated and examined more thoroughly in Chapter 4.

Perhaps equally important to a learner-centered approach to teaching as the use of SGM is the nature of the learning environment. I believe that a non-threatening, stimulating, secure environment is most conducive to learning. Non-threatening means that within such an environment students feel comfortable and relaxed with themselves, the

group as a whole, and the teacher. They do not hold back from participa-
ting because they feel inhibited. A spirit of community and cooperation,
rather than competition, characterizes the group. However, non-
threatening does not mean unstimulating. On the contrary, students are
inspired to work to the very limits of their potential, but are not
pushed beyond them, for this could create a threatening situation which
in turn would hinder learning. Often the learning environment is non-
threatening, but stimulating, because it is secure.

A secure environment incorporates a harmonious balance of control
and freedom. For me, control is actually a sense of direction and
guidance, coupled with a road map and contingency plans for getting
where one wants to go. The teacher knows where she wants the class to
go. The path is wide and students may walk on whatever part of the path
they like. They may also walk in any number of ways: hopping, skipping,
running. The teacher's job is to see that they don't stray off the path
and into the woods, and to ascertain that they walk in a way which
advances them toward their ultimate destination. However, this does not
mean that the teacher walks at the head of the line, carrying a flag
and commanding full attention 100% of the time. On the contrary, she
tries to remain as unobtrusive as possible, focusing the students'
attention on their goal, not on herself.

Assuming that a secure environment is most conducive to learning,
it would then follow that one of the teacher's primary responsibilities
to her students is to create such an environment. This necessitates
giving freedom to the students while exercising control. By freedom,
I mean space for and encouragement of independent and creative expression.
Within the context of the learning environment, the teacher needs to
assess how much freedom will be productive for the students, then give

it to them, while affirming the fact that she has everything under con-
trol. The element of control gives security, direction and purpose to
the learning environment.

A secure learning environment also requires a receptiveness to and
an understanding of the students by the teacher. I attempt to communicate
this receptiveness, which then develops into understanding, in many ways,
depending on the teaching situation. However, what I always try to do is
be myself, comfortable and secure with who I am and let that feeling
flow forth into the classroom. I always try to be open to my students,
attempting to know them as people and understand their needs as individuals
and as language learners.

Finally, I believe that any approach to teaching calls for a cer-
tain amount of flexibility on the part of the teacher. Flexibility is
the contingency plan that goes with the teacher's road map. In order to
address her students' needs as fully as possible, she must be prepared
to modify methods or techniques as necessary. If students do not grasp
a point that is presented in a certain way, the teacher must be ready
to try another technique to get it across. Furthermore, by resisting
rigidity in her teaching style, a teacher also expresses a cognizance
of and respect for her students as individual learners. People's needs
are not always met in like manners.

To recapitulate then, my assumptions about the teaching-learning
process revolve around the basic idea that learning should be a learner-
centered activity to the greatest extent possible. This calls for en-
couragement of self-direction and active participation of students in
the learning process by the teacher. It also calls for the teacher to
remain "on the sidelines" as much as possible. Furthermore, the exploit-
ation of SGM in a learner-centered fashion plays an important role, for

by its very nature it promotes student investment in the learning process. I also see the learning environment as a critical element in a teaching situation and believe that it is the teacher's responsibility to create and foster a secure, non-threatening yet stimulating atmosphere. This requires giving freedom to students while exercising control, as well as a receptiveness to and understanding of students on the part of the teacher. Finally, I see flexibility on the part of the teacher as a crucial component to any approach which incorporates the aforementioned assumptions. By being flexible, the teacher demonstrates an understanding of and respect for her students as individual learners.

A personal approach to teaching then, is based upon certain assumptions about language, teaching and learning, and a belief about how to best transpose those assumptions from the mind of the teacher to the reality of the classroom. An approach to teaching must then be grounded in the assumptions one holds about the nature of teaching and learning and the teaching-learning process. For me, assumptions and approach are closely bound together; my approach is the culmination, synthesis and manifestation of my assumptions.

Historical approaches to teaching have been developed in the same way. One of the assumptions of the Grammar-Translation Approach, for example, is that modern languages can be learned in the same way as classical languages. Thus within this approach one finds heavy reliance on translation and little use of the target language in class.[1]

An approach to teaching is therefore developed and defined in terms of one's assumptions about teaching and learning. Because some of the

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[1]Marianne Celce-Murcia. "New Methods in Perspective," in Practical English Teaching. 2:1, Oct., 1981. P. 9.

assumptions I hold are shared by more than one approach, I would term my personal approach eclectic since it integrates aspects and practices of several approaches. Eclectic has often come to mean "hodgepodge" or "thrown together," but I view the term in its more literal, dictionary sense, "choosing or consisting of what appears to be the best from diverse sources".[2]

Methods, techniques, activities and materials are thus chosen and adapted so that they are consistent with the assumptions manifested in my eclectic approach. For example, because I believe in the use of SGM and peer learning, I employ a practice of the Silent Way which is consistent with this tenet. That is, the teacher remains silent and the students serve as the language models once they have mastered correct pronunciation of a particular sound.

Thus "silence" is incorporated into my approach because, adapted in this way, it is compatible and consistent with my assumptions. This is not to say that I am a strict adherent to the Silent Way, far from it. But because I see practices and techniques of that approach which are harmonious with my own assumptions about teaching and learning, I incorporate them into my personal approach.

It is important to bear in mind that, because an eclectic approach is based upon assumptions which transcend specific teaching situations, it remains essentially invariable. However, methods, techniques, activities, and materials may vary according to the students and the teaching context, while remaining consistent with one's assumptions.

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[2]Peter Davies, ed. _The American Heritage Dictionary of the English Language._ New York: Dell Publishing Co., 1982. P. 225.

The following diagram illustrates my view of an eclectic approach.

AN ECLECTIC APPROACH

Method

Assumptions

Method

T

M

T

Method

T

A

Approach

Method

T
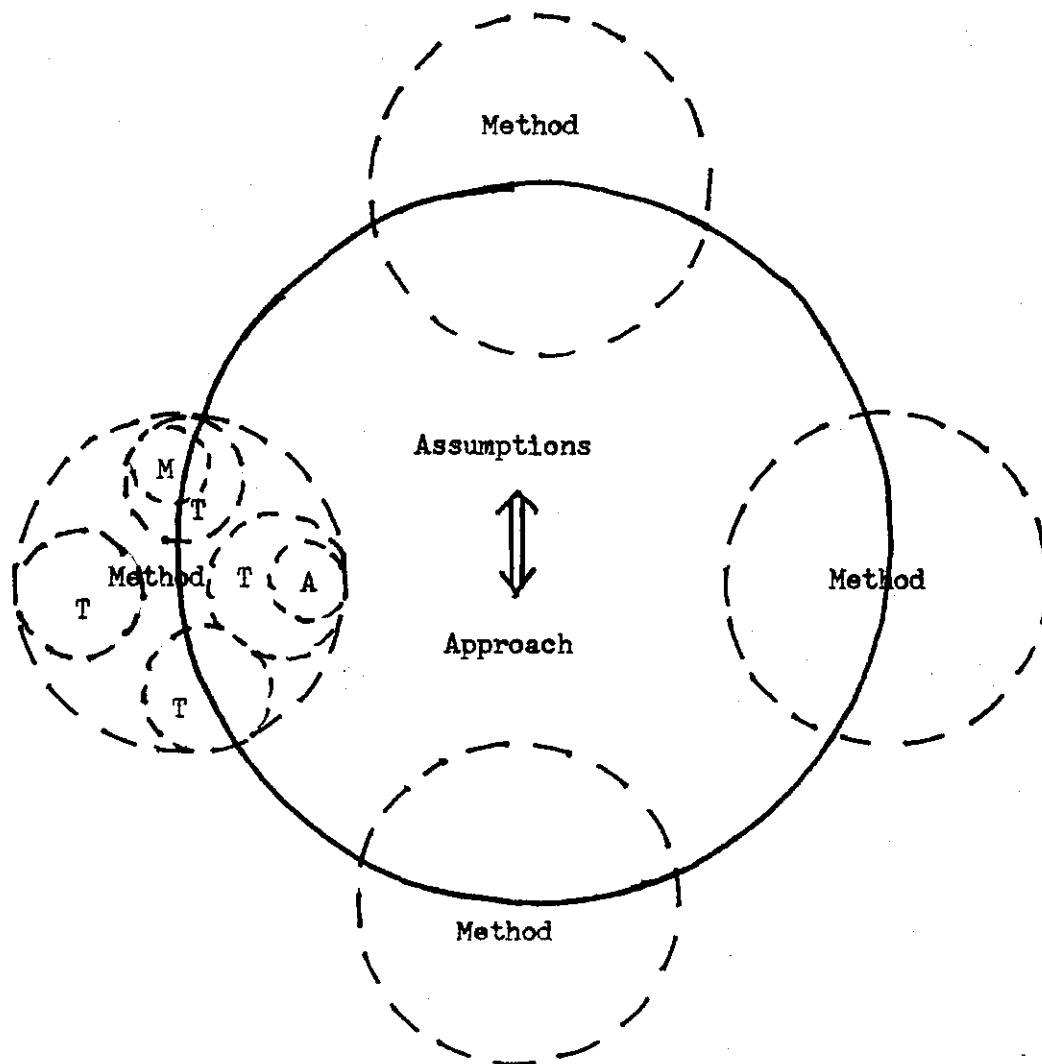
Method

Method

Key

Inner circle (——) = Assumptions & Approach which are **invariable**.

Outer circles (----) = Methods, Techniques (T), Activities (A), and
Materials (M) which vary according to the stu-
dents and the teaching situation.

Here is an example of how this schema works. I assume that SGM is
critical to the learning process because it holds meaning for the stu-
dents, because it is derived from them and they are therefore invested
in it. My approach in turn incorporates the use of SGM in my teaching.
Thus, depending on the teaching situation, I would adapt methods derived
from approaches such as Community Language Learning (CLL) or the Language
Experience Approach (LEA) which are based on SGM. Techniques and activ-
ities would then be chosen to attain specific objectives within a par-
ticular teaching situation in accord with my assumptions. However,
techniques and activities that are appropriate in one teaching situation
may not be appropriate in another. A simple example illustrates this
point. The class I taught in Martinique was an intensive ESL session
for adults with a curriculum based on SGM. Much of this material was
gathered and exploited through free-writing exercises done by the
students on a regular basis. However, this method of gathering and em-
ploying SGM would have been inappropriate in the first grade French
class I taught the previous winter, as the students were just beginning
to achieve literacy in their mother tongue. Hence, although the assump-
tions and approach remain constant, their implementation (methods, tech-
niques, activities and materials) varies in function of the students and
the teaching situation.

An eclectic approach emphasizing SGM demands many things of me as
a teacher. It demands an awareness of who my students are as individuals
and as language learners, as well as of their needs and motivations in
learning the language. It calls for openness and flexibility within
the classroom: an eye and an ear for how things are going and the
ability to act positively on that information. It necessitates creativity
and variety in lesson planning and pacing. Most of all, it requires that

I as a teacher invest myself in the learning process. How can I ask the same of my students without doing so myself?

My approach is also related to the way I consider and work with my students. I regard any situation as a two-way learning experience. This means that I respect my students both as learners and as individuals. I do not regard myself as superior because I speak the target language better than they do; there are certainly things that they do better than I. My goal as a teacher is not to make my students dependent on me as a source of knowledge, but rather to encourage them to become independent learners and to equip them as much as possible with the tools and strategies they will need once our shared learning experience has ended.

In dealing with my students, I place a high value on both individualization and peer learning. Individualization does not necessarily mean individualized instruction, rather it means simply taking into account that if I have more than one student, I also have more than one set of motivations, expectations, learning strategies, and needs to consider and deal with. Peer learning is another facet of the two-way learning process that I engage in with my students. We are all teachers as well as learners. In my approach, I strive to encourage this notion and create situations which foster peer learning.

In summary then, my approach to teaching is based on three key aforestated assumptions which address the areas of SGM, the learning environment and teacher flexibility. From these assumptions I have synthesized an approach to teaching which is eclectic in nature because it incorporates aspects and practices of several diverse approaches which are consistent with my assumptions. Eclecticism and flexibility are crucial because different students have different needs, motivations,

and learning strategies which cannot all be addressed in the same way.

CHAPTER 2

BACKGROUND

This chapter outlines the information available to me about the
internship and the site before my arrival there. It also includes pre-
dictions I was able to make about the teaching situation and the stu-
dents based upon that knowledge. This is followed by a summary of
pertinent data regarding the students themselves: who they were, where
they came from, and why they were there. The chapter closes with a de-
scription of the methods employed to research this paper.

The Centre d'Etude de Langues (CEL) in Fort-de-France, Martinique
is an arm of the continuing education division of the Chambre de Commerce
et d'Industrie de la Martinique (CCIM). The center offers extensive
language courses (English, Spanish, German and Portuguese) throughout
the academic year. These meet four hours per week in the afternoons
and evenings. In addition, the center offers two intensive English
courses per year: one in the winter and one in the summer. These meet
for a total of 100 to 120 hours (depending upon scheduling) for four
hours per day, five days per week. They are staffed by interns from
the School for International Training.[1]

The CEL is located on the second floor of the CCIM, a modern
building with numerous classrooms, two language laboratories and com-
plete audio-visual facilities. There are several full and part-time

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[1]For additional information, see the CEL brochure in Appendix I.

