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Joint TEFL Training of Peace Corps Volunteers and Host Country Nationals in Tongo: An Experience and Recommendations

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Joint TEFL Training of Peace Corps Volunteers
and Host Country Nationals in Togo:
An Experience and Recommendations

Ruth A. Pierson

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

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

Date April 2, 1980 Principal Advisor *R. Brown*

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ABSTRACT

The author describes her experience as TEFL Coordinator for a Peace Corps training program for both Americans and Africans in Togo. The background of TEFL training in Togo is outlined. The organization of the training program is presented, along with problems encountered and recommendations for future training programs. The author also discusses the content of the training program in light of the rationale and goals of training, and shares some personal insights gained as a result of her experience. Extensive appendices contain copies of the materials used during the training program.

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INTRODUCTION

I served as a Peace Corps Volunteer in Togo, West Africa, from 1972 to 1976, working first as a health educator, then switching in my final year to the TEFL program. Following my Peace Corps service, I spent two years in the United States, teaching and studying ESL. In June, 1978, I returned to Togo as TEFL Coordinator for the Peace Corps in-country training of TEFL teachers. Although Peace Corps/Togo had through the years established an effective training model, with which I was very familiar, the program was somewhat changed in 1978 with the inclusion for the first time of ten Togolese English teachers to be trained along with the American trainees. Prior to leaving for Togo, I searched for literature which could help me prepare for my job; in particular, reports on other in-country training programs. I found very little, and often what I did find was written for a very limited audience, such as the Peace Corps administration in the country involved or in Washington, and did not contain much in the way of materials or ideas applicable to other training situations.

This paper includes a description of the overall training design and examples of the materials I used during the 1978 training program, a discussion of the problems encountered while training Peace Corps volunteers and host country nationals together for the first time, and some possible solutions to these problems in terms of changes in the selection procedure

of the trainees and in the design of the training program. It also contains a discussion of the content of the training program in light of the rationale and goals of training. Finally, it includes some personal insights I gained as a result of my experience as TEFL Training Coordinator. The information and the recommendations contained in this paper have already been presented to the administration of Peace Corps/Togo in a different form, and will be passed on by them to the Ministry of Education, hopefully to be incorporated in future training programs. It is my hope that this paper will be of use to others who find themselves involved in intensive short-term training programs for ESL teachers, whether for Peace Corps or for other institutions.

I. HISTORY OF TEFL TRAINING IN TOGO

Peace Corps first sent volunteers to Togo as TEFL teachers in 1962 and, throughout the years, the program has remained one of the organization's largest in Togo, accounting for an average of forty volunteers out of a total of 85 to 120. Training for these volunteers was originally in the United States. Beginning in 1969, a two-phase training program similar to the one described in this paper, was initiated. The first phase, which was largely language instruction, was in the States, and the second phase, the practice teaching, was in Togo. Since 1973, the entire training program has been held in Togo.

The objective of the TEFL program, for the most part, has been simply to provide additional teachers for Togolese secondary schools. English is a required subject beginning in the seventh grade, but there has been a lack of Togolese English teachers and, as a result, students often have less than the required number of hours a week or have no English at all for part of the school year. Peace Corps volunteers have been filling in until Togo is capable of providing enough local English teachers. This objective has been met with little difficulty.

However, Peace Corps has another objective for all of its programs: that of training local counterparts. This objective has been largely ignored in the Togo TEFL program. Training of counterparts has occasionally happened on an individual and personal basis between volunteers and their colleagues. Several times staff members have attempted to involve Peace

Corps more in the training of Togolese English teachers. The success of these attempts has been minimal and has depended, to a certain extent, on the interests and priorities of the acting Peace Corps directors in Togo. Examples of these attempts include placing an occasional volunteer at Ecole Normale Supérieure (Togo's only teacher training institution), and inviting small numbers of Togolese teachers to participate in in-service workshops for TEFL volunteers for two successive years in the early 1970's.

Togo is making progress in increasing its corps of local English teachers to the point where Peace Corps is thinking of phasing out the TEFL program by 1981. But many of these teachers have had little or no pedagogical training. Their command of English may be adequate, but they often do not know how to teach. Training opportunities for Togolese English teachers are very limited. The one teacher training school in the country graduates approximately thirty English teachers a year. Some of these enter with their baccalauréat degree (given after seven years of secondary school) and follow a two year course. Others enter with their B.A. degree and take a one year course. The quality of training at the school has been poor since the U.N. experts, who helped open it ten years ago, left. The very small numbers of Togolese teachers who are hired to work on the Peace Corps training programs receive a sort of training themselves at the same time they are helping the new volunteers adjust to teaching in Togo.

Since 1971, the American Cultural Center has offered yearly, one week training seminars for approximately fifty Togolese English teachers. The effectiveness of these seminars has been limited by their short duration and the high number of participants. At various times in the past, the British Council offered yearly, one-month seminars for approximately twenty teachers, but since 1976 this organization no longer operates in Togo. Rare scholarships have been available for Togolese English teachers to study in the States and in England.

