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ESL Practice Teaching Program for MAT Candidates

Margaret E. Ryder

School for International Training

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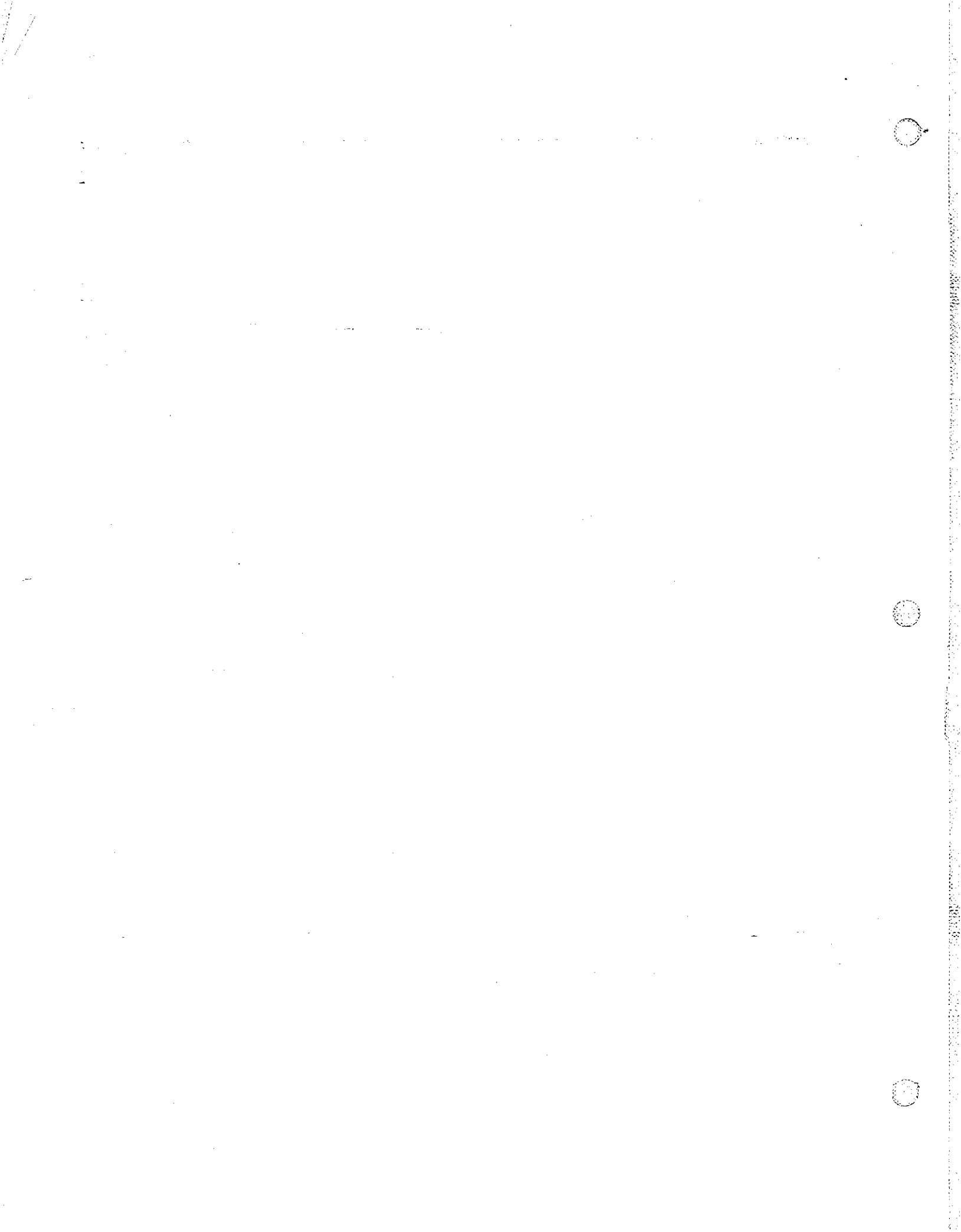
ESL PRACTICE TEACHING PROGRAM FOR MAT CANDIDATES

PAMPLONA, SPAIN

SPRING 1973

Margaret E. Ryder

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



I N T R O D U C T I O N

During the summer of 1972 I mentioned to the staff of the MAT Department of the School for International Training that I would be willing to set up a program for practice teachers should any of the MAT candidates choose to do their practice teaching module in Spain in the spring of 1973. I was about to return to Pamplona for my second year of teaching at the normal school, the Escuela Universitaria de Formacion del Profesorado de Navarra. I knew the city well enough to know that it might offer interesting and varied opportunities for the student teacher.

In mid-October I received a request from Ray Clark asking if I might be willing to "place 2-3 MAT's in Pamplona and, if possible, give them some supervisory assistance."

I was delighted to accept this project. Having only the above quote to indicate the nature of the task before me, though, I found myself at a bit of a loss as to where to begin and what to plan. This, indeed, is the reason why I have chosen to write up this report. Dedicated to those brave souls, alumni of the SIT-MAT program like myself, who might find themselves willing to set up such a practice teaching program abroad, the following is a review of the "Pamplona experience." It is hoped that the comments and suggestions might make the future supervisor aware of some of the questions and problems that he or she may have to deal with.