ESL teachers, all of them native speakers of British or American English.

Before leaving for Martinique, I had little information about the class or the center, other than what I had learned from reading the reports of the two previous interns and through conversations with Ed Combes, MAT XIII, who had taught there in the winter of 1982, for his ESL internship. About one week before leaving, however, I received the following information:

Course schedule:	100 hours; 4 hours per day, 5 days per week
Course level:	Intermediate
Number of students:	12
Observation period:	None

Given this information, coupled with what I already knew about Martinique and the CEL, I made the following assumptions and predictions about my students and the teaching situation.

1. The students would all speak the same mother tongue (French). Actually, this was not completely true. While all the students had native fluency in French, they (like most Martinicans) actually speak Creole as their mother tongue, although they learn French at an early age and use it extensively at school, in business and numerous other public transactions.

2. They would all come from a traditional French schooling background. Because Martinique is a department of France, the education system parallels that of metropolitan France or "Metropole." To me, this meant that my students would be accustomed to a structured, rigid teaching-learning process

where the teacher is extremely visible at the head of the
classroom and the students are primarily passive learners.
The teacher, not the students, is the center of attention
and director of what occurs in the classroom. There is little
freedom of expression or room for creativity. In short, my
perception of their experience of the teaching-learning
process within the French public education system was anti-
thetical to the ambience I would strive to create in our class.

Although I didn't know it at the time, the age factor
of my students probably helped diminish the potential neg-
ative influence of the French public education system.
Most of the students had been out of school for a while, some
of them for as long as 20 years, and thus were, I imagine,
less influenced by their public education experiences than a
younger group of students might have been.

3. Upon reading the site and student teaching reports of the
two previous interns, I learned that the Martinican population
is comprised of three main elements: an overwhelming majority
of Black Martinicans (95%); a small minority of Békés, white
Martinicans descended from the original colonials (1%); and
a larger minority of French Metropolitans (3%). In addition,
I learned that the divisions among the social and economic
classes are fairly visible and important in Martinique.
Although Martinique has been a French department since 1946,
vestiges of the colonial society remain which are visible in
the disparities among the social classes. Despite an over-
whelming majority of Black Martinicans, the economy is largely

controlled by the white minority. I therefore expected to

encounter a more class-conscious society than I knew in the

United States, and in fact, did.

In terms of the class itself, this meant that I had to be

prepared to engender an atmosphere of equality so that no one

felt superior or inferior because of the differences among them

as people. For example, discussion of occupation and habitat

was avoided at the beginning of the course so that people

would not feel "more or less equal" because of where they

lived or worked. These topics were only introduced much later,

at the students' impetus, once they had gotten to know each

other and felt comfortable together.

4. I expected that the students would have a variety of motivations

for taking the course and that I would therefore encounter

variations and fluctuations in interest, interests, and

investment from the students. This in fact turned out to be

true. They had a variety of motivations for taking the course,

both personal and professional. About a third of the students

were sent by their employers who paid for the course for them.

5. Obviously no class is ever completely homogenous, but in

addition to a variety of motivations, I also expected to find

a variety of levels within my "intermediate" class. To me

"intermediate" is a somewhat vague term which may encompass

anything between rank beginner and native proficiency. As it

turned out, there was a fairly homogenous group of intermediate

level students in the class, with two exceptions, one at

either end of the spectrum.

6. Because of my expectations regarding the heterogenity of levels, as well as motivations for studying English, I felt that I could best address these factors with a student-centered approach focusing on SGM, since this would maximize student interest, motivation and investment because it would originate with them. Not only would it be familiar, it would be part of them, their own product and process. Because it would be derived from the students, SGM would provide an avenue for their active participation in the learning process. Furthermore, it would allow each student to work, participate and progress at his or her own speed.

7. Due to their traditional schooling background, I thought that the students might have very fixed notions about what teaching and learning are. I therefore expected to encounter resistance to innovative and different teaching techniques, especially the use of SGM as the basis for the course in the place of a book or other "tried and true" method. Dealing with and overcoming this resistance would be a crucial factor in the implementation of my approach to teaching. Students would not be able to see their progress in terms of the number of pages covered in a lesson, but would be asked to realize it themselves in other ways.

Thus, although the information available to me before the start of the course was quite limited in scope, I was nonetheless able to make several assumptions and predictions about the students and the nature of the teaching situation that awaited me. As can be seen in the following pages, some of these predictions turned out to be more accurate than others.

The preceding section of this chapter has addressed the area of supposition and prediction regarding the course. The following section, on the other hand, is devoted to pertinent facts concerning the students themselves.

A total of 13 students were enrolled in the course: eight women and five men, ranging in age from 16 to 39. Their personal backgrounds were equally diverse. Twelve were Martinican, including one Beke, and the thirteenth was a Metropolitan from Le Mans. The table on the following pages gives a bird's-eye view of their individual backgrounds and stated reasons for taking the course.

As can be seen, the personal backgrounds of the students were quite diverse. There is a wide age gap (23 years) between the youngest and oldest students. In addition, their professional and educational backgrounds varied greatly. There were several students, as well as business people, technical workers, service industry employees and even naval personnel. The arts were also represented.

Their reasons for taking the course were as varied as their backgrounds. They all wanted to improve their English; some for professional reasons, others for personal reasons. Many had very specific goals in mind, such as preparation for the baccalaureat, enrollment in technical workshops in the United States, commercial English for the study of economics, communications with American and other international firms, and tourism.

In addition, there were individual cases which posed particular difficulties. The John Test[2] had been administered to all prospective

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[2]An oral placement test for non-native speakers of English developed by teachers at the Regional Opportunities Placement Centers, City University of New York, and published by Language Innovations, Inc.

TABLE 1: The Students

Name[1]	Age	Sex	Profession	Reasons for taking course[2]	Pd?[3]	Abs[4]
Barbara	25	F	librarian		no	0
Bob	26	M	artist[(?)]	English could be useful later on in his work.	yes	2
Carol	30	F	student: law & economy	...to improve her English & to study commercial Eng.	no	2
James	16	M	high school student	...to prepare for the baccalaureat next year.	no	3
Jane	20	F	student	...to improve her speech; considering changing her major from law to English.	no	0
Jerry	26	F	employee at Club Meditteranee	...in order to be able to discuss, carry on a conversation without difficulty.	yes	1
Mary	17	F	high school student	...to improve her English, goal is to live in U.S. & work in a consulate/embassy as a bilingual secretary.	no	0
Michael	23	M	officer in merchant marine	...to improve his written and spoken English	no	8[5]

[1] English name chosen by student and used throughout the course.

[2] Taken from final course evaluation.

[3] Was the course paid for by the student's employer?

[4] Number of absences out of 26 class meetings.

[5] Due to problems at work.

TABLE 1 (continued)

Nancy	39	F	manager, Budget Rent -a-Car	...to improve her English, business contacts, travel.	no	1
Peter	37	M	refrigeration engineer	...professional reasons; to be able to take professional workshops in the U.S.	no	2
Shirley	30	F	secretary (to Steve)	"because I need to speak English!"	yes	1
Showna	20	F	unemployed	because she likes English & it may help her later in her work.	no	0
Steve	37	M	sociologist	professional reasons	yes	9^5

students before their acceptance into the program in order to determine their level. At this time it was discovered that two of the students were not exactly at the intermediate level: one being lower and the other higher. This was later confirmed by both their performances in the course, as well as their personal comments. However, for various reasons, they enrolled in and remained in the course throughout its duration.

The other difficulty was a student who was mentally unbalanced. This too was evident from the beginning. She was well-known by the CEL and CCIM staff who had tried unsuccessfully to block her enrollment in the course. She had been refused enrollment in other courses in the past (she had enrolled in and attended the first session of the winter intensive course), but the CEL ran out of excuses and she was admitted to the summer course.

Her presence in and of itself was not a problem. The fact that she was extremely anti-social was (to the point of being unwilling or unable to address her fellow students). I spoke to her privately after the second day when she told me that her goal was to learn commercial English and translate texts. I told her that we would not be doing either in this course, that our objective was to concentrate for the most part on the spoken, "living" language (reiterating what had been said on the previous day in the introduction to the course). I explained that our efforts would be focused on the communicative aspects of the language and that we would be doing a lot of work together, in groups, pairs, etc. I encouraged her to think about whether this type of language learning experience would address her needs and that if so she was more than welcome to stay, but that if not she might want to consider dropping the course.

The final result was that she stayed. And while she succeeded in finding her "niche" within the group, she never completely integrated herself as the others did. She partially overcame her aversion to speaking and working with the others, but still preferred to work with only a select few. I was astonished to realize near the end of the course that she knew very few of the names of her classmates!

Other than the aforementioned individual cases, whose presence in the course certainly augmented the challenge of the teaching experience, the levels of the students were fairly homogenous. Their "personal baggage" was packed in different suitcases and their diverse experiences contributed to the quality of the course as a whole. For the most part they were eager, interested, and active learners.

Having explored both the assumptions made about the course based on preliminary information, as well as the profiles of the students, the final component of this chapter on background information to be reported on are the methods of research themselves.

Five methods of researching my approach to teaching were initially proposed, and of these five, the first four were carried out extensively, while the fifth was used only once. They were:

1. A daily journal

2. Lesson plans and notes

3. Student feedback: formally and informally gathered

4. Observations by a third party

5. Tape recordings

I kept a daily journal of a personal nature during my stay in Martinique, and in it recorded thoughts, feelings and ideas about the class. I found this to be extremely helpful in a number of ways. First, the actual writing process helped me clarify for myself my thoughts and

and feelings regarding what had happened in class. Additionally, I

found that new ideas often came to me during these writing sessions

and I noted them in my journal for future reference. Finally, the

journal as a whole provides a concise, day-to-day record of the evolu-

tion of the course, techniques and activities used, personal feedback

on how they worked, as well as more general thoughts, feelings and ideas.

My daily lesson plans provide a record of the actual content

of the course: the design, structure and curriculum. They are detailed

step-by-step summaries of the classroom activities engaged in. Further-

more, I set up my lesson plan book so that the plans were written on

the right-hand page, the left side being reserved for feedback and notes

regarding the plans for activities noted on the right.[3] Thus, I have

not only a record of what happened, but notes about how it went, any

changes that were made, whether the whole thing was scrapped in favor

of something else, and so forth.

Student feedback played an important part in the design and

evolution of the course, for I highly value what students think and

feel about what goes on in the classroom. Feedback was gathered in a

number of ways (and students quickly learned what the word meant!).

First, there were regular feedback sessions every Friday. As the course

progressed, I began to realize that some students seemed reluctant to

voice their opinions in front of the whole group, so I developed more

private ways for them to express themselves: written responses to open

questions and a taped feedback session in the language laboratory which

I then listened to later. I also developed and administered a final

_____

[3]A detailed lesson plan excerpt appears in Appendix II.

course evaluation.[4] This was the only activity or material in the
entire course which was conducted in the students' native language
other than two separate conferences with individual students. Since
my priority was to gather as much information as possible, I decided to
remove the constraint of using English in order to give them as much
room as possible to express themselves.

Student feedback was also gathered informally in a variety of ways
throughout the course: through class discussions, individual confer-
ences initiated by either the student or the teacher, and solicited and
unsolicited comments which were offered during the course of the day.

The final research method was regular observation by a third party,
Ghislaine Gaubron, one of the ESL teachers at the CEL who worked closely
with me throughout the internship. She visited my class regularly,
offered feedback and suggestions about the class as well as my teaching,
and helped me develop new ideas and lessons. Ghislaine is an exper-
ienced teacher who knows and understands the French language and Mar-
tinican culture, and I highly respected her opinions and welcomed her
guidance and advice.

Initially, I had also proposed the use of tape recordings as a
research method. I suppose that I could have taped parts of different
classes, feedback sessions, or simply my own thoughts and ideas as the
class evolved. But somehow the idea never appealed to me very much.
The one time I did use tape recordings worked quite well, however.
Students taped their Friday feedback in the language laboratory at the
end of the day. Then I listened to and transcribed the tapes after they

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[4]A copy of the final course evaluation appears in Appendix III.

had left. I found that the quantity of feedback in creased. They seemed

less inhibited since they were not speaking in front of others. They

were also able to express themselves more easily verbally than in

writing as a whole, and this was also evidenced in that students who had

given one sentence of written feedback for an entire week were much

more verbose on tape.

In summary then, although tape recordings were used in research,

the resouces for the bulk of the research conducted were: a daily

journal, lesson plans and notes, student feedback, and observations by

a third party. The findings of this research appear in the following

chapters.

CHAPTER 3

COURSE DESIGN: Structure and Curriculum

This chapter describes the advance preparation that went into the design of the course based on the information delineated in the previous chapter. The skeleton format which was developed to implement the approach is also outlined. In addition, a summary of the actual course content and activities is included at the end of the chapter in the form of a calendar. The actual methods and procedures which were adapted and exploited in order to implement this curriculum will be described in Chapter 4.