In light of all this, and taking seriously Peace Corps' commitment to train host country counterparts, the Associate Peace Corps Director, himself a Togolese, made a proposal to the Ministry of Education and the Peace Corps Director in 1974 to involve Togolese English teachers in summer work sessions with Peace Corps volunteers in three areas: 1) improving their own English and pedagogy, 2) developing visual aids, and 3) adapting texts to the Togolese milieu. For several reasons, including bureaucratic inertia and lack of funds, this project never materialized. In 1976, the same person made a proposal to include Togolese teachers as participants in the regular yearly training program for new TEFL volunteers. This was the proposal that ultimately led to the first joint training program two years later.

II. ORGANIZATION OF THE TRAINING PROGRAM

A. Background of Trainees

In summer, 1978, ten Togolese English teachers participated in the Peace Corps TEFL training program for the first time with twenty-four American trainees. The Togolese trainees were chosen from a list of candidates submitted by the Ministry of Education. The Ministry's criteria in formulating the list were apparently the following: 1) extended experience in an English-speaking country (for the most part, Ghana) which would give the candidate the fluency in English to be able to understand and participate in linguistic and pedagogical workshops, and 2) at least one or two years' experience teaching English in secondary schools in Togo.

Of the ten trainees who participated in the program, eight met both of these criteria. Two had not lived in an English-speaking country, and one of these two was noticeably below the others in the group in English proficiency. His lack of fluency was probably a contributing factor in his later decision to drop out of the program. The remainder of the trainees had lived in Ghana or Nigeria for as many as fifteen years, and many had taught other subjects or levels, such as primary school, in Ghana before returning to their native Togo to teach English. Most had been educated in Ghana and had had two to four years of pedagogical training and general education following completion of tenth grade. In American terms, this put them at the level of a high school or junior college graduate. Two had

been educated in Togo; one of them had completed secondary school, the other had a B.A. In contrast, all the American trainees were native English speakers and had a B.A. or M.A. degree. Two or three had had previous experience teaching ESL, and another five or six had received college-level training as teachers and/or had had teaching experience in other fields.

B. Training Plan

The training plan was basically the same one which had been successfully used in previous Peace Corps TEFL training programs in Togo. The program was eleven weeks long and was divided into two phases: Phase I (six weeks), in which the emphasis was primarily on French language training and secondarily on TEFL, and Phase II (four weeks), in which the primary emphasis was switched to TEFL. The remaining week was taken up by travel time between the two training sites and by a short break between the two phases. The addition of Togolese trainees affected the basic training plan very little for this first experience since it was agreed to operate on the principle that Togolese and American trainees would be treated nearly the same as possible, i.e., they would have the same schedules and the same assignments.

Phase I

During the first phase, while the Americans studied French for four and a half hours every morning, the Togolese had English language class for three and a half hours. In the afternoons, all trainees participated in an hour-long TEFL workshop, an

were large group sessions with lectures, demonstrations, discussions and question and answer periods based on handouts or homework assignments. There were also small group peer teaching sessions with four to six trainees in each group.

Strategies (see Appendix B.1) were introduced beginning with those which required no previous specialized knowledge of phonetics or grammar, and those for which students' responses were non-verbal or limited to simple repetition. These strategies include certain of those for reading comprehension (pre-questions, post questions and true/false statements), those for passive vocabulary, unprepared dictation and copying. Inexperienced teachers tend to find these strategies easier to master partly because the content is familiar to them. In addition, because the students' oral responses are minimal, the teacher need not be overly concerned with correction techniques and can concentrate on doing the steps of the strategy in the correct order. Generally a new strategy was demonstrated to the entire group of trainees by a staff member using Togolese students. The trainees then peer-taught the strategy before teaching it in their "micro" classes.

For "micro teaching," the trainees were divided into groups of five or six, Togolese and Americans together, usually with one American and one Togolese staff member assigned to each group. The trainees taught classes of six to twenty Togolese students. (An average class size in public schools ranges from fifty to sixty students, and sometimes reaches one hundred.) The students ranged in level from those who had had one year of

English instruction to those who had had four. There were no absolute beginners.

For the first three weeks of "micro teaching," the trainees taught in fifteen minute segments. The lessons were prepared by the staff, and were carefully controlled to contain only the strategies to which the trainees had already been introduced and which they had practiced. The emphasis at this point was on letting the trainees get used to being in front of a class, develop an effective classroom manner, and master performance of the strategies. During the last week and a half of "micro teaching," lesson content, i.e., vocabulary words, reading passages, grammar points, minimal pairs, was provided by the staff, but trainees wrote their own lesson plans choosing appropriate strategies. They also taught in half-hour segments. Teaching groups were changed weekly to give the trainees the opportunity to work with a variety of their peers and with different staff members, and also to give them the chance to teach students at different levels. Trainees observed their peers when they were not teaching.

Because the trainees were limited in the number of strategies they knew at any given moment, the lessons they taught were often unbalanced in terms of the four language skills. In order to correct this imbalance and make the learning experience a more meaningful one for the students, the TEFL staff supplemented the trainees' lessons with an additional hour of class in the morning while the trainees were in language classes. These classes also gave the staff the opportunity to share ideas and

techniques and to work on critiquing skills. In addition, trainees were occasionally excused from their language classes to come and observe the staff teaching these full-length, full-sized classes.

