1974

A Model Teacher Training Schedule for the Intensive Language Programs of the Foreign Language Office at the School for International Training

Richard Jagger
School for International Training

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

Part of the Curriculum and Instruction Commons, and the Teacher Education and Professional Development Commons

Recommended Citation

A Model Teacher Training Schedule

--For the Intensive Language Programs of the Foreign Language Office

at the School for International Training

A Work/Study Project Report

by

Richard   Jagger

August, 1974

MAT IV

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

This report by Richard Jagger is accepted in its present form.

Date _August 25, 1974_ Principal Advisor _Hank P. Rein_

Project Advisors:

ABSTRACT

This is a suggested teacher training program for the Foreign Language
Office of the School for International Training. It includes a consideration
of the steps leading to communicative competence; assumptions about trainees;
a model schedule; suggestions for implementing it; and a detailed elaboration
of the schedule.

TABLE OF CONTENTS

PREFACE AND ACKNOWLEDGEMENTS

From April 5 through September 21, 1973, I had the privilege to participate in the organization and conduct of the teacher training sessions, which preceded five different intensive language programs conducted by the Foreign Language Office (FLO) of the School for International Training (SIT), Brattleboro, Vermont. In order, these programs included the April Language Program for Goddard College; one of the Summer Outbound Language Training (SOLT) programs for high school students, held in June; the August Language Program for Goddard College; the New Dimensions Language Program for high school French students, begun the last of August and continued during the first part of September; and the MAT/ICT/WIP Intensive Language Program for Master of Arts in Teaching, International Career Training, and World Issues Program students at SIT.

In addition to my work on the teacher training sessions, other program responsibilities I had were: (1) to help set up, as well as to assemble materials for, a teachers' room; (2) to assist in the preparation of class and lab schedules; (3) to find, and to assign, classrooms; (4) to arrange for the teachers preview showings of movies ordered for their program; (5) to suggest ways in which the teachers might use the movies in their classes; (6) to show the movies to their classes; (7) to help set up Modern Language Association (MLA) testing at the beginning and end of the programs; (8) to instruct the teachers in the use of the language lab; (9) to observe classes and to make pertinent comments concerning them to the teachers; (10) to be available, especially in the evenings, to help teachers prepare their lessons and/or to suggest ideas and techniques which they might employ; and, finally, (11) to act as a sounding board, not only for the concerns of the teachers, but also for the concerns of the students in the programs.

This paper is an outgrowth of my work. It represents an attempt to draw together some of the insights I have gained from the experience, specifically in relation to teacher training. The format I have chosen for this attempt is to outline, then to describe how to conduct, a model schedule for teacher training, which is appropriate to the needs of the FLO for its intensive language programs. The extent to which the schedule realistically accounts for the problems of teacher training at SIT should determine whether the schedule has any use or value for the FLO, or others concerned with the same issue. At the least, the schedule cannot help reflecting the value of my personal experience with these problems.

Teacher training, of course, depends upon the cooperation and contribution of a considerable number of people. I feel especially indebted to the following, all of whom figured significantly in one or more phases of my teacher training experience: Mary K. Anzinger, Ann (Bush) Puyana, Alvino Fantini, Michael Jerald, Felinda Mottino, David Rein, Georg Steinmeyer, Cathe Tansey, and, naturally, the most important participants in the sessions, the teachers-to-be. I would especially like to thank Edgar Sather, my immediate FLO supervisor for most of the teacher training sessions.

INTRODUCTION

Although sometimes it is forgotten, the ultimate goal of teacher training is to assist in the creation of people who can, and who will, teach. Teacher training, therefore, must consist of more than introducing and practicing a method, or methods; more than presenting and practicing a potpourri of useful techniques; and more than providing pertinent bits of information, such as size of classes, times of teachers' meetings, etc. Teacher training has to address itself further to the task of helping the teacher-to-be put everything together in his own mind. He needs to combine what he has brought with him to the training; what he will be offered during it; what he can use for future learning explorations of his own; and, most importantly, how he might take all that he gains from the experience and transfer it to the classroom. Should this combination occur, the teacher's students, in much the same way, can, and will, learn the subject he teaches.

Teacher training for the Foreign Language Office at SIT presents an unusually stiff challenge. Primarily due to budgetary reasons, the goal elaborated above is hoped to be achieved in a period of time often as short as two to three days.

How to tackle the challenge of FLO teacher training at SIT is the question which provides the impetus behind the model schedule proposed in this paper. The schedule, along with its accompanying set of instructions and comments, is intended to indicate possible answers to the question.