The course was designed and built on SGM, both as a base and as a component of my approach to teaching. The base of the course was the free-writing folders which the students kept. They were given time to write once or twice a week, for about one-half hour. I always suggested topics for them to write about, so as not to leave them alone in a void, but on the other hand, one of the suggestions was always, "anything you like." I then used these writing samples to discern problem areas for them and to prepare the language and grammar lessons which formed the core of the course.

In general, I followed this format: First, I collected the folders and went over their writing, underlining mistakes to draw attention to them, but not literally correcting them, and writing a note at the end of their composition offering suggestions and encouragement. Second, I chose 10 to 15 sentences that were more or less representative of the

difficulties they were having and put them on brown paper <u>as they had</u> <u>appeared</u> in their compositions. Finally, the next day in class we worked on the sentences on brown paper together. This was done in a variety of ways: as a large group, in small groups on brown paper or dittoes, in pairs, and so forth. Usually the last two or three sentences would lead into the language/grammar lesson planned as a follow-up, providing a smooth transition.

I felt that this was the most efficient and most accurate way to address the needs of the students as language learners. When you start with beginners, you know what they don't know. In a sense, they are Piaget's "empty slate."[1] As a teacher, you can more easily, accurately and justifiably introduce new material to them by virtue of the fact that you can be sure it is new. Such is not the case with intermediate level students. Each one brings a unique slate, with varying quantities and types of information on it. As a teacher, you can't be sure of what they know and what they don't know (and hence, what to teach), unless you derive that information from them. SGM provides a solution to this problem, and the free-writing exercises provided me with the SGM necessary to design the course. In effect, the students designed the course themselves; I merely gave a structure to their design.

Advance preparation for the course also included the following skeleton format for the four hour block of time:

    1. <u>Warm-up</u> (20-30 minutes). Following advice from Ed Combes, the winter intern, and others, regarding a tendency to tardiness on the part of the students, especially those who came to

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[1] Jean Piaget was a Swiss psychologist who developed many theories on the mental development of children. One of these states that the mind of a young child is like an empty slate upon which the child's environment writes what he knows and learns.

class directly from work, I developed the idea of a 'warm-up."
The warm-ups consisted mostly of word games, puzzles, cartoons,
and so forth, and provided something to do for those students
who came on time, but since it was not integral to the day's
lesson, those who arrived late did not miss out.

2. <u>Core</u> (2-2½ hours including a 15 minute break). The core usually
consisted of two main lessons plus various reinforcement and
practice activities, and was always divided in two by a 15
minute break. The first part of the core followed the warm-up
immediately, and lasted one to one and one-half hours. By this
time the day was half over and a feeling of accomplishment was
beginning to stir by the time of the first break. The second
part of the core was usually shorter and somewhat lighter than
the first, lasting 45 to 60 minutes, followed by a second,
shorter break.

3. <u>Episodic Story</u> (45-60 minutes). I again followed Ed's advice
in scheduling an episodic story for the last hour. He had
observed that after three hours of class, fatigue begins to
set in and that a lighter, more passive activity is perhaps an
appropriate remedy. This also provided an element of contin-
uity from day to day, allowed the students to relax a little,
and if they missed an episode they could still retrieve the
thread of the story without much difficulty. I chose a sim-
plified version of Mary Shelley's <u>Frankenstein</u> as the text.
After having done the first episode with the students, I asked
them for feedback and whether or not they wanted to continue
with it. They all agreed that they liked it and wanted to go
on. I tried to divide the text so that an element of suspense

reigned at the end of the hour, and hence at the end of the
day. In addition, I was challenged to vary the approaches to
working with the text, for I didn't want to continually use the
same techniques. Thus we used the tape recorder (both to listen
and record), did role plays and dramatic readings, worked in
the language lab, filled in Cloze exercises, discussed in small
and large groups, presented excerpts from the story, and so on.

The following diagram provides a visualization of the skeleton
format, showing the position and duration of the basic components of
the course.

SKELETON FORMAT

Key: Warm-up ▥   Break ☐

        Core   ■   Episodic Story ▤
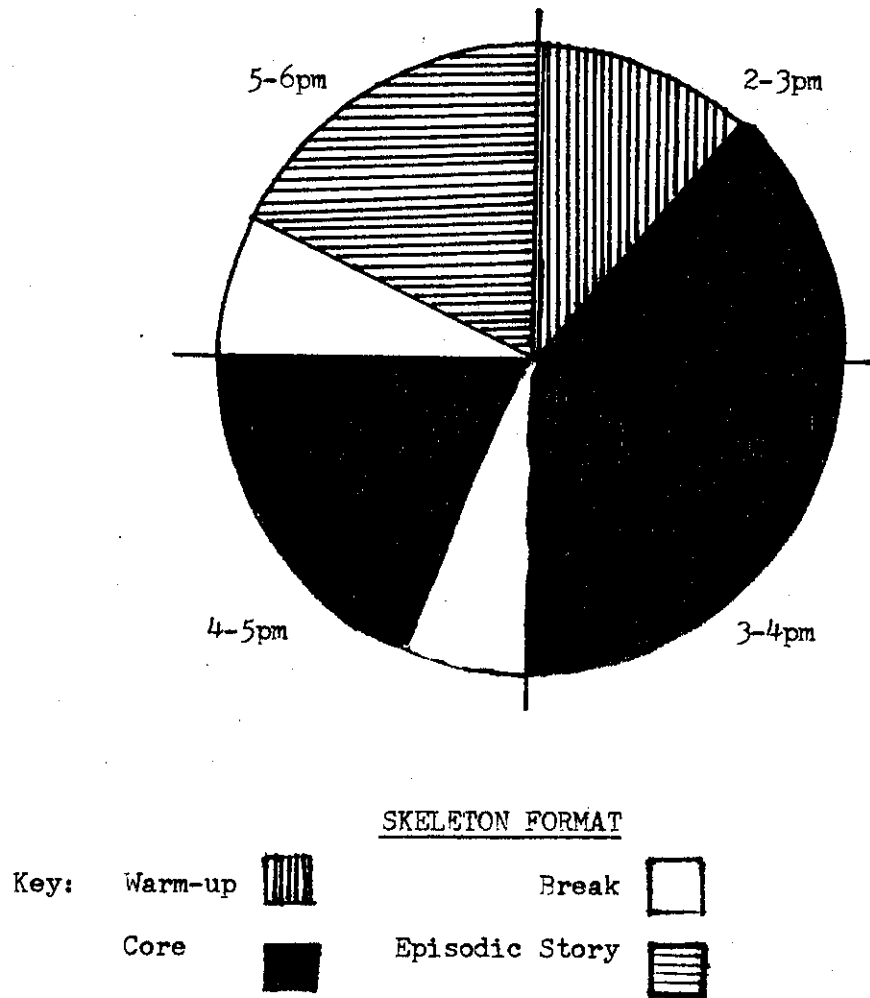
The goals of the skeleton format were threefold:

1. to provide the students daily contact with and practice of the four language skills: listening, reading, speaking and writing, in as integrated a manner as possible;

2. to provide as much variety as possible within the day's activities in order to adequately address the different learning needs and styles of all the students as well as to prevent boredom; and

3. to give security without fostering passivity. Because the students knew approximately what to expect at a given part of the day, they had a certain sense of security. But because they didn't know exactly what to expect, their interest was heightened.

Due to the manner in which the course was designed, the actual syllabus and curriculum unfolded on a day-to-day basis, rather than having been outlined in advance. Obviously, it would be impossible for a course based on SGM to unfold otherwise, because of its very nature. The heart of the course is unavailable to the teacher beforehand.

The calendar which appears on the following pages gives a summary of the syllabus and curriculum content as it developed during the course. It provides a brief, but comprehensive view of the content and activities as well as showing when they took place. A guide to the abbreviations used in the calendar appears below.

KEY TO ABBREVIATIONS IN TABLE 2: Curriculum Calendar

LEA	= Language Experience Approach	Pron	= Pronunciation
SS	= Sentences	W-U	= Warm-up
FW	= Free-writing	xwd	= Crossword puzzle
FR	= Frankenstein	gen	= general
BP	= Brown paper	w/	= with
SP	= Simple present	Q's	= Questions
PP	= Present progressive	A's	= Answers
FB	= Feedback		

TABLE 2: Curriculum Calendar

Date	Day#	Summary of Activities
Tue, 6/15	1	1. Introduction to course 2. Name activities: choose and practice 3. Get acquainted activities 4. Shopping list for course 5. FB
Wed, 6/16	2	1. Warm-up: Snoopy cartoon to order & discuss 2. LEA 3. SP/PP 4. FW 5. Post-verb adverbials 6. FR
Thu, 6/17	3	1. W-U: Words for Fun 2. SS from FW on BP 3. The family -- rods 4. FR
Fri, 6/18	4	1. W-U: Snoopy cartoon, part 2 2. Fluency square: SP/PP 3. Pre-verbal adverbials of frequency 4. FW 5. Articles -- rods 6. FR 7. FB: Week 1
Mon, 6/21	5	1. W-U: Clock time 2. 20 Q's (yes-no) 3. SS from FW on BP 4. Adjectives -- order 5. Pron: 'th' 6. FR
Tue, 6/22	6	1. W-U: Words for Fun 2. Demonstrative adjectives 3. Comparative 4. LEA: Picture series 5. FR

TABLE 2 (continued)

Wed, 6/23	7	1. 2. 3. 4.	W-U: Opposites Conditional (if,....then,....) "Sophie's Dilemma:" group work & discussion A power failure prompted a trip to the nearby "Tea Garden" where we ordered our refreshments from an English speaking waitress.
Thu, 6/24	8	1. 2. 3. 4.	W-U: Present/past conditional Prepositions of place & position: Cloze, listen & draw, rods FW FR
Fri, 6/25	9	1. 2. 3. 4. 5. 6.	W-U: Future SS from FW on BP: work in groups of 3 For vs. during Pron: 'th'/'s' FR FB: Week 2
Mon, 6/28	10	1. 2. 3. 4. 5.	W-U: xwd Modals Prepositions of direction & motion Review sheet of SS from FW FR
Tue, 6/29	11	1. 2. 3. 4. 5.	W-U: xwd Parts of the body FW Pron: 'ch'/'sh' FR
Wed, 6/30	12	1. 2. 3. 4. 5. 6. 7.	W-U: xwd Alphabet SS from FW Punctuation: sentences, in a letter Stevie Wonder song, "Living for the System" FR FB on FR
Thu, 7/01	13	1. 2. 3.	W-U: write clues for completed xwd Occupations FR

TABLE 2 (continued)

Fri, 7/02	14	1. W-U: xwd
		2. Finish occupations
		3. Imperatives
		4. FR: Language lab
		5. FB: Week 3
Mon, 7/05	15	1. W-U: Cartoons, write captions
		2. Wh Q's
		3. FW
		4. FR
Tue, 7/06	16	1. W-U: xwd
		2. SS from FW
		3. Present perfect vs. simple past
		4. Modals: thermometer & weather report
		5. FR: Language lab
Wed, 7/07	17	1. W-U: Buildings
		2. Present perfect: rods
		3. Map reading and direction giving
		4. Role plays: giving directions
		5. Return trip to the Tea Garden!
Thu, 7/08	18	1. W-U: xwd
		2. Wh Q's: Review sheet
		3. Language lab: Radio commercial for Prego Sauce
		4. FR
Fri, 7/09	19	1. W-U: xwd dialog
		2. Present perfect w/just, still, recently, finally
		3. Present perfect progressive: rods
		4. Banking
		5. FW
		6. FR
		7. FR: Week 4
Mon, 7/12	20	1. W-U: xwd on banking vocabulary
		2. Review and roleplays: Banking
		3. Past perfect
		4. Prepositions of time
		5. FR

TABLE 2 (continued)

Tue, 7/13	21	1. W-U: rwd on countries 2. SS from FW 3. Language lab: McDonald's radio commercial 4. FR
Wed, 7/14		Bastille Day -- No Class

Thu, 7/15	22	1. W-U time: Folders and language lab evalua-
		tion sheets, Q's and A's
		2. "Language in Action:"
		    -preparation
		    -fieldwork
		    -follow-up

Fri, 7/16	23	1. W-U: Cartoon 2. Advertising 3. Create original ads, tape, and critique 4. Language lab: FR and FB: Week 5
Mon, 7/19	24	1. W-U: rwd 2. Discuss plans for last day of class 3. FR vocabulary on BP 4. "Keeping Up With the Joneses!" groupwork and discussion 5. Pron: 'h'/'∅' (aspiration vs. non-aspiration) 6. FR
Tue, 7/20	25	1. W-U time: Lab evaluations, gen Q's, end of FR 2. Relative clauses 3. Language lab: Pepsi radio commercial 4. Free conversation: U.S.A. 5. Final course evaluation
Wed, 7/21	26	Boat trip and lunch together!

CHAPTER 4

STUDENT GENERATED MATERIAL

This chapter documents the concrete manifestations of my approach
to teaching in terms of the background information outlined in the pre-
vious chapters. It provides detailed explanations and examples of the
methods and procedures adapted to gather and exploit SGM, as well as
the techniques, activities and materials used to implement them.