Following the "micro teaching" sessions, critiques were given orally by the staff members assigned to each group. The critiques at first centered on the general presentation of the lesson (classroom manner, pacing, class management) and correct performance of the strategies. They were later expanded to include the trainees' use of corrective feedback and positive reinforcement techniques. The trainee's performance objective for the four and a half weeks of "micro teaching" was mastery of twenty-one strategies according to set criteria (see Appendix B.1a).

Phase II

In the second phase of training, TEFL activities occupied four and a half hours every morning; one hour for a workshop, three fifty-minute practice teaching classes, each followed by ten minutes of critiques and, finally, a thirty-minute session to plan for the next day's classes. Language classes continued in the afternoon for the American trainees, but were dropped for the Togolese trainees, leaving them with this time free for lesson planning.

Workshop activities covered the following areas:

1. the remainder of the strategies, in addition to techniques for working on translation skills and controlled composition

2. visual aids, songs and games
3. testing
4. stress and intonation
5. recognizing relevant and teachable grammar points in a text for a given level
6. school procedures such as discipline, teachers' meetings, report cards
7. an introduction to Community Language Learning philosophy and techniques.

Again workshops took a variety of forms: large group presentations, demonstrations and panel discussions; small group exercises and discussions based on handouts.

The practice school was in session for three hours daily for three weeks, and consisted of eight classes at four different levels. Class size ranged from thirty to seventy students. Trainees were divided into teaching teams of four, and each trainee taught three or four fifty-minute classes a week. The teams were changed weekly, giving trainees the opportunity to work with different people and to teach at three different levels. When they weren't teaching, trainees observed each other and gave feedback during the critique sessions based on a specific observation focus, e.g. correction techniques, class participation, performance of strategies. One staff member was assigned to each of the eight classes as permanent advisor and observer. Lessons were prepared by the trainees, based on texts provided for each level and with the guidance of the advisor as to what

grammar and vocabulary would be appropriate for the level. In addition to the permanent class observer, three staff members served as rotating observers, sitting in on different classes each day. Observers wrote extensive critiques based on general elements of lesson delivery as well as on specific objectives the trainees were trying to fulfill in the areas of activities, classroom tactics, lesson organization, classroom management, content and materials (see Appendices A.3 and G.1). These critiques were given to the trainees and they were also summarized orally in a ten-minute session after each lesson. Each Friday, the trainees as a team wrote, administered and corrected tests. After the third class each morning, teaching teams met with their class advisor for twenty to thirty minutes to organize their teaching for the following day, i.e., to decide who was going to teach each hour, and to coordinate the content from one hour to the next.

C. Problems

Although the training plan was essentially the same as had been used in previous years, the inclusion of Togolese trainees caused some problems that Peace Corps trainers had not faced before. One problem surfaced immediately. In talking with the Togolese trainees informally the first few days before the training program really got underway, we found that they had arrived with a number of misconceptions and false expectations involving their professional futures after the program finished. Their ideas of the possible "rewards" ranged from immediate

raises and promotions to diplomas and scholarships to study in the United States. It is unclear where or how these ideas originated. We denied them from the start, emphasizing that all we had to offer them was an opportunity to improve their teaching, which in the long run would inevitably help them in passing professional exams and in advancing their careers. But in destroying their hopes for more immediate and more interesting rewards, we seemed to be destroying at the same time a large motivational factor in them.

Another related problem involving attitude and motivation arose from the fact that the Togolese trainees were not there by choice and, in fact, many of them would have preferred to spend their summer vacations elsewhere. This situation was an outcome of the government's recruitment procedure. Those teachers who were chosen by Peace Corps from the government's list were sent notices by the Ministry of Education saying that they were expected to participate in the training program. They were not offered a choice. About a week before training began, the Togolese trainees were personally contacted by a Peace Corps staff member for a brief interview, primarily to assess their English fluency. Most apparently seemed eager to participate, possibly because they had in the back of their minds the rewards already mentioned, or possibly because the Togolese are not quick to express negative feelings or dissatisfaction. No doubt there was also fear that an expression of disinterest or a refusal to attend would put them in a bad light with the Ministry and would

be harmful to their careers. In addition we learned as the training program went on that some of the Togolese trainees were not really serious about teaching; that they were doing it only because of the lack of options available to them when they returned to Togo from Ghana, and that they were planning to leave the teaching profession at the earliest opportunity.

A third source of discontent was the length of the training program. Eleven weeks with us left them with virtually no summer vacation time. Some had apparently been told that they wouldn't have to stay the entire time, though that was at no time the intent of the training staff since the last four weeks of practice teaching are in many ways the most important part of the program. Trainees were dissatisfied, too, when they discovered that they wouldn't be able to study French. Most felt they had no need to work on their English, but because they had grown up and gone to school in an anglophone country, their French was understandably weak. Although translation is a required part of the English teaching curriculum, it was not our intention to teach Togolese their own national language.