Before presenting the schedule, one factor, specific to the needs of FLO teacher training, ought to be considered. The recorded goal[1] of the intensive

---

[1]

See the EIL Instructor's Handbook and the "EIL Test of Communicative Competence," both developed by the Foreign Language Office.

language programs of the FLO is to assist foreign language students toward communicative competence, or competence such that they might be able to engage in intelligent, sensitive conversations with native speakers of the language. What this suggests is that the students ought to be able to get to the point where they can synthesize the phonological, syntactical, lexical, and sociolinguistic aspects of the foreign language into "real" conversation. Real conversation in the language includes asking and answering questions that might occur in everyday conversation, in a manner akin to that of a native speaker. Moreover, since FLO language courses are of an unusually brief nature, and since most of the students often will be departing immediately after their course for a homestay in a country where the foreign language is spoken, ideally, real conversation should be attempted as soon as possible in the classroom.

Consequently, a principal objective of the teacher training schedule presented here is that the participants understand the goal of communicative competence. Furthermore, the participants should understand whatever steps may be necessary for the achievement of this goal. Indeed, they should so clearly understand these steps that they might use them as a frame of reference for their personal attempts at preparing, conducting, or analyzing their language lessons.

Just what the steps leading to communicative competence might comprise have been indicated in the EIL (Experiment in International Living) Instructor's Handbook. These, plus one suggested to me by Alvino Fantini, Director of the FLO, are the ones I have chosen to promote in my model schedule. They are (1) the presentation of new material; (2) the practice of material, new or old, in context; (3) the explanation of any unclear material; (4) the transposition of all material to a level of communication; and (5) the singling out, and appropriation of, relevant sociolinguistic factors necessary for proper use of the material.

An important point, regarding these steps, is that the success of a language class depends upon the achievement of the fourth and fifth steps. The fourth step, that of transposition, allows for students actually to use learned sturcture patterns and lexical items in real conversation. The fifth step, that of understanding in a practical manner the sociolinguistic aspects of the language, encourages the students to put polishing touches on the language ablility they are acquiring--touches that are sometimes crucial to communication with a native speaker, for example, knowing when to use the polite or informal conventions of the language, appropriate gesturing, etc.

Another point to be considered, perhaps implied in the first point, is that the steps, as they relate to a given language class, have no fixed order. Conceivably, for instance, during the course of a lesson, the first three steps might be skipped altogether, should they not be necessary for the attainment of the fourth and fifth ones. On the other hand, it often will be the case that any one or more of the steps might be simultaneously needed for the achievement of any of the other steps. The step of explanation especially has this quality. The steps, in fact, are interchangeable in order, relative to the needs of an ever-changing classroom situation.

By understanding these steps, the participants in an FLO teacher training session should then be able to use them to construct personal frames of reference with which they can approach their teaching tasks. Moreover, they should be more able to sort out and select from the various techniques, suggestions, etc., with which they will be confronted in the training. In general, they should be better equipped to effect learning in the classroom. They might, in fact, become people who can, and who will, teach.

Should my model training schedule be implemented, fully or partially, I hope the trainers-in-charge will recognize that it derives much of its organization and sustenance from a consideration of these steps leading to communicative competence. Moreover, I hope they will recognize that the schedule is devised to allow the communication of these steps to the participants.

PRELIMINARY ASSUMPTIONS ABOUT THE PEOPLE TO BE TRAINED
UNDER THE MODEL TEACHER TRAINING SCHEDULE

The following list comprises a set of likely assumptions about the group of people to undergo teacher training before any given intensive language program offered by the FLO; and, as such, it serves as a basic preliminary consideration relevant to the make-up and content of the model schedule.

1. The trainees, as a group, will seldom number more than twelve, nor less than four.

2. The trainees usually will be native, or native-like, speakers of the language they are to teach.

3. The trainees, as a group, will be divided among themselves according to the language each is to teach and/or according to the level of the language each is to teach.

4. The trainees normally will vary as to their prior teaching experience. For example, some may have had considerable experience elsewhere in teaching a foreign language; some may not. Some may have had previous experience teaching in FLO programs; some may not.

5. All of the trainees will have been made aware of the FLO requirement that they are to undertake teacher training.

6. The trainees, by and large, will be expected to use the texts and materials supplied by the FLO.

7. The trainees will vary in personality, as well as in their individual motivation to teach. (Though this assumption is so obvious, I mention it because I have so often seen it neglected.)

8. The trainees will all be somewhat nervous about their upcoming teaching.

THE MODEL TEACHER TRAINING SCHEDULE

(In basic outline,[1] as it might be given to the trainees)

Initial Evening

   7:00- 9:30 PM   Introductions

Day One

   8:15- 9:15 AM   Shock Language Lesson

   9:30-11:00 AM   Discussion:
                      A. Response to Lesson
                      B. "Communicative Competence"

   11:15   AM   Performance Objectives
                        for the Training

   12:00   NOON   Lunch

   1:15- 3:00 PM[2]   Demonstration of EIL Lesson
                      for Beginning FLO Teachers

                      Workshop on Teaching Ideas
                      for Experienced FLO Teachers

   3:15- 4:00 PM   Teaching Assignments
                      Announcements
                      Tour of Teachers' Room, FLO Resources

   7:00- 8:15 PM   Language Games

---

[1]
This outline is to be explained in detail later.