In order to realize for myself just how, when and where student
generated material was used as a technique during the course, I went
through my lesson plan books and drew up a calendar upon which I noted
lessons or aspects of particular lessons which exploited SGM.[1] It came
as no surprise to see that some form of SGM was employed daily, although
the contexts and formats varied considerably as can be seen in the
examples which follow.

The chapter opens with an explanation of the free-writing base
of the course, followed by examples of various methods employed and
adapted to expand and develop this base, as well as representative
structures and grammatical points treated through the use of SGM. It
concludes with a look at other SGM which presented itself in different
ways and how this was handled. To facilitate access to this information,
the chapter is subdivided into appropriately titled sections.

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[1] A copy of this calendar appears in Appendix IV.

4.a. <u>Free-writing</u>

As previously stated, the base of the course was the free-writing done once or twice weekly by the students which provided the SGM upon which the core of the course was founded. The material generated during free-writing time was 100% SGM: either based upon a suggested topic or a subject of the student's own choosing. Furthermore, the material was exploited in a student-centered manner. First, their own writing was returned to them with problem areas underlined for further examination. This they did independently and were free to see me on their own initiative about any specific problems or for verification of their corrections. Second, the students were invited to work together with the language they had created to deduce and correct or improve upon their difficulties, in a variety of ways. These included:

- in the large group on brown paper,

- in small groups on brown paper with findings presented
  to the others,

- in small groups on dittoes,

- in pairs on dittoes, and

- individually with review sheets on material previously
  covered in class.

They were thus able to profit from the material generated by their classmates in analyzing the writing samples of their peers, as well as becoming accustomed to listening to each other's comments and learning from them.

The following excerpted lesson plan and personal feedback illustrates how this part of the lesson transpired.

Feedback	Lesson Plan
-gave back writing folders for them to look over -correcting sentences went pretty well--need to get them to speak up louder--small groups of three--changed seats to give more idea of a a group & new partners for variety--good idea!	-Sentences from free-writing on brown paper. (1) Do first group together on brown paper. (2) Do second group in small groups of three to discuss and correct specific examples. (3) Share corrections in large group.

In addition to direct exploitation of SGM in a student centered way, as illustrated above, the SGM gathered from the students' free-writing provided the content for the language lessons. As there was always more material than time, the language lessons based on the free-writing samples were planned and carried out over the period of a few days which followed the free-writing experience. The students always recognized their own language, which helped raise interest in the lesson, since it was directly relevant to them. Usually, at least one or two points were presented and practiced immediately following our work with the writing samples so that the students had the impression of doing more than just "correcting sentences." And furthermore, after these lessons they (hopefully) had something concrete to take away with them and put into immediate practice. In the curriculum calendar, this pattern can be seen in the lessons which followed the above lesson plan excerpt.

To put the lessons in context, four of the 15 student-generated sentences discussed together appear below. Based on these examples, the lessons outlined were planned and carried out immediately after the discussion of the free-writing samples.

1. I would come back at home.

2. I would travel in all over the world.

3. I drives during one hour and haf.

4. I would put my part in a bank during many months.

| Feedback	Lesson Plan

-lots of SGM in #3. They gave several sample sentences to verify for each preposition which we went over together and peer corrected.
 	
-for/during: brief lesson. I think it went OK--felt clear and concise--followed by exercise in which all participated and all succeeded; lesson followed nicely from last two free-writing sentences. Bob asked about "since," gave an impromptu explanation after eliciting examples from him and others.... complemented for/during lesson.
	3. **Prepositions: Direction & Motion**
	
	(1) Draw container on board with arrows.
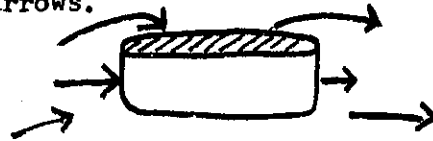	
	(2) They give preps to go with arrows
	(3) Elicit explanation & examples of each
	(4) Cloze exercise with preps
	(5) Oral exercise
	(6) Write 5 sentences using preps correctly & share a few after
	
	4. **For/During**
	
	(1) What question does each answer?
	
	    -for one hour (how long?)
	    -during the summer (when?)
	
	(2) Focus on free-writing sentences
	
	    -What question is asked?
	    -What does the sentence say?
	
	(3) More examples (ESS, p. 189)[2]
	(4) They generalize a rule.
	(5) Practice: oral substitution
	
	    -I worked _____.
	           (time)
	    (the summer, three days, etc.)

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[2] Robert Krohn. English Sentence Structure. Ann Arbor: The University of Michigan Press, 1971. P. 189.

Not only were the language lessons based upon SGM derived from the students' writing, but SGM was also employed as a technique within the approach to facilitating the lessons. For example, in the lesson on prepositions excerpted above, students generated the subject of the lesson with the aid of a visual cue (the container with the arrows). Following this, they explained and gave examples to illustrate the meanings to the best of their abilities. Only when they reached an impasse did I offer information to fill in a gap. To the greatest extent possible, I held back during this (and all) lesson(s) to allow them to generate and deduce as much information as possible before contributing myself. This was not always easy, especially with students who are used to looking to the teacher as an authority, even when they know and are capable of finding answers themselves. Although they were more ready to listen to the teacher than to each other, I tried to encourage the latter. For the classroom is an artificial situation at best and the teacher merely a temporary, passing figure in one's life. Students need to be able to function independently of the teacher to the greatest extent possible.

Finally, after having worked with a Cloze exercise, and thus having seen concrete examples of the prepositions of direction and motion in action, the students were asked to create five sentences of their own using them correctly. The thread of SGM was thus woven throughout the lesson: from the generation of the prepositions themselves, to their exploitation and eventually to putting them into practice.

SGM was also used in the "for/during" lesson, where students were asked to examine a language sample and discern the question answered by the statements, analyze their own and other language samples for the same information, and finally generalize a rule. One student posed a question

about the use of "since." This morsel of SGM was in turn immediately
exploited: I asked him to supply an example, we then looked at it
together, elicited and examined some others, generalized a rule, and
practiced with a few impromptu examples which I supplied, following
much the same format as the lesson on "for/during."

4.b. Pronunciation

Although the free-writing provided the SGM for the core of the
curriculum, other SGM was also utilized as a basis for specific lessons.
Observation of difficulties the students had in oral expression was an
important diagnostic tool which   exploited SGM that the students
put forth without solicitation, in contrast to the free-writing. For
example, I observed specific pronunciation problems with 'th,' dif-
ferentiation between 'ch' and 'sh,' and problems with the aspiration
of 'h' (aspirating vowels and not aspirating h's). Each time it be-
came clear to me that more than a few of the students were having dif-
ficulties in these areas, I devised exercises to work on them which are
not completely SGM in and of themselves, but are nonetheless based on
student-produced words and errors. These were pronunciation contrast
exercises, based on material found in Bowen's Pattern's of English
Pronunciation.[3] I made lists of minimal pairs, emphasizing the area
of difficulty, in the following format, which were then distributed
to each student.

_____

[3]Donald J. Bowen. Patterns of English Pronunciation. Rowley,
Mass.: Newbury House, 1975.

1. sheep/cheap				
2. shin/chin				
3. shear/cheer				

etc.

The first time through, they listened to me pronounce all the words on the list. Then, I read the list again, this time pronouncing only one of the two words in each pair. They noted either a "1" or a "2" in the first column, depending on which word they thought they heard. This established whether or not they could hear the pronunciation contrast.

The second part of the exercise called for them to produce it themselves. They divided into pairs, sat back-to-back and repeated the exercise with each other, each partner speaking once and listening once. Then they compared the results and discussed their difficulties, first in pairs, then together in the large group.

Although the actual meat of the lesson was not student generated (the minimal pairs having been derived from Bowen), the stimulus for it, their pronunciation difficulties, was. Furthermore, the lesson was conducted in a student-centered way, and once they had a concrete example to draw upon, the rest was up to them.

4.c. Language Experience Approach Activities

Even when the same means for generating material was utilized, the lessons often unfolded in different ways and with varying degrees of success. For example, I utilized what I would call a variation on a technique from the Language Experience Approach several times during

the course. It consists of a visual aid, a picture or pictures, to stimulate students to generate language (vocabulary, sentences, stories) to then work with in a particular way, depending on the objective of the lesson.

The first Language Experience Approach (LEA) lesson took place on the second day of class and was done mostly as a diagnostic exercise for me to see where the students were as a group with the language. I put a travel poster of Ireland up on the blackboard in front of the room, drew a line to a tree in the picture and wrote the word "tree" at the end of the line. Then I made a motion of offering the chalk to the class and put it down on the chalk tray. After a brief pause, someone came up and wrote in another vocabulary word and they continued as a group until most of the vocabulary was established. They seemed to have finished, even though a few objects remained unidentified. To stimulate them to continue, I drew a line to one and put a question mark at the other end, then retreated. Another student came up and drew a second question mark, as if to reiterate the question. Then someone asked aloud, "What is it?" I threw the question back to them, to see if any among them knew, and only when it became clear that none did, I answered by writing it on the board at the end of the line. This procedure was followed for the few items which remained before moving on to the second part of the lesson, making sentences about the picture using the vocabulary generated. Not wanting to influence the content of their sentences, I varied the procedure a bit. Instead of putting up an example, I asked orally what they could say about the picture or any of the items in it. Then I transcribed the first sentence offered on the board and motioned them to continue themselves. Once they had finished, we made observations about the sentences and corrected the errors. Then

we looked at the verbs, all of which were in the simple present, except one in the present progressive. (This I had been hoping for as a lead-in to a review of the simple present and the present progressive.)

This was probably the simplest LEA exercise, but also one of the most open-ended as far as the content was concerned. When it came to writing, the students were free to write anything at all: a series of sentences, related or not, a story, questions and answers, and so forth. I was prepared to facilitate a lesson with whatever writing samples they generated.

Another LEA exercise conducted early in the course was as open in the sense that we would work with whatever language was created, but at the same time was both more complicated and somewhat more restrictive. It consisted of a series of six pictures to be put in order followed by a collective story to be written about them. Several versions were possible, and obviously the content of the story would depend on the sequence of pictures chosen. First the students had to arrange the pictures in an order which satisfied everyone in the group. Each picture was an 8" X 10" laminated simple cartoon, and the arranging was done on the blackboard with double-stick masking tape. Once they agreed on the order, they then had to imagine and write up on the board, a story which was illustrated by the pictures. Again, the content was open, but was at the same time more controlled because they were working with a sequence of simple cartoons rather than one picture filled with many vocabulary items.

One problem, or rather divergence, that occured was that I had planned for them to write up the entire story and then to go through it together, like a CLL script. However, they began to self-correct and

peer-correct as they went along. My first impulse was to stop them, but I realized that they were uncomfortable with the idea of writing up something that they suspected wasn't correct. Their impulse was to correct their errors immediately, so I allowed them to continue. The result was, of course, that by the time the story was finished there remained very little material to modify. In effect, the final product was the same as it would have been otherwise, although the process was different; it lacked the "before" and "after" transformation. However, they seemed comfortable and pleased with the result as a group effort to which everyone had contributed.

4.c.i. Fluency Squares

Another LEA variation was Fluency Squares, the name given by Knowles and Sasaki to a technique originated by Alexander Lipson. This proved effective in working on modals, an area which posed many problems at the outset. ("I would can to work with interest," and "You'll must to most places," were typical examples of student utterances.) To address these difficulties, I devised several different lessons to help them in this area, one of them based on Knowles' and Sasaki's Story Squares.[4] Using only the pictures from Fluency Square 4 (Bob and Bud can and can't work and walk), in the arrangement illustrated below, I asked the students to make as many sentences as possible based on the four pictures.

	(+)	(-)
Bob	work	walk
Bud	walk	work

→pictures

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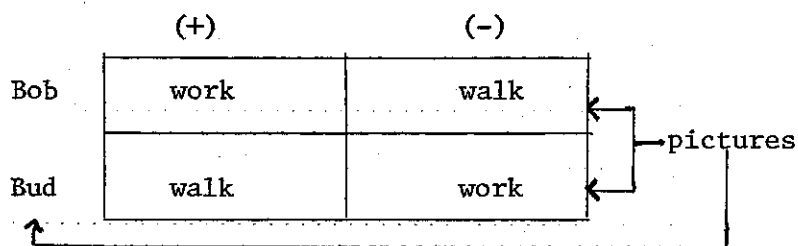
[4] Phillip L. Knowles and Ruth A. Sasaki. Story Squares: Fluency in English as a Second Language. Cambridge, Mass.: Winthrop Publishers, 1980.

The content of this part of the lesson was unrestricted except for the constraints imposed by the pictures themselves. I hoped that they would come up with a sentence using a modal, such as "Bob can work." This I would have isolated as an example to help them find the three others. Then I would have proceeded directly to the lesson on modals.

However, they did not come up with any sentences with modals. So I took all the language found in the four possible sentences using the modal "can" and put it on the board in a list. Then I asked them to repeat the same task, this time using only the language and punctuation given in the list:

Bob	can
Bud	't
work	.
walk	

Once the four sentences were generated (Bob can work./Bob can't walk./Bud can walk./Bud can't work.), the students were asked to make observations about them: first of a general nature, then specifically related to the modal and its use. They were then given an opportunity to practice manipulating and varying the structure. For example, in the language list above the period was erased and replaced by a question mark and they formed, then answered, yes/no questions. Finally, we moved on to explore other modals.