In the first part of this report I have included several outlines about the necessary communications and understandings with the MAT department; suggestions about looking into different schools for possible practice teaching sites, and, ideas about housing.

In continuation I have given a detailed and very personal review of my own experiences and feelings during the practice teaching 'supervision' in Pamplona.

Finally, in Part III, I have mentioned the names and partial addresses of some persons and institutes in Pamplona and in other parts of Spain. These might be of interest to MAT students wishing to complete their practice teaching in Spain. The same addresses would be useful, too, for persons looking for teaching positions in that country.

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PART I

GENERAL CONSIDERATIONS FOR THE SETTING UP OF A PRACTICE TEACHING PROGRAM ABROAD.

I. SUGGESTED COMMUNICATIONS BETWEEN THE SUPERVISOR AND THE MAT DEPARTMENT

- A. From SIT: Initial request for the setting up and supervision of a practice teaching program. Should include:
1. An idea of how many MAT candidates might be involved.
 2. Exact dates of practice teaching program.
 3. Number of hours of teaching both recommended and required for successful completion of practice-teaching module.
 4. A detailed description of the MAT program that year, indicating what background the teachers might have had before leaving SIT.
 5. Several MAT-SIT brochures to leave with the schools ^{and} to help explain the program.
- B. From supervisor, assuming willingness on his/her part and possibility of realizing the program in that area.
1. The number of practice teachers that both the participating schools and the supervisor's schedule can accommodate.
 2. Descriptions of the schools, types of classes, hours of classes, etc.
 3. An idea of possible housing arrangements, prices, etc.
- C. Confirmation from SIT
1. Names of practice-teachers who will be arriving, and dates of arrival.
 2. Idea of their background, individual teaching interests, etc.
 3. Some indication that the practice teachers have discussed with their advisors the contents of letter B, above, as well as any reactions that they might have had as to programming, housing, etc. (Or, preferably, the student teachers will write themselves.)
 4. Evaluation formats, suggestions, if available.

- D. (Optional) From supervisor to each practice teacher and a copy to MAT Department while everyone is still at SIT.
 - 1. Final schedules
 - 2. Detailed description of classes, teachers, materials used, etc.
 - 3. Housing details, if available.
- E. From supervisor: Final Evaluation Report
 - 1. Individual evaluation of practice teachers' experiences.
 - 2. Comments on the program in general, recommendations, etc.
- F. From MAT Department:(or from the practice teachers themselves)
 - Thank-you letters to the English teachers and to the directors of the participating schools.

II. FINDING CLASSES FOR THE PRACTICE TEACHERS

A. Look into:the

Public Schools (check first with local Ministry of Education for their "blessing" first.)

Private Language Academies

Private Academies (ie. high schools, secretarial and commercial schools, college preparatory courses, etc.)

Department of Language at the nearest University - also various colleges within the university.

Hospitals and clinics.

Hotel organizations, waiters' unions, etc.

Parochial schools.

Advertise for semi-private classes (making certain that classrooms are available.)

Possibility of running a teacher-training program for in-service English teachers. (Advanced English, Methods, etc.)

B. Visiting school directors and English teachers:

1. Explain the program. (Remember that there will be no expenses for the school.)
2. Have MAT-Program descriptions available to leave behind.
3. Reach an understanding with the willing English teacher as to what he/she sees as his/her role, that of the practice teacher and that of the supervisor.
4. Leave the school with schedules of classes that might be involved in the program, as well as descriptions of the classes, materials, level, students, etc.
5. Have it understood that definite commitments will be made only after confirmation from SIT and after final scheduling of classes.
6. Keep in touch with directors and teachers.
7. Arrange for meeting of teachers and practice teachers before classes begin.

III. HOUSING ARRANGEMENTS

A. Possibilities:

1. A homestay
2. Family boarding-houses, rooms, etc.
3. Residences or dormitories for students
4. Sharing an apartment
5. English classes in exchange for room+board.

B. Comments on some of the above possibilities (for Pamplona)

1. Homestay: this represents an unlikely arrangement in the cultural context of Pamplona, where visiting and entertaining in the home is not customary. Also, since most of the families in Pamplona live in apartments, it is difficult to find a willing family with the necessary additional space. Another consideration is that a homestay involves becoming part of the family, joining them in their activities, in their leisure. The practice teacher, in my experience, is usually too busy with classes and class preparation to find this a comfortable arrangement. Eight or ten weeks, too, is a long time for a family to offer their home to an occupied "guest."
2. Boarding-houses: these usually include breakfast, sometimes dinner. Fairly easy to find, they will run about \$30 or \$40 a month (less in other parts of Spain.) Private rooms give the teacher the necessary workspace and privacy, yet the family is always about to speak with.
3. English classes in exchange for room and board:
 - a. The class will probably be a private one, an hour a day.
 - b. The class MUST be given.
 - c. Question: Will this class be considered as a part of the teacher's schedule? Is there a way to make this private class into something sufficiently serious to be worthwhile to the practice teacher? For example: the teacher might be developing a new teaching approach, or a series of graduated "performance objectives."
 - d. This arrangement is both difficult and time consuming to find, and difficult, too, to maintain to everyone's satisfaction.