A final problem concerned money. All trainees, American and Togolese, were housed together, first in a dormitory and later in houses, and they were provided with meals five and a half days a week. They were all given money to eat out on the remaining days. However, in addition to this weekend food money, the American trainees received weekly pocket money. The Togolese did not receive this sum because they continued to receive their

normal teacher's salaries throughout the summer. But they had trouble seeing the logic of Peace Corps' position on this matter and continued to insist that we should pay them during their participation in the training program.

All of the problems mentioned so far concerned attitude and expectations. They surfaced early in the training program and had the effect of putting the training staff more or less on the defensive right from the start. We were asked to justify ourselves, to convince the Togolese trainees that we had something good to offer them, and to convince them to stay.

Once the TEFL workshops got under way, other problems of an entirely different nature arose. We noticed that a number of Togolese trainees seemed to have trouble following and understanding the workshops. When asked to follow the steps of a strategy on a handout as it was being demonstrated, some would be sitting with their notebooks closed or with the wrong handout in front of them. They were not conscientious note-takers and had to be told to copy certain important charts or information from the board. Certain of the Togolese repeatedly asked what seemed to the Americans to be irrelevant questions, and when called on to answer questions, were lost or confused. Certainly not all the Togolese trainees exhibited this behavior all the time, but incidents such as those mentioned above were frequent enough to cause growing impatience and annoyance on the part of some American trainees, and constituted a problem that had to be dealt with.

The possible sources of the problem were several:

1. Inadequate fluency in English. This had several consequences. First, it probably led to difficulties simply in following directions and in understanding the content of workshop presentations, particularly since American English differs from Ghanaian English in pronunciation, speed, clarity of enunciation, and occasionally, vocabulary. Secondly, inadequate mastery of English led to problems when the trainees were asked to isolate certain sounds or grammatical structures of the language in order to teach them. For example, someone who uses the /I/ and /Iy/ sounds interchangeably will have trouble making up a minimal pair exercise based on these sounds, or someone who misuses "for" and "since" with the present perfect tense will not realize that a lesson needs to be taught on the usage of these two words.

2. Lack of previous knowledge of a concept. This was particularly true in the area of phonetics. Although most of the Americans had not formally studied phonetics, they at least had been introduced to the concept of phonetic symbols and transcription, whereas this seemed to be a totally new concept for many of the Togolese. This was also true in the area of inference questions: the Togolese had a hard time grasping the concept of inference and applying it to question formation.

3. Differing academic backgrounds and learning styles of Togolese and American trainees. As I mentioned above, few of the Togolese had university backgrounds. In addition, secondary

schools in Togo and teacher training institutions on the secondary school level in Ghana do not generally teach note-taking skills. Typically a teacher lectures, then dictates or writes on the blackboard a summary statement to be copied in the students' notebooks and memorized. So the students are used to being told what's important rather than recognizing it themselves. Also, since schools in West Africa often lack books, the Togolese trainees were not used to dealing with the large quantities of printed material we distributed during the training program.

4. Different paces. Americans seem to many Africans to be in too much of a hurry, too fast-moving, too efficient. Some of the Togolese trainees' confusion may have come from an inability or a lack of desire to keep up with this unaccustomed pace.

The immediate solution we found to these problems was to devote as much as an hour a day of the morning English language class to a review of workshop topics. The staff members went over the same materials more slowly, giving more examples and more exercises. As the training program went on, the Togolese trainees seemed to take more responsibility themselves for letting the staff know where and when they needed extra help. The size of their group (ten) as opposed to the size of the afternoon workshop group (thirty-four) made individual work more feasible in their morning class.

In the area of practice teaching, the Togolese, being experienced teachers, had fewer problems than the Americans in terms of classroom manner and getting used to being in front of

a class. However, they had considerable trouble mastering the strategies. The problem was two-fold: first, they had already established their own ways of doing things, and they found these ways difficult to change; second, they had trouble understanding the reasoning behind and adapting to our fairly rigid system of step-by-step strategies.

Again the solution we adopted was to spend time during their morning English classes reviewing the strategies: explaining the purpose of each step and its place in the strategy as a whole, getting the steps straight in their heads, and having the Togolese do a lot of peer teaching of the strategies. Peer teaching seemed more effective for the Togolese than for the Americans, who often considered it artificial and a waste of time, since the responses of their peers were often similar to the responses they would get from Togolese students in a real classroom, particularly in the area of pronunciation.

A final area where the Togolese seemed to have more trouble than the Americans was in critiquing. Many of them seemed either reluctant or unable to critique the teaching of their peers or their own teaching. It was not entirely clear whether this was due to a lack of awareness or to cultural norms of politeness. Most likely both were involved. The staff tried to help them develop a skill in critiquing in the morning classes by encouraging the trainees to look to each other for feedback on their performance rather than always looking to the staff. It seemed to be very useful to the trainees to observe the staff teaching

Togolese students in the morning and to participate in our critique sessions. They were surprised by the severity of our critiques of each other--we who were their trainers! We tried to help them see the value of frank and honest critiques. In the course of the program, one or two of the Togolese became very sensitive and adept critiquers.

