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# Developing a Personal Approach to Language Instruction

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*SIT Graduate Institute*

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Developing a Personal Approach  
to Language Instruction

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© 1984  
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Submitted in partial fulfillment of the requirements for  
the Master of Arts in Teaching degree at the School for  
International Training, Brattleboro, Vermont.

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This project by Ruth Epstein is accepted in its present form.

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Principal Advisor: 

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#### ABSTRACT

This project explores a personal approach to language instruction through the development of an experiential training module for teachers. The project is designed to assist teaching professionals in constructing a framework and defining a starting point for their continued professional growth and depth.

The project is divided into three parts. Part One is the written background to the project. Part Two is a videotape with three language classes and a round-table discussion. The teachers, Claire Stanley, Bonnie Mennell and Jack Millett, are faculty of the Master of Arts in Teaching program at the School for International Training. The classes are taught to International Students of English. Part Three includes three treatments of the videotape for use in teacher education. Treatment #1 is designed to develop teachers' observation skills. Treatment #2 is designed to assist teachers in observing and responding critically to what they see. Treatment #3 is more holistic, combining observation and responses with actualization in the classroom. The final section of the project is an analysis of its impact on the participating students, teachers, and on the author as well as projected impacts on viewers.

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## INTRODUCTION

This project explores a personal approach to language instruction through the development of an experiential training module for teachers. The project is designed to assist teaching professionals in constructing a framework and defining a starting point for their continued growth and depth.

The project is divided into three parts. Part One is the written background to the project. Part Two is a videotape with three language classes and a round-table discussion among the three teachers. Part Three includes three treatments of the videotape for use in teacher training, and an analysis of the impact of the project.

### PART ONE: BACKGROUND TO THE PROJECT

#### A. Detailed Project Description

##### 1. Project Description

The background to the project includes the detailed project description as well as my personal statement about experiential education and how I view the role of video in experiential education. This is followed by a section on the purposes and applications of the project.

##### 2. The Videotape

Part Two of the project, the videotape, begins with a five-minute introduction to The Experiment in International Living. The School for International Training's Master of Arts in Teaching program and program of instruction for International Students of English are

also outlined. (See Appendix A for transcript.)

The actual project begins with three language lessons of 25 to 30 minutes each. Three faculty from the Master of Arts in Teaching program, Jack Millett, Bonnie Mennell and Claire Stanley, teach the lessons to International Students of English. The teachers concentrate on actualizing their personal approach to teaching in the lessons. Five students participate in each lesson.

a. The Lessons

The first of the three videotaped lessons is taught by Jack Millett. In his lesson, he balances free conversation with mastery of English by focussing students on their errors as they arise. Bonnie Mennell's lesson includes: a reading used for listening practice; clarification of terms from the reading; retelling of the story by the students; and specific work on sentences generated by the students about the story. A rod calendar is used by Claire Stanley as a focal point for vocabulary expansion of time relationships, and for overall language mastery.

b. The Round-Table Discussion

Following the lessons is a 20-minute round-table discussion among the three teachers, who answer the question, "What were you doing in your lesson and why?" Each teacher takes five minutes to explain his or her professional work, how that work was actualized in the lesson, and to make personal observations about other issues raised during the lesson. Jack Millett focusses on the balance he creates between natural conversation and focussed correction. Bonnie Mennell

isolates two forms of correction she views as useful in language instruction: repeating what the students have said in more natural English, and pointing out students' errors to them directly as the errors arise. She also discusses the issue of input. Claire Stanley discusses the issue of why students come to a classroom to learn rather than learning on their own. She also discusses her work on content and mastery.

#### c. Reviewing the Videotape

Numbers dubbed onto the videotape at two-minute intervals correspond to those in the written transcript (see Appendix B). A cross-referencing system has also been set up to assist viewers in working through Part Three of the project (see Appendix C).

### 3. Discussion

#### a. The Treatments

In Part Three of the project, the raw material from the videotape is treated in three alternate ways to assist viewers in their development of various areas of a personal approach to language instruction. Eight skills and issues can be explored in each treatment: classroom dynamics, lesson planning and structure, what the teacher did, what the students did, building personal competence,<sup>1</sup> mastery,<sup>2</sup> correction and content.

The first treatment of the material is designed primarily for teachers working on developing their observation skills. The second treatment leads them to assess their personal beliefs in relation to what they have observed. The third is a more holistic treatment: Analytical questions based on observation and issues of application

are designed to help teachers concretely define their approaches to language instruction.

b. Impact of the Project

The three treatments of the videotape are followed by a section assessing the impact of the project. The potential benefits and uses for viewers are projected. My assessment of the impact of the videotaping for the master teachers and students who participated in it is also discussed. Finally, I describe how I have benefitted personally and professionally from this project.

B. A Personal Statement

- A major issue for me as a new language teacher has been to work through the complex of approaches, methods and techniques presented during my teacher training and combine them with my constantly developing philosophy to emerge with my own personal approach to language instruction.

I could not have really understood what experiential education is had I not been flung headlong into it in the Master of Arts in Teaching program at the School for International Training. I had heard long ago about how it worked in theory, but just as I could never really know how I would react in India before I arrived there, I only now know how I react to learning experientially.

I came to the School for International Training without knowing what the approach to the education of teachers would be. I did come with what I thought was a fairly well-defined life philosophy, although I realized it was developing and would always be dynamic. I thought I needed to have philosophies and knowledge about education and teaching

languages implanted in me by my teachers. I found just the opposite. I, in fact, had a lot of personal growth yet to do, but I did have many valid beliefs about education, teaching and learning already defined within. Those thoughts had to be brought to my awareness, not fed in by others.

Through experiential education, I have discovered myself as a valuable resource. It is incredible to me that I had to travel so far and struggle so hard to overcome my resistance to accepting the fact that many of the most significant contributions to my learning were those already buried within my heart and mind. I now realize that disciplining myself to use my own power to search within has freed me to continue learning on my own.

As a teacher, I can never find all the answers from books, nor can I expect that I will always be able to anticipate what questions and issues will be raised. Experiential education has made me aware that self-inquiry and soul-searching is every bit as viable as poring over textbooks for exploring the issues of education.

Just as I have discovered myself as a valuable resource in the learning process, I have also discovered my peers. I have seen them look inward and express their thoughts both in class and outside the academic setting. All of us seem empowered by our abilities to search within and share what we have. Furthermore, we have developed a willingness to receive from others.

My teachers have also been effective guides in my education. For the first time in my life, I have been able to exchange with them as equals. I feel genuinely closer to an adult relationship that students

can build with their instructors as equals in intelligence, inventiveness and creativity. My more experienced teachers have given me guidance and support when I asked, aware of a real need for it.