In this exercise, the content was still student generated, but under more restrictive guidelines since it was necessary to elicit specific structures and content in order to carry out the lesson.

4.c.ii. Relative Clauses

Whereas in the preceding LEA activity both the structure and content of the SGM were closely controlled, in the last LEA exercise the content was unrestricted except for the general subject imposed by the visuals. But the structure (after initial open brainstorming) was imposed and the content had to be generated in such a way as to fit into the structure. This was a lesson on relative clauses.

To begin, I taped up four magazine photographs on the blackboard, one each of Sadat, Kissinger, Giscard d'Estaing, and Nixon. Then I invited the students to create sentences about the pictures, the objective being to elicit two or three sentences about each picture which could then be combined using a relative clause introduced by "who." They generated acceptable sentences, but were stuck when it came to combining them. I helped them out with an example using two of their sentences, and they were then able to form several more on their own. (For example: This is Henry Kissinger. + He was Secretary of State. = The man who was Secretary of State is Henry Kissinger.) Then I asked for observations about the sentences we had created together. These were forthcoming with little problem. Following a reinforcement activity, a similar exercise was facilitated using pictures of things and animals to practice relative clauses introduced by "that" and "which" and differences between their use and those introduced by "who" were observed. The lesson culminated in a different reinforcement activity using the rods. In small groups, each person had three rods, all of different colors (a total of no more than ten rods can be used in each group because all the rods must be different colors). Together they built a structure with their rods. Then, without pointing to the rod or revealing its color, they had to ask and answer to describe the position

of each of their rods, the objective being to practice the relative clause structure, "mine (yours, his, hers) is the one which (that) is ...."[5]

As can be seen from the preceding examples of LEA activities conducted during the course, the thread of SGM was constant, although not always of the same weave. Looking back over these lessons, I have realized that the early ones were somewhat more open in terms of both content and structure, whereas the later ones became more controlled. Perhaps this is because at the beginning I was also using the lessons as a diagnostic aid, while later on I had already discovered what areas needed to be addressed and thus focused more closely on those particular structures. This necessarily restricted the nature of the SGM exploited in the lessons.

4.d. Imperatives

Grammar and vocabulary topics were also addressed in activities which incorporated SGM. Structures that we worked on were relative clauses, interrogatives, and imperatives, to name a few. On the other hand, vocabulary topics included occupations, time, days of the week, and greetings. Yet although SGM was utilized in both types of lessons, it was not necessarily elicited or exploited in the same manner.

A case in point is the lesson on imperatives, which began with SGM elicited from an active visual stimulus. I brought an old workshirt to class and laid it over a chair. The students' task as a group was to

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[5] Judy E. Winn-Bell Olsen. Communication Starters and Other Activities for the ESL Classroom. San Francisco: The Alemany Press, 1977. P. 30., provided the idea for this reinforcement activity.

tell me how to put it on.[6] I asked for a volunteer secretary to tran-
scribe everything that was said, so that we would have written language
to work with afterward. Then I proceeded to follow their instructions
to me as literally as possible. The results were sometimes comic, but
eventually I got the shirt on. Once dressed, with a blackboard full of
imperatives behind me, it was again up to the students to make observa-
tions of and analyze the language they had generated. This completed,
we then took one sentence such as "Put it on," and they put it into as
many different imperative forms as possible (for example: "Please put
it on," polite). The "let's" form was also suggested, discussed and
practiced. Finally the lesson culminated in another SGM exercise,
"Airport," where the students had to "land a plane," that is to say a
blindfolded student, on a "runway" constructed with rods, by directing
the student from one end to the other using different imperative forms.[7]

The bulk of this lesson was SGM. Yet the material was elicited and
utilized within a fairly structured and controlled setting. For example,
in the opening exercise, only a specific kind of language (both in
structure and in content) was acceptable. It was also immediately clear
to the students what was acceptable and what was not, not by the teacher
saying, "no, wrong," but by the various contortions with the workshirt.
Self and peer correction were immediately forthcoming and the exercise
proceeded until the objective (getting the shirt on) was achieved.

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[6]This idea came from Diane Larsen-Freeman's English Linguistics
class at SIT, spring, 1982.

[7]This activity was adapted from a lesson observed in Jackie
Blencoe's ESL class, ELO-SIT, fall, 1981.

4.e. <u>Vocabulary</u>

In lessons focusing more on a specific vocabulary area and less on structure, SGM was equally as important, though utilized in different ways. A lesson on occupations provides one example. The lesson began with a brainstorming exercise and a volunteer secretary transcribed the occupations suggested on brown paper. Each person then had to choose an occupation that interested them, but no two students were permitted to have the same one. Some discussion ensued, but I stayed out of it, only telling them that they had to work it out before we could continue, which they did. Then I unfolded a blank chart with categories to be filled in by each persentor for each occupation (see below), and gave them 15 minutes to research their occupation and prepare to present their findings and conclusions to the class.

OCCUPATION	WHO	WHEN	WHERE	DUTIES	MATERIALS	BENEFITS	SALARY	OTHER

The chart itself served two purposes: (1) during the discussion, they would have something concrete to refer to, and (2) at the end of the lesson they would have a large visual representation of the task to which everyone had contributed. Following each presentation there were questions and discussion, for there was often disagreement among the students over the presentor's assertions, which they were thus obliged

to defend.[8]

The majority of this lesson was also SGM, but it unfolded and was exploited very differently from the lesson on imperatives, for example. Here the teacher was fairly loose and open, equipped with but a few guidelines and a blank chart. The students were free to do almost anything they wished with both content and structure within this format, in their own presentations as well as in the discussions.

As can be seen in the above examples, SGM exploited in the grammar lessons was implicitly more restricted because of the focus of the lesson. Conversely, lessons focusing on a particular vocabulary area were more open with regard to the use of SGM. Furthermore, as the class progressed, the vocabulary lessons became more and more open as the students' facility with the language improved.

4.f. Language in Action

Language in Action, which took place only a few days before the end of the course, was probably the pinnacle of the use of SGM, both in terms of grammar and content. It exploited SGM in the freest manner possible within a classroom situation because it called on the students to draw their resources and strategies together for use outside the physical classroom, with but a minimum of help and guidance at the outset of the experience.

The opening format was similar to the lesson on occupations in

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[8]The idea for this lesson, particularly the chart, was developed from a suggestion by Ghislaine Gaubron.

that it began with a brainstorming exercise, "How to spot an American on the street." This resulted in a number of laughable, but often true, stereotyped responses such as: loaded down with cameras, wearing sunglasses, red with sunburn, fat women in shorts, and so forth. Following this, the students divided into three groups of four to brainstorm three different questions on brown paper:

1. Where can you find Americans in Fort-de-France?

2. How would you approach an American or other anglo stranger and introduce yourself?

3. If you met an American or other anglo in Fort-de-France, what would you want to say, ask or tell him or her?

Each group then presented the results of their brainstorming to the others and discussion in the large group followed. Finally, they divided into pairs and each pair was given a "mission" (see below) and a map of downtown Fort-de-France. They had one and a half hours to go out in the field and test their information.

MISSION: You and your partner must find an anglophone in Fort-de-France. Then you must speak to him or her. Introduce yourself. Explain that you are studying English. Tell them that you would like to speak with them for a few minutes.

GET THE FOLLOWING INFORMATION:

1. Their name.
2. Where they come from.
3. How long they have been in Martinique.
4. How they like Martinique.

YOU MAY CONTINUE THE DISCUSSION AND GET OTHER INFORMATION IF YOU WANT TO.

TRACE THE ROUTE YOU FOLLOW ON YOUR MAP. PUT YOUR NAMES ON THE BACK OF THE MAP. GIVE THE MAP TO MARIAN WHEN YOU RETURN.

The only piece of helpful information that I added was that there was an
American cruise ship in the harbor (one passed every Thursday), and that
the tourists were to meet at the dock (about one block from the CEL) at
3:30 to reboard. This I had learned earlier that day from some American
tourists I ran into in town. I gave this information to insure that
everyone would have the possibility of finding someone to talk to if they
were unable to find subjects elsewhere; three of the pairs met people
this way. They all then left, a few excitedly, some reluctantly, and I
spent the next hour and a half biting my nails, knowing that this was
either going to be a huge success or a big flop. My personal feedback
from my journal:

> All resources and info came from the students, except
> the 3:30 dock info. Weekly feedback from students:
> they appreciated "Language in Action" as a chance to
> really use the language in a natural situation (out-
> side the classroom); the risk was well worth taking.
> In one sense, their traditional backgrounds helped
> the situation. At first there was a lot of reluctance
> to go "out in the field," unspoken, but perceived.
> Yet their resistance to doing something "untraditional"
> was overcome by their inability to refuse the teacher
> --not because I'm authoritative (who, me?)--just be-
> cause I'm the teacher.

Excerpts from the students' weekly feedback (transcribed from tapes
in the language lab) also confirm the success of their first fieldwork
experience.

> This week I have learned how to speak with people
> and how to exchange dialogs. I think that Language
> in Action was very good because it permits us to see
> how we were able to speak in front of English men.

> About this week, it is very interesting to speak
> with an American in the street. And that permit
> me to know how speak everywhere or anywhere Amer-
> ican. It's very good. I passed a very good week
> and I learned many things. I was happy this week.
> You understand, Marian?

> This week English course was only to practice. For
> example: how to meet a person and discuss with him
> or her. It was very exciting and this week permits
> you to know if you know to speak really English.

To me, this is really about as far as SGM can go in the classroom,
for it is already half out of the classroom, half totally independent of
the teacher. The next step from this type of learning is total autonomy.
The student can now engage in the same type of activity (minus the brain-
storming and follow-up) on his or her own in daily life. Obviously this
happens more often and more naturally if the student is already situated
in an environment where the target language is spoken. Opportunities for
this kind of SGM lesson abound in programs for international students who
study in the country where the target language is spoken. In opposite
circumstances, such as my internship in Martinique, the same opportunities
are rare, but not impossible to develop.

4.g. Episodic Story

The aspect of the course which utilized SGM the least was probably
the episodic story at the end of each day, Frankenstein. As mentioned
earlier, the purpose of the episodic story was to provide a continuing,
yet relaxing activity for the end of the day: still working, but con-
centrating more on the passive language skills of reading and listening.
And while the subject itself was not student generated, I tried to approach
it in as student centered a way as possible, varying the methods used to
deal with the story to the greatest extent possible.

Each day we worked with a small excerpt from the text, usually
about two pages consisting of six to twelve paragraphs. This we did in
a variety of ways: silent reading, pair and small group discussion,
summary of excerpts, clozes, skim and scan, tape recordings (both

listening to passages and taping them or parts of them), dramatic readings and roleplays, and individualized exercises in the language lab.[9]

Frankenstein provided me with a huge challenge to devise student-centered lessons and to use student generated material in working with a text. Furthermore, the text itself was not prefabricated for such an approach; I had to create the divisions of the episodes myself, which posed a slight problem near the end of the course. Due to miscalculation, modifications introduced midway through and a few days when we were unable to work on Frankenstein because of other activities, I ended up with five more episodes than lessons and simply had to give out the remaining text on the last day of class for them to finish reading on their own.

Probably the most important SGM to appear in Frankenstein came near the middle of the course when two students approached me because they were having difficulty with it, weren't enjoying it and didn't feel they were getting anything out of it. I should have been tuned into the possibility of this type of problem arising, but hadn't been and was somewhat taken aback and unsure of how to proceed. I wondered if there were others who felt the same way but hadn't spoken up and suddenly I had a panic-stricken thought that maybe nobody was getting anything out of an activity that was, after all, taking up nearly one-fourth of the curriculum! I decided that the only thing to do was to put the question to the group as a whole and based upon their feedback, decide what to do: continue as before, modify in some way, or drop it altogether in favor of something else. Without naming the people who had come to me, I put the question to the class. Much to my relief, I found that the majority did not share these feelings, but that still and all the story was posing serious

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[9]A day-by-day summary of the Frankenstein lessons appears in Appendix V.

problems for three of the students.

> Nancy and Jerry spoke to me about Frankenstein, saying
> they can't follow the story. I asked if this was re-
> cent. Nancy said no, but it was never a problem before
> because she didn't have to work with it one-to-one as
> she had in the lab Tuesday. My first reaction was to
> wring her neck! (but I controlled the impulse). Why
> had she waited this long to tell me? Sigh, is it the
> mentality and the system? So, I brought it up to the
> class. It appears that 3 are having trouble and 2
> others would like to change for other reasons; the rest
> follow and want to stick with it, which we will. For
> N, J, and P, I will have to think of something like
> simplifying the text in some way???

Although we did continue to work with Frankenstein, I began to modify

and simplify the text so that it posed less of a problem. Sometimes I

rewrote it in dialog form (as a script) and we did role-plays or dramatic

readings. Although this created a lot of extra work for me, I did notice

an improvement in the Frankenstein lessons and the three students who had

been having difficulties indicated satisfaction with the compromise,

though I doubt they ever came to love Frankenstein! The other students

also recognized the why and wherefore of the compromise and supported it.