D. Recommendations

1. Selection of Trainees

In order for the training program to be of maximum benefit to the Togolese teachers participating in it, the selection procedure needs to be radically revised. It is preferable that participation in the program be voluntary rather than imposed by the Ministry. This would minimize the risk that the training, which is essentially a program for the development of very specialized skills, would be wasted on someone who is planning to leave the teaching profession and therefore wouldn't be using those skills in the future. Voluntary participation would also, at least in theory, maximize the trainees' interest and efforts. Trainees who are highly motivated are a pleasure to work with. Their interest and enthusiasm motivates the staff. There are enough teachers who are sincerely interested in learning new techniques and who realize the value such an experience might have for them in terms of their passing national professional exams and furthering their careers, that they should be given priority to participate in a training program over teachers

who have little interest in it and would rather not be there.

The Togolese trainees need to have a very clear idea of what the training program involves before committing themselves to it. A circular containing the following information could be distributed to English teachers throughout the country three or four months before the beginning of the training:

1. goals of the program
2. components of the program (English language, linguistic theory, lesson planning, pedagogy, practice teaching, critiquing)
3. duration of the program and a general idea of the daily schedule
4. living conditions
5. financial arrangements
6. what the trainees may expect to gain (greater fluency in English, greater understanding of the nature and structure of the English language, new teaching techniques, increased cross-cultural understanding or awareness, greater possibility of success on professional exams)
7. what the trainees should not expect to gain (immediate raises or promotions, diplomas, scholarships, French training)
8. requirements for participation (ability to follow lectures given in American English, desire to improve teaching, ability to participate in the entire

program, previous English teaching experience).

Applications for participation, including the academic and professional histories of the candidate and a recommendation from his school principal, should be screened jointly by the Ministry of Education and Peace Corps. Candidates could be interviewed either by Peace Corps volunteers in their local area or by Peace Corps staff members in the course of their regular visits to volunteers, the purpose of the interview being to assess the candidate's fluency in English and his interest in the program, as well as to answer his questions. As a result of these interviews, a final list of trainees would be drawn up and these teachers would be notified officially by the Ministry.

2. Training Plan

The length of the training program, eleven weeks with approximately 154 hours spent on TEFL activities, was satisfactory for the American trainees. Of course there is always more to learn, and trainee evaluations at the end of the program indicated that they still felt weak in certain areas. However, lengthening the program would probably be counterproductive because trainee interest and energy would be on the decline. After eleven weeks of living and studying together in an intensive program, trainees are ready for a change. They want to get settled in their own towns and start working.

One change that would be beneficial is a change in the relative length of the two phases; that is, making the two phases of equal length (five weeks each). Trainees indicated

that teaching full hour lessons in full-sized classes was much more useful than "micro teaching" and that they felt they were ready for it earlier in the program. One problem this change raises (aside from probable objections from the French training staff) is how to cover, in a shortened first phase, all the material the trainees need in order to feel confident teaching in the second phase. Possible solutions to this problem will be discussed in the following sections on workshops and "micro teaching."

It would be advisable to schedule the TEFL activities in Phase I in the morning rather than in the afternoon. Tropical heat, a big meal at noon and a siesta all contribute to a lethargic, disinterested attitude in the afternoon, particularly on the part of the American trainees, whereas teaching requires alertness and a great deal of energy. Conceivably this schedule change would also be beneficial for language classes. Rather than having four hours straight of French class in the morning, the trainees would have half this time in the morning and half in the afternoon.

For the Togolese, the training program could be shortened to nine weeks; three weeks for Phase I, five weeks for Phase II and a week for traveling time and a break between the two phases. This is partly in response to the Togolese trainees' complaint that the eleven week program left them little time for vacation or to take care of personal affairs. A second and key recommendation for the Togolese trainees is that they be trained

separately from the Americans in Phase I. The principle in this first joint training program that Togolese and American trainees should be treated the same throughout training is difficult to justify since the backgrounds and previous experience and, therefore, their respective needs are substantially different. For Phase I, where the emphasis is on the structure of English and the mastery of new techniques (for the most part in isolation), Togolese and American trainees would both benefit from workshops tailored to their own particular educational backgrounds, learning styles and previous knowledge. For the second phase, where the emphasis is on practice teaching in a normal classroom setting, the Togolese have a slight advantage over the Americans because of their previous classroom experience in Togolese schools. Americans have a lot to learn from the Togolese in this context about general classroom manner and attitudes towards the students. It seems beneficial for both groups to continue to be trained together for this phase.

In order for each group to benefit cross-culturally from the presence of the other, Phase I for both groups should be held at the same training site, where the trainees would have the opportunity for interaction by living and eating together and through recreational activities outside of class. If the training for the Togolese were scheduled to begin two weeks later than that of the Americans, the two groups would finish Phase I at the same time and could move on to Phase II together.