4. Another possibility is one that would take a considerable amount of coordination with an interested language academy, or other private concern. This is an arrangement in which the institute would advertise an 8 or 10 week "intensive course" of, perhaps, two hours a day. Instead of paying for the courses, the families would agree to board the practice teacher for four or five weeks. Several members of each family, then, would attend classes at the institute daily, forming two or three "levels" of English classes. The number would depend upon the number of practice teachers. Each practice teacher, in this case, would be living with two different families during their practice teaching module.

PART II

THE PAMPLONA EXPERIENCE

SCHEDULING OF CLASSES

Each of the three practice teachers began with a fairly heavy schedule of 17 class hours a week, (not including the private classes they were expected to give in their homes.) These English classes were to be given in various schools throughout Pamplona.

Certainly it would be an easier job for the person setting up the program to schedule a teacher's classes all in the same school or institute. This would be more convenient for both the supervisor and for the practice teacher and, I suppose, would more likely remembre any real teaching experience. My own feeling, on the other hand, is that the practice teacher should be able to use this temporary teaching situation to experiment to the fullest: he or she ought to work in as many different types of classroom situations and with as many different teachers as possible. I found this to be the most rewarding aspect of my own practice teaching in Mexico. I think, too, that the three girls that came to Pamplona would agree with me that this arrangement, though exhausting, made their teaching more interesting and worthwhile.

The question arises as to how many hours of teaching should be scheduled for the practice teacher. Within the recommended guidelines of from 15-20 hours weekly, I think that the answer depends entirely upon what the individual teacher is able to handle without his or her becoming overwhelmed. Certainly any scheduling of class for the practice teacher ought to be quite flexible in this respect, allowing for changes during the program.

One of the practice teachers in Pamplona, an energetic and very enthusiastic teacher with some classroom experience behind her, went out and arranged for an additional (and paying) class, bringing her schedule up to 20 hours weekly. She was able to assume these extra hours of preparation and classes with no apparent difficulty. On the other hand, the other two

practice teachers found their schedules too demanding. In both cases by dropping one of their classes they each found a considerably more manageable schedule - one in which they could better prepare, give, and reflect upon their classes.

DISAPPEARANCE OF THE ENGLISH TEACHERS

Only in the two classes at Walter Lockhart's Institute were the MAT students actually working with "master teachers" present. They were excellent teachers, too, and the practice teachers were very quickly able to develop very good working relationships with them. These English classes were probably the most valuable ones for the practice teachers in that here alone did they have an opportunity for continual and in-depth discussions of their progress and that of their students.

Due to a serious illness, the elderly high school teacher, Sr. Basterrechea, had not been giving classes for several months. This accounts for the ease with which the school director was willing to accept the practice-teachers. In the classes at this "Instituto Feminino" the teachers from SIT had a very free hand in the planning and teaching of their classes. They all chose to discard the textbooks in use. It was, perhaps, in these classes that they were best able to experiment with various teaching approaches and techniques.

The director of the adjacent high school, the "Instituto Masculine," was understandably a bit more reluctant to accept a practice teacher for the English classes. The enthusiastic young English teacher, however, was quite anxious for her students to experience a native English-speaking teacher. A very fortunate compromise was reached in which one of the practice teachers was asked to give two weekly "conversation hours," which were in addition to the students' normal English classes. Since attendance was completely voluntary, the practice teacher found herself working with highly motivated and interested young students. Mrs. Abril, their regular English teacher, was unable to visit these classes, so once again the practice teacher was completely on her own.

A fairly awkward arrangement was made in Sr. Eslava's first year classes at the normal school, where one girl had a class of 25, another had a group of 40 and the third practice teacher faced a group of over 60. Sr. Eslava took over his classes on Mondays, leaving the other three hours of each class to the practice teachers. He did ask them to keep up a specified teaching schedule of "one lesson every two weeks." Beyond that he never showed up for their classes nor, for that matter, did they ever attempt to attend his Monday class. This was an unpleasant situation and I was not surprised when one of the practice teachers, feeling that her schedule was too heavy, chose to drop these three hours.

One of my own classes at the same normal school, a second year class, I divided up into two groups of 20 students each. After observing my teaching for a couple of classes, two of the practice teachers then took them over. Once again, they were giving a class in which the "master teacher" was not able to be present at each class, but rather only came in for observation purposes.

I think that the most interesting arrangement was made with my evening course. This group of 20 met for $2\frac{1}{2}$ hours every evening. The students were young elementary school teachers hoping to become "specialists" in the teaching of English. They had begun their study of English with me in mid-January of 1972 and were just beginning their seventh month of class when the practice teachers arrived. I also divided this group up into two smaller ones according to their conversational abilities. The practice-teachers each gave an hours English class while I worked on "English teaching methods" with the other half. This proved to be a very successful program, allowing for more individualized attention all around.

Finding myself unable to visit and observe the English classes, though, I had the Spanish teachers agree to keep a

"journal" of observations and ideas that they had during the English class. They commented on different types of exercises given by the teacher and how they reacted to them as students. They reflected, too, on the techniques of giving drills, on pacing, etc.

Each "Methods" class, then, was begun with a usually very animated discussion about these observations. Then I collected and copied over their comments and showed these to the practice teacher in question. The end result was that observation and evaluation was done very conscientiously by the most qualified persons to do so - the students themselves. I think that everyone profited from this rather unique learning experience.