As one student put it:

> I particularly enjoyed the text where there is a
> dialog of Frankenstein because everyone could speak
> and discuss correctly. I think that we practice
> more when we make this kind of exercise.

And although these modifications retarded our progress with the text,

they seemed necessary to the well-being of the group. They were worth

the time spent and the extra work.

4.h. <u>Student Requests:</u>   The Language Lab

The final type of SGM in the course was probably the smallest in
quantity, but nonetheless crucial in importance for it consisted of other
material introduced at the students' request, either directly to me or
through their weekly feedback. Any and all suggestions and requests made
by students were carefully considered and acted upon one way or another.
As often as possible, I tried to resolve such issues to the mutual satis-
faction of all, although this worked out better some times than others.
For instance, I had one student who wanted to translate texts and another
who wanted to study commercial English. I had to explain to both more
than once that neither was within the scope of the course as it had been
outlined the first day and as it was presently unfolding. I did go as
far as to spend a day on banking, bringing artifacts from American bank-
ing institutions, American money, and so forth, to work with, but that
was the extent of our foray into "commercial" English.

One area in which several students expressed interest was the lan-
guage lab. Quite honestly I had never intended to use it, mostly be-
cause I was afraid of it and didn't really know <u>how</u> to use it. I had
never had the opportunity to use a lab as a teacher and my memories of
high school French lessons in the lab, isolated in little square booths,
endlessly repeating phrases I didn't understand discouraged me from
exploring the lab as a pedagogical tool. However, many students ex-
pressed the desire to go, and with the help and encouragement of Ghislaine,
I decided to give it a try. The one thing I really wanted to avoid was
a repetition for my students of my high school French nightmare.
Furthermore, I had absolutely no idea of what I could do or what could
be done in the lab. Then I thought of <u>Frankenstein</u>. The lab might

provide a partial solution to the Frankenstein problem because in the lab

the lessons could be individualized!

The first time we went to the lab we worked with Frankenstein in the

following way: I prepared a worksheet with written instructions for the

students. They were asked to read the passage and then record it, listen

to themselves, note the vocabulary and expressions they were unsure of in

one column and their pronunciation difficulties in the other. Then they

had to write five questions about the text, exchange them with a neighbor

and answer their neighbor's five questions. While they were recording

their texts, I was able to profit from the lab to listen to them individual-

ly and note specific difficulties which we would address together. In

my personal feedback for this lesson, I observed that:

> Individual work on Frank in the lab is a good idea.
> Many variations on Frank can be done there--can
> also be used to individualize--combining SGM with
> other material--especially good for those students
> who are at one end or the other of the continuum--
> this uses SGM in form of their own reading and
> problems with vocab, expressions.

However, I realized that I couldn't do only Frankenstein in the lab.

Here's where Ghislaine helped me again. She has collected recordings

from American radio, mostly advertising, to work with in the language

lab. I ended up using three of them with my students who enjoyed them

a lot. At first they were discouraged at being unable to understand

everything right away, but I reminded them that comprehension comes with

practice. The first commercial we did was for Prego Sauce. First I in-

troduced some key vocabulary, such as "homemade" and "brand," then gave

them a Cloze exercise to work with at their own speed. When they had

finished, they took an answer sheet to check it themselves, then answered

comprehension and opinion questions about the commercial. Finally, back

in the classroom we discussed the commercial: the vocabulary, the Brook-
lyn accent, their opinions of it, and so forth. The students seemed
pleased with the results, and therefore so was I. As one person put it
in her weekly feedback, "What I have loved a lot and liked this week was
the commercial. I wish we do it again!"

4.i. Conclusion

The use and evolution of SGM touched every aspect of the course in
one form or another. It has been shown that this was primarily true in
the free-writing which elicited the SGM that provided the basis for the
core of the course. Similarly, other SGM was gathered more informally
and used to prepare lessons concentrating on specific difficulties, such
as the pronunciation contrasts. To aid me in realizing the quantity and
distribution of SGM in the course, I designed two calendars which show
the disposition of the entire curriculum as well as that of the SGM.
Variations of SGM exploiting different adaptations of the same approach
(Language Experience) were also explored and it was noted that the degree
of control or restriction of the SGM within a lesson depended directly
upon the lesson objective(s). It was also observed that SGM was ex-
ploited in grammar lessons as well as vocabulary lessons, as seen in the
examples on imperatives and occupations. "Language in Action," which
occurred near the end of the course was one of the most elevated examples
of SGM which was enacted, half of it occurring outside the classroom and
independently of the teacher. In contrast to Language in Action was
Frankenstein, the challenge of creating student centered lessons ex-
ploiting SGM with a text, which was possible, but to a more limited
extent. The final area of SGM explored included student

suggestions and requests which were considered seriously as SGM and
·accordingly acted upon. When all is said and done, it is still the
teacher's responsibility to decide what is or is not appropriate within
the scope of the course. The teacher can be regarded as a sort of
editor of all potential course material, deciding what is appropriate
and exploiting it to the fullest extent possible. It was seen that some
student suggestions were found to be inappropriate, such as translating
texts and studying commercial English, while others, such as going to the
language lab were perfectly feasible, and were in fact carried out.
In addition, because I did feel obligated to honor students' reasonable
requests, I benefited in overcoming my personal aversion to the lab in
becoming familiar with it as a pedagogical tool.

CHAPTER 5

RESULTS AND EVALUATION

This chapter takes a look at the results of the course. It begins
with a definition of what is meant by "results," followed by an explan-
ation of how the results were gathered and what they are. The chapter
closes with personal reflections on and an evaluation of them.

The results of the course include both the learning which took
place within its scope as well as how the students felt about the course:
the learning, the atmosphere, and so forth. In other words, the results
comprise what the students took away from the course when it was fin-
ished.

There are two obvious ways in which the results of a course can be
measured: subjective and objective. Subjective measures include student
feedback (written and oral, formally and informally gathered), as well
as the teacher's perceptions, thoughts and feelings. On the other hand,
objective measures include testing of any sort: pre- and post-tests,
quizzes administered throughout the course, and so on. Subjective and
objective measures are not antithetical, but rather complements to each
other which can present a holistic picture of what actually took place.
Each contributes a specific type of information.

Looking back on the course, I realize that I must confess to having
been a partisan of subjective measures which I gathered carefully and
often, and to having more or less neglected objective measures. The
few employed include review sheets of material previously covered to
discern whether or not it had been retained, as well as activities

designed to oblige students to utilize newly learned structures. Either
they could or couldn't, and based upon this information we either con-
tinued to reinforce them with other activities or went on to something
else. In the future, I would be sure to provide for more objective
measures such as pre- and post-tests, which would aid in clearly pin-
pointing for myself as well as for the students the quantity and quality
of learning which took place.

That learning took place, I have no doubt. But measuring it is
another story. Obviously some students progressed more and others less,
for a variety of reasons, but the specifics of this information are
missing due to the lack of objective measures taken. However, equally
important as objective measures are students' own perceptions and feel-
ings about what took place. That students are able to state (in what-
ever way they can) what they have learned shows not only that learning
has taken place, but also that they personally realize what they have
accomplished. This can be seen in the following weekly feedback excerpts.

> This week I did learn some story from Frankenstein.
> I did learn prepositions. I did review pronoun
> demonstratifs. I did speak english more because
> I did decontracte me a little more.

> This week I learned where we have to put preposi-
> tions and adjectifs in a sentence. I learned new
> words as well. The best thing in this course is
> that we get on well with each other. The atmosphere
> is very pleasant, and I think it's a good think,
> if we want to learn a lot.

> This week I learned how to pronounce English
> words. Alas, I'm not a crack, but it begins. I
> learned as well how to distinguish words which
> seem to be the same. A bad thing is that many
> people arrive late. It isn't their fault because
> they have a job. Except this thing it has been
> all right.

> This week I learn some new vocabulary in each kind
> of exercise. The work permits me also to advance
> for pronunciation. All is good. Good vibrations
> in the group.

I believe that the students' own perceptions about the learning that has taken place in the course are at least as important as tests or other standardized measures of learning in looking at the results. For the latter fail to take into account the student's feelings about the language, culture and him or herself as a speaker of that language and a participant in the culture. If part of the result of a course is that a student has positive feelings about it, she or he may also find both the confidence and the motivation to continue to study and progress. On the other hand, even if a student does well on a standardized measure, this cannot indicate his or her personal relationship with with the language and its culture(s). As I see it, my job as a teacher is to nudge my students toward autonomy in the subject matter, while at the same time giving them the desire to continue studying and working with it long after our tenure together has passed.

Even if the results of a course are positive, even if one can state unequivocally that learning has taken place in a good, secure atmosphere, does this prove that the approach employed is any better than a different approach might have been? Just what the results are a result of is difficult to say. Would the students have learned just as much and just as well through another approach? Or more? Or less? Here again, I believe that student perceptions provide at least a partial answer. Their appreciation not only of what they learned, but of the student centered approach and utilization of SGM in their feedback verifies for me that the approach is both viable and valuable.

I think that the course was good this week. We
continue "fixing" our grammar, our accent....
The pedagogic ways are good because they are
active. I like them. I hope it'll always be
the same way.

I continue to appreciate the English course. This
week I have learned new vocabulary; I have improved
my pronunciation; but it was a pity that I was
absent and couldn't correct my mistakes; Its good,
Marian! Have a good weekend!

I would like to study some things interesting like
we have learned this week. For example, explain the
text of Frankenstein everyone. I prefer the dialogue
than other Frankenstein texts. I like read my text
and listen to after when we are in the laboratory.

This week was very exciting because we have studied
the end of the story of Frankenstein. We have done
grammar lessons. We went into the street in order
to speak English with American people. We saw a new
commercial about McDonalds. I think that I do a lot
of progress. I like these exercises.

This week I have learned how to speak with people
and how to exchange dialogs. I think that language
in action was very good because it permits us to see
how we are able to speak in front of English men.

...very active pedagogy. I never saw that in
Martinique!

As stated earlier, however, it would have been helpful to have had
a complementary objective measure to look at in studying the results of
the course. Positive feedback about the course content, structure and
ambiance is not necessarily directly proportional to the amount of learn-
ing which has taken place or the progress each student has made vis-a-vis
the language.

A case in point is Peter, a student whose level was appreciably below
that of the rest of the group from the beginning, who actually shouldn't
have been placed in a class at that level. Peter was most impressed with
the "active pedagogy" of the course. He thought it was wonderful that
students were actively engaged, both physically and mentally, in the

learning activities, and said so on numerous occasions in both formal
and informal feedback situations. But as a teacher, I also realized that
he was often unable to follow what was happening in the class. He par-
ticipated at his own level whenever possible, but I don't believe he
progressed much in terms of the investment he made in the course. Another
example would be Steve, who missed nine of 25 working sessions due to his
work. Again, Steve had nothing but praise for the course and participated
actively when he was present, but for obvious reasons his facility with
the language increased less than it might have otherwise.

Another result which evidenced itself in student feedback was the
diversity of student needs, expectations and desires vis-a-vis the course
and the enormity of the task of responding to them due to their variety.
Take for example the following excerpts of student feedback, the first two
commenting on working in the language laboratory and the last three on
doing role plays.

> This week I learn many new words. I learn scrabble
> words, I understand them now. This week was good
> for all students who want study seriously. Friday
> • has a good hour 5 until 6 because the lab is very
> important. More hours the lab (maybe one hour a
> day). Thanks.
>
> I don't remember what you did this week because I
> was surprised to go to a laboratory of English. I
> am never seeing one before, I thought it was dif-
> ficult and only for students. I am happy today,
> but I don't know the advantages of this way. It
> means: speaking with other people (pupils) to teach
> grammar together, to do plays, etc... I know when
> you are alone, you can progress a lot but it's dan-
> gerous to work with a computer. Why? 'cause of
> cutting public relations. Usually at school, tea-
> chers make their course with record player and I
> can say you, this way doesn't make good result.

This week the English course was very productive
because we act a lot.

However interesting the dialogues are, I don't like
to act in the middle of the class. It's not that
I'm shy, but I don't feel very well when I have to
act something. At school as well, I'm very embar-
rassed when I've to play something.

I like to study sitting only in my seat. Then, I
would like to study less the plays.

A further illustration of this situation can be seen in the fol-

lowing table which shows the results of part of the final evaluation.[1]

TABLE 3: Final Course Evaluation Excerpt

Category	Not Enough	Enough	Too Much	Comments
Listening.	8[1,2]	4		[1]Lab. [2]No dictations of texts.
Speaking	1	9		
Pronunciation	5	7		
Conversation	4	7		
Reading	2	10		
Writing	4[1]	6		[1]Couldn't we have done more written exercises?
Grammar		12		

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[1]A copy of the complete final evaluation form can be found in
Appendix III.