[2]
This session, as indicated, divides the group into two sections along the lines of experience. Both sections meet concurrently in different locations.

Day Two

8:15-10:00	AM	Capsule Teaching
10:15-11:00	AM	Discussion: "What to Expect"

11:15	AM	Basic Supplementary Techniques:
		  A. Picture Descriptions
		  B. Operations
		  C. Other

12:00	NOON	Lunch
1:15- 2:00	PM	Silent Way Demonstration
2:15- 3:15	PM	Applications of SW Discussion: "The Role of the Teacher"
3:25- 4:00	PM	Teaching Assignments Miscellaneous Business
7:00	PM	Lesson Planning Social Time

Day Three

8:15-10:00	AM	Capsule Teaching

10:15-	AM	Unfinished Business
		    Final Announcements and Wrap-up
		    Review of Performance Objectives
		      --Times to Be Arranged with Trainees
		    Language Lab Demonstration

GENERAL SUGGESTIONS FOR IMPLEMENTATION OF THE MODEL TEACHER TRAINING SCHEDULE

The schedule presented here makes no higher claim than to be considered a model which can be used in devising a session of teacher training, relevant to the needs of an FLO intensive language program. It might also serve as a standard by which any similar attempt at this type of teacher training could judge itself. This claim is emphasized by the fact that it may well not be possible, or sometimes wise, to follow the schedule strictly. The extent to which the schedule can be followed depends upon many variables: for example, the time available; the number of qualified demonstrators who can be recruited; the degree to which the trainees match up to the assumptions about them.

With the above in mind, the general suggestions for implementing the model teacher training schedule are:

1. Because of budgetary considerations, which normally affect the FLO, the model schedule has been devised on a three-day basis. It is suggested that this is the minimal amount of time to achieve any degree of adequacy in teacher training. (The schedule indicates two and a half days of training, following an introductory evening session.)

2. Should there, as an unalterable fact, be less time available than three days, the schedule could be somewhat abbreviated, without destroying its basic thrust. This could be accomplished by dropping certain sessions, e.g., one of the capsule teaching sessions or the session on language games; by combining two of the sessions into one, e.g., the shock language lesson and the EIL demonstration lesson; or by condensing some of the sessions, e.g., the "introductions" session. Nonetheless, any abbreviation is not recommended, unless it is absolutely necessary.

3. Should there, by some chance, be more time available, the model schedule could probably be used, as is, for the beginning part of the training. Then, one might add other sessions involving more in-depth considerations of the basics with which the model schedule deals, as well as sessions consisting of further teaching ideas and suggestions. For example, sessions in which techniques especially illustrative of one or more of the five steps leading to communicative competence might be offered. Or further discussion sessions on the various principles of effective teaching might be included. Also, sessions in which general practices beneficial to the classroom learning situation could be presented: how to use the blackboard, the most effective means of gesturing, for instance.

4. The trainers-in-charge have a serious responsibility to see that the conduct of each session is carefully planned and thought out. People to be introduced, or to give various demonstrations, should as much as possible be previously lined up, coached as to their role, and be ready when their turn comes. Further, the goals of each session should be so clear in the minds of the trainers that they are able to exert effective pressure to see that they are achieved. Similarly, they should have such a clear grasp of how each session fits in with the others that they are able to ensure that a sense of continuity pervades the training.

5. Quite possibly, the most important single element to successful implementation of the model schedule is the quality with which it is conducted. The success of the sessions depends on the extent to which the trainers know what they are doing, and give that impression; the extent to which they believe in the value of the training, and impart that belief; the extent to which they feel confident about their approach, and

thereby gain the confidence of the participants; and the extent to which they relate in human terms to the particpants.

6. The amount of time set for any given session in the schedule should not be overrun. This has a two-fold advantage. First, there is something about adhering to a time limit which requires the trainers to strive to conduct a given session economically and, as a normal consequence, with greater clarity. Second, the risk of losing the trainees' attention and respect through haphazardness and long-windedness is minimized.

7. The people recruited to demonstrate any given teaching point should possess considerable expertise with their appointed assignment. Moreover, they should be coached, if necessary, to make sure that their demonstration brings out to the fullest possible degree what the schedule requires. A shoddy demonstration, or one which does not cover the material supposedly to be under consideration at a certain time in the schedule, will invariably seriously undermine the effectiveness of the training.

8. Returning instructors, depending upon their abilities, of course, should be given as much responsibility for helping out with the training as is possible or feasible. Perhaps it should be mentioned here that the schedule itself does contain some provisions for dividing the participants, along the lines of experience.