It appears by my discussion thus far that I have not received much new input in terms of knowledge or skills from the program. That is certainly not the case. Experiential education is an integration of new knowledge with an individual's beliefs. In my education as a teacher, I have been led to accept new or partially new knowledge more openly. I have been freed to combine it with the ideas I already had and with my past experiences.

I now realize that much of the knowledge and skill I received was only partially new. I simply had to be made aware of it. For example, I was guided to take the time to look at myself as a learner and relate that awareness to what it means to me as a teacher. Other new material was new only in technique and application. I have been left with a myriad of digested and partly digested philosophies, knowledge and skills, some of which I accept with ease, and some of which I totally reject.

It has been most difficult for me to come to terms with all that I now have, to sort through it and find some way of prioritizing the information and organizing it into something I can use in my teaching. I know I have the discipline, power and freedom to search within; I know I can use my classroom as a laboratory to test the viability of certain ways of putting theory into practice. My questions will always be: What works and does not work for me given my approach at this time? How can I constantly refine and redefine my assumptions appropriately? How do I sort through all of the knowledge I now have? Where do I start?

In this project I strive to emerge with some initial direction for myself and others through working with concrete illustrations as well as theoretical discussions on how master teachers have grappled with the questions which are burning in my heart and mind. The project takes my relationship with my instructors a step further: I have asked them to demonstrate their personal approach to language instruction. The videotaped portion of the project depicts the language instruction work of three faculty members from the Master of Arts in Teaching program.

I cannot within the limitations of a two-hour videotape offer viewers more than a vicarious experience in others' implementation of a personal approach to language instruction. While I do not believe that this in itself is sufficient, I do believe that it is incumbent upon the viewer to make the observation experience meaningful by reading this accompanying thesis. Part Three is particularly valuable as I have presented a series of exercises which will help viewers in their professional development. Most important, the greatest value to my audience will be to combine what I offer with an inner search of their own beliefs in order to integrate what they read and observe with their own experience, philosophy and questions. Within the scope of this project, my aim is to provide my viewers with such a planned, affective, individual program<sup>3</sup> in the hope that they can continually grow and deepen as teachers.

### C. Why Video?

#### 1. Introduction

I think it is important at this point to provide a brief

discussion of why I chose videotape as a medium for this project and how I view its role in experiential education. The main factors for choosing to work with video are its permanence, portability and compactness as well as its usefulness in illustrating how theory is actualized in practice. I also believe video can be used as a more effective vehicle for learning than it often is.

## 2. Rationale for the Use of Videotape

One of the beauties of videotape is that it can be stopped, started, previewed and reviewed at the will of the user. It is permanent, unlike most experiences which are here one minute and gone the next. Because of its permanence and portability, videotape enables educators to transport experiences they otherwise might have been unable to share. I hope that this project will be used in a variety of situations and environments.

I also chose to use videotape because it provides both teacher and trainee with a similar experience to explore together. On its own, video is but a vicarious experience. Introduced and discussed appropriately with the teacher, viewers can combine what they observe with their reactions and beliefs. Thus, the use of one of the three treatments in Part Three of this project enhances the input from the videotape and is indispensable to the value of the project.

## 3. Shooting the Videotape

To see viewers as seekers, not as passive people to entertain, will help all those who are looking for how to use this gift of a medium that brings home life in the raw, not signs and symbols that one has to interpret.<sup>4</sup>

Caleb Gattegno notes here that this medium is valuable in itself as a means of presenting life in the raw, as it is. I have intentionally edited little and used both teacher action shots and student reaction shots to show the classes as naturally as possible. A director can never be totally objective in this endeavor since s/he sets up the camera angles and decides which shots will be taken. However, as a language teacher myself, I attempted to select the action that would be most natural, most interesting and most beneficial to my audience.

#### 4. Editing

Video promotes, even demands, total sensory involvement on the part of the viewer. As Gattegno observes, viewers are never passive as they watch the images which flicker across the video screen. Their involvement is both cognitive and affective. As a director/producer, I feel it is important to consider my viewers' active participation and to produce the videotape with this always in mind, balancing shots so that just enough action or reaction is shown to allow the audience to fill in the details.

Through video, I can provide concrete experiences which render theory more understandable. As a producer, I can capture what may have happened over a long period of time and space it into a manageable unit for viewing. For example, the master teachers in the classes illustrated on this videotape have spent years developing a personal approach to language instruction and have worked in many geographical locales. I attempted to capture this in two hours of videotape, realizing its limitations, yet confident of its worth.

## 5. Viewing

Because people have their own beliefs, they watch critically and react affectively to what they see. For example, the nonverbal messages I capture on the videotape will likely elicit reactions and demand as much personal comment from my audience as the accompanying audio track. It is insufficient to observe and to react without exploring why our observations elicit certain reactions. Since each person views and responds on an individual level, it is important that his or her search for the significance of such input is individual. This, to me, is central to experiential education. Thus, the project follows a plan to take the viewer through an individual quest: to observe actively, to explore his or her reactions critically, and to evaluate what it means in his or her continued development of a personal approach to language instruction.

### D. Purposes and Applications

The purposes of this project are twofold: to explore the issues of developing a personal approach to language instruction, and to afford teacher educators the opportunity to work with a unit including a videotape.

As discussed in the Personal Statement above, I feel a need to define a framework to continue growing professionally. This framework is one of continual probing: questioning my approach and its actualization in the classroom. The starting point for professional growth is improving skills in observation to isolate the questions and issues which require development. From there, observation of how others work on each question or issue can be combined with an individual, critical

analysis of one's personal beliefs. In this way, one can emerge with options for action in the classroom. Thus, the classroom becomes the laboratory of continued growth.

Uses for this project include: for extensive language training such as at refugee camps; at workshops and conferences such as TESOL: at universities and colleges, such as in the Master of Arts in Teaching program at the School for International Training; and for teacher educators' use in intensive presentations at a variety of other institutions.

For teachers who have not had the opportunity to use videotape previously, or who are skeptical of its worth, this project provides the material to allow them to try using it experientially in teacher training. It is a sufficiently complete unit with enough flexibility provided via options for use of one of three treatments. It is recommended, however, that the facilitator be skilled in presenting material experientially to students.

My ultimate goal is for this project to be used by teaching professionals. I hope that the reader may identify other applications for it which will satisfy his or her needs as a teacher or as a teacher educator.

## PART TWO: THE VIDEOTAPE OF LESSONS AND ROUND-TABLE DISCUSSION

## PART THREE: DISCUSSION

### A. The Treatments

The material from the videotape is treated in three alternative ways to assist viewers in coming closer to a clear awareness of their approach to language instruction and how it might be actualized in their

classrooms. Each treatment leads the viewers through an experiential learning which involves combining the material with an inner search for what they believe to be true. In each treatment, discussion questions are introduced to problematize each of the eight skills and issues raised about teaching and learning.