3. Workshops

It would be beneficial for the trainees to have copies of a text concerning ESL teaching, such as Finocchiaro's English as a Second Language-From Theory to Practice, Paulston and Bruder's Techniques and Procedures in English Language Teaching, or Rivers and Temperley's A Practical Guide to the Teaching of English, in which they would be given specific reading assignments to complement workshop presentations, and which they would have available to consult during the school year after training. These books and others were available to the trainees in the TEFL training library, but they were rarely read or consulted. More written homework should also be given in Phase I because an increase in the number of homework assignments is one way of covering more material and better preparing the trainees in a shortened first phase. These assignments could be in the nature of writing a segment of a lesson plan using a given strategy, doing phonetic transcription exercises, or researching a grammar point, for example.

It is advisable to do more workshop presentations in small groups, particularly if the number of trainees is large. However, the success of this mode of working depends on the skill of the individual staff members leading the groups as well as on the specific preparation the staff has done as a group prior to presenting a given topic. Trainees worked in small groups for peer teaching, for discussions based on handouts about testing, controlled composition and individual learning styles, and for an

an exercise in recognizing relevant and teachable grammar points in a text for specific level. Before each workshop, the staff met to discuss important points that should be covered, and various ways of presenting the information. Despite this advance preparation, the quality of the discussions varied quite a bit from one group to another, and trainee response to working in small groups was mixed and seemed to depend to a large degree on the particular staff member in charge. Part of the problem was that the Togolese staff members were not accustomed to being given this responsibility. In the past they often simply sat with the trainees and listened to lecture-style workshop presentations given by the TEFL coordinator or occasionally by another staff member. They had had little experience in leading small group discussions other than critique sessions. Although competent teachers in their own classrooms, they had trouble taking a leadership role in this new context, and in sharing spontaneously their past experiences in a specific area. Recognizing the possibility of this problems, a training coordinator who intends to work in small groups needs to carefully explain this role to staff members and to give them adequate preparation, ideally both in a pre-training staff orientation workshop and in staff meetings prior to each small group workshop for the trainees.

Feedback sessions should be scheduled more regularly than they were in this first joint training program, perhaps during a half-hour of workshop time every two weeks. This is particularly important when the training group is large and the

coordinator doesn't have adequate time to talk informally to each trainee outside of scheduled activities. Although it often seems that the training program is all too short, and workshop time is inadequate to cover the necessary materials, time devoted to feedback sessions is not time lost. On the contrary, it helps the training staff to better meet the needs of the trainees, as the trainees themselves see them. Feedback sessions need to be carefully organized, focusing trainees' attention on the various aspects of training such as content of workshops, format of workshops, follow-up assignments, organization of practice teaching, and critique sessions.

Assuming that the Americans and the Togolese are separated for Phase I of training as proposed in the recommendations for the overall training plan, the amount of time spent on peer teaching for the American group needs to be reduced. Although many trainees viewed peer teaching as unrealistic and a waste of time, it seems useful at the very beginning of training and for certain **difficult** strategies such as pronunciation. However, it is not necessary to devote workshop time to the peer teaching of every strategy. In decreasing the number of peer teaching sessions, trainees could be allowed to choose from among all the strategies already presented and work with the ones they have particular trouble with, rather than being assigned to practice a particular strategy. Trainees should also be encouraged to do peer teaching in their free time, either with or without the presence of a staff member. This change is

another means of freeing more workshop time for the presentation of new materials in Phase I.

Before the beginning of Phase II, some workshop time needs to be spent on preparing the trainees to teach entire classes using the oral method, i.e., no writing, reading or copying, with first year students. This is because in Phase II practice teaching, trainees work with students who have had no previous English instruction, whereas in "micro teaching," the lowest level students were those who had already had one year of English. This preparation could be in the form of a demonstration and/or explanation of the oral method.

Separating the Togolese from the Americans for Phase I would permit them to have a different daily schedule, for example, three hours a day of language study and four hours a day of TEFL activities. Thus in three weeks, the Togolese would devote nearly as much time to TEFL as the Americans would in five weeks (60 hours versus $62\frac{1}{2}$ hours). The same basic material would be covered for the two groups, but in a different manner and at a different pace. Since the Togolese trainees are all experienced teachers and are used to being in front of a class of Togolese students, "micro teaching" might be eliminated or perhaps done only in the final week of Phase I. As a means of perfecting performance of the strategies, peer teaching would be just as effective as "micro teaching" since these trainees are not native speakers and their responses often resemble those of high school English students, particularly in the areas of

pronunciation and grammar drills. The time gained from eliminating "micro teaching" should be devoted to more extensive peer teaching, a slower, more methodical presentation of strategies, TEFL theory and English grammar, more written exercises (especially writing lesson segments based on strategies), and more directed or controlled practice in observing and critiquing, both themselves and their peers.

4. Micro Teaching

As mentioned above, "micro teaching" should be eliminated or decreased for the Togolese. For the Americans, it would be advisable to offer them the option of teaching half-hour lesson segments much sooner in Phase I, perhaps after two weeks. Most trainees said they felt they would be capable of doing this and that it would make the "micro teaching" more interesting and challenging. It would also provide a more gradual transition from teaching fifteen-minute segments to full hour lessons. Offering it as an option, that is, letting the trainees themselves decide when they felt ready to teach longer lesson segments, would allow for individual differences in competence and confidence.