9. The trainers should be thoroughly familiar with the five steps leading to communicative competence, as referred to in the introduction to this paper.

THE MODEL TEACHER TRAINING SCHEDULE

(In detailed outline, for the benefit of the trainers)

Initial Evening

7:00-9:30 PM   Introductions

Goal: primarily, to help participants feel more comfortable with each other and, secondarily, to impart to the trainees something tangible about their task by means of information.

Content: 1.   "paired introductions"--a technique of introduction, familiar to SIT personnel, whereby each member of the group (trainees, visiting staff, and trainers alike), interviews and then introduces another member (30-50 minutes).

2.   brief exposition of the Experiment's history, particularly as it bears on FLO language programs (3-5 minutes).

3.   further introduction, self-introduction if possible, of key staff personnel in the program; explanation of their responsibilities; clarification of chain of command; etc. (5-10 minutes).

4.   a.   distribution of Instructor Handbooks, EIL texts, training schedule, teaching schedules, and miscellaneous related information, preferably all in one convenient package; b.   concise explanation of each item distributed; c.   questions and answers (10-20 minutes).

5.   a special activity, which encourages the participants to show a more active side of themselves to each other, such as the "adverb game," whereby participants, upon instruction from one of them trying to guess the adverb, need to act out situations in the manner of the adverb selected (20-50 minutes).

6.   wrap-up and good night (1-3 minutes).

Points to consider: A. The time allotments for certain segments of this session obviously depend upon the number of trainees. In all cases, it is recommended to strive to accomplish a given segment in the least amount of time possible. It is not at all undesirable to let the participants out early.

B. If I may emphasize this point, the tone of the training is set in this session. Ideally, that tone will be one which is serious and, at the same time, good-humored; efficient and yet friendly and considerate.

C. Segment 2, in justification of its insertion, is valuable in that it introduces to, or refreshes in the memory of, the participants the larger organization of which they are a part; and, especially, where it touches upon the "homestay" practice of the Experiment, points up that to which most of the language programs will be leading.

D. Segment 3 neatly follows segment 2 and points out useful specifics about the staff to which the trainees will be responsible, specifics which may well not have been brought out in the opening set of introductions. Ideally, as many of the FLO staff members as possible should be invited to attend, if only for this segment, in order to succinctly introduce themselves and their roles in the program.

E. In segment 4, the distribution of materials, the trainees should be encouraged to go through all of these carefully, upon leaving the session, particularly the Instructor's Handbook.

F. For best results, responsiblity for conducting the different segments should be divided among the trainers and the FLO staff present, so that, at the outset, it communicates to the trainees that they are engaged in a team-effort.

Day One

8:15-9:15 AM   Shock Language Lesson

Goal: to place the participants in the position of language learners;
further, to expose them to a teaching and learning experience, which is
especially amenable to break-down and analysis, according to the five
steps necessary for achieving communicative competence. (See the
Introduction of this paper for the description of these steps.)

Content: a lesson, according to the best standards of the FLO, in
a language unknown to the participants, done by a teacher who has the
five steps leading to communicative competence in mind.

Points to consider: A. The positive value of previously coaching
this teacher as to his assignment cannot be overstressed.

B. Essentially, the teacher should utilize a perfected FLO-type
presentation (not teaching directly from an EIL text, in other words),
which breaks off into drill-type practices (repetition, substitution,
and person-number drills, etc.), and which proceeds to incorporate
conversation in the language, among the students, as soon as possible.

C. Ideally, the teacher should teach in such a way that the
five steps leading to communicative competence can be fruitfully dis-
cerned and then discussed in the next session, as well as throughout
the training.

9:30-11:00 AM   Discussion
                 A. Response to Lesson
                 B. "Communicative Competence"

Goal: for the participants to reflect on the previous language learning
experience and to lead them to evaluate the lesson in terms of the steps
needed to achieve communicative competence.

Content: 1. discussion by the participants of how it felt to be a language learner; preliminary evaluation of the lesson.

2. schematic blackboard presentation of the five steps needed to establish communicative competence, noting especially how these steps were exemplified in the lesson.

Points to consider: A. Participants should be encouraged, without being brow-beaten, to give honest, personal responses to the question of how it felt to be a language learner.

B. As he lists the five steps in a schematic fashion on the blackboard (separate columns for each step, for instance), the discussion leader, one who thoroughly understands the five steps and how they are tied into the previous lesson, should be careful to define clearly what each step consists of. In order to do this most effectively, the leader should see that examples for each step are elicited from the participants, discussed, and properly noted in their appropriate place in the scheme.

C. Examples from the lesson, which would help to illustrate the five steps, might include: the different drills used by the teacher, which generally would fall under the step of practice; various explanatory techniques, such as gestures, mannerisms, varying intonation patterns, which might fall under the step of explanation and/or the sociolinguistic one. Naturally, it should be indicated how these examples can often apply to more than one step. Finally, the step of transposition, and how it was achieved, should obviously be highlighted.

