

1985

# Developing and Using Foreign Language Materials: A Case Study for Polish

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DEVELOPING AND USING FOREIGN LANGUAGE  
TEACHING MATERIALS: A CASE STUDY FOR  
POLISH

TADEUSZ KROL

DEVELOPING AND USING FOREIGN LANGUAGE TEACHING MATERIALS:

A CASE STUDY FOR POLISH

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M.A. University of Warsaw 1977

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

This project by Tadeusz Krol is accepted in its present form.

Date February 4 1985

Project Advisor Samuel H. Pennell

Project Reader Judith Likes

### ABSTRACT

This project concentrates on the issues of developing foreign language teaching materials. The enclosed three samples of lesson materials are real components from a 1,500 hour intensive foreign language course written to the requirements of a government agency. A detailed description of the teaching materials illustrates how one teacher's assumptions about teaching a foreign language can be incorporated into a curriculum which concurs with the agency recommendations and requirements, and which was created by a team of teachers. The project consists of the following: Setting a Goal, Sample Lessons and Discussion of Lessons.

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## PREFACE

The goal of teaching a foreign language is to help the student to acquire the language skills which he is looking for in that language. Success in foreign language teaching depends on the quality and flexibility of the program and its materials as well as on the teacher and the flexibility with which he can use those materials. Good teaching materials cannot substitute for a good teacher, but they may facilitate his work and be of great assistance to a beginning teacher.

The aim of this project which is a result of the author's own experience and recent job assignment, is to show the readers a way of preparing language teaching materials. The suggested materials development procedures may be applied to any foreign language teaching situation when necessary adaptations are made.

Part One of the project focuses on basic issues which should be taken into consideration prior to any language teaching materials development.

Part Two presents three lesson samples from the same textbook component but from different stages of the textbook's development.

Part Three is a detailed discussion of the sample lessons and also provides clues for lesson variations.

The project does not give the formula for successful development of teaching materials. However, teachers who have to create or write and use their own materials in the classroom may find some useful hints, assistance and ideas here.

## PART ONE - SETTING A GOAL

### 1.1. THE TEACHER

Although the goal of teaching a foreign language remains considerably stable, approaches towards teaching, methods and techniques differ periodically and therefore affect not only the process of teaching but also teachers training. Consequently, depending on the training received and his or her own pedagogical predispositions for teaching, each teacher is more or less, but only generally prepared for his or her profession.

The sooner the teacher defines his professional credo the more successful his teaching will be. The teacher should be aware of what he has to teach the student in order to meet his needs and what, at a given moment, he, the teacher, is able to teach the student. Having defined his credo, the teacher can be more efficient in adjusting his techniques and ways of teaching to most of teaching situations. However, he must not forget that this is only the beginning of his professional growth. To be good at any profession one has to accept the fact that success is only possible through a steady improvement of one's skills.

Below are the highlights of what I consider essential in my teaching. Teaching should be meaningful. Whether I teach grammar or any of the basic skills, I use sentences or texts that bring a message to the student, not just a mere structure in the target language. As many target language samples as possible should be related to the student's interests from which his motivation to learn this language derives.

Through the new language I try to teach things relevant to the student as well as review what the student already knows about a specific field by the means of the target language. I also teach the culture of the target country through the materials I use and through my own behavior. The target language



dominates in the classroom; the students' native language is used only when absolutely necessary.

Lesson activities are divided into modular units which assure great flexibility and impose a kind of rhythm balanced by integrated short periods of relaxation.

I try to conduct classes and prepare materials in such a way that I may function as the student's advisor and assistant rather than as a typical commander-in-chief teacher. To achieve that I introduce students centered and students generated activities and get all students involved in the class procedures. By introducing the atmosphere of mutual understanding and cooperation I eliminate the notion of "discipline". Beyond all this, I am committed to the job I perform.

Generally, there are two ways to approach preparing language teaching materials. One way is when the author himself decides what and how much of the target language he wants to cover in his textbook. Once available, that textbook will be chosen by those learners who find it adequate for their needs.

The other way is when the learner and his specific needs are known from the very beginning and the author's task is to satisfy those requirements.

The latter corresponds to the situation on which this project is based.

## 1.2. THE STUDENT

By the term "The Student" I understand all issues of an educational environment of which I, the teacher, have to be aware in order to function in that environment.

I have supplied the information for the environment for which the materials in this project were developed.

Employer - a government agency with language schools in several locations.

Students - mainly young people from the U.S. military. They take an intensive foreign language course or a course for special purposes.

Student purposes for studying a foreign language -

- the students may be temporary visitors to a foreign country;
- they will have temporary contacts with foreigners in their own country as well as in other countries;
- their contacts with foreign-language speakers will, on the whole, be of a professional nature;
- they will mainly focus on monitoring every type of the mass media production in that foreign language;
- they will primarily need a basic command of the foreign language, a few will need intermediate level;
- the emphasis on the language skills will be in the following order: listening, speaking, reading, writing.

Language - Polish, rated as one of the ten most difficult languages for an American learner.

Stated course and textbook requirements - a 1,500 hour intensive course with 6 hours of daily classroom instruction supported by obligatory homework assignments. The length of the course corresponds to the level of difficulty of the language. To meet language proficiency

tests it is recommended that at least 30% of a lesson consists of unknown words in addition to the introduced and practiced vocabulary. The target language should be taught from a zero level and about one third of the textbook language register should be of military nature. The textbook should have 100 units; each unit consisting of 12 50-minute lessons. The last 25 lessons will focus on typical military topics exclusively. Teaching aids like textbooks, tape recorders and tapes, headphones, reference materials, language labs, transparencies and projectors, and movies for group viewing are provided.

Reference materials in the target language - the access to grammar materials, textbooks of a general nature and reference publications is satisfactory. However, strictly military materials are very limited and usually of little practical value. Under such circumstances, personal knowledge and general/specific experiences of a teacher play a substantial role.

Part Two of this project gives examples of how I have tried to meet the requirements of the above outlined educational environment.

#### How the materials were written

As one of four teachers on the team assigned to write the basic Polish course, I am responsible for the communicative and area background tracks. In the lessons that I wrote the student finds passages which describe situations which are of interest to the student. Those passages are followed by a number of oral exercises that not only check how the student understood the passages and what he retained in his memory but also generate creative speaking.

This is how what I wrote fits into the total course text; my lessons are marked with an asterisk in the outline of a typical unit given below.