The term "problematization"<sup>5</sup> is used in the Freirian sense to mean the process of observing, formulating a problem based on that outside input, integrating that input with an inner search of one's own beliefs, identifying alternatives, choosing an alternative, and acting upon it. The action is crucial and usually leads to new observation and the identification of new problems.

I consider the eight issues selected to be those which are key ones exhibited in the videotape. I chose them because at this point in my professional development, I see them as important ones to explore. I also think they are well illustrated in the videotape.

1. Classroom Dynamics: the relationship built and displayed in a classroom between the teacher and the students.
2. Lesson Planning Structure: This represents a variety of factors, goals and objectives identified by the teacher to help students learn the target language effectively and efficiently.
3. What the Teacher Did: The teacher chooses from a variety of options for action which are based on beliefs the teacher holds.

4. What the Students Did: The students have beliefs and attitudes when they enter the classroom. What they do is a result of these as well as what the teacher demands of them.
5. Building Personal Competence: developing a sense within the students that they have choices in their learning.<sup>5</sup>
6. Mastery: the cumulative effect of learning which progresses in stages.<sup>6</sup>
7. Correction: the way the teacher chooses to minimize or eliminate errors from the target language.
8. Content: the focus of the lesson being taught.

While the length and scope of the treatments are limited to the above eight areas in this project, the following supplemental issues may be considered: presentation; controlled/freer practice; nonverbal interactions; and classroom discipline.

The viewer can work through each selected area in treatment #1, #2 or #3 more easily by referring to cross-references provided (see Appendix C). Thus, the viewer can review or preview the issue being examined.

It takes approximately two hours to view the entire videotape and two hours to conduct the discussion for any one of the three treatments. It is strongly advised that the treatments be guided by a facilitator who understands the philosophy behind experiential education and who is

skilled in focussing students on the stated purpose of the treatment chosen. There is no prescribed order for the treatments. That is, treatment #2 may precede treatment #1.

#### Treatment #1: Analysis Through Observation

##### Purpose:

The purpose of treatment #1 is to assist teachers in sharpening their observation skills through combining active viewing of the videotaped classes and the round-table discussion with the discussion questions.

##### Discussion:

Observation is viewed as an active and indispensable skill and starting point both for identifying the issues and problems in teaching and also in analyzing how others work through them. The videotape illustrates how master teachers have considered a variety of problems. However, viewing the videotape in isolation is not enough. The first step in making meaning out of what is viewed is for the viewer to isolate what s/he has observed and to assess its significance. Observation is part of experiential education and problematization: It is not an end, but a means to begin to control one's professional development.

##### Procedure:

1. View the three videotaped classes.
2. Discuss question (a) for the issues selected to be explored.
3. View the round-table discussion.

4. Discuss the remaining questions.
5. Address the discussion questions in the large group in order to share steps one through four.
6. Discuss the usefulness of this exercise by addressing the question, "What have you learned in this section? Was it useful? Why/why not?"

Variations:

1. View the videotape in four sections, stopping to go through the discussion questions after each class; the final section is the round-table discussion.
2. Answer all of the questions for the selected issue in small groups or as individuals on paper before reassembling into the large group to discuss them.
3. Analyze and discuss the selected areas as a large group, eliminating the step of breaking into small groups.

Discussion Questions:

1. Classroom Dynamics

- (a) Compare the classroom dynamics you observed in each lesson. List as many factors affecting classroom dynamics as you can observe. Use the columns below:

Jack Millett	Bonnie Mennell	Claire Stanley

- (b) Why do you think these classroom dynamics existed?

To each column, add what you heard each teacher say about their beliefs regarding classroom dynamics.

- (c) How were each teacher's assumptions about classroom dynamics practiced in his or her class?

## 2. Lesson Planning Structure

- (a) Observe the differences in structure in each lesson.

Note the differences in the columns below:

Jack Millett	Bonnie Mennell	Claire Stanley

- (b) For each lesson, watch the amount of student initiative required as compared to teacher control. Add your comments to the columns.
- (c) What did each teacher say the next step of his or her lesson plan would be? What additional follow-up might you suggest?
- (d) The teachers noted that their three classes together would comprise a complete lesson plan. What might you add to make a complete lesson plan?

## 3. What the Teacher Did

- (a) Compare what you saw each teacher do in the videotaped

class in his or her work with students. Consider: silence versus the amount of teacher input; gestures and other nonverbal communication; use of the board and other tools; placement of the teacher in relation to the students.

Jack Millett	Bonnie Mennell	Claire Stanley

(b) Add what you heard each teacher say about what s/he was doing in the class and why. How did each teacher see his or her role? What did s/he say was his or her responsibility in each class?

(c) How did you observe each teacher actualizing his or her beliefs and goals in the class? Choose an example of how each teacher did this.

#### 4. What the Students Did

(a) How do you see the students learning in each class? Consider: their body positions; nonverbal gestures; amount they speak or are silent; who speaks most.

Jack Millett	Bonnie Mennell	Claire Stanley

- (b) Add what you heard each teacher say about what the students' task is in the classroom. How much responsibility did you observe the students taking on in each class?
- (c) How were each teacher's beliefs and goals put into practice in the class? Choose an example for each teacher.
- (d) What importance did you see each teacher place on the responsibility of the students?

##### 5. Building Personal Competence<sup>8</sup>

Building personal competence, as defined by Earl Stevick, involves helping students reach greater independence in their learning by bringing them to an awareness of the inner techniques they possess, expanding those techniques, helping the students use them, and combining them with new material. Personal competence helps students make choices which will allow them to control both their learning and their emotional attitudes toward it.

- (a) How did you observe each teacher building personal competence in his or her class? List your observations in the columns below:

Jack Millett	Bonnie Mennell	Claire Stanley

- (b) What did you see helping/hindering students? In addressing this question, observe what the students are doing in each class.
- (c) What did each teacher say in the round-table discussion about building personal competence?
- (d) How was what each teacher said actualized in the class?

#### 6. Mastery

Mastery refers to the cumulative effect of learning.<sup>9</sup> That is, learning progresses in stages. New or partially new knowledge is added to what the students have already integrated. Eventually, the new knowledge is integrated with the old and thus mastered by the students.<sup>10</sup>

- (a) List all of the ways you saw the teachers building mastery in the videotaped classes. Use the columns below:

Jack Millett	Bonnie Mennell	Claire Stanley

(b) Consider what each teacher said about mastery. How much emphasis do you think each teacher places upon mastery?

(c) What did the students master? How did they master it?

7. Correction

(a) What ways of correction did you observe in the classes?

Jack Millett	Bonnie Mennell	Claire Stanley

(b) What two ways of correction were discussed in the round-table discussion? Could you observe these two ways in the videotaped classes?

(c) How does each teacher balance correction with free discussion in the class? How does this balance relate to each teacher's assumptions about correction?