D. An implicit goal of the communicative-competence discussion is to provide the trainees with a possible set of criteria, a framework that they could adapt for their personal use in preparing and conducting their own language lessons, as well as in analyzing someone else's.

11:15 AM   Performance Objectives
               for the Training

<u>Goal</u>: to make the trainees aware of those specific objectives that they are expected to accomplish by the end of the training.

<u>Content</u>: distribution of, and consequent discussion of, a list of performance objectives for the training (a possible such list is included as Appendix One to this schedule).

<u>Points to consider</u>: A. The idea is to focus the trainees' attention, at the outset, on those skills and points of knowledge the trainers expect each of them to acquire.

B. The fact should be impressed on each trainee that he will be held accountable for fulfilling these objectives by the end of the training and, indeed, will be required to show in a final interview-session with one of the trainers that he has accomplished these objectives.

C. Naturally, and the list itself indicates this, the trainees, especially the returning teachers, should be encouraged to achieve as many further objectives as they can or desire. In fact, opportunities should be found in the schedule itself for the trainees to derive or, in some instances, to create further objectives of their own. These other objectives the trainees may even wish to have emphasized in the training, a possibility to which the trainers should be prepared to be open.

1:15-3:00 PM   Demonstration of EIL Lesson
               for Beginning FLO Teachers

<u>Goal</u>: to acquaint the trainees--particularly, as indicated, the beginning teachers--with teaching from the standard EIL text.

Content: 1. teaching of five or so lines of a dialogue taken from one of the lessons in the EIL text, as demonstrated by a teacher experienced with it: teaching points to be specifically demonstrated include dialogue presentation, introducing of related vocabulary, use of drills and explanation, and the transposition of all this to a level of real conversation--conversation, moreover, which is sociolinguistically sound.

2. analysis and discussion of the different elements of the lesson, again, according to the five steps necessary for establishing communicative competence.

3. The analysis and discussion is to include a specific recapitulation of the elements under consideration and consequent illustration of certain of these, by means of spot peer-teaching performances on the part of the participants.

Points to consider: A. As soon as the discussion part of this session begins, the trainees should be directed to their own particular texts so that they can note fully the correspondences between their texts and the text just taught.

B. Trainees definitely should be encouraged actually to practice teach the fundamental components of the EIL text through peer-teaching. This teaching practice serves the added purpose of helping the trainees to get over some of their nervousness about being in front of the group, at an early point in the training.

C. The session should be so conducted that several different techniques of teaching the text, or parts thereof, in addition to those of the demonstrator, are pointed out. The trainers themselves either should demonstrate alternative techniques or encourage the trainees to suggest other techniques. Any emphasis that there is one set way to teach the text should definitely be avoided.

1:15-3:00 PM   Workshop on Teaching Ideas
                  for Experienced FLO Teachers

Goal: to expose experienced FLO teachers to a selection of
easily-mastered techniques for teaching languages.

Content: variable, though the techniques chosen should be ones
which can be readily understood, and put into practice, by the participants;
e.g., use of pocket charts, "scrambled sentences," flannel board, language
games, operations, etc..

Points to consider: A. Among the trainees themselves normally can
be found a surprising store of teaching ideas, and obviously they should
be encouraged to share them with each other. In this regard, if it is
feasible, it is better to line up beforehand those who might have good
ideas, in order that they might prepare an effective demonstration of
these ideas.

B. Nonetheless, this session remains the most successful if regular
SIT teachers (either from the English, MAT, or FLO departments) are
brought in to demonstrate teaching techniques with which they have had
success, as well as to serve as resource people for those trainees who
may have questions about any given teaching point.

3:15-4:00 PM   Teaching Assignments

Goal: to give the trainees a specific idea of what they are expected
to teach in the following capsule-teaching session.

Content: an assignment to the trainees to prepare a lesson around
an affirmative sentence, individually chosen by each trainee from the
EIL text relevant to his forthcoming teaching.

The sentence chosen is to be of simple structure, i.e., subject-verb (in the present tense)-object. Then, taking this sentence as the basis, the trainee is to teach two to three object substitutions, the verb in the first, second, and third persons singular, as well as all the singular personal pronouns. Moreover, he is to teach the structural changes necessary to convert the sentence into the interrogative and into the negative. All of this is to be taught in no more than twelve minutes.

Points to consider: A. A special value of this assignment is that it so tidily sums up the points expected to be understood by the participants at this point in the training.

B. Furthermore, the assignment, in order to be fully taught in the time allotted, ordinarily requires the teacher to teach in such a way that the interrogative structure, for example, is introduced close upon the heels of the initial presentation of the sentence, a fact which would create an almost immediate question-answer type of situation--a situation, moreover, which would, in real conversation, call for the introduction of the negative.