Day 1

- afternoon    1. Conversational Models - new vocabulary
2. Grammar Notes - each section followed by exercises
3. Lab I

Homework I

Day 2

- morning        4. Application - review of HW I; different types of grammatical exercises
5. Progress Check - lexical exercises
- \* 6. Reader - pre-text lexicon in context; area background text - reading/discussion
- afternoon \* 7. Conversation - interpreter type dialog, follow-up exercises, oral language tasks
- \* 8. Media - pre-text lexicon, newspaper article - reading/discussion
9. Lab II

Homework II

Day 3

- morning        10. Reinforcement - review of HW II, structural exercises
- \* 11. Comprehension/Communication - listening comprehension - follow-up exercises, interrogation in the form of an interpreter dialog, oral language tasks
12. Oral Report - reporting on articles read at home or Quiz alternatively

I have chosen to include Comprehension/Communication in this project because it illustrates how meaningful language samples can be incorporated into teaching language skills, culture, be a source of information and have the content in which the student is interested. C/C is also the example of a modular lesson construction which helps the teacher to pace classroom activities. Three different samples show how the lesson is modified within its frame in order to introduce larger variety of activities.

Finally, I have to mention the issue of team work. Teaching materials which are developed by a group of writers certainly have several advantages. They are the result of a large number of ideas and different types of teaching experience. Such materials include different styles of the language and can be prepared in a relatively short period of time.

On the other hand, the group imposes certain restrictions on each individual. In order to succeed as a team, he or she has to be able to accept what the majority decided, even though he/she may not necessarily agree with that decision.

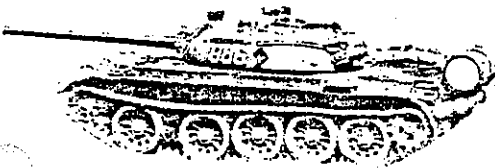
## PART TWO - SAMPLE LESSONS

### 2.1. Introduction

Comprehension/Communication is presently the eleventh, formerly the tenth, of twelve components within one 12 hour lesson cycle. The grammatical material and vocabulary introduced in this lesson have been practiced for several hours. The student has had enough time to get acquainted with the new material which is practiced separately and in the content of the already known material.

Comprehension/Communication provides the student with an opportunity to test his listening skill and understand an entirely unknown text as well as to accomplish language tasks orally.

For the purpose of this project, the lesson samples include both the student textbook materials and the teacher's manual materials. They are marked with the letters S and T, respectively. The English summary of the texts is for the convenience of the IPP reader; it is marked with the letter R.



## Comprehension / Communication

### SECTION ONE: Listening Comprehension

Cwiczenie. Familiarize yourself with the sketch below.

You will hear two dialogs. As you listen to these dialogs, mark as much data on the sketch as you can extract from one playing of the tape. You may refer to these notes when your instructor asks the questions. Then the tape will be replayed. Listen specifically for the information you may have missed the first time.

#### Dialog 1

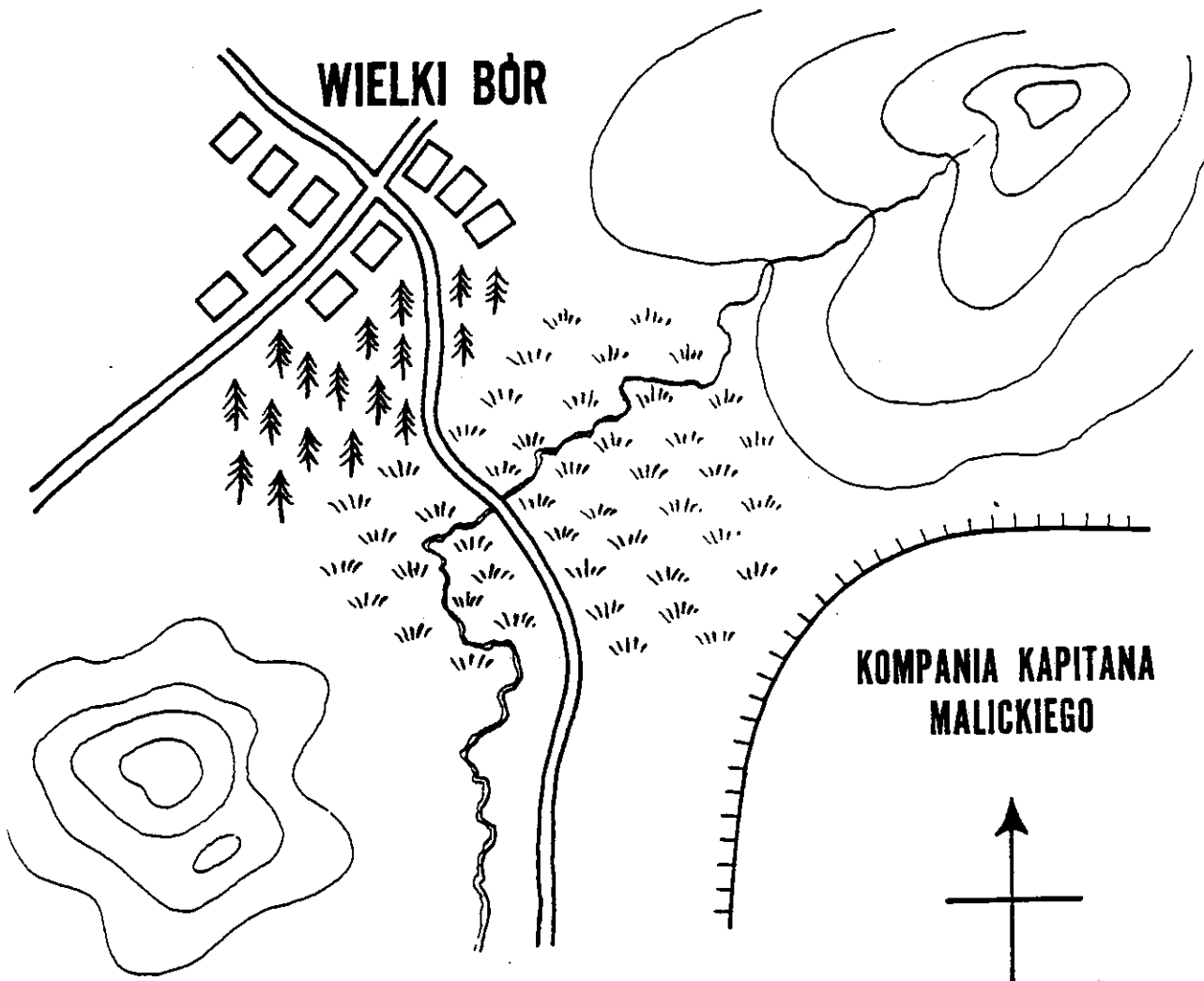
Major

Kapitan

#### Dialog 2

Chorąży

Kapitan



Instructor's Manual

Dialog 1

Major - Kapitanie Malicki!