When trainees begin teaching longer lesson segments, depending on the size of the teaching groups and the number of "micro teaching" classes available, there may be days when some trainees are not teaching at all. Rather than obliging them to observe other trainees every time they aren't teaching, it would

be useful to offer an alternative activity during the "micro teaching" hour. For example, one or two staff members could hold a study/work session in which individual trainees could get extra help with their particular problems in areas such as phonetics, grammar or peer teaching. Observing others teach is beneficial to a certain point, but when it is overdone, observers become tired and bored, and it is no longer productive. Thus a change in the daily routine of observing and critiquing would be beneficial for trainees as well as for staff members.

A final recommendation in the area of "micro teaching" is that trainees begin writing their own lesson plans earlier in Phase I, for example, at the beginning of the third week. Trainee feedback again indicated that they felt capable of doing this and that it was much more interesting to teach their own lessons rather than those prepared by someone else. Also, the increase in the number of homework assignments aimed at lesson writing (mentioned in the section on workshops) should give the trainees adequate confidence and increased competence in this area.

5. Practice Teaching

No major changes are recommended in this area, with the exception of an additional week of teaching as mentioned earlier in the section on recommended changes in the overall training plan.

III. CONTENT OF THE TRAINING PROGRAM

In contrast to the previous section of this paper, which was a description and evaluation of the organization of the training program, this section serves as an introduction to the appendices which contain copies of the documents that the trainees received and which constituted to a large extent, the content of the training. In this section, I discuss the origin of these documents, the rationale behind them, my decision to use them, and what I expected and did not expect the trainees to learn during the training program.

A. Rationale and Goals of Training

My position on the training staff was that of TEFL coordinator. As such, I was responsible for the planning, scheduling and execution of all TEFL activities, for the organization and coordination of the staff of ten Togolese teachers and experienced volunteers, and for the evaluation of both trainees' performance and of the TEFL component of the training program. As I mentioned earlier, the training plan and content had remained essentially the same since the early 1970's. I was hired in part because I had had ESL experience in other countries and contexts as well as in public schools in Togo, and could conceivably bring some new input to the training program. However, although it was not explicitly stated, it was my belief that the Peace Corps administration in Togo did not expect or want me to introduce a program which was entirely new, both in design

and in content. Such a program would have been very difficult to implement. Since most of the staff members, who had been chosen or hired before my arrival in Togo, had worked on or been trainees in previous programs, a new program would have required an extensive pre-training staff workshop for which there was neither time nor money. Furthermore, the Peace Corps administration seemed to be essentially satisfied with the performance of volunteers who had been through previous training programs.

Of course, I made some changes in the program, but they were relatively minor: I rewrote some of the existing documents and added others; I introduced and made extensive use of peer teaching; and I gave the staff more responsibility than they had had in previous years. But basically I chose to use most of the existing training materials, in part for the above-mentioned reasons, but more importantly because of my own conviction that they provided the minimum essential teaching skills which could realistically be mastered during training, given the limitations of time, trainee background, and demands of the Togolese educational system. This conviction came first and most strongly from my own experience. My first training in ESL had been with these materials, and I found that at the end of eleven weeks, I felt well-prepared for what I was about to face; I felt fairly competent and confident. Throughout my year of English teaching in Togo, I was happy with the results of the techniques I had learned. The students seemed to enjoy them, and by the end of

the year, I felt that most of the students had made reasonable progress in all of the language skills, particularly in speaking. I also found the techniques useful when I left Togo and began teaching ESL in other situations.

However, I was not a typical TEFL trainee. I had had background in linguistics, and teaching experience in Togolese schools, although not in EFL, and I was fairly fluent in French¹. American trainees occasionally enter the Peace Corps with teaching experience, but rarely in ESL, and rarely outside of American classrooms. Most of them do not choose to be EFL teachers; they choose to join the Peace Corps and are assigned to the EFL program because of a lack of specific skills in other areas such as agriculture, construction or health. Most of them are not at all familiar with the field of EFL/ESL before joining Peace Corps. American trainees often have had only limited work experience and do not see themselves as professionals. They rarely have background in linguistics or in the structure of English beyond the level of high school English courses, and they have varying degrees of fluency in French. The Togolese trainees in 1978 had

¹ I mention French fluency as a relevant factor in trainee background because English teachers must participate in teachers' meetings conducted in French, they must relate to their colleagues at school in French, and they must work with their students on translation skills since translation is always part of the national exams. In addition, a thorough knowledge of French can be useful to an English teacher in that it can help him in recognizing potential difficulties for his students arising from differences or near similarities between the two languages, such as cognates, false cognates, pronunciation mistakes or misuse of tenses.

teaching experience in Togolese school, limited academic backgrounds and varying degrees of fluency in French.

Given trainee backgrounds such as these, my primary goal for the training program was for the trainees to leave it after eleven weeks to face their new jobs in a new country with a feeling of confidence. This confidence comes first from knowledge. Trainees need a knowledge of what will be expected of them in their job, the conditions under which they will be working, the subject matter they will be teaching and ways of conveying this subject matter to the students. But knowledge alone is not enough. The knowledge that he may be faced with a class of sixty students in a school without doors or windows or books or a mimeograph machine would more likely instill a sense of fear rather than confidence in a trainee. Coupled with knowledge, a trainee needs confidence which comes from having successfully performed many of the tasks he will be facing during the school year. The training program gave the trainees the opportunity to experience, and see their peers experience, most aspects of an English teacher's job in Togo.