C. It is precisely in the requirement of having to teach the negative and the interrogative that the assignment ensures that the trainees will work their way into conversation in their capsule-teaching lesson.

3:15-4:00 (continued)   Announcements

This segment of the session is rather self-explanatory. It simply offers time for additional information which may need to be imparted to the trainees, such as scheduling changes, contract information, special outside activities of interest, etc.

3:15-4:00 PM (continued)   Tour of Teachers' Room, FLO Resources

Goal: simply, to acquaint the trainees with the resources available
to them.

Content: guided tour of the teachers' room; indication of facilities
provided; location of supplementary materials; demonstration of the
various equipment provided--ditto machines, projectors, cassette recorders,
etc.; distribution of any necessary keys; explanation of check-out pro-
cedures; direction, or reminder, to the trainees to inspect their classrooms'
readiness; etc..

Point to consider: The trainees (incidentally, before their first
actual teaching performance in the program) ought to leave this session
with a knowledge of the total number of resources at their disposal and
to feel encouraged to use them as soon, and as often, as they desire. .

7:00-8:15 PM   Language Games

Goal: to expose the participants to, and to engage them in, various
action techniques which might be useful in teaching.

Content: generally, theater techniques,[1] especially those that
have been effectively used in a classroom situation.

Points to consider: A. The techniques are to be approached on
the part of the demonstrators from a non-serious point of view. That
is to say, the techniques are not meant to be understood by the
participants as an ultimate form of teaching. In fact, it is not strictly
necessary that each one of the techniques have an application to the
classroom at all.

B. A chief concern for this session is that the participants do
not find these techniques threatening, either to their basic personalities
or to their conceptions about teaching. It is much better that the techniques

[1]
These have often been demonstrated at SIT by people from The Center for Theater
Techniques in Education, Stratford, Connecticut.

be presented, and experienced, as activities of interest in themselves.
Should there be any value to these techniques for teaching, that is a
fact better surmised by the participants, each according to his own
personal inclinations.

C. The session has a hidden purpose in its bringing together of
the trainees and the trainers the evening before the initial attempt
at capsule teaching. It is to be expected that some of the trainees
may well wish to take advantage of the time immediately following this
session to go over their lesson plans with the trainers.

Day Two

8:15-10:00 AM   Capsule Teaching

Goal: for the trainees to practice teach a compact but complete
lesson from a given assignment.

Content: each participant is to teach, in about twelve minutes,
what he has chosen to fulfill the teaching assignment given to him.

Points to consider: A. Should the group number more than five
persons, it should be divided into two groups. Moreover, experienced
teachers should be divided equally between the groups; Further, variation
in the languages to be taught is preferable within each group.

B. A certain number of people from outside the basic training group
should, if possible, be recruited to serve as additional language-learning
students.

C. A specified trainer should be in charge of each group.

Following each teaching presentation, this trainer is responsible to
see that only pertinent, constructive criticism is allowed. This criticism

should never be other than gentle and helpful in nature. Also, the time permitted for this criticism should be held to a minimum.

D. One of the great advantages of the prior teaching assignment is that each trainee ought to be teaching the same set of structures, though the material and means of teaching will no doubt vary. This means, essentially, that a great deal of the criticism possibly pertinent to each of the trainees' presentations may not need to be emphasized, following his performance. The natural process of comparison going on in the minds of the participants, concerning each teacher's presentation, includes as one of its basic ingredients implicit criticism. The task of the trainer-in-charge is clearly aided by this fact; he is freed to focus the participants' attention on each lesson's strong points, without really having to suggest a thorough-going criticism. The participants can, and often do, recognize, from their own performances in comparison with the others, those points which they might work on, as well as those points with which they are most effective.

E. In many respects, this and the other capsule-teaching session comprise the catch-all component of the training, as well as its very heart. In these sessions, innumerable points about teaching will be brought out—all of which should be dealt with openly and thoroughly.

F. Simply to emphasize a point, one of the prime criteria for judging the effectiveness of a trainee's capsule teaching performance is the extent to which he fulfills his assignment in the time allotted to him. It is strongly suggested that each trainee be held as strictly as possible to the twelve-minute slot of teaching time he has been given.

10:15-11:00 AM   Discussion: "What to Expect"

Goal: to inform the trainees of that which they should, more or less, expect to face in their up-coming teaching.

Content: discussion of (1) the type of students likely to be encountered; (2) what these students are preparing for; (3) what these students might legitimately be expected to acquire from the program (the distribution and discussion of a standard FLO list of specific student objectives may be pertinent here); (4) information concerning testing, such as times to be given, types of tests to be employed, the teachers' role in the process; (5) information concerning the on-going requirements the teachers will be expected to meet, such as in-service workshops, teachers' meetings, daily lesson plan sheets, possible rotation of teachers; and (6) anything else of a particular nature the trainees should know about the program in which they will work.