Kapitan - Na rozkaz, obywatelu majorze!

M - Przed chwilą dostałem rozkaz ze sztabu. Wasza kompania powinna zająć wieś Wielki Bór jutro rano o 6.00.

K - Jakie są tam siły?

M - Według naszego zwiadu we wsi jest tylko jeden pluton.

K - Kto będzie nam pomagał?

M - Dostaniecie pluton czołgów i pomoże wam nasza artyleria.

K - Czy łatwo jest dojść do wsi?

M - Przysłę wam zwiadowcę, który zna teren.

K - Rozumiem.

M - To wszystko, kapitanie.

(T)

Major - Captain

The headquarters order Captain to capture a village by the next morning. His unit will be supported by a tank platoon and artillery shelling. A recon man will show the way to the village.

(R)

Pytania

1. Z kim rozmawia major?
2. Jakie zadanie dostał dowódca kompanii?
3. O której trzeba zająć wieś?
4. Jakie siły znajdują się we wsi?
5. Jakie siły będą pomagać kompanii?
6. Kogo przyśle major?

(T)

Dialog 2

Chorąży - Chorąży Zyga melduje się na rozkaz!

Kapitan - Wiecie, że naszym zadaniem jest zająć wieś Wielki Bór. Jak tam dojść?

C - Nie jest to proste. Między nami i wsią jest pole, około 6 kilometrów. Nie możemy iść przez pole bo nas zobaczą.

K - Czy jest inna droga?

C - Nie, ale jakieś dwieście metrów przed wsią jest bardzo mały las. Wiemy, że nikogo tam teraz nie ma.

K - Dobrze. Znaczy to, że nocą możemy przejść przez pole i zająć pozycje w lesie. Tam poczekamy na czołgi.

C - We wsi nie ma artylerii więc czołgi mogą wyjść na pole.

K - Świetnie. Dziękuję wam. Możecie odejść.

(T)

Captain - Reckon Man

A reckon man arrives to the unit. He describes the area and the safest way to the village. Captain prepares a plan of the attack.

(R)

Pytania

- 1, 2, 3, 4, 5



Ćwiczenie 2. Uzupełnij poniższą tabelę na podstawie dialogów z Ćw. 1.

( Fill out the table according to the dialogs from Exercise 1.)

CO What	
GDZIE Where	
KIEDY When	

SECTION TWO: Reinterpretation

Ćwiczenie 1. Przeczytaj dialog.

Żołnierz A - Jak się czujesz przed atakiem?

Żołnierz B - Tak jak zawsze-boję się gdy o tym myślę, a potem gdy jesteśmy już w ofensywie zapominam o wszystkim.

A - To chyba tak jak ja. Sądzę, że zdobędziemy tę wieś bez strat. | loss  
Do tego małego lasu dojdziemy szybko. Jeżeli nieprzyjaciół nie ma dobrych zwiadowców, to może nawet nikt nie będzie wiedział, że zajęliśmy tam pozycje.

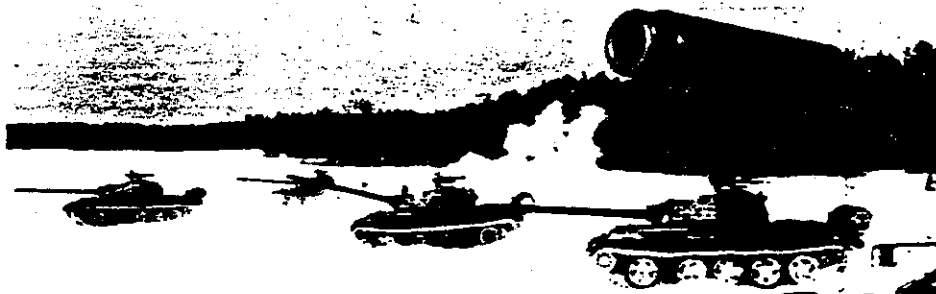
B - Trudno powiedzieć, ale przecież nasz zwiad też pracuje. Trudny będzie ostatni kawałek przed wsią.

A - Pójdziemy za naszymi czołgami. To nie będzie trwało długo. Potem tylko szybka akcja i wieś będzie zajęta. Czy weźmiemy jeńców? | POW

B - Nie pytaj, bo sam wiesz, że nie wiem. Poza tym na wojnie nigdy nic nie wiadomo. Lepiej odpocznijmy, bo zostało 5 godzin.

Two Soldiers

The same attack situation but as seen by two privates. They talk about fear that appears before combat. Then they talk over their unit task for the next day.



Ćwiczenie 2. Opowiedz o czym rozmawiają żołnierze przed atakiem.

( Tell what the soldiers talk about before the attack.) (R)

Ćwiczenie 3. Porównaj rozmowę żołnierzy do rozmów dowódców [Dialogi 1 i 2].

Czy są takie same, czy nie? Co jest inne?

( Compare the soldiers' dialog to the dialogs between commanding officers. Are they similar? What is different? ) (R)

### SECTION THREE: Communication

Accomplish the following tasks. Rules of conversational etiquette should be observed and as many communicative techniques employed as necessary to ensure a natural and realistic conversation. Work in pairs.

1. You are a company commander. Give your platoon leaders the order to capture the village of Wielki Bor from Section One/sketch/. Use geographical directions. (S)
2. Contact the army weather service and find out all details about tomorrow's weather for the area of the military operation.
3. You are talking on the phone to an acquaintance of yours. He is coming to visit you. Describe the present weather and suggest what clothes he should take for the trip.

**Na spocznij...**

At ease... (R)





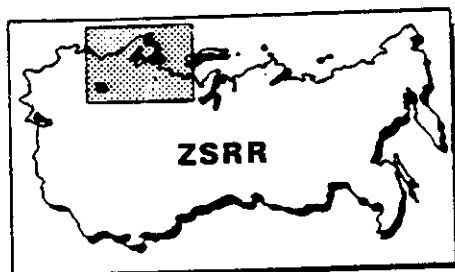
## Comprehension / Communication

### SECTION ONE: Listening Comprehension

Ćwiczenie 1. Listen to the text and try to extract the essential elements of information from one playing of the tape. Take notes and refer to them when asked questions to the text. Then the tape will be replayed. Listen specifically for the information you may have missed the first time.