8. Content

- (a) What content was each instructor teaching in the video-taped classes? Circle what you saw to be the primary focus of each class. Use the columns below:

Jack Millett	Bonnie Mennell	Claire Stanley

- (b) How did each teacher address the content area(s) s/he chose to address? How were these areas balanced?
- (c) What did each teacher say was the content focus in his or her class in the round-table discussion?
- (d) How important did each teacher believe content was, compared to other skills?

Treatment #2: An Inward Look at Beliefs

## Purpose:

This treatment is designed to lead teachers to observe and reflect upon their beliefs regarding teaching and learning as well as to clarify how these might be actualized in their classrooms. This is achieved by answering a series of questions based on the videotape in order to move viewers to be more critical in their observations and to step back from their emotions to assess the significance of their reactions.

### Description:

While observation of classes is viewed as a valuable starting point for identifying the issues of teaching and learning, and for examining how others work through them, a self-analysis of the viewers' reactions to what they see is also valuable to the development of a clear, concrete statement of approach. Emotional response is not viewed as negative, but rather as another level of input which can be observed and analyzed to help clarify beliefs. The combination of observation and an analysis of beliefs is another step in developing a personal approach to language instruction.

### Procedure:

1. After viewing each class and the round-table discussion, answer the questions below as individuals.
2. Discuss the questions for each lesson and the round-table discussion in the large group.
3. Obtain feedback on treatment #2 by identifying what was useful/not useful in building skills in critical observation and the value of stepping back from emotional reactions to facilitate a more concrete definition of teaching goals.

### Variations:

1. View the videotape in its entirety before proceeding with the discussion questions.
2. View the three videotaped classes first. Then answer the discussion questions. Finally, view the round-table discussion and answer the associated questions.

3. Place your responses from the discussion questions in columns, as for treatment #1, to allow comparison among the three teachers in the videotape.

#### Discussion Questions:

The discussion questions are the same for each videotaped class. Similar questions are asked for each issue. However, it is up to the viewers and facilitator to choose which of the eight issues they wish to explore. The questions are sequenced as follows: definition of the issue; procedure used in the class; student responses to the procedure; viewers' reactions and opinions; and viewers' assessment of their reactions and opinions.

A model of questions to be discussed is outlined below using Jack Millett's class and the issue of mastery as an example. The round-table discussion questions follow the example.

#### Example: Jack Millett and Mastery

- (a) Definition of the Issue: Mastery refers to the cumulative effect of learning.<sup>11</sup> That is, learning progresses in stages. New or partially new knowledge is added to what the students have already integrated. Eventually, the new knowledge is integrated with the old and thus mastered by the students.<sup>12</sup>
- (b) Class Procedure: List what Jack Millett did in his class to develop mastery.
- (c) Students' Responses: What helped/hindered the students in this class in achieving mastery?
- (d) Viewers' Opinions: How do you react to the procedure Jack Millett

followed? How did you react to the students' responses? Why do you think you reacted in these ways?

- (e) Viewers' Assessment: How does your analysis of your reactions reflect your teaching goals?

Round-Table Discussion Questions:

- (f) Compare what each teacher said in the round-table discussion with how it was actualized in his or her class.
- (g) What is your opinion about what each teacher said? Why?
- (h) How do you respond to how each teacher actualized what s/he said? Why?
- (i) At the end of each teacher's discussion of what s/he was doing and why, the round-table discussion opened up to a general exchange on lesson planning. What do you think about what the teachers said? Why do you think this?
- (j) What makes a complete lesson plan in your opinion? Why do you think this?

Treatment #3: Combining Approach with Practice

Purpose:

The aim of this treatment is to lead teachers to a clear awareness of how their approach and the approaches of others are actualized in the classroom. This is achieved by a questioning procedure which combines viewers' observations of other teachers with their opinions in order to emerge with their own statement of approach. This treatment combines treatment #1 and treatment #2, and is a more holistic way of conducting the module.

### Description:

Treatments #1 and #2 deal with two factors which are helpful starting points in defining a personal approach to language instruction: skill in observation and assessment of one's reactions. Teachers who have had more experience observing classes and assessing their personal beliefs are at a stage where they can grow professionally through a more holistic treatment of input. Having observed and assessed their opinions, teachers are ready to choose a particular classroom alternative with increased awareness. Through such an enhanced awareness, the practiced teacher will be better equipped to predict the outcome of a classroom procedure with relative accuracy and be well prepared to deal with unexpected outcomes.

### Procedure:

1. View the videotaped classes.
2. Work through discussion questions (a) through (e).
3. View the round-table discussion.
4. Work through discussion questions (f) through (h).
5. Discuss the effectiveness of treatment #3 in the large group.

### Variations:

Discuss the questions individually, in small groups, or in the large group. Conduct the discussion at the end of each section in the large group to give trainees the opportunity to learn from their peers.

### Discussion Questions:

The questions for this treatment follow the sequence: definition of the issue; observation of class procedures; analysis of viewers'

procedures; observed goals in practice; viewers' goals in practice. The issue of content is used as an example to outline the questioning sequence followed for any of the issues selected for discussion. Discussion questions for the round-table discussion are also listed below.

Example: Content

- (a) Definition: Content refers to what the teacher decided to place primary focus on in the lesson.
- (b) Observed Procedures: Outline the procedures each teacher used to establish the content of the lesson. What do you think about each?
- (c) Viewers' Procedures: How do you establish content in your classroom? How does this compare with what the videotaped teachers did?
- (d) Observed Goals: What goals do you think each teacher had regarding content? How did they actualize their goals? What do you think about what their goals were as compared to how they actualized their goals?
- (e) Viewers' Goals: What content goals do you have? How do you actualize them? How do you see your work with content goals as compared to those of the teachers on the videotape?

Round-Table Discussion Questions:

- (f) Compare what the teachers said about what comprises a complete lesson plan with what you believe. In what ways do your beliefs differ from or coincide with those discussed in the round-table discussion?
- (g) Compare what the teachers said about ways of correction with what you believe. In what ways do your beliefs differ/coincide? Why?

- (h) How has this discussion contributed to the identification and clarification of your own approach and techniques for actualizing it?

What has been most helpful? Why?

## B. Impact of the Project

I do not feel this project would be complete without analyzing its potential impact on the viewers and its actual impact on those who participated, including myself.

### 1. Projected Impacts

I had projected several objectives for myself and other teachers through my work. The first was to construct a framework to organize awareness, attitudes, knowledge and skills of language instruction. The second was to provide alternative and prioritized starting points for continued professional language development for language instructors.