Point to consider: The person in charge of this session ought to be prepared to take almost complete charge, since most of the session involves specific information unknown to the participants. Naturally, where there are opportunities for discussion, these should be taken; particularly helpful in this respect may be those returning teachers who have taught in a similar program.

11:15 AM   Basic Supplementary Techniques
            A. Picture Description
            B. Operations
            C. Other

Goal: to suggest to the trainees a few of the most widely used, as well as the most adaptable, teaching techniques in use today.

Content: demonstration of simple, easily appropriated, techniques for language teaching. Techniques for picture description, as well as the use of operations, are specifically recommended. "Other" techniques might include the use of the "erasure technique" for teaching dialogues, the use of maps, transportation schedules, weather reports, etc., for practicing or introducing language material, etc..

Point to consider: None of these techniques should be beyond the grasp of the most beginning teacher. At the same time, techniques should not be demonstrated which may already have been witnessed by the experienced teachers in their workshop on teaching ideas, of the day before.

1:15-2:00 PM   Silent Way Demonstration

Goal: to engage participants in that kind of language-learning experience in which the teacher places much of the responsibility for teaching on the part of the students and in which conversation in the language (the "fourth step" in communicative competence) comes to the fore almost immediately in the lesson.

Content: the basic, initial rod-demonstration of Silent Way, given in a language, ideally unknown to the participants, by a teacher well-versed in this manner of teaching.

Point to consider: The value of this session is primarily in the preparation it gives for the next session.

2:15-3:15 PM   Applications of Silent Way
                Discussion: "The Role of the Teacher"

Goal: to emphasize those principles of effective language-teaching which the Silent Way so pointedly demonstrates; also, to indicate, on a very limited basis, some of the specific, immediately accessible teaching ideas that can be derived from this type of teaching.

Content: 1. discussion of the role of the teacher, as precipitated by the Silent Way demonstration.

2. Interspersed in this discussion, specific applications of Silent Way should be demonstrated in order to indicate some of the concrete possibilities that proceed from this manner of teaching, such as the teaching of numbers; of prepositions; etc..

Points to consider: A. Special emphasis in the discussion about the role of the teacher is to be given to those points, exemplified in the lesson, that might be considered to encompass sound principles for language-teaching. These points include the apparent efficacy of (1) allowing students to correct one another; (2) allowing them to create their own sentences in the language; (3) permitting them to exist in a learning situation seemingly without the need of constant teacher-control or supervision; and (4) engaging them in conversation in the language (the step of transposition) almost immediately during its initial presentation.

B. Trainers can hardly presume that the participants will fully understand the Silent Way-type of teaching, nor should they so presume. The primary objective of the session is simply to emphasize, in a more dramatic fashion than usual, the value of the teaching principles just suggested in point A.

3:25-4:00 PM   Teaching Assignments

Goal: as in the first teaching assignment, to give the trainees a specific idea of what they are to teach in the next capsule-teaching session.

Content: an assignment essentially the same as the first one (described on pages 19 and 20) except for the following: (1) each of the participants is to take a different sentence than his first one as the basis for his lesson; (2) he is to add to his structural variations of the sentence adverbials of place and/or time; (3) he is not restricted to his text for the choice of his sentence; and (5) he is to have fifteen minutes to teach, if he needs it.

3:15-4:00 PM (continued)   Miscellaneous Business

This is simply an allotment of time, following the second teaching assignment, which is quite self-explanatory.

7:00 PM   Lesson Planning
            Social Time

Goal: to have each trainee reflect about, and modify if necessary, his plan for teaching the next capsule-teaching assignment.

Content: informal consultations between trainees and experienced SIT teachers, concerning the trainees' plans of attack for the capsule-teaching assignment.

Points to consider: A. The session is as much a social one as it it is a business one. Refreshments should be available from the beginning.

B. Each of the trainees has but one requirement, that is, to go over his lesson plan for the next day's capsule teaching with one of the experienced teachers present.

Nonetheless, as the experienced teachers should have been informed, this is not to be done superficially. The trainee should be pressed to explain, and even to demonstrate, each step he anticipates following in order to put his lesson across. The experienced teacher can here offer invaluable service in his assessment, which he should make clear to the trainee, of the strengths and weaknesses of the trainee's plan of attack. If the experienced teacher should find flaws in the trainee's plan, he ought to point out, and demonstrate if necessary, effective, alternative possibilities that might correct these flaws.

C. The positive value of having a good number of experienced SIT teachers on hand for this session practically goes without saying. The extent to which the session can be a one-on-one situation, one experienced teacher to each trainee, is the extent to which it approaches being ideal.