THE PRACTICE TEACHING SCHEDULES

	<u>A</u>		<u>B</u>		<u>C</u>	
Mon.	4:00	Walters	8:30*	NS-2	10:00*	NS-1
	5:00*	NS-1	4:00*	NS-1	7:30	Teachers
	6:30	Teachers	7:00	Walters		
	7:45 &	Doctors				
Tue.	8:30	NS-1	9:30	NS-1	9:00	HS-3
	10:00	HS-6	3:45	HS-4	11:00*	NS-1
	4:00	Walters	4:45	HS-6	4:45	HS-5
	6:30	Teachers	7:00	Walters	7:30	Teachers
Wed.	9:00	HS-6	8:30*	NS-2	8:30	NS-2
	4:00	Walters	11:00	HS-4	9:30*	NS-1
	6:30	Teachers	7:00	Walters	7:30	Teachers
	7:45 &	Doctors				
Thurs.	9:30	NS-1	8:30	NS-1	9:00	HS-3
	4:00	Walters	12:00	HS-6	11:00*	NS-1
	6:30	Teachers	3:45	HS-4	4:45	HS-5
			7:00	Walters	7:45	Teachers
Fri.	9:00	HS-6	8:30*	NS-2	8:30	NS-2
	11:00	NS-1	9:30	NS-1	10:00	HS-3
	4:00	Walters	7:00	Walters	7:00	Teachers
	6:30	Teachers			4:45	HS-5
	7:45 &	Doctors				

* classes dropped or not attended.
& class picked up on her own.

NS-1 : Mr. Eslava's classes
NS-2 : My second year class
HS.. High School classes

ON THE SUPERVISION OF CLASSES

TIME INVOLVED

I began this program with no idea of what degree of supervision I was expected to offer. My available time, of course, was limited by my own teaching schedule. Since I had the practice teachers aiding me in some of my own classes, however, I felt that I could offer them considerably more time than would otherwise have been possible. Also, I remembered my own practice teaching experience in Mexico where I was "observed" for fully 2 hours during the 10 week period. I would happily have had a supervisor closer at hand then for counseling purposes, since I too was working then without "master teachers."

At any rate, I acknowledge that there is no way to pre-determine the amount of time that a supervisor should be available to the practice teacher. Considering the nature of the SIT-MAT program, he or she might well be a 'volunteer' like myself and, in all probability, will have less free time than I had last year. Furthermore, either the supervisor or the practice teachers may indeed feel that there is very little need to have someone observe the classes and talk them over later. This is a question for each person concerned to answer for himself in view of the situation.

FINAL EVALUATION FORMS

Before the arrival of the practice teachers, I had had time to develop what I felt was a fairly good "evaluation format" to use as a guide for discussions and for final evaluation reports. I discussed these items with the three teachers before their actual classroom teaching began. Also, I asked each of them to write up her own ideas on which she would like to be observed and evaluated. I was convinced that this exercise had been a valuable one for myself and I was surprised and a bit disappointed to find that only one of the practice teachers actually completed this pre-teaching exercise.

Hindsight being such a wonderful thing, I can now understand that to ask a person who had not yet had the experience of teaching to devise any sort of evaluation format is to ask them to spend time on something that is not yet meaningful to them. This is especially true at a time when they are so very likely to be over-anxious about the new teaching experience they are preparing for. At this point the practice teacher's main concern is getting into the classrooms and beginning their teaching.

A better timing for this sort of discussion and exercise might well have been some point in the middle of the practice teaching module.

I was surprised to discover in early April that a number of evaluation forms had been sent from SIT to Walter Lockhart, director of one of the participating schools in Pamplona. He had, in fact, questioned the MAT department directly about what form they planned to use to get feedback from the receiving institutions. Since such a "standardized" format does exist at SIT, I feel that it should be sent to all practice-teaching supervisors. And, as a teacher-training institute, SIT should surely be able to furnish as good a guideline for evaluation-discussion as can be produced.

PRACTICE-TEACHING FROM THE SUPERVISORS POINT OF VIEW: OBSERVATIONS AND FOLLOW-UP DISCUSSIONS.

For the first couple of weeks I purposely chose not to visit the English classes given by the practice teachers. I felt then that it was better for them to feel their classes out, get to know their students, etc. before having an observer around. Also, I wanted them to resolve those few problems which might show up: change of schedule, choosing of texts, etc.

Considering that in most of the classes the "official" English teacher was not even present to introduce the practice teacher, they certainly had a lot to assimilate in those first few weeks. Fortunately, very few problems did arise, though, and the girls were very enthusiastic and flexible from the very beginning.

I did get together with each of the girls every day during this time to discuss the classes. I was purposely waiting to see if any of the teachers would of their own accord ask to be visited during their classes. I had planned to begin my visits during the third week anyhow, and I was pleasantly surprised to find that at just about that time they were starting to show an eagerness to have their classes visited and to discuss them later. It was a comfortable beginning.

During the third week and throughout the remaining five weeks I tried to observe one or two classes daily. I made an effort, too, to visit the same class a few days in a row to better follow the development of the lessons and to judge the effectiveness of the teaching and learning taking place.