I felt I could achieve both goals by examining how other teachers have implemented a personal approach to language instruction. Thus, the videotaped lessons and round-table discussion provided me with the raw material from which to try out a framework based on the problematization cycle: observation; definition of issues; reactions; identification of options; choice of an option for action; action; and finally observation of the new situation. The three treatments have helped me with the steps of observation, reaction, identification of options and choices of options within this problematization framework. My next step, action, comes when I enter the classroom and try out my options.

My choice to provide an experientially-based module using problematization was at first theoretical. As I worked on the project, I

discovered that in fact the raw material on the videotape could be treated experientially on a variety of levels to meet various needs of teachers. Each treatment is constructed to combine input from the videotape with reflection on one's beliefs. Yet, it was only after I had the opportunity to present the project to a group of teachers at the School for International Training's Summer Conference on Language Teaching that I realized other factors affecting its potential impact.

One important discovery was that the role of the facilitator conducting the module would be central to its impact on the teacher trainees. Teachers viewing the videotape were initially intrigued by it and reacted strongly. First, the way in which I worked showed me the need to develop my facilitation skills. Second, the presentation illustrated to me that the way in which the facilitator works through any one of the treatments will change its ultimate value. The value will change according to the facilitator's orientation and his or her skill in focussing the teachers on the discussion questions as they are related to the stated purpose of the treatment selected.

## 2. Impact on the Participating Teachers

I chose the master teachers for the videotape because I saw them as focussed teacher/facilitators who are constantly working on their personal approach to language instruction. For me it was insufficient to involve those teachers without considering how they might benefit from participating. Thus, I had preconceived objectives for them. First, they had the opportunity to concentrate on teaching a class where their primary goal was to actualize their approach. All three teachers provided me with positive feedback regarding this objective.

However, most significant for them was the value of the round-table discussion as a vehicle to discuss the immediate experience with each other. Therefore, talking about a lesson just afterwards, particularly with peers who have also observed that lesson, is valuable to professional development.

My second objective was to offer the master teachers an opportunity to review themselves on tape and have immediate or near-immediate feedback on how they observe themselves to be. While only one of the teachers has thus far been able to do this, the feedback has been positive in terms of offering that teacher issues to explore and develop.

### 3. Impact on the Participating Students

Just as I felt it important to provide benefits for participating master teachers, I also felt it important that the participating International Students of English gain from the experience. My projected objectives were that they would have the opportunity to experience the School for International Training's excellent teaching resources both through participating in a class and through observing their peers' participation. The feedback I received from students was, without exception, good. All commented that it was interesting to observe their peers' experiences. Thus, they learned not only the content of what was taught in each of the lessons, but also that there are a variety of ways of teaching and learning. Further, they discovered that each way of teaching meets their variety of needs as students in differing ways.

My other projected objective for the students was for them to use the videotape as a vehicle for self-evaluation, with teacher guidance if necessary. After the students saw the tape with their teachers, and

discussed it with them, they commented that it was strange to watch themselves speaking English. They also identified and were anxious to work on areas where they felt they needed practice. To me, this shows the value of using videotape for students' self-assessment and self-diagnosis.

#### 4. A Personal Analysis

Successful independent study projects almost always make this kind of connection between head and heart, or, more broadly speaking, between a person's intellectual interests and the requirements of his or her school on the one hand, and the person's broader life and non-intellectual sides.<sup>13</sup>

My purpose for conducting this project has turned out to be more than my intellectual interest in developing a personal approach to language instruction for others; it has also turned out to be an exploration of myself. On the intellectual level, I was involved in two major tasks: •The first was my collection of the raw material for the project through the videotaping; the second was processing it through transcription and through discovering at least three ways of treating it for teacher education.

My work on this project has been enriching. I found it personally valuable to discover the connection between two notions I have found to be extremely worthwhile: experiential education and problematization. That is, I discovered that I have the inner skills to work on my own professional development, using my classroom experience and the classroom experiences of others to constantly problematize the issues of teaching and learning. The value of observation in defining the problems of education is clearer and more concrete to me now. However, defining

the problem is not enough. I must follow it with an individual, inward analysis of my reactions and assumptions, and often a discussion with my peers to develop alternative ways of viewing an issue. From those alternatives, I can choose an option for action in my classroom. I will only know how appropriate my choice of options is once I have applied them in my classroom--the laboratory for my professional work. As I work in this way, I will notice new problems and issues. This completes the problematization cycle.

I find it both personally and professionally challenging to develop experientially through problematization. Professionally, problematizing my experiences is a challenge which makes teaching an exciting and life-long profession for me. Personally, I would not be satisfied without this constant professional challenge. But more than this, I see the immense value of using all of my experience as input in how I make life choices through a problematizing framework. I am genuinely satisfied, indeed elated, that for me this project has been successful in pulling together many of the loose ends I had both professionally and personally.

## Notes

<sup>1</sup>Earl W. Stevick, Teaching and Learning Languages (New York: Cambridge University Press, 1982), pp. 18-20.

<sup>2</sup>Caleb Gattegno, The Common Sense of Teaching Foreign Languages (New York: Educational Solutions, 1976), p. 4.

<sup>3</sup>John A. Wallace, "The Educational Values of Experiential Education," in Beyond Experience, ed. by Donald Batchelder and Elizabeth G. Warner (Brattleboro, Vermont: The Experiment Press, 1977), p. 27.

<sup>4</sup>Caleb Gattegno, Towards a Visual Culture: Education Through Television (New York: Outerbridge and Dienstfrey, 1969), p. 30.

<sup>5</sup>Paulo Freire, Pedagogy of the Oppressed, trans. by Myra Bergman Ramos (New York: Herder and Herder, 1970), p. 67.

<sup>6</sup>Stevick, pp. 18-20.

<sup>7</sup>Gattegno, The Common Sense of Teaching Foreign Languages, p. 4.

<sup>8</sup>Stevick, pp. 18-20.

<sup>9</sup>Gattegno, The Common Sense of Teaching Foreign Languages, p. 4.

<sup>10</sup>Caleb Gattegno, Advanced Silent Way Workshop held in New York, May 1984.

<sup>11</sup>Gattegno, The Common Sense of Teaching Foreign Languages, p. 4.

<sup>12</sup>Gattegno, 1984.

<sup>13</sup>Gordon Murray, "The Inner Side of Cross-Cultural Learning," in Beyond Experience, ed. by Donald Batchelder and Elizabeth G. Warner (Brattleboro, Vermont: The Experiment Press, 1977), p. 172.

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## APPENDIX A: VIDEOTAPE TRANSCRIPT OF THE INTRODUCTION

Perhaps it is an odd name for an organization which has devoted half a century to cultural understanding, but there is a good reason why we continue to think of ourselves as an experiment. We believe that with all our individual differences, people can learn to live together by living together. Each time someone tries to do this it is a unique experiment and its success depends on the strength of that person's commitment to achieving true understanding.