## RAKIETA ZIEMIA-POWIETRZE SA-N-3



LOTNISKOWIEC "KIJÓW"

NOTATKI

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### Instructor's Manual

#### Tekst

W połowie maja eksplozja o wielkiej sile zniszczyła dużą część arsenału amunicji i rakiet w bazie radzieckiej Floty Północnej. Baza ta znajduje się w Siewiromorsku nad Morzem Barentsa. Eksplozję zarejestrowały amerykańskie satelity zwiadowcze. Siła wybuchu była tak wielka, że początkowo sądzono, że doszło do wybuchu nuklearnego. Prawdopodobnie wybuch zniszczył około jednej trzeciej zmagazynowanych tam rakiet ziemia-powietrze. Z informacji wynika, że Rosjanie stracili około 600 rakiet typu SA-N-1 i SA-N-3 oraz ponad 300 rakiet typu SS-N-3 i SS-N-12. Flota Północna jest największą z czterech flot radzieckich. Posiada ona 1 lotniskowiec, 148 krążowników, niszczycieli i innych jednostek oraz łodzi podwodnych.

According to the intelligence sources a powerful explosion took place in the Soviet North Fleet base. Supposedly one third of the arsenal was destroyed.

The North Fleet is the most powerful Soviet fleet.

#### Pytania

1. Co zniszczyła eksplozja?
2. Nad jakim morzem znajduje się baza?
3. Co zarejestrowało eksplozję?
4. Ile rakiet zniszczył wybuch?
5. Jakie okręty wchodzi w skład Floty Północnej?

Ćwiczenie 2. Na podstawie notatek z Ćw. 1 streść usłyszany komunikat.

( Summarize the announcement. Use the notes from Exercise 1. ) (R)

Ćwiczenie 3. Używając kierunków geograficznych powiedz w jakiej części Związku Radzieckiego znajduje się baza Floty Północnej.

Wymień kraje NATO, które znajdują się najbliżej tej bazy.

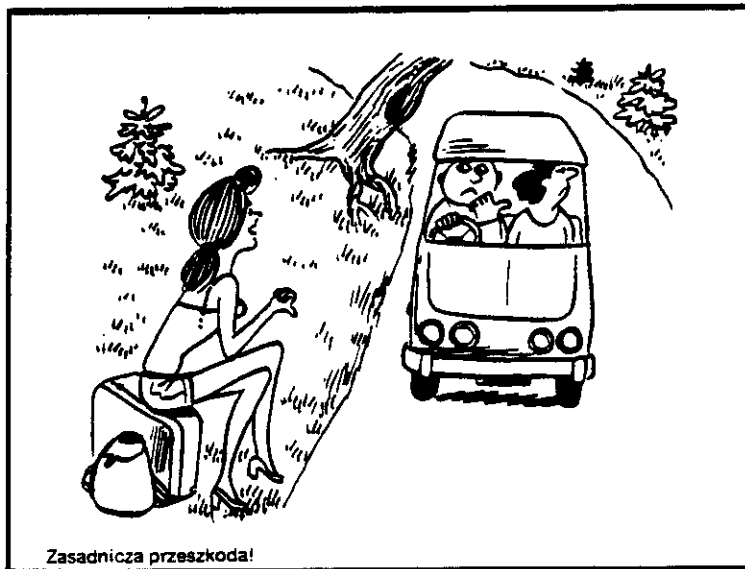
Wymień także kraje neutralne, które widać na mapie.

( Using geographical directions describe the location of the North Fleet base in the U.S.S.R.

Name NATO countries which are located near the Soviet base. (R)

Name also any military neutral countries you can find on the map. )

## Na spocznij...



SECTION TWO: Interview

Ćwiczenie 1. Przetłumacz zdania polskie na angielski, a angielskie na polski.

( Translate English sentences into Polish and Polish sentences into English. )

(R)

Wywiadowca-A - You're ordering a second beer already. Is it good?  
(Agent)

Marynarz-B - Tak, to mi szczególnie smakuje. Przepraszam, ale my się chyba  
(Seaman) nie znamy.

A - Oh, I'm sorry. I'm Mike Lance.

B - Miło mi. Walczak jestem. Pan tutejszy?

A - I'm from the U.S., but I work here.

B - Gdzie nauczył się pan po polsku?

A - My sister is married to a Pole. You've just arrived from Poland, I think.

B - Tak, a dlaczego pan pyta?

A - My brother-in-law always asks about news from Poland. He knows there are many Poles here. I'm also interested in your country. |szwagier

B - Można wiedzieć dlaczego interesuje się pan Polską?

A - It's a special country and a lot has been going on there since "Solidarity".

B - To prawda, ale sądzę, że tu można dowiedzieć się więcej o wydarzeniach w Polsce niż tam na miejscu.

A - Maybe you're right but it's not always so. You cannot have a journalist in every place. By the way, do you want another beer?

B - Nie, dziękuję. To mi wystarczy.

A - Well, I've heard there were several arrests in the Szczecin shipyard. You were there at that time. What was that all about?

B - Polska prasa jeszcze o tym nie pisała, a pan już o tym wie! Ciekawe skąd?

A - People talk about such events. So what do you know about it?

B - Aresztowano 3 osoby za posiadanie materiałów antyrządowych. Wśród aresztowanych jest jeden z kierowników wydziałów i chyba dlatego nic o tym na razie nie piszą. |possession

Ćwiczenie 2. Odpowiedz na pytania instruktora.

( Answer your instructor's questions/Instructor's Manual. )

(R)

Ćwiczenie 3. Streść rozmowę z Ćw. 1.