Neither the practice teachers nor I had really thought beforehand about what sort of details might be brought out in the discussion sessions following each class observed. I think now that that this would have been a particularly valuable prelude to these visits. Perhaps the supervisor and the teacher might agree on a specific list of things upon which to comment later, (ie, classroom atmosphere, lesson development, techniques of presentation, evidences of understanding or misunderstanding, etc.) Or, they might chose beforehand to discuss whatever occurs to either the supervisor or the teacher.

Certainly any classroom teaching does look different from that hopefully unobtrusive seat in the back of the class. There will always be the usual observations and comments to be made, and, unfortunately, in the case of the inexperienced teacher who is not yet quite sure of himself and who is still nervous about teaching, these observations might tend to be critical ones. The inexperienced or insensitive supervisor runs the risk, then, of being able to demoralize the practice teacher when all she or he really wants to do is to bring out and work on some weaker points.

Every beginning teacher (and experienced one, too) is likely to have a bad day - and to give a supremely poor class. He or she will be well aware of this and will quite naturally be upset and embarrassed about that class if observed. In this frame of

mind, although the practice teacher will be quick to admit any given "mistakes", he or she will probably be in no mood to review what went wrong or why, nor, for that matter, to discuss ideas for future classes. In fact, the teacher will in all probability want to forget that class as fast as possible. The best solution, I'm quite convinced, is to do just that: to forget the class entirely, to avoid trying to make a 'learning situation' out of it. A nice cold beer would be much more appreciated.

I might mention other common types of problems that the supervisor might face. In my own case, for example, I felt that in a couple of classes, particularly in the high schools, the teachers were severely underestimating their students' ability and were giving classes that were unnecessarily elementary. I felt, too, that these same classes proved for the most part to be planned more by the availability of clever ideas and visuals than by any logical sequencing of structures. These were understandably awkward points to bring up when it was so apparent that the teachers were spending such tremendous energy in preparing each individual lesson.

In these same classes the practice teachers seemed at a loss as to how to plan their lessons with long-range goals in mind. I remember that we did a lot of talking about writing up performance-objectives. (This approach was one that I was particularly excited about at the time.) I felt that an understanding of performance-objectives would help the teachers in sequencing their lessons as well as make it easier for them to evaluate the effectiveness of their own teaching. I asked them to prepare some "objective outlines" for a given class for a week or so in advance to see how that would work. They willingly agreed that this would be a good idea, but once again, either time or real interest was lacking and this was never, or at least only half-heartedly, done.

How important is all this? How important were all these little classroom 'details' that we were discussing every day? Were these discussions indeed necessary? Were they helpful?

I sincerely felt then that I was trying to help the girls make their teaching easier for themselves - unquestionably the wrong approach. What I was beginning to realize at this time was that I had, in fact, been too insistent on the technicalities of their classroom presentations and lesson plannings. We were spending too much time on the details of "how this could be done" and "what to avoid," etc., and we weren't getting around to talking about their feelings about teaching and what it meant to each of them.

At about the fifth week the practice teachers were finally feeling considerably more comfortable in their classes; they were teaching with more confidence and ease. This was the time to take advantage of their more positive feelings about teaching. The three teachers, to different degrees, were finally getting "turned on" by the responsibility and challenge of their classes and their students. The improvement in their attitudes about their own teaching was well reflected in a noticeable improvement in the classroom atmosphere. (A couple of the teachers gave some of their students a chance to evaluate their teaching. They were delighted by some of the responses and surprised by others. It proved to be an interesting exercise. A sample student-evaluation form has been included in the Appendix.)

In these last few weeks the discussions I had with the three teachers very intentionally had much less to do with the individual classes observed. We spoke more on how they felt about their teaching and what they had learned from their experience with the students.

Each of the three teachers was asked to write up an evaluation of herself as a teacher, being completely open about her own strengths and weaknesses. I had done the same for each of them. We then compared notes. The final evaluations sent in to SIT reflected these last conferences.

Admittedly, the timing was awkward for these meetings: the last few days were filled with special classes and parties, last minute shopping and preparations for their approaching journeys. Nonetheless, (and I think that the three of them would all

agree with me), asking the practice teacher to think about her teaching and to evaluate herself proved to be one of the most valuable exercises of all.

I realized then that one of the most important aspects of practice teaching concerns not so much ones' ability to teach well, or to develop a teaching style of his or her own, but rather to develop ones attitude about teaching.

Asked during the first week what she felt the practice teaching program was all about, one of the three teachers in Pamplona was quick to answer: "to find out if I want to make a commitment to teaching - to see if I would enjoy being a teacher." If, as in her case, she leaves with a feeling of a "definite yes" than her practice teaching experience was unquestionably a worthwhile one. If another MAT candidate leaves with serious doubts about his or her teaching, that experience too, although understandably disappointing, would be equally valid, equally worthwhile.

SUMMARY

On reviewing my supervision of the student teachers in Pamplona last spring, I realize now, and can fully appreciate, how valuable the experience has been. Particularly interesting was the work involved in trying to "sell" the program originally to the directors and teachers of various schools in Pamplona, and, later, in getting to know the teachers and students in the classes involved. This experience has given me a far greater understanding of Spanish schools at all levels .