There are many different types of Experiment programs. Each is carefully developed to provide rich opportunities for building intercultural understanding. Most often the format for this is a homestay with a host national family.

Donald Watt introduced the concept of the homestay to international exchange programs in 1932, the year The Experiment was founded. Dr. Watt was among those who felt the urgency of people getting to know each other as friends and brothers to promote world peace. The Experiment's challenging invitation to learn to understand and love our brothers is just as compelling now as it was in 1932.

The Experiment has no political, ideological or religious affiliations. The Experiment sends people to and receives people from over 75 countries.

The Experiment campus, nestled in the hills of southeastern Vermont, just north of Brattleboro, has experienced a significant growth over the past two decades. The School for International Training promotes the speaking of another language as central to intercultural understanding.

English training programs for International Students of English occur in Brattleboro, Vermont as well as in Jacksonville, Florida and San Rafael, California. The students come from around the world to take advantage of the excellent intensive language education which usually culminates in a homestay in the United States.

The School for International Training's Master of Arts in Teaching program is designed to educate students to become competent, humanistic teachers of second language. The program prepares students to work in a wide variety of teaching situations in this country and abroad. A general understanding of how people learn language is fundamental to the development of a sensitive teacher. Consequently, a variety of approaches, techniques, materials and instruments are examined.

This program shows three master teachers in action, teaching International Students of English. Each teacher continues developing a personal approach to teaching, for a major goal of their education is professional growth and depth. The teachers participate in a round-table discussion at the end of the program to exchange ideas on how they achieve this continued professional pursuit.

## APPENDIX B: VIDEOTAPE TRANSCRIPT OF THE CLASSES AND ROUND-TABLE DISCUSSION

Each language class transcript and the round-table discussion will take the form of a general overview followed by a point form description of each step of the lesson and discussion. The numbers in the margin beside the point form description correspond with the numbers on the videotape to facilitate viewing and reviewing.

### Jack Millett

Jack Millett's lesson is a free chat with students. In his personal conversation with individuals and the group, he balances free discussion with mastery by focussing students on their errors as they arise.

0:00:00 - discussion of the students' likes

- use of "it"
- understanding responses, a minor form of correction
- questions related to students' backgrounds

0:02:00 - error correction primarily involves students identifying the error and correcting it, e.g., "I don't practice the English in my university."

- "practice" is spelled by students to instructor, who writes it on the board
- class repeats the whole sentence correctly
- discussion of the use of "practice" versus "do" is elicited

0:04:00 from students to discover how native speakers use the words

- teacher does not speak much during error correction to promote students' finding the correct form

- teacher asks students to make a choice regarding the correct way to say something; gives students the opportunity to self-correct
- teacher makes the most of one error to build personal competence
- teacher chooses when to stop the conversation to make corrections
- pronunciation aided by teacher writing words with difficult sounds on the board, e.g., "it" versus "at"
- peers are used to model the sound correctly for each other
- instructor works around the circle with individuals as well as with the whole group

0:08:00 - discussion about travel in the United States

- correction and identification of the idiom "I lost count,"
- which was elicited by a student

0:10:00 - pronunciation of the word "country" aided by writing it on the board and having students practice saying it by imagining the "o" is not there

- teacher goes around the circle, listening to each student to see who needs to practice the pronunciation
- identification of the correct preposition to use in sentences generated by the students
- a great deal of peer correction displayed
- instructor works with whatever the students say

0:12:00 - use of the preposition "in" versus "inside"

- perfecting what tense is used in sentence "I was studying

four years ago" versus "I studied four years ago"

- students repeat the complete corrected sentence
- speed and accuracy are promoted

0:14:00 - pronunciation of the word "graduated" is aided by teacher using voice to sing out the beat

- "graduated" is written on the board with a "j" replacing the "d" to clarify to students how it is pronounced
- work with prepositions to determine the correct way to say "graduate from the university"
- pronunciation of the "v" in "village"
- teacher returns to the pronunciation of "country"
- practice of "to be" in the phrase "when there is a lot of traffic" (versus "are")
- teacher elicits the rule from students
- work with other ways of saying "a lot of traffic" such as "heavy traffic" and "traffic jam"
- students explain the meaning of the idiom

0:20:00 - other meanings for "jam" elicited from students such as "marmalade" and "jelly"

- students volunteer the differences between the three words
- practice of superlatives, e.g., "Jam is more heavy" versus "heavier"
- written on the board to clarify

0:22:00 - teacher asks students what you do with jam to elicit "spread"

- discussion of when you can use the word "spread"
- teacher introduces the word "bedspread" and elicits definition

- makes a lot from a little in the segment above
- students spell out a word when they want to see it and instructor writes it on the board, putting in exactly what they say even if it is wrong

0:24:00 - teacher always returns to the flow of the conversation

- returns to practice the pronunciation of "it"
- tense practice
- corrects a word by making a "shhhht" sound that indicates students are to eliminate an extra word in the sentence

0:26:00 - when students mention that they studied the verb "to be"

forever in school, the teacher has them run through the conjugation

- instructor encourages students' sharing of knowledge with one another

### Bonnie Mennell

Bonnie Mennell's lesson begins with her explanation to students of the sequence of her lesson. She uses a short story from the Nasreddin series as a focal point. Her first step is to read the story to students while they listen without interrupting her. The second step involves students interrupting for clarification of words or phrases they do not understand. The third step involves students retelling the story to each other in pairs. When the group reassembles, volunteers tell the story in their own words. Bonnie repeats what the student says correctly, as a native English speaker would say it. The videotaped lesson ends with Bonnie instructing students to write a few sentences about the story using the new vocabulary.

0:30:00 - instructor explains the sequence the lesson will take to students and asks them to repeat what she said to make sure the instructions are clear

- students listen for general meaning
- before reading, teacher sets the stage by introducing the main character and where he is from, eliciting other places in the Middle East from students

0:32:00 - instructor gives purpose for listening "to see if Nasreddin is indeed wise"

0:34:00 - teacher asks for a volunteer to outline the main idea of the story

- teacher stresses the need for students to stop her when they do not understand a word or phrase in the second reading of the story
- "sense of values" clarified: teacher has students spell it as she writes it on the board
- teacher rereads the sentence with the phrase to give students clues of its meaning from context
- elicits meaning of the idiom from students
- elicits how it operates as a speech structure in English
- the next word students want clarified is "wise"
- it is spelled out on the board by students
- teacher always repeats correct responses
- asks students to identify the part of speech "wise" is and use it in a sentence
- tries to elicit the corresponding noun, "wisdom"

- checks to make sure it is clear to the student who did not understand the word
  - "consider" is the next word to be clarified
  - students spell it out as instructor writes it on the board and it is clarified in the same way that the word "wise" was
  - "worthless" is similarly treated and contrasted with its antonym, "valuable," by being elicited from students
- 0:42:00 - after the story is finished, the teacher tells students to tell it to their neighbor in pairs
- 0:44:00 - the teacher works with one of the students
- 0:46:00 - the students reassemble into the large group and the instructor makes sure they understood more clearly after the pair work
- 0:48:00 - she asks for a volunteer to tell the story in the large group
- 0:50:00 - as the student tells the story, the instructor works with his mastery of the language by repeating his sentences as a native English speaker would say them
- a second volunteer is worked with in the same way
  - the students tend to speak along with her as she rephrases their sentences
- 0:52:00 - the students are asked to write a few sentences using the new words (the teacher will later use this student-generated material for further work on mastery)

### Claire Stanley

Claire Stanley's lesson involves the use of a rod calendar as a focal point to stimulate vocabulary expansion and work with pronunciation,

speed and accuracy. She establishes what the rod configuration is with the students and then proceeds to practice with individuals and the group to help them deepen their mastery of the language.