D. As should be apparent, this session is not concerned with that type of lesson planning which simply sets down on paper what a teacher expects to cover (the question of what), but rather with that kind of planning which relates to his actual conduct of a lesson (the question of how).

Day Three

8:15-10:00 AM   Capsule Teaching

Goal: as with the first capsule-teaching session, for the trainees to practice teach a compact but complete lesson from a given assignment.

Content: each participant is to teach, in about fifteen minutes, what he has selected to fulfill his teaching assignment.

Points to consider: All of the points to consider suggested for the first capsule teaching session (see pages 22-23) remain applicable for this session, except for the following: 1. Ideally, enough people could be recruited from outside the basic training group to form complete classes for the group or groups.

2. Considerable improvement as a result of the culminative effect of the training should be, and almost invariably is, apparent in each trainee's teaching ability.

3. By having to teach more structures in this lesson than in the first one (the reason for fifteen-minute allotments rather than twelve-minute ones), the trainee ought to be able to, if he does not already, realize how much of language-learning, as well as language-teaching, depends upon the effective injection of ever new material into a lesson--an injection which can only be considered successful to the degree it broadens the range of communications possible in the language for the students.

10:15 AM   Unfinished Business
            Final Announcements and Wrap-up

This part of the session, I feel, is self-explanatory.

10:15 AM (continued)   Review of Performance Objectives
                         --Times to Be Arranged with the Trainees

Goal: to have each trainee assess his specific achievements in the training.

Content: Each trainee goes over, in individual consultation with one of the trainers or with another person designated by the trainers, the list of performance objectives for the training handed out earlier in the training (see Appendix One to the schedule).

Points to consider: A. Ideally, each trainee should be able to arrange his consultation promptly, within the morning, if possible.

B. It is not expected that this consultation will turn into an exhaustive affair. Moreover, it is not meant to be an interview, a cross-examination, or anything more than a consultation.

C. The performance objective which probably will need the most attention is the lesson plan that the trainee is expected to have for his first full day of teaching.

10:15 AM (continued)   Language Lab Demonstration

Goal: to introduce the trainees to the operation and possibilities of the language lab.

Content: demonstration of the operation and use of the language lab; practice by the trainees in operating it; and the pointing out of what tapes are available, and where and how to obtain them.

Points to consider: A. It is conceivable that this session might be scheduled for another time, in the coming afternoon, for instance, or at an earlier point in the schedule (perhaps in order to emphasize its relation to the "five steps"). It is crucial that it be conducted before the teachers begin the program.

B. Experienced FLO teachers, already familiar with the lab, might be shown further ways of utlizing the lab than their previous experience might have included.

APPENDIX ONE

An Example List of Performance Objectives for Teacher Training
(according to the model teacher training schedule)

This check list is intended as a self-evaluation check list. Upon
the completion of the teacher training, a final discussion should be
scheduled with the teacher trainer to determine the extent to which the
objectives have been fulfilled.

Part I: Skills

1.____I can teach a complete lesson, based on a given sentence from
an EIL text dialogue, leading the class from presentation to "free" use
of the language.

2.____I can conduct single-item substitutions.

3.____I can conduct double-item substitutions.

4.____I can conduct person-number substitutions.

5.____I can work into the interrogative of the language, naturally
and promptly, on a teacher-to-student basis; 5^a____on a student-to-student basis.

6.____I can work into the negative of the language on a teacher-to-
student basis; 6^a____on a student-to-student basis.

7.____I make a conscious effort in my lessons to explain any items
which may call for explanation.

8.____I can get my students to correct one another.

9.____I can create a class situation whereby my students are conversing
in the language, in a real fashion, among themselves, as well as with me.

10.____I can create, and have created, a sound lesson plan for my
first full day of teaching.

11.____I understand, and can operate, the language laboratory.

Space is left here for you to list further skills you have acquired in
the training.   (Use the reverse side of this sheet, if further space is needed.)

Part II: Knowledge

I can define or give a brief explanation of: A.   the five steps
leading to communicative competence: (1) presentation, (2) practice, (3) explanation,
(4) transposition, (5) sociolinguistic considerations.

B.   the Experiment's history.

APPENDIX TWO

An Additonal Suggestion for Implementation of the Model Teacher Training Schedule

Throughout the schedule, certain periods of time following each separate session are unaccounted for. Ordinarily, these periods of time should be considered as breaks. However, a few of these periods might be appropriated to serve as further opportunities, within the training, to present useful language-teaching possibilities. For example, some of the breaks might well be used to introduce "fun" teaching techniques, such as the "relations game," in which each of the participants pretends he is at a wedding reception and, having been given on an index card a new name and character (as well as his relation to one of the other participants), is to discover his relationship to all the other participants. Such "fun" teaching techniques hardly destroy the idea of a break between sessions. Yet, at the same time, they offer valuable suggestions to the trainees for similar constructive breaks in their own classes.