The most enjoyable part of the supervision, of course, was to meet and work with the teachers from SIT, to share with them an enthusiasm for both teaching and for being in Spain in general. If indeed they were able to learn something from their classroom experience, I feel that I, as a supervisor, was able to learn as much if not more. My own teaching will now reflect not only new ideas and approaches that I have learned from the practice teachers, but also the insight or awareness of the total classroom situation that one is able to fully appreciate as an observer.

POSSIBILITIES FOR FUTURE TEACHING OR PRACTICE TEACHING IN SPAINI. In Pamplona

A. Contact: Walter F. Lockhart
Lockhart English Language Academy
Calle Mayor, 58, 2^o
Pamplona

Walter was very pleased with the practice teachers who worked at his academy this year. He is quite willing to accept student teachers in the future. If asked to, I am sure that he will find other additional teaching assignments in Pamplona for the practice teacher.

A description of Walter's Academy will be found in the SIT-MAT department, filed under "Spain."

His is a small but rapidly growing private institute offering English classes to persons over 16. (He also offers "English Teaching Courses" during the summer.) His teachers are all "native speakers of English;" American, British, Australian, Kenyan, etc. Many of these teachers are students at the Universidad de Navarra. Before accepting anyone to teach at the academy, though, Walter offers them an extensive teacher-training course, and a considerable amount of supervised practice-teaching.

His teachers are asked to get together once or twice a week. During these hours routine academy matters are brought up. Furthermore, each week one or two of the teachers prepares a talk on some aspect of language teaching or testing. (One of the practice teachers gave a demonstration on the Silent Way; another talked briefly on the use of Ann Landers' Column in intermediate and advanced classes.)

B. Contact: Sr. Davids
Director
Instituto de Idiomas
Universidad de Navarra
Pamplona

Although last year we were unable to complete arrangements for practice teaching at the university, I would suggest that anyone interested either in doing his practice teaching in Pamplona or in teaching there full time for at least a year write. (In Spanish.)

This University, financed and directed by the "Opus Dei", is Spain's only privately run university.

Mr. Davids wife, (from Scotland, I believe), is the director of the English department at the University.

II. In San Sebastian

Contact: John Underwood
Avenida de Tolosa S/N
Torre Lorea 5º B
San Sebastian

John spent two years in San Sebastian with the same Georgetown University teacher-exchange program that I was working for. He is now working in various schools in town, and I believe that he is setting up an English department at a small Jesuit college in San Sebastian. Last year he showed interest in supervising a practice-teaching program for an MAT candidate or two.

III. Throughout Spain

A. There are numerous Bi-national Centers throughout Spain that hire qualified, full-time English teachers. They MAY be willing to set up practice-teaching programs.

Addresses may be attained through the United States Information and Cultural Services, Washington, D.C.

From having visited them and talked to teachers working there, I can recommend at least two:

1. Robert Ramsey
Instituto de Estudios Norteamericanos
Via Augusta 123
Barcelona 6, Spain
2. Centro de Estudios Norteamericanos
Valencia

IV. Other ideas for working in Spain:

With a little courage, and a little financial fallback, anyone should be able to go to Spain, wander about until they find the area that most attracts them, and find teaching jobs to support themselves. Some jobs can be found by looking into private high schools, college preparatory institutes, language academies, etc. If there is a university about, too, there will usually be a number of students wanting private or semi-private classes. A number of American students were actually supporting themselves in this way as they kept a full-time program at the Universidad de Navarra.

My own teaching position I found through an announcement in TESOL QUARTERLY. This involved a two-year contract between the Spanish Ministry of Education and Georgetown University. James E. Alatis, Dean, School of Languages and Linguistics, Georgetown University, Washington D.C., might have information on additional programs.

Look into other related journals for possible programs. HISPANIA might have ideas.

A P P E N D I X

Sample comments on the English classes, made by the Spanish students themselves:

"Nos resulta interesante las clases de ingles. La profesora cada dia procura traer algo nuevo y hace viva la parte que estudiamos. Nos hace hablar a todos. Hoy ha llevado una caja de rotuladores de colores y hemos ido preguntando unas a otras, formando frases.. El sistema de los dibujos me parece bueno, tambien, Evita que el profesor hable y obliga al alumno a pensar, aunque el tener que hacerlos lleva bastante tiempo, sobre todo a mi, que soy una nulidad."

"Este tipo de clase resulta muy interesante, hablamos en ingles siempre. Creo que aprovechamos mucho el tiempo, pero tambien tiene un fallo y es que corremos mucho. La clase resulta muy interesante al hablar libremente y formar frases, pero no asimilamos bien las nuevas estructuras porque no hacemos suficientes "drills." Estos, lo podriamos hacer nosotros en casa, pues esta claro, pero como no tenemos tiempos, las nuevas estructuras no los asimilamos bien."Por ejemplo, nos cuesta mucho el usar el futuro en forma interrogativa. Teoricamente sabemos como se hace, pero en la practica no."

"Hoy teniamos como leccion "the present perfect tense." La clase ha resultado muy interesante. Hemos hecho ejercicios de substitution y hemos ido aprendiendo a usar este tiempo. Luego la profesora ha traído unos recortes de revista que representaban distintas ciudades y paises del mundo. Ubabamos frases con el "present perfect." Por ejemplo: Have you been to Rome?

No, never. But I'd like to go once.