( Summerize the dialog from Exercise 1. )

SECTION THREE: Communication

Wykonaj podane zadania

( Accomplish the following tasks. ) (R)

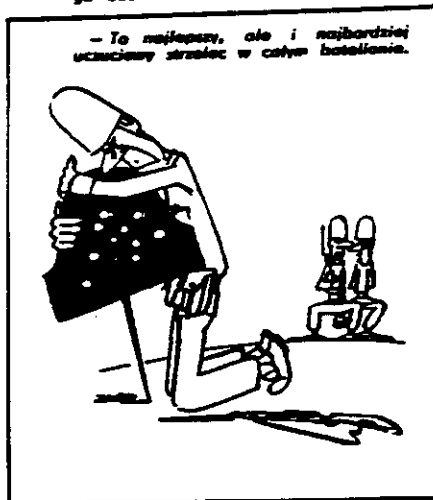
1. Tell what sports disciplines are most popular in the U.S. and which of them are official olympic disciplines. If necessary get this information from your classmates and then summerize it.
2. Tell what you do, or not, for exercise and why.
3. In Poland people say: "Sport to zdrowie". Comment on this saying.

## **Na spoczynj...**

### **ROZMOWA**

Kapral do nowego wcielonego żołnierza:  
- Jesteś tak mało pojętny, że nawet mam wątpliwości, czy wiesz, ile jest dwa razy dwa.  
- Wiem, czterdzieści.  
- Czy ty zwariowałeś? Skąd aż czterdzieści!  
- Dwa razy dwa jest cztery, ale do tego dochodzi zero ze głupie pytanie.

- To najlepszy, ale i najbardziej uczuciowy strzelec w całym batalionie.

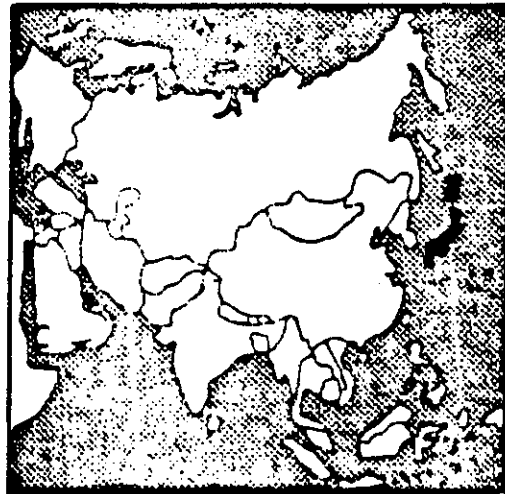




## Comprehension / Communication

### SECTION ONE: Listening Comprehension

Ćwiczenie 1. Listen to the text and try to extract the essential elements of information from one playing of the tape. Take notes and refer to them when answering questions to the text. If necessary the tape will be replayed.



NOTATKI

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## Instructor's Manual

### Tekst

BONN. We wtorek około godz. 13.30 na wiejski dom w okolicy miasta Stade w Dolnej Saksonii spadł myśliwiec typu F-104 "Starfighter" sił powietrznych RFN. W pożarze domu zginęła 27-letnia kobieta. Tego samego dnia w południe inny

"Starfighter" należący do lotnictwa marynarki RFN rozbił się na łące krótko po starcie z lotniska Eggebek. Piloci obu samolotów uratowali się.

TOKIO. Masowa demonstracja przeciwko manewrom japońskich sił powietrznych w okolicy miasta Tatikawa odbyła się przed wejściem do znajdującej się tam bazy lotniczej. Setki uczestników demonstracji zorganizowanej przez związki zawodowe i inne organizacje demokratyczne żądało natychmiastowego zaprzestania lotów nad dzielnicami miasta oraz zakończenia zbrojeń.

BONN. A West German airforce F-104 crashed into a house near the town of Stade killing a 27 year old woman. In the same afternoon another F-104 belonging to the German navy crashed shortly after the take off from the airfield. Both pilots survived.

TOKYO. A mass demonstration against Japanese airforce manœuvres took place in front of an air base. The demonstrators organized by trade unions and some democratic organizations demanded a ban on airforce manœuvres and the end of armaments.

Ćwiczenie 2. Zadaj jak najwięcej pytań do wysłuchanego tekstu.

Jeżeli jakaś odpowiedź jest niepoprawna, zadaj pytanie innemu studentowi lub zmień to pytanie.

( Ask as many questions to the texts as possible. If any answer is incorrect, ask another student or change that question. )

Ćwiczenie 3. Powiedz jakie kontynenty pokazane są na mapach w Ćw. 1.

Wymień jak najwięcej krajów, które widać na mapach, nazwij sąsiadów krajów, o których mówi się w Ćw. 1.

Nazwij morza i oceany. Powiedz na jakiej półkuli leżą pokazane kontynenty.

( Tell what continents you see on the maps.

Name as many countries on the maps as you can.

Name neighbors of the countries spoken about in Exercise 1.

Name seas and oceans you can see.

Tell on which hemispheres those countries are.

Use geographical directions.

SECTION TWO: Interview

Ćwiczenie 1. Przetłumacz zdania polskie na angielski, a angielskie na polski.

Przesłuchujący - A (Interrogator)

Przesłuchiwany - B (Interrogatee)

A - Pan dużo zajmuje się fotografią, prawda?

B - Yes, it's been my hobby for more than ten years. |hobby

A - Czy miał pan kiedykolwiek jakieś kłopoty w związku z pana zainteresowaniami?

B - I'm not sure if I understand your question. There are always shortages of films, photographic paper, chemicals. |fotograficzny  
|chemikalia

Good cameras have never been imported. |importowane

A - Dobrze jest o tym wiedzieć, ale ja pytałem o coś innego.

Chodzi mi o to czy można robić zdjęcia w miejscach publicznych. |public

B - Yes, of course, but there are certain places where it's prohibited. Why do you want to know? |zabroniony

A - Mój znajomy wybiera się do Polski na jakiś czas i prosił mnie żeby się o to dowiedzieć.

B - First of all one mustn't take pictures of any military installations. (S)

A - Skąd cudzoziemiec ma wiedzieć, że jakiś budynek lub teren należy do wojska?

B - You usually can see uniformed soldiers or guards around. In some places there are signs prohibiting traffic or trespassing. If you have doubts and don't want to risk ask friends rather than strangers.

A - Co jeszcze należy do obiektów o charakterze wojskowym?

B - Industrial plants, airports, railway stations, sea ports. It's good to be careful near government quarters and police stations.

A - Czy milicja może zatrzymać mnie za robienie zdjęć w tych miejscach?

B - Sure. They will check your I.D. card and depending on the circumstances you may be even arrested for espionage. |okoliczność

Ćwiczenie 2. Zadaj kilka pytań sprawdzających zrozumienie tekstu z Ćw. 1.