1:00:00 - the teacher asks the students to look at the rod configuration and guess what it might be

- the following possibilities are volunteered by students: a room, a neighborhood, a puzzle (she corrects the pronunciation), a game, a condominium, a capitalistic idea, a cemetery
- she gives a hint by placing a red rod on one of the small rods and saying, "This is today."
- students have no trouble identifying the rod configuration as a calendar
- vocabulary expansion is achieved by the instructor pointing to various rods to elicit responses from students
- she uses the pointer as well as facial expressions and hand movements to practice with individuals and the entire group

1:02:00 - she corrects pronunciation by using vocal noises to beat out the sound of the syllables and appropriate accent for the word "tomorrow"

- she indicates for the group to repeat it correctly
- students repeat individually to master the schwa in "tomorrow"
- teacher continually centers back to "today" on the calendar to help students
- notes the pronunciation of the schwa in "today" is the same as that in "tomorrow"
- elicits "yesterday" and students practice the pronunciation

- 1:04:00 - uses peer correction for the "y" in "yesterday"
- the teacher is encouraging and supportive; she talks very little, but uses many facial expressions and gestures; there is a great deal of humor in the lesson
- 1:06:00 - practices the date in English, insisting that students concentrate on what she wants them to practice
- students elicit two possible ways of saying "the day before yesterday" ("two days ago") to show students they have a choice of how to express it
  - practice with ordinal numbers and their spellings, e.g., "twelfth"
- 1:08:00 - uses two students to model a problematic sound for each other
- 1:10:00 - the two students practice the pronunciation of the first consonant in "yesterday" and "June"
- instructor works to promote speed
  - she asks students to listen to each other's mistakes in order to help them step back from their own and discriminate what they hear
  - returns to practice with ordinal numbers
  - contrasts British and American pronunciations
- 1:12:00 - uses voice beats to show syllabication and aid pronunciation
- 1:14:00 - clarifies the difference between "thirty" and "thirtieth" by writing them on the board
- when a student asks a question, the teacher makes certain she has understood the question before continuing with the lesson
  - she tries to get peers to answer questions if they can

- 1:16:00 - prompts correction by saying, "eliminate a word"
- she accepts several possibilities for saying something
  - gives approval
  - note the use of the pointer and hand gestures to prompt students
  - uses silence to give students the opportunity to reflect and speak
- 1:18:00 - explains that what can be said in Spanish cannot necessarily be said in English, e.g., "8 days ago" versus "last week"
- 1:20:00 - uses two small expressions to elicit one long one from students, "a week ago today"
- 1:22:00 - a great deal of repetition and recycling words
- discussion of the weekend
  - pronunciation practice with the word "Thursday," which is spelled out on the board by students
  - shows students how to hold their mouths when they say the word
- 1:24:00 - practices with individuals and the group to master the differences in pronunciation among "her," "hair" and "here"
- has peer model for another where to put the mouth
- 1:26:00 - contrasts British and American pronunciations of "her"
- returns for final review of the calendar

#### Round-Table Discussion

The round-table discussion involves the three master teachers who taught lessons in the videotape. Each takes five or six minutes to

respond to the question, "What were you doing in your lesson, and why?" The others assist each speaker in clarifying and deepening their explanation of the question. After each teacher has spoken individually, the conversation is opened for a free discussion on other issues which came up such as what might occur as a continuation or follow-up lesson for each presented on the videotape.

Jack Millett:

1:30:00 - discusses that over the past few years he has been involved in combining and balancing practice with students' natural classroom conversation with stopping them to correct the error as it arises

- therefore, the lesson was not focussed on any particular content area, but was more like a free chat with time being taken to stop and correct common mistakes that individuals make and then returning to the chat
- the goal was communication as well as error correction
- he noted how it was difficult to make such a chat run smoothly

1:32:00 - there is the consideration of how much to stop and correct versus how much to let an error go uncorrected

- if a teacher stops the students too much, they may be too threatened to participate at all
- there must be a balance of focussing on the individual's error, but including the group, so that they do not get bored, to ease the tension of the individual being corrected, and to allow the individual to step back from his or her error

- the chat may or may not work because of the precarious balance which needs to exist: students should be relaxed yet willing to practice and learn

1:34:00 - when the students speak, it is feedback to the teacher and tells him where they need practice

- the teacher must therefore be alert to errors
- it is necessary to pick the right topic to carry the conversation and involve everyone
- when the chat does not work, the lesson must change to a more concrete, focussed activity
- more counselling and guidance are required with students at lower levels of English
- Jack points out that this way of conducting a lesson is threatening for most students
- the students must see the correction as worthwhile so that they will continue to speak

1:36:00 - their involvement helps them to relax

- the teacher can get clues on how the students are reacting emotionally by watching their body positions
- Jack sees correction as crucial in the classroom because he feels students can have a free discussion without correction anytime outside of class
- students need someone to stop them and help them analyze and be alert to their mistakes so that they can improve on their own

Bonnie Mennell:

- Bonnie notes that she uses two kinds of correction

1:38:00 - she discusses how she chose to use a type of correction in this class that would force students to listen to themselves and hear the difference between their language and native speech

- the story provided new expressions that demanded clarification
- she saw that her lesson forced the students to be assertive and stop her for clarification of what they did not understand

1:40:00 - she noted how students are aware of the difference between their language and native speech, but find it hard to hear; the lesson promotes practice in listening and discrimination of speech

- students are forced to fine-tune their awareness
- pair work allows the teacher to hear each student
- Bonnie noted the interplay between herself and students when they were corrected; they accepted the correction, but did not really seem to want to
- Bonnie notes that she also uses Jack's way of correction in which the errors are more specifically pointed out and corrected
- she feels both types of correction are valuable and both can be used in one lesson
- she noted it was her plan to use the story to provide a lot of new vocabulary for the students
- Jack noted that a complete lesson could, in fact, include the

three lessons that were illustrated on the videotape: his free chat; Bonnie's clear focus on specific content; and working on skills emphasizing how to put a lot of language together as in Claire's lesson

1:42:00 - Bonnie noted that the last part of her lesson would have been correcting sentences the students generated

- she sees it as important that students choose what they want to practice
- she says she would have shifted to more focussed correction when practicing with student-generated material

Claire Stanley:

- Claire discussed how she has been analyzing why students decide to come to learn a language in a classroom as opposed to on their own; what is it that makes the classroom dynamic valuable to students?