Ha resultado muy ameno. Ademas hemos salido sabiendo usar el tiempo estudiado y en algo vivo."

"Creo que el dialogo libre como hemos hecho otras veces es interesante, pero resulta mejor dirigido, y, usando unas ciertas estructuras, pues aprovechamos mas. En el dialogo libre usamos las estructuras que sabemos. Algunas que no sambemos nos corrige la profesora pero con una sola correccion. No es suficiente para aprender la nueva estructura. Es mejor repátirla muchas veces y asi se llega a dominarla mejor."

"La profesora suele preguntarnos en un orden y aunque estamos pocos y somos mayores, no ponemos tanto interes cuando sabemos que no~~s~~ nos va a preguntar."

"Me parece interesante lo de "I am writing a letter." (An operation.) se puede hacer con otras escenas parecidas: que se hace desde que se levanta hasta que se va a trabajar; lo que se hace para fumar un cigarro; lo que se hace para pedir y tomar un care, etc." Todo con much mimica y si se puede hacer vividamente mejor asi. Los alumnos toman parte activa y se interesan mas."

"Como la escritura es muy dificil en ingles, debemos hacerse mas ejercicios escritos - asi se acostumbra mejor a escribir."

"Estupenda la mimica, paciencia, y dedicacion de la profesora."

(SAMPLE STUDENT EVALUATION FORMAT)

EVALUACION DEL CURSO

Este cuestionario os da una oportunidad de ayudarnos por medio de la evaluación de varios aspectos del curso de inglés. Si las opiniones que registráis no son sinceras, el resultado no será válido. Pero si vuestras respuestas son honestas y sin prejuicios, nos proporcionarán unas guías muy útiles para mejorar el curso.

INSTRUCCIONES: Pon una cruz (x) en el parentesis correspondiente a la alternativa que esté mas próxima a tu punto de vista. Si por alguna razon te sientes incapaz de contestar un item particular, simplemente marca un circulo alrededor del numero de la pregunta. Por favor, responde a cada item, de una u otra forma.

A. CONTENIDO DEL CURSO

- | | |
|--|--|
| <p>1. ¿ Como encontraste la material de las lecciones?
 <input type="checkbox"/> demasiado facil
 <input type="checkbox"/> bien
 <input type="checkbox"/> demasiado dificil</p> <p>2. ¿ Como te parecía el curso?
 <input type="checkbox"/> interesante
 <input type="checkbox"/> algo aburrido</p> <p>3. ¿ Como te encontraste en clase?
 <input type="checkbox"/> comodo (a gusto)
 <input type="checkbox"/> indiferente
 <input type="checkbox"/> incomodo (timido, nervioso, etc.)</p> | <p>6. ¿ Cuantas veces pudiste practicar la escritura del ingles, tanto en clase como en casa?
 <input type="checkbox"/> muy poco
 <input type="checkbox"/> bastante
 <input type="checkbox"/> mucho</p> <p>7. ¿ El curso abarcó bastante para ti?
 <input type="checkbox"/> no bastante
 <input type="checkbox"/> suficiente
 <input type="checkbox"/> demasiado</p> |
|--|--|
- B. PRACTICA DEL INGLES POR PARTE DEL ESTUDIANTE
- | | |
|---|--|
| <p>4. Los estudiantes y el profesor hablaban ingles en clase. ¿ Cuanto más hablaba el profesor que los alumnos?
 <input type="checkbox"/> mucho mas
 <input type="checkbox"/> un poco mas
 <input type="checkbox"/> igual (lo mismo)
 <input type="checkbox"/> un poco menos
 <input type="checkbox"/> mucho menos</p> <p>5. ¿ Cuantas veces hablaste inglés personalmente en clase, individualmente o en grupo?
 <input type="checkbox"/> rara vez
 <input type="checkbox"/> con frecuencia
 <input type="checkbox"/> con mucha frecuencia</p> | <p>C. EL PROFESOR Y LA CLASE</p> <p>8. ¿ Cuando empezaban generalmente las clases?
 <input type="checkbox"/> en punto
 <input type="checkbox"/> un poco despues de la hora
 <input type="checkbox"/> muy tarde</p> <p>9. ¿ Cuando terminaban generalmente las clases?
 <input type="checkbox"/> despues de la hora
 <input type="checkbox"/> en punto
 <input type="checkbox"/> antes de la hora</p> <p>10. ¿ Como te parecía el ritmo de la clase?
 <input type="checkbox"/> demasiado lento
 <input type="checkbox"/> apropiado
 <input type="checkbox"/> algo rapido</p> <p>11. ¿ Como estuvieron preparadas las clases por parte del profesor?
 <input type="checkbox"/> muy bien preparadas
 <input type="checkbox"/> bien
 <input type="checkbox"/> no lo suficiente</p> |
|---|--|

EVALUACION DEL CURSO

12. ¿Fueron satisfactorias las explicaciones del nuevo material?
 algo confusas
 claras
 muy claras

13. ¿El profesor usó material visual (dibujos, cassettes, etc)
 muy poco
 algo
 mucho

14. ¿Con que claridad escribía el profesor en el encerado?
 bien ordenado
 con claridad
 algo desordenado

15. ¿Como encontraste la disciplina en clase?
 demasiado severa
 buena
 un poco flojo

16. ¿Como era el ambiente?
 muy serio
 agradable
 algo ligero

D. TAREAS DE CASA

17. ¿Con cuanta frecuencia tenías tareas?
 demasiado a menudo
 con frecuencia
 casi nunca

18. ¿Cuanta tarea soliais tener?
 poco
 lo razonable
 demasiado

19. ¿La tarea era devuelta con bastante rapidez?
 casi nunca
 generalmente, si

20. ¿Que interes ponia el profesor al revisar tu tarea?
 cuidaba mucho
 apenas miraba
 no se.