( Ask questions to check if the text was understood. ) (R)

Ćwiczenie 3. Powiedz jakich obiektów nie wolno fotografować w Polsce. Wyjaśnij dlaczego.

( Tell what facilities are not allowed to be photographed. Explain why. )

SECTION THREE: Communication

Wykonaj podane zadania.

1. Explain why meetings are organized and what parts they consist of.
2. Tell what meetings you usually attend, how often and where those meetings are held.

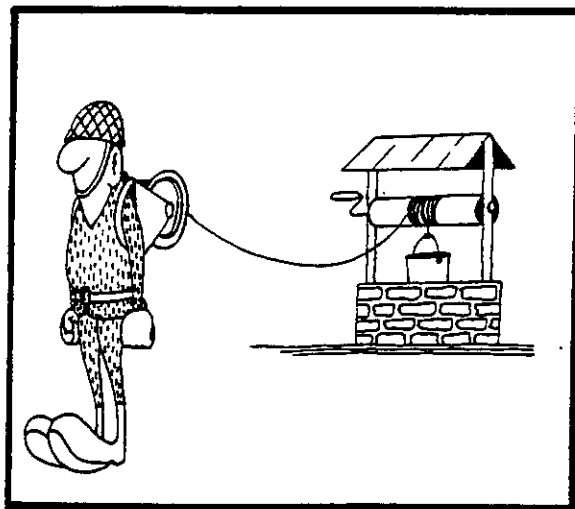
Tell also when you take floor and why.

## **Na spocznij...**

### **MIEDZY KIEROWCAMI**

- Jechałem kiedyś  
z taką szybkością -  
opowiada kolegom  
kierowca - że  
kilometrowe słupy  
wyglądały jak  
parkan.

- To jeszcze nic,  
wtrąca drugi -  
ja zakręciłem tak  
szybko, że zdążyłem  
zobaczyć numer  
swego wozu.



### **ŹRÓDŁO UTRZYMANIA**

Rozmawiają dwaj koledzy.

- Co u ciebie?
- Żyję z pisania.
- Dziennikarstwo, literatura?
- Nie, regularnie piszę do ojca i proszę go o przysłanie paru złotych...

### PART THREE - DISCUSSION

#### 3.1. Introduction

In this part of my project I will present my thoughts on the Sample Lessons from the point of view of a course writer and a teacher.

First I explain what I want to teach through a given exercise and why that exercise is necessary for the student. Then I give suggestions on how to teach that particular exercise and expand it if the students get actively involved in the practice.

In order to show the growth of the materials certain exercises are described not only in their present form, but also the way they looked before, and the way they will be in the future.

### 3.2. SECTION ONE: Listening Comprehension

#### Instructions

Instructions are recommended by the agency to be basically in the same form in English in order to secure the student by eliminating the slightest chance of misunderstanding.

I disagree with this approach for several reasons. Standard instructions used over a period of time decrease students' attention, and, I assume, many of them skip the instructions taking them for granted. This remark also applies to teachers.

Keeping the same instructions does not allow any modifications of the exercise itself. One cannot usually change the listening practice but it is fairly easy to modify the instructions and make the student concentrate on chosen items.

Since other instructions have gradually appeared in the target language, I cannot see any reasons this one should be an exception. After all, all instructions are written down and the student has time to read them carefully and, if necessary, be assisted. The sample lessons show only minor changes in the instructions. Eventually I hope to have them all in Polish.

#### Illustrations

In the beginning, when Exercise 1 consisted of short dialogs based on known vocabulary, the student was assisted with the names of persons participating in those dialogs. The names served as a reference to the conveyed ideas. After the student has gained some experience with the new language, the use of a certain percentage, up to 30%, of unknown words is recommended. The goal is to get the student accustomed to a situation in which the vocabulary nearly always exceeds that of a tailored lab texts. Having been enriched, the

language became more difficult. To make that transition smoother for the student I introduced illustrations.

At first, and it began in a 5-lesson module introducing basic military terminology, Lessons 46-50, I used simple sketches as frameworks for dialogs. The sketches do not summarize the dialogs they accompany; they only visualize a setting for a given military situation. This is very important for the student because he has time to look at the sketch before a tape is played, while it is being played and afterwards. He has an opportunity to analyze that particular situation and relate it to whatever military experience he already has. He can read the sketch on his own and, to some extent, predict the content of the dialog. This may sound like an attempt to make comprehension easier for the student. However, the military terminology differs from the general language register which the student has been taught so far. Consequently, he needs some assistance in the transition from general situations to military situations.

A sketch, as any other means of communication, enriches any textbook as well as brings in an element of relaxation. The student may for a moment take his eyes off the print and use his imagination. In a long process of intensive learning a break like this may be considered very productive.

### Text

From Lesson 51 through 75, Comprehension/Communication remains basically the only component which deals with military topics and is a link between the first military module, Lessons 46-50, and a whole 25-lesson military phase. Besides that, C/C keeps the student in touch with the vocabulary which he might likely forget. To avoid that I decided to make use of international news extracts reporting on military events. This kind of news is thematically related to the course and known to its users. News broadcasts which I select contain a large portion of known words which are used in entirely different

settings geographically, politically and situationally. The student not only listens to the texts; he learns how events in different parts of the world, geographical names, even his own country are covered by foreign media in the language he is mastering. Such texts are much more than just a background for learning; they should be informative and educational.

I am a strong opponent of teaching a language by the means of isolated language samples taken out of context. Not only do many meanings, ideas and structures lack universality, but also the learners' capability of understanding and personally interpreting the information through that language is impoverished. In my opinion, the text should be meaningful in order to communicate a message to the student. Good informative and educational texts are important because many teachers from the agency I work for agree that the majority of our students lack general knowledge in school subjects and have problems in conversing on topics which exceed their daily experience.

Each listening comprehension text comes with a sketch, a map or other graphic which is closely related to its content. Depending on what the illustration shows, the student may predict the location or even the subject matter of the text. What is more, Polish like many other languages which developed under the strong influence of Latin and have absorbed a number of recently created words, contains many cognates. Those words are commonly used in news broadcasts. It is also very important that the graphics increase the student's motivation to learn that particular language and support the teacher in the classroom. The graphics carry encouragement to the student and help him build up his self confidence in his effort to learn a foreign language. He has been practicing the new language for about four months now and he knows how much it takes to master it. Whatever his achievements are, he understands that this goal has not been reached yet, even though the materials he uses seem to

make things easier to him.