Students were asked to indicate for seven general categories (listening, speaking, pronunciation, conversation, reading, writing, and grammar) if we worked "not enough," "enough," or "too much." As can be seen, no one thought we overdid anything. However, with the exception of grammar, some felt to greater and lesser extents that the other six areas were "underdone." What is remarkable though, is the disparity in those areas. With the exception of listening, there is little uniform agreement on which areas were not covered deeply enough. I believe that this is directly related to the individual needs and expectations of the students. They came to the course with a wide variety of experiences as well as hopes, and desired many different things from one common experience. What the evaluations do show is that at least some of the needs of all of the students were met, though it would be exaggerating to say that everyone left the course 100% satisfied.

On the other hand, based on the feedback gathered, I feel I can safely assert that everyone, even the students with various problems, left the course with positive feelings about it as well as about the English language and anglo culture. Many commented that they intended to pursue their study of English and were anxious to deepen their knowledge of it. To me, the fact that they left the course with positive feelings and a high level of motivation is as important as the quantitative progress they made with the language. For them, the end of the course was not an end at all, but only a beginning.

CHAPTER 6

CONCLUSIONS

Rather than recapitulate the content presented in the five previous chapters, the concluding chapter probes some questions which have arisen in my exploration of this material, and is divided into three brief sub-chapters:

    a.   Was my teaching consistent with my assumptions?

    b.   Student Generated Material: Considerations

    c.   Changes and areas for improvement.

These are followed by a concluding statement which affirms what the internship experience meant to me in terms of implementing the approach to teaching which I developed during my tenure as an MAT, and as a unique experience in my personal teaching career to date.

6.a. Was my teaching consistent with my assumptions?

In order to address this question, it is necessary to compare the results as measured with the assumptions as stated.

My first assumption is that learning should be a learner-centered activity, thus engendering the use of SGM and a student centered approach. As noted in the previous chapter, students appreciated the use of SGM and the "active pedagogy" of the course. In their own estimation, they progressed in their facility with the language and at the same time felt good about the course and what they were doing within it.

This brings us to the second assumption: that a secure learning environment is conducive to learning. Returning again to the students' comments about the ambiance within the course, their feedback was exclusively positive. Some of this must have been due to the teacher, whose role (I believe) is to foster security within the learning environment. But the ambiance is equally due to the students: what they bring to the class and how they act and react within it.

Finally, I feel that the teacher must achieve a balance of flexibility and **control** in order to successfully create and maintain a secure, learner-centered environment. This was probably the most difficult area for me as a novice teacher. Although in general I noted a good deal of success vis-a-vis the results and student feedback, I also experienced a number of rough spots and areas to reconsider before re-attempting a similar teaching experience.

6.b. Student Generated Material: Considerations

As defined in the first chapter, SGM is material which originates with the students. It may be solicited by the teacher and thus created by the students in response to a particular stimulus, or it may be totally unsolicited and introduced by the students from the exterior. Furthermore, the format of SGM varies considerably depending upon its source. And both form and content must be carefully considered by the teacher who desires to exploit SGM in the classroom.

But probably the most important consideration in implementing an eclectic approach based on SGM is its role in the course. In other words, the balance between student-generated and other material. This course was planned with a strong SGM focus, which I now realize was due not

only to my personal assumptions and approach to teaching, but also in part to the fact that I was preparing to write this paper.

In lesson planning, for example, one ought to begin at the beginning. That is to say, going beyond the focus of one's approach and assumptions to the objective of the lesson. Before considering content and activities, the teacher needs to examine the goal and purpose of the lesson: What do I want to achieve and why? Once this question is answered, she then needs to look at ways to achieve her objective(s) within the scope of her approach. At this point she can decide whether or not the use of SGM is appropriate: if so, how, and if not, what other methods or procedures might be more feasible.

At any rate, it is necessary to be realistic and to maintain an equilibrium between student-generated and other material. A course composed of 100% SGM is logistically impossible: such a course would preclude the very presence of a teacher! On the other hand, the use of non-student generated material can always be treated in a learner-centered way. This was seen in the explanation of the various methods employed in working with <u>Frankenstein</u>.

Furthermore, SGM can be risky for the teacher! One must not only be flexible, yet in control, but also on one's toes and ready for anything. I encountered this problem on the sixth day of class when we were working with demonstrative adjectives. Having already elicited a list of examples (this, that, these, those), I asked the students to generate sentences using them. The problem arose in working with "that," when they came up with some sentences using "that" to introduce a relative clause rather than as a demonstrative adjective. Not expecting this at all, I was taken aback and momentarily confused, which in turn

confused the students. Eventually the problem was resolved, but had I been more alert to the various possibilities in working with this type of SGM, I might have avoided the difficulty altogether.

6.c. Changes and areas for improvement

What I would change within the scope of the course can more easily be explained in terms of:

    1. What I would do differently, and

    2. What I would do the same, but try to improve upon.

There is little that I would do completely differently, other than perhaps change the continuing story of Frankenstein. I still think the idea of something light such as an episodic story is a valid activity for the end of the day, especially the last hour of a four-hour session. However, if I had it to do over, I would choose a different text for this group of students. Though it worked out satisfactorily, I feel I got in over my head (as well as over some of the students' heads) with Franken-stein. For this same group, I would choose an easier text, both in terms of readability and adaptation. I would also insure that the length would not preclude finishing it by the end of the course.

Other than that, I would try to improve upon my own firmness and clarity as a teacher and facilitator, although I believe that these areas constantly undergo refinement and honing as long as one continues to exercise the profession. An example of where I would have liked to have been firmer is the warm-up at the beginning of class. I designed the warm-up as an activity for those students who were present when class began. Yet there were always a few stragglers who arrived at 2:15 or 2:20 and expected to take-up and participate in an activity that was

nearly completed. I tended to allow this because of my aversion to ex-
cluding people. However, I think I could have more effectively addressed
the problem of tardiness had I been firmer and made it clear that the.
warm-up was an activity which began at 2:00, period. Like a train that
leaves the station at 2:00, you can't arrive 15 minutes late and expect
to get on! Yet because the students observed that they could join in
whenever they showed up, they were (I think) less motivated to arrive
on time. And this was unfair to those who did arrive on time.

The other area which I feel I need to work on is clarity. That is
to say, brevity and simplicity in my explanations, instructions, and
feedback. I need to work on expressing myself as clearly as possible so
that the students are able to understand not only what is going on, but
why. This also means allowing them time and space (silence in the
classroom) to process the information they receive and act upon it.
I see now that many of the rough spots I encountered throughout the
course can be related to a lack of firmness or clarity on my part. In
my opinion, improvement in both of these areas would maximize the value
of the lessons for the students.

In conclusion, there are two observations which come to mind. The
first is that I got a lot out of this internship both in terms of what
I learned and what I was able to accomplish. Part of this is due to the
fact that I did the internship with this paper in mind. I was therefore
obliged to consider, probe, research and observe very carefully, being
much more thorough in these areas than I might have been otherwise. Con-
gruently, because I put more into the experience, I got more out of it,
as is the case with any experience. Finally, the SGM focus of the course
paved the way for the students to invest heavily in the course and hence

get more out of it as well.

In addition, this internship was my first experience on three fronts: teaching adults, teaching an intensive course, and perhaps more important, teaching a course that was my own from beginning to end, rather than taking over someone else's class as a substitute or student teacher. It provided me with a forum to test my assumptions about learning and my approach to teaching. Most of all, it helped me separate the realistic from the idealistic. I now feel better equipped and more confident as a teacher and as a person to meet the next challenge. For me, as for the students, the end of the course was not an end at all, but only the beginning.

APPENDIX I

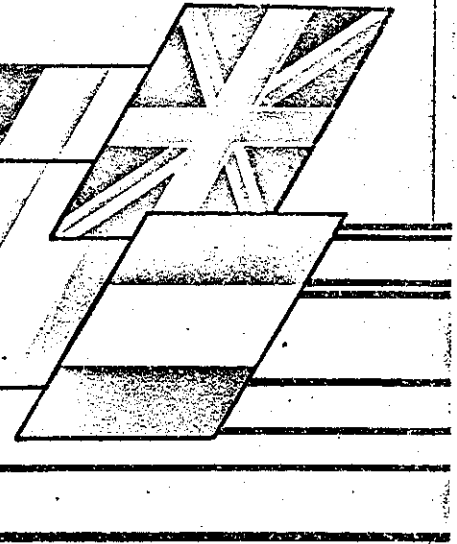Centre d'Etude de Langues Brochure

DIRECTION DES SERVICES DE FORMATION

CENTRE D'ÉTUDE DE LANGUES

Chambre de Commerce et d'Industrie de la Martinique

50-54, rue E. Deproge
97205 FORT-DE-FRANCE
Tél : 71.84.70 - 70.00.08
(Poste 210 - 209)

PROGRAMME DES COURS DE LANGUES 1982-1983

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- Cours Extensifs : du 5 juin au 30 juillet.
- Cours Intensifs : du 1er au 31 décembre et du 1er au 30 avril.

Elles sont enregistrées par ordre d'arrivée et ne deviennent définitives qu'après le test de niveau, le choix d'un groupe et le paiement d'un acompte.

Pour toutes informations complémentaires, s'adresser à :
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- DESTINATAIRES : Tout public âgé de 18 ans au moins, désirant acquérir rapidement un bon niveau dans la langue.

- DURÉE-PÉRIODE : Deux sessions de 6 semaines, soit 120 H de cours par session. Les cours ont lieu de janvier à mars et de juin à juillet à raison de 20 H par semaine, soit 4 H par jour du lundi au vendredi.

- PRIX : 3 400 F.
Particuliers : réduction de 25 % et facilités de paiement.

- NIVEAU : A déterminer.
- SANCTIONS :
. Certificats d'Assiduité.
. CERTIFICAT NATIONAL de PRATIQUE de LANGUE ÉTRANGÈRE, 1er et 2ème degré, délivré par l'A.P.C.C.I. Examen : début du mois de mai.

- INSCRIPTIONS : Du 1er au 31 décembre et du 1er au 30 avril.

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Le Centre d'Étude de Langues organise des sessions de cours extensifs ou intensifs de Français - Langue Étrangère -.

La durée, la période et la fréquence de ces cours sont à déterminer en fonction des demandes. Se renseigner auprès du Secrétariat du C.E.L.

PEDAGOGIE

L'enseignement est assuré par des professeurs qualifiés, spécialistes des méthodes Audio-oro-visuelles, et se déroule en salle et en Laboratoire de Langues.

Les moyens utilisés :
- documents pédagogiques
- bandes magnétiques
- diapositives
- laboratoires de Langues
- Magnétoscope-Vidéo
- Films fixes et mobiles

et permettent l'apprentissage des langues selon les techniques «Audio-oro-visuelle».

Le Centre d'Étude de Langues dispose également d'une Bibliothèque, où les auditeurs du Centre peuvent consulter sur place ou emprunter des ouvrages de langue anglaise, espagnole et allemande.
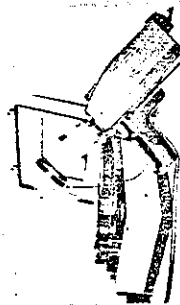
«L'apprentissage d'une langue étrangère exige des centaines d'heures de travail sérieux et soutenu, et le succès final ne peut être garanti qu'aux stagiaires motivés, assidus et travailleurs».

COURS EXTENSIFS

• ANGLAIS
• ESPAGNOL
• ALLEMAND
• PORTUGAIS

- DESTINATAIRES : Tout public âgé de 18 ans au moins, désirant s'initier ou se perfectionner dans la langue.

- DURÉE-PÉRIODE-FRÉQUENCE : Une session de 8 mois, soit 120 H de cours.
Les cours ont lieu d'octobre à juin à raison de 4 H par semaine.

- HORAIRES : Préalablement établis sur emploi du temps, ils s'échelonnent entre 08H00 et 20H00.

- PRIX : 3 400 F.
Particuliers : réduction de 25 % et facilités de paiement.

- NIVEAUX : DÉBUTANT - FAUX-DÉBUTANT - TRANSITION - INTERMÉDIAIRE - AVANCE.

- SANCTIONS : . Certificat d'Assiduité à tous les niveaux.
. CERTIFICAT NATIONAL de PRATIQUE de LANGUE ÉTRANGERE, 1er & 2ème degré, délivré par l'A.P.C.C.I. Examen : début du mois de mai.

• ANGLAIS
• ESPAGNOL

- DESTINATAIRES : Tout public âgé de 18 ans au moins, désirant se perfectionner dans la langue.

- DURÉE-PÉRIODE-FRÉQUENCE : Deux sessions de 4 mois, soit 50 H de cours par session. Les cours ont lieu d'octobre à janvier et de février à mai à raison de 3 H par semaine.
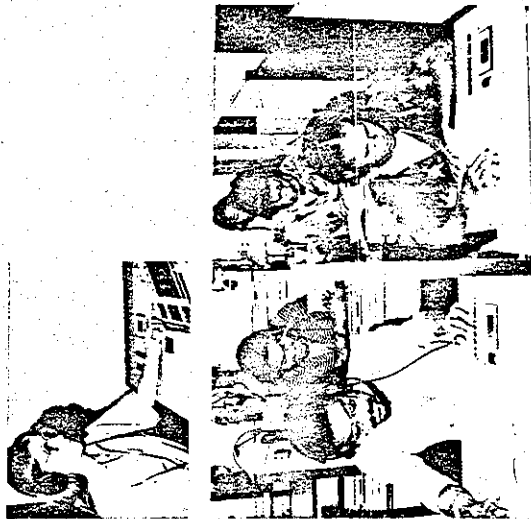
- PRIX : 1 400 F.
Particuliers : réduction de 25 % et facilités de paiement.