E. EL EXAMEN FINAL

21. ¿Como te parecia el examen?
 muy facil
 justo
 muy dificil

22. ¿Reflejaba el examen exactamente to practicado y estudiado en clase?
 si, bastante
 no me parecia

F. EL INGLES DEL PROFESOR

23. ¿Que opinas de la pronunciacion del profesor?
 muy clara
 buena
 un poco confusa

24. ¿Que opinas de la rapidez al hablar el profesor?
 demasiado despacio
 bien claro
 muy deprisa

25. ¿Entendiais cuando el profesor hablaba en ingles?
 casi nunca
 algo
 casi siempre

26. ¿Hablaba el profesor español en clase?
 un poco
 tanto como hablo ingles
 mas de que hablo ingles

G. CUALIDADES PERSONALES DEL PROFESOR

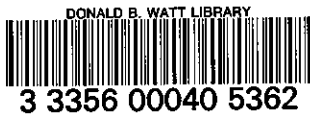
27. ¿Mostraba el profesor paciencia y simpatia?
 rara vez
 generalmente si
 siempre

28. ¿Crees que le gustaba la ensenanza al profesor?
 probablemente
 dudosamente
 en absoluto

OTROS comentarios, ideas, surgerencias, preguntas u observaciones?

REVIEW OF PRACTICE TEACHING ASSIGNMENTS IN PAMPLONA - Spring 1973

Teacher	Hours p/week	Class Description	Supervision
A (20)			
5		Walter's Institute. Gloria's intermediate, level 5 class. 8-9 students, adults. Planning guided by Robert Ramsey's <u>English Through Patterns</u> , plus own ideas.	Gloria was always present. Each class was followed by a discussion between Gloria and Practice Teacher. Evaluation written by Gloria.
4	(3)	Teacher-Training College. Class of 60 first-year students. Ramsey's text-book, Book 1. Paced by master-teacher.	Master-teacher never present, except on Monday when he took over the class. (PT now usually present.) Visited for observation 3/4 times.
5		Class of 10 elementary sch. teachers preparing to become English teachers. Beginning-intermediate, a fairly homogeneous group. Free use of planning, materials, etc.	Visited twice by master-teacher. Evaluated daily by the students themselves who kept "journals" on ideas, impressions, etc. of her teaching. These were discussed in the "Methods" course that followed.
3		High School girls, in fifth year English. 10 girls of varying levels, from pure beginner to very advanced. Excellent workshop in "individualized programming."	Master-teacher never appeared. Observed perhaps 4/5 times, followed by discussions.
3		Evening class of young doctors at the university clinic. Arranged by the practice-teacher. Off her regular schedule..	
B (17/14 weekly)			
5		Walter's Institute, class of advanced adults, level 9-10. 6 students. Free use of material, plans within pre-established "objectives."	Supervised and evaluated Walter Lockhart.
4	(8)	Sr. Eslava's class at the Teacher-Training College. First year, class of 25.	Master Teacher never present, except on Monday when PT was absent. Observed 4/5 times.



Hours
p/week

Class Description

Supervision (description)

Teacher B
con't

Ramsey's textbook, English
Through Patterns, Book I.

- | | | |
|-------------|--|---|
| 3 | High School English class, 12 girls, 4th year English. Free use of materials, planning. | Master teacher never appeared. Supervised 4 or 5 times. |
| 2 | High School boys class, high-intermediate group that volunteered for this optional 2-hour weekly "Conversation class." | Never visited by the master teacher or by the supervisor. |
| 3 (dropped) | Teacher-training college. 2nd year group of 20. Use of Ramsey's Book IIB. | Visited for evaluation 3 times before being dropped. |

Teacher "C" (17/13 hours weekly)

- | | | |
|-------------|---|---|
| 5 | 8 Elementary School Teachers preparing to become English-teachers. Highly motivated. Not a very homogeneous group. (Intermediate level.) Free use of materials, plans, etc. | Teaching was evaluated by the students themselves, as they were keeping notebooks or "journals" on ideas, impressions, etc, on the class and the teaching. These ideas were discussed in the "Methods" class following the English class. |
| 3 | High School girls, Second year English, still very elementary. Group of 15 or so. Free use of materials, etc. | Master Teacher never present. Supervised 6 or 7 times. |
| 3 | High School girls, fourth year. Group of 10. Same as above. | Same as above. |
| 4 (dropped) | Teacher-Training College. Mr. Eslava's group of 40 first year students. | Never visited. |
| 2 | Teacher-Training college, Group of 20 second-year students. Use of Ramsey's Book II. On her own. | Visited for supervision-evaluation 4 times. |
| +5 | (a daily class expected of this teacher as part of her rooming arrangement. A private class.) | |