1:44:00 - she noted the dynamic of the group lets students learn from each other and respond to their peers' successes as well as their errors

- peer correction is worthwhile because it brings students to actively listen to themselves and each other; it lets the students step back and integrate their learning
- it is easier to be critical of a peer than oneself
- she discussed how the lesson, originally planned to focus on vocabulary expansion, turned into one focussing on mastery and pronunciation because that is what students needed to practice

- therefore, she assessed on the spot what she perceived students needed, and slowed down, but still challenged them to deepen their mastery
  - she attempted to give the least possible amount of information to students to elicit the most accurate English expression
  - she noted how sometimes something that is linguistically accurate is not necessarily how a native speaker would say it; that may cause students difficulty until they accept the new way of expressing something
  - the next step of the lesson would have been practice with the new vocabulary and associated verbs in a more realistic situation
  - she noted that the time passed very quickly, emphasizing the issue of time management in the classroom
- 1:48:00 - she also agreed that a total lesson would incorporate all of the elements of the three lessons illustrated on the videotape

#### Open Discussion:

- when asked what the next step of his lesson would be, Jack said he would shift to a more focussed activity in which he would give more guidance to the students
- in the evening he would recall what errors the students made in the chat and plan a structured way to practice it in class the next day
- he would type up problematic sentences for the entire class to work with

- he noted that he leaves the chat when it seems students have had enough of it; this necessitates being very alert during the lesson

1:56:00 - he sees it important to help students expand their vocabulary by showing them many uses for one word and building around a word or expression generated by a student

- Claire repeated that she would go on to verbs and practice of the new time expressions in a more realistic situation
- Bonnie said that she would take at least one sentence generated by each student and practice mastery of pronunciation, stress and intonation
- then she would ask students to write a summary of the story either in class or for homework
- she might have the students correct each other's stories in class and then correct them herself
- she would bring errors to the attention of the entire class in a nonjudgmental way

1:58:00 - she noted that it was in the writing part of the lesson that she works most directly with syntax and structures

- Claire noted that Bonnie's lesson as a whole is good because it includes all four skill areas

## APPENDIX C: CROSS-REFERENCE INDEX

This cross-reference index system facilitates review of the various issues which may be raised for discussion. The numbers beside each skill or issue correspond to numbers on the videotape. The tape is broadly divided by classes and the round-table discussion as follows:

Classes: Jack Millett = 0:00:00 to 0:28:00  
 Bonnie Mennell = 0:30:00 to 0:52:00  
 Claire Stanley = 1:00:00 to 1:28:00

Round-Table Discussion = 1:30:00 to 1:60:00  
 Jack Millett = 1:30:00 to 1:38:00  
 Bonnie Mennell = 1:38:00 to 1:44:00  
 Claire Stanley = 1:44:00 to 1:48:00  
 Open Discussion = 1:48:00 to 1:60:00

## BUILDING PERSONAL COMPETENCE

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:48:00 to 0:52:00	1:00:00 to 1:28:00	1:30:00 1:32:00 1:36:00 1:38:00 1:40:00

## CLASSROOM DYNAMICS

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:32:00 to 0:50:00	1:00:00 1:04:00	1:30:00 1:32:00 1:40:00 1:44:00

## CLASSROOM MANAGEMENT

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:30:00 to 0:52:00	1:00:00 to 1:28:00	1:44:00

## CORRECTION (GENERAL)

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:26:00	0:34:00 to 0:44:00; 0:50:00		1:30:00 1:34:00 1:38:00 1:40:00 1:56:00

## CORRECTION (STRUCTURES)

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 0:02:00 0:04:00 0:08:00 0:10:00 0:12:00 0:14:00 0:24:00	0:34:00 to 0:44:00; 0:50:00	1:06:00 1:16:00	1:56:00 1:58:00

## CORRECTION (PRONUNCIATION)

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:04:00 0:10:00 0:14:00 0:24:00	0:34:00 to 0:44:00; 0:50:00	1:00:00 1:02:00 1:04:00 1:12:00 1:22:00 1:24:00	

## LESSON PLANNING

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:30:00 to 0:52:00	1:00:00 to 1:28:00	1:30:00 1:34:00 1:40:00 1:44:00 1:54:00 to 1:58:00

## LESSON STRUCTURE

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:34:00 to 0:52:00	1:00:00 to 1:28:00	1:42:00 1:44:00 1:48:00 1:54:00 to 1:58:00

## MASTERY

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:02:00 0:12:00 0:26:00	0:34:00 to 0:52:00	1:00:00 1:04:00	1:30:00

## NONVERBAL INTERACTIONS

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:04:00 0:08:00 0:14:00 0:24:00	0:30:00 0:34:00	1:00:00 1:02:00 1:12:00 1:22:00	1:36:00

## PEER CORRECTION

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:02:00 0:04:00 0:10:00 0:18:00 0:26:00	0:34:00 to 0:42:00	1:02:00 1:08:00 1:10:00 1:24:00	1:44:00 1:56:00

## PRACTICE

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:34:00 0:42:00 0:50:00 0:52:00	1:02:00 1:22:00 1:26:00	1:36:00 1:56:00

## TECHNIQUES

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:00:00 to 0:26:00	0:30:00 to 0:52:00	1:00:00 to 1:28:00	1:36:00 1:56:00

## TOOLS

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:02:00 0:04:00 0:10:00 0:14:00	0:34:00 to 0:42:00	1:00:00 to 1:28:00	1:36:00 1:44:00

## VOCABULARY EXPANSION

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:02:00 0:08:00 0:12:00 0:14:00 0:20:00	0:34:00 to 0:42:00	1:00:00 to 1:28:00	1:40:00 1:56:00

## WHAT THE STUDENTS DID

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:04:00 0:10:00 0:14:00	0:32:00 0:34:00 0:42:00 0:48:00 0:52:00	1:00:00 1:06:00	1:34:00 1:36:00 1:38:00 1:40:00 1:42:00 1:44:00

## WHAT THE TEACHERS DID

Jack Millett	Bonnie Mennell	Claire Stanley	Discussion
0:04:00 0:10:00 0:14:00	0:32:00 0:44:00 0:50:00	1:02:00 1:06:00 1:14:00	1:32:00 1:34:00 1:38:00 1:40:00 1:44:00