Tasks which face the student are only seemingly easy. The Polish language is very strongly inflected and it lacks the fixed word order in sentences to which an American learner is accustomed. These two features are enough to serve as a counterbalance to the previously mentioned advantages of providing extra hints in the listening comprehension; they also create a very challenging learning situation.

Having the student accustomed to the Polish used by the media covering events which he may somehow know from publications in his native language, I intend to concentrate exclusively on everyday Polish events which are regularly reported about on the radio and television, and which may be of interest to my students.

The decision to change the thematic content of the listening comprehension texts is not incidental. The primary task of the students assigned to learning Polish will focus on Poland and its affairs. The new texts will provide information from all the major cities and provinces and will be accompanied by a corresponding graphic. Finally, the student will listen to original radio and television programs without any materials to assist him. In this way, the student will be given an opportunity to practice in a situation that resembles his future job assignments. I am sure that this classroom practice might be even more challenging than certain on-the-job tasks because the tape will be played for a limited time only, and no more than twice, whereas at his work the former student will no doubt record all broadcasts and then decipher the recording step by step. However, there are times when on-the-spot translation is required and a person with no previous experience will face difficulties.

Anyway, the gradually modified and adjusted listening practice in



Comprehension/Communication should leave the student with richer and more practical experience than usual listening exercises.

### Notes

Assuming that even a recorded message in a foreign language that is to be distributed has to appear in a written form, I decided to have the students become used to taking notes. By that I do not mean writing down anything the student can remember. The aim is to make him aware that single words may often carry key pieces of information which then give sufficient data to reconstruct the main idea of any message.

In the military module, Lessons 46-50, the student was encouraged to mark on the sketch any data he considered crucial in helping him understand the text. Replacing the sketch with a map I deprived him of blank spaces he could use for notes. From my experience I know that there are students who may not always have a sheet of paper ready in the classroom. To avoid that and eliminate lazy students' excuses, I provide space for notes in the textbook. In addition, the notes remain in a given lesson and can be easily referred to later, both during the follow-up and at any other time convenient to the student if he finds them helpful in his own process of learning.

It may be interesting to know that in the case of Polish students I would leave a blank space for notes instead of drawing lines to which an American learner is accustomed.

I have not decided yet whether to keep the Notes in the same form as long as the listening comprehension lasts. At present I am considering two options, either to assume that the student will be convinced about the need for taking notes and will supply his own paper or the Notes should resemble the commercial forms used in his future workplace.

### Follow Up

However the exercises are taught, it is essential to check how much the student has understood, retained and what he is able to use in speaking and/or writing.

Questions asked by the teacher are a standard procedure. Comprehension/Communication sections, as other components of the textbook, are accompanied by an Instructor's Manual which contains answer keys and short descriptions of the components and methodological hints.

If the teacher decides to use the questions provided he may either ask them himself or choose a student and let him read them from the Manual. Although it is each teacher's personal decision who should proceed with the questions, I strongly recommend getting students involved as often as possible to give them one more chance to practice. No teacher can ignore students oriented activities which increase their motivation and enrich standard classroom procedures.

Several lessons are not supplied with ready questions, Lesson 60. Instead students are supposed to ask questions to each other working in pairs or have one student take over the teacher's role and ask questions to as many students as possible. Students ought to be instructed that through the questions they want to ask they may check if others understood what they did too, or, by asking specific questions they may find out those pieces of information which they missed.

All such activities take place under the strict supervision of the teacher who does not interfere except for helping out with, for example, a single word which might have slipped from someone's mind. However, the teacher should take the initiative if for any reason students cannot accomplish a given task.

In the next step of the follow-up has to elaborate on what he learned from the text, He has had enough time and opportunity to organize the message he retained when listening to the tape and then when participating in the question-answer activity. He has supposedly completed his own mental process of combining more or less loose bits of information as well as translating them into his native language. In the beginning the proces of organizing the information was prolonged by filling out a simple table, an example of which can be found in Lesson Sample 1.

Although answering questions is actually production for the student I still include it in a receptive-preparatory process preceding a more productive response. In this case an oral summary is that response. Of course this not strictly a test of what the student has committed to his memory; this is a meaningful utilization of his organized notes, the student's previous knowledge on the topic, the graphic, and all other aspects considered. It is obviously the teacher's responsibility to create an atmosphere of mutual understanding, relaxation and cooperation in the classroom to achieve best possible results. If the atmosphere of group cooperation, or in other words, of community learning has been created and secured by the teacher and the students themselves, a wish, not a must, to contribute becomes a way of learning. This is one of goals every teacher should aim for in order to make his work more and more effective. However, this aspect of teaching/learning cannot be built into a textbook, unfortunately. Even methodological recommendations in instructor's manuals or prefaces do not guarantee that each teacher will follow them. Therefore, only a well sequenced series of exercises may assure a successful completion of any teaching/learning task. In the case of listening comprehension, I believe that the student will be able to retell the broadcast which he listened to after he has worked through

the follow-up exercises.

Being aware that in their future jobs students will have to translate many messages into English, I also tried to introduce a brief oral summary in English, following the summary in Polish. The idea was not accepted. It is a pity because the student will lack experience in fast translation of the media language that is very difficult to learn.

The maps not only help to visualize the location of events covered by the broadcast, but also serve as a background for a final exercise in Section One. While looking at a map the student practices geographical names, geographical directions which demand a lot of attention in Polish, and learns a bit of geography. A skillful teacher may spend more time on the map, recent events taking place in the areas shown on the map, or on telling interesting stories about those areas. These are only examples of what can be done if time allows. The most important thing is that the target language is practiced in a cultural context. Under such circumstances the target language becomes suddenly a means of communication, not just of learning, on issues which, generally speaking, do not belong to the subject matter of the textbook.

### Cartoons

From my own experience in the classroom I know how profitable it is to spare a few minutes on relaxing conversation. My classroom time is divided into the following modular units: warm up, scheduled practice, cheer up, scheduled practice and relaxation - general questions time. At first it may seem that such classes are broken up and distract students' attention. They may also disorganize the teacher who is not accustomed to such procedures. After some practice, this system of organizing a class is very effective.

The cartoon which follows Section One material is a textbook adaptation of my classroom cheer up activity. It does not take long for

the student and the teacher to enjoy a cartoon even if it has a caption. A smile, a short comment, or even a short exchange in the target language of course, make a nice break before another portion of material.