- NIVEAU : ENTRETIEN.

- SANCTIONS :
. Certificat d'Assiduité.
. CERTIFICAT NATIONAL de PRATIQUE de LANGUE ÉTRANGERE, 1er & 2ème degré, délivré par l'A.P.C.C.I. Examen : début du mois de mai.

• ANGLAIS COMMERCIAL
• ESPAGNOL COMMERCIAL

- DESTINATAIRES : Toute personne possédant de très bonnes connaissances de la langue. Niveau BAC exigé. Notions de français commercial souhaitées. Intéresse tout particulièrement les dirigeants et cadres d'entreprise, économistes, secrétaires de direction, etc...

- DURÉE-PÉRIODE-FRÉQUENCE : Une session de 7 mois, soit 90 H de cours.
Les cours ont lieu d'octobre à avril à raison de 2 x 2 H par semaine.

- HORAIRES : Entre 12H00 et 20H00.

- PRIX : 3 400 F.
Particuliers : réduction de 25 % et facilités de paiement.

- NIVEAU : BAC minimum. Test d'admission obligatoire.

- SANCTIONS :
. Certificat d'Assiduité.
. DIPLOME D'ANGLAIS COMMERCIAL de la Chambre de Commerce Britannique.
. DIPLOME D'ESPAGNOL COMMERCIAL de la Chambre de Commerce Officielle d'Espagne.
. Examens : fin avril.

APPENDIX II

Copy of
Lesson Plan and Feedback

Day 13

Week #3
Day #13

K.I.S.S.

Thurs., 1 July 82

1. Warm-up - give them a cross-word that's done;
   they write clues. ~~free~~ (KIS).

2. Occupations.
   ① ~~I need a secretary. A new person~~ secretary for brainst~
   ② Think of different occupations, jobs.
      When you think of one, say it loud —
      and _____ will write it on the board.
      ~~xxxxxxxxxxxxxxxxxxx~~
      ~~xxxxxxxxxxxxx~~
   ② Choose an occupation that interests you.
   ④ Go around and say it. Everyone must
      have a different choice.
   → Pass out cards. Write ~~xxxx~~ the occupation
      you chose on the card.
   → Unfold chart.
   ⑤ You will have 15 minutes to "research"
      the occupation you chose. Then
      you will fill in the blanks and present
      the occupation to the class.
   - "Research"
   - Presentations
   - Q's after each pres.
   - General discussion → put grid up or tell for[ne]

Where
when
who
materials
duties
benefits
salary

[BREAK] 3:30-3:45
NO TIME 3. Weather modals } see Wed. plan.   ~~to~~ mean
         4. Preps of Time

Simon
says:
exercise
follower up

[BREAK] 4:45-5pm
5. Frankenstein — Lab
   1. Read aloud & tape yourself
   2. Listen to the tape
   3. Note (for me) wds you don't
      know how to pronounce

APPENDIX III

Copy of
Final Course Evaluation Form

FINAL EVALUATION
INTENSIVE ENGLISH
June 15 to July 21, 1982
Chambre de Commerce et d'Industrie de la Martinique
Fort-de-France

I. LE STAGE

1. Pourquoi avez-vous suivi ce stage?

2. Payez-vous le stage, vous-même, ou est-ce que votre employeur vous le paie?

3. Le contenu de ce stage a-t-il répondu à vos besoins et intérêts?

   Précisez comment:

4. Comment avez-vous trouvé l'ambiance dans le cours?

5. Avez-vous des suggestions pour l'améliorer?

II. METHODES DE TRAVAIL

1. Quel est votre opinion sur les méthodes de travail employés pendant ce stage?

2. Avez-vous eu l'occasion de participier activement dans les leçons?

   Précisez comment:

3. Est-ce que l'animatrice vous a encouragé de trouver les reglements et les particularitiés de la langue vous-même?

   Comment?

4. Que pensez-vous de ce méthode de travail?

5. **Vous** A-t-elle ~~vous~~ aidé à apprendre ou **vous** a-t-elle vous empêché d'apprendre?

Réfléchissez un moment sur les dernières cinq semaines.

6. Quelles leçons vous semblent d'avoir été les plus utiles?

7. Quelles leçons vous semblent d'avoir été les moins utiles?

8. Lesquelles avez-vous aimé le plus?

9. Lesquelles avez-vous aimé le moins?

Pour les catégories suivantes, indiquez si l'on a travaillé assez, pas assez, ou trop, selon vos besoins et intérêts.

Categorie	Pas assez	Assez	Trop	Commentaire?
L'écoute				
Le parler				
La prononciation				
La conversation				
La lecture				
L'écriture				
La grammaire				

III. L'ANIMATRICE

1. Selon vous, selon vos observations, est-ce que l'animatrice a été qualifié pour animer ce stage?

2. Est-ce que la présentation des leçons a été claire et facile à suivre?

   Précisez comment:

3. Compreniez-vous l'animatrice quand elle parlait sans trop de difficultiés?

4. Répondait-elle clairement et précisement à vos questions?

5. Est-ce que l'animatrice a été réceptive aux besoins des étudiants?

6. Est-ce qu'elle a été réceptive aux intérêts des étudiants?

7. Est-ce qu'elle a été réceptive aux opinions des étudiants?

(Ecrivez au dos si vous avez besoin de plus de place pour répondre.)

IV. VOUS, L'ETUDIANT

1. Après avoir suivi 100 heures d'anglais, comment sentez-vous vis-à-vis votre connaissance de la langue anglaise?

2. Avez-vous l'impression d'avoir fait du progrès?

   Précisez:

V. AUTRES COMMENTAIRES? QUELQUE CHOSE A AJOUTER?

APPENDIX IV

Curriculum Calendar

denoting lessons or aspects of lessons
which incorporated
Student Generated Material

DAY	SGM UTILIZED IN LESSONS
1	Brainstorm and choose American names; shopping list for the course (What do you want to get out of this course?); individual C-V's on cards to guess who they belong to and share; feedback.
2	Language Experience Approach (LEA) adaptation: generated vocabulary and sentences; generalized rules about the present tense; free-writing.
3	Correction of sentences generated from free-writing; rod lessons where students described their immediate families to one another.
4	Generation of and generalizations about preverbal adverbials of frequency; free-writing; brainstorming nouns for lesson on articles; student-produced summaries of Frankenstein.
5	Correction of sentences generated from free-writing; Twenty Questions: students have a card on their back with the name of a famous person, but they don't know who it is. They must ask Yes/No questions of the other students to find out; generalizing rules about the use and placement of adjectives in a sentence.
6	Generated sentences using demonstrative adjectives; generated sentences using "than" and compared the differences between that/than; LEA: students put a series of pictures into a sequence and created a story about them which we then critiqued together.
7	Discussion: "Sophie's Dilemma;"[1] free-writing.
8	Brainstormed prepositions of place which students then explained to me; listen and draw exercise: students correctly draw and place objects in relation to each other according to oral instructions, first with me, then in pairs.
9	Correction of sentences generated from free-writing; brainstormed prepositions of direction and motion and created sentences using these prepositions; discussed student's questions about "since;" generalized rules for the use of "for/during."

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[1] Donald R.H. Byrd and Isis Clemente-Cabetas. React-Interact: Situations for Communication. New York: Regents, 1980. Pp. 2-6.

APPENDIX IV (continued)

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10   LEA adaptation using Fluency Square under controlled circumstances:
students generated sentences which corrpesonded to pictures; modals
were then elicited from students and ranked according to meaning and
degree; students generated sentences using modals in terms of
various situations.

---

11   Parts of the body: brainstormed all they knew, filled-in the gaps
together, drew anatomical cartoons on brown paper in small groups;
free-writing; pronunciation contrasts ch/sh.

---

12   Correction of sentences generated from free-writing; punctuation of
a business letter: they did this together in the large group with
one of the students playing secretary, then critiqued; discussion
of Stevie Wonder song.

---

13   Occupations: within guidelines they generated the material, pre-
sented and discussed it.

---

14   Imperatives: they told me how to put on a shirt while a secretary
recorded the language generated, observations were then made
about the imperative forms, one sentence was transformed into
as many different imperative forms as possible, and generalizations
were made regarding the use of imperatives.

---

15   WH Questions: "What did you do this weekend?" students generate
sentences and put them on the board; then ask questions about these
statements; card game using their questions and answers--matching
the correct question and answer; free-writing.

---

16.   Correction of sentences from free-writing; generation of language
samples for lesson on present perfect/simple past; observations
made and rules generated about the use of the present perfect/
simple past.

---

17   Map reading: Review of prepositions of place; giving directions
to each other to locate various places on a map; "Airport:" giving
directions to "land a plane;" roleplays of giving directions on
the street; Field trip to the Tea Garden at students' suggestion.

---

18   (Half day of class, evaluators from CCIM came to interview students.)
WH Questions review sheet using language previously generated in
class.

APPENDIX IV (continued)

19	Correction of sentences from free-writing in pairs, findings presented to class; feedback.
20	Roleplays: At the bank; brainstorm and utilize prepositions which go with the clock and the calendar.
21	Correction of sentences from free-writing in small groups, findings presented to the class.
22	Language in Action: Brainstorming: (1) Where can you find Americans in Fort-de-France? (2) How can you spot an anglo on the street? (3) How to approach a stranger and speak to him or her; Field work; Follow-up.
23	Review sheet of sentences from free-writing; "Radio" commercials were created by the students, presented, taped and critiqued in class; weekly feedback was taped in the lab.
24	Vocabulary difficulties with Frankenstein (elicited in the previous lesson and addressed in this lesson); pronunciation exercise based on their errors; Discussion of short text, "Keeping Up With the Joneses."[2]
25	LEA lesson on relative clauses in which students generated sentences to go with four pictures, then combined them into sentences with relative clauses; observations and generalizations made about relative clauses and their use; free conversation about the U.S.A.; final course evaluation.

[2] Sol Gonshack. Little Stories for Big People. New York: Regents, 1976. Pp. 22-23.

APPENDIX V

Episodic Story
Summary of Lessons

DAY	LESSON
2	Silent reading of passage; vocabulary questions (students put words they don't know on the board) and peer definitions; comprehension of the passage and discussion: What happened? What will happen next?
3	Cloze exercise on previous passage (prepositions blanked out); first half of passage: silent reading and discussion; second half of passage: each person read one sentence aloud; following the reading, each person thought of one question about the passage to ask the others.
4	I summarized the first paragraph of the passage with rods; then students worked in small groups to prepare summaries of the rest of the passage (one paragraph per group) which were presented to the class.
5	Same procedure as Day 4.
6	Students skimmed the passage for vocabulary questions (10 min.); I read the first paragraph aloud, then we discussed it. Pairwork: students read the rest of the passage to each other and peer corrected errors.
8	Students summed up the story to this point; looked for the key sentences in paragraphs with examples from passages already studied; practiced asking and answering WH questions about the passage; taped students reading aloud in the large group (each student read one sentence as we went around the circle); critiqued tape together.
9	Silent reading, vocabulary difficulties noted and key sentences in the passage underlined. Students explained the vocabulary to each other and asked and answered comprehension questions.
10	Made a group tape as on Day 8, played back and critiqued it together.
11	Listened to the passage (pre-recorded) on tape without the text. Students reconstructed the story from the tape and confirmed their work through silent reading.

APPENDIX V (continued)

12	Pairwork on different paragraphs in the passage. Each pair prepared a summary of their paragraph and two comprehension questions to ask the class following presentation of their summary.
13	I read the text to them, we discussed the vocabulary and the plot together, then they read to each other in pairs and peer corrected their pronunciation difficulties.
15	LAB: students practiced reading the passage aloud, then taped themselves and listened to the tape. On a separate worksheet they noted: (1) pronunciation problems and questions and (2) vocabulary problems and questions. Afterward, they wrote five questions about the passage and exchanged them with a classmate, whose five questions they answered.
16	Went over the problems which were listed on the previous day's worksheets and then students summed up what they had understood of the passage. Next passage: read aloud in a circle, one sentence per student, peer correction and explanation of vocabulary by students. I remained silent unless asked a direct question.
17	Students summed up the previous episode (went around the circle and each person made one statement). Discussion of what might follow. Next passage: read aloud, one sentence per student, went over vocabulary and meaning at the end of each paragraph, then discussed the entire passage.
18	Students worked in groups of three to read, practice and role-play the passage which was rewritten in a simplified, dialog format.
19	Summary of previous episode by the students who had been present. (Day 18 was the World Cup Soccer Final--all five men in the class were absent!)
20	Cloze exercise; they read aloud and self-corrected their errors; dramatic readings taped and peer corrected.
21	LAB: same procedure as Day 15.

APPENDIX V (continued)

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23   LAB: Students listened to me read the text. Then they practiced reading it themselves individually, taped themselves, and completed written comprehension exercises on the passage.

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24   Students summed up the story to this point; students did dramatic readings of the passage which had been rewritten in a simplified, dialog format.

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25   Students received the final episodes of the story to finish on their own.

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