Some cartoons will introduce new words, both in captions and through students' inquiries. Many of those words would never be part of the textbook vocabulary. Cartoons have one more unique feature - they use the universal language of drawings and tell stories about people and their culture precisely, accurately and quickly. Good cartoons are a great source of inspiration for language practice, both in the classroom and at home, orally or in writing. The cultural input is especially valuable when cartoons come from the country of the target language.

### 3.3. SAMPLE 1 SECTION TWO: Reinterpretation

#### Dialog

Generally, in Section Two the student works with a dialog. In the military module, Lessons 46-50, Section Two is called "Reinterpretation" and its main function is to practice transforming of a dialog into an oral narrative. The dialog is based on the known vocabulary, although a few new words are allowed; they come with translation on the side for easy reference. The dialog is a logical continuation of the Section One dialogs in order to present individualized language styles.

In Section One of Sample 1 two commanding officers participate in both dialogs; in Section Two the same situation is portrayed by two privates. The idea is to describe one situation but as seen from different points of view in order to make the student familiar with the topic and vocabulary, and let him concentrate on his task, which is to retell the dialog. The individualized language styles of the different characters appearing in the dialogs may complicate things a little for the student, but this kind of teaching technique brings in a dimension of real life situations in which one needs to understand and use an appropriate language register.

#### Follow Up

An exercise that follows the oral summary of the dialog introduces a series of more advanced language tasks to be accomplished by the student. Before introducing hypothetical tasks in Section Three I decided to train the student in using the target language not only as a means to retell what he has learned, but as a means of creating and expressing his own ideas, judgements, suggestions, etc.

Exercise 3 in Sample 1 requires the student to compare the dialogs between the officers (Section One) to the dialog between the soldiers.

The teacher should be very demanding in accepting responses. He cannot let the student say that the dialogs are similar or different; he must find out why the student thinks so and so. The student has to support his opinion by giving appropriate examples. He already has enough practice to come up with his own language production. If time allows this practice may be done with any other convenient topic that arises on the spot. If students get actively involved in this activity I recommend continuing it even at the cost of cutting off any of the tasks from Section Three.

#### 3.4. SAMPLE 1 - SECTION THREE: Communication

Section Three tasks have undergone frequent modifications appropriate to the student's growth in the target language. I started with simple questions pertaining to the lesson topic. Then the questions became more personalized and concentrated on the student. Yet, another stage consisted of a series of 4-5 questions related to the lesson topic followed by a general task asking for a short narration which referred to those questions. I exclude entirely yes-no questions in order to have the student elaborate in his responses.

In Sample 1 tasks students work in pairs. They are supposed to do things with the new language with little or no assistance. They are advised to use their classmates as a resource rather than their teacher. Out of 3-4 tasks in each lesson, at least one refers to the current dialogs. The remaining ones cover topics and vocabulary which are returned to and practiced every several lessons according to the spiral approach. This is very effective because each time the student faces a task he is richer in new language constructions and words. This is an excellent opportunity for him to observe his progress and to build up his motivation.

### 3.5. SAMPLES 2 and 3 - SECTION TWO: Interpreter Exercise

#### Dialog

In Samples 2 and 3, Section Two is called "Interpreter Exercise". Interpreting is part of my students' future job and therefore it is also practiced in another component where topics are more general. The text in Exercise 1 is a two-language dialog which requires readers to switch from one language to another constantly. Neither student has an easier task because both have to work on the target language; both face the same difficulty - how to find an equivalent in the other language. The practice is challenging, though the text is in front of students and the time they spend on it is incomparably larger than during listening comprehension. Of course, there are many ways of working on this exercise.

#### Follow Up

It seems that retaining details of the dialog might be the biggest problem in this kind of exercise. To be sure that the text was understood I provide questions in the Instructor's Manual. As in Section One, the teacher himself may ask the questions or have a student ask them. Again, students should volunteer to ask about ideas or words which they did not understand. Those who take up such an opportunity learn faster because they actually increase the active time of using the new language.

The teacher should aim at a very smooth transition from one exercise to another; especially when they are based on the same material. When questions are being answered it is possible to keep the students talking by asking to explain another sequence, and, if possible, get them involved in an exchange.

As far as the content is concerned, the "Interpreter Exercise" deals with interrogation type situations. The goal is to acquaint students with that specific language and with Polish reality, which will be spoken about during such interviews. Although there are a number of standard interrogation questions,



many answers are impossible to predict and understand. The more practice the student gets in the classroom, the better his future achievements will be. If time allows the teacher should arrange an interrogation set up and have students improvise as they wish and can. For example, he can skip over the exercises which follow and even use the tasks from Section Three as topics for that kind of interview.

### 3.6. SAMPLES 2 and 3 - SECTION THREE: Communication

#### Language Tasks

In Samples 2 and 3 language tasks are on more advanced level, although the instruction is very simple. The student is supposed to hypothesize and give personal opinions. In many cases he is encouraged to generate the information he needs from his classmates and then comment on it. The teacher controls the activity but keeps aside so that volunteering students can assist their colleagues. The tasks are still written in English in order not to give the student any words or expressions in the target language, which he could then use in his response. The answer should come entirely from the student as if he needed to express his own idea. In this way the response resembles a natural sequence of things - whatever idea comes to someone's mind it is primarily in his native language and then it is translated into a foreign language if necessary. However, staying with this approach too long would deprive the student the experience of responding to stimuli in the target language. Tasks in Polish will be introduced gradually within the next few lessons. Whenever possible this student centered activity should directly proceed to the general questions and remarks portion. Again, the teacher allows the class to answer any questions first and then provides extra information if needed. Only direct questions to the teacher are exceptions from this procedure.

Finally, it should be made clear that the above extra activities are only suggestions. Whenever the teacher feels that he has too much material for a lesson time unit he is free to concentrate on the primary components of each section. Cartoons and anecdotes are supplementary materials and may be skipped over during a class.

On the other hand, I am fully convinced that all students will enjoy those relaxation units. It is also possible that they will learn several new words and expressions thanks to the cartoons and anecdotes as well as get acquainted with the sense of humor of the people whose language they learn.

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In this project, having defined the goal and presented the Sample Lessons, I explained the nature of the development and use of those teaching materials.

I think that I have chosen one of possibly many ways to accomplish the task, though it was not easy. While this project was being completed, several of my lessons were validated in the classroom and both the students and teachers found them very challenging and effective. I also hope that some of my ideas presented here are of assistance to the reader in his or her teaching.