A glance at the TEFL Objectives - Phase II (p. 53) shows the various skills in which the trainees were expected to demonstrate competence by the end of the training program. The purpose of these objectives was to set standard, minimal requirements for successful completion of the training program and assignment to a teaching post in Togo. Although the objectives were fairly comprehensive and rigorous, the intent was not to systematically weed out trainees who could not or did not meet

them. Every effort was made to help individuals achieve as many objectives as possible. However, not all of the trainees were able to meet all of these objectives because of time constraints and individual differences, but the objectives served at the very least to make trainees aware of the various aspects of their job. All trainees completed at least some of the objectives in each of the seven categories, and as a result, all were judged by the training staff to be adequately prepared to teach.

The training objectives and materials may strike readers in the United States as strict, authoritarian and/or old-fashioned. It's true that we, the training staff, told the trainees what to do and asked them to master certain techniques without asking them to evaluate these techniques or compare them to others. I think this approach is justifiable under the circumstances. By the end of the fairly short time allowed for TEFL training activities, it gave the trainees something practical to hold on to. It gave them the confidence to walk into class the first day and the first week and the first month, and feel like they knew what they were doing. On various occasions I discussed with the trainees both individually and as a group the following points:

1. These strategies and other techniques they were learning did not represent everything there was to learn about TEFL. They were simply some basic techniques to help the trainees get started.

2. If I came to observe them at work at their sites after a year or even after three or four months of teaching, I didn't

expect that they would be following the steps of the strategies as strictly as they were learning to perform them during training. I expected each of them to evolve their own style of teaching and their own techniques as they gained more experience.

3. The approach reflected by these materials, if it can be categorized, is probably closest to the audio-lingual approach, which is not currently in vogue in the U.S., but which has been found by myself and by previous TEFL coordinators, TEFL volunteers, and Togolese teachers to be effective in Togolese schools.

Several words of explanation are probably appropriate for the American reader as to the situation in Togolese schools and why the audio-lingual approach has seemed to work in francophone West African schools. The schools are modeled on the French system and are traditionally strict and authoritarian. Classrooms are overcrowded; classes typically have from forty to one hundred students. They sit in straight rows, two or three to a bench. Teachers are expected to be strict disciplinarians and corporal punishment, though against the law, has not entirely disappeared. Much of the learning is rote memorization. English has traditionally been taught largely through translation, and translation is still part of the required national exams given after four and seven years of secondary school. Against this background, audio-lingualism is seen by many as an innovation. The structured aspects of the audio-lingual approach, the teacher-directed class, drills, memorized dialogues, fit in with the Togolese educational system to which a foreign teacher is expected to

Audio-lingual techniques can be effectively used in large classes; all students can have an opportunity to participate during the class hour, if only in choral responses. Yet a new element is added to traditional techniques - speaking. Audio-lingualism is a step beyond translation. The immediate emphasis is on speaking and on using English situationally, such as in dialogues set in anglophone Africa.

When the training program is evaluated in light of what it actually was, that is, an intensive, practically-oriented, short-term program which sought to give basic minimal teaching skills to inexperienced trainees who would be teaching in a specific environment, I think that it was very effective. The training was comprehensive in that it touched on nearly every aspect of the trainees' future jobs, from techniques for teaching the four language skills, to calculating grades and filling out report cards, to possible and impossible courses of action when a school director interrupts a class to beat a student. It was practical; the trainees not only learned about teaching in Togo, they experienced it. Of course the training produced different results in different trainees depending on their background, their natural teaching ability, their interest and motivation and a host of other factors. But by the end of the eleven weeks, all the trainees had, in the view of the entire staff, both Togolese and American, achieved the goal of adequate confidence and competence to perform their job in a manner which would be deemed acceptable by the Togolese officials, such as school directors and regional inspectors, who

would be supervising them.

B. Training Materials

The majority of the documents contained in the appendices had been used in previous training programs. Unfortunately, in the process of passing them on from one year to the next and re-copying them on new stencils, their origins have been ignored or lost. From talking to Associate Peace Corps Director Marc Dagbovi, who has long been involved in Togo TEFL training, I learned that the materials were originally largely the work of John Fanselow, who was himself at one time a TEFL volunteer in West Africa and who is currently on the faculty of Columbia University's Teachers College. However, over the years, the original materials have been revised, and new materials have been added to them by the various TEFL coordinators, many of whom studied under Fanselow, and by members of their staffs. A few of the documents bear the author's name, but most do not. Besides Fanselow, the coordinators and ex-Peace Corps volunteers who have had input in these materials, and who should be given credit, include the following: Arly Gray, Jim Weaver, Rick Bilheimer, Suzanne Spolarich, Joe Lihota, Chris Fowles and myself.

The appendices contain nearly all of the printed materials the trainees received. The materials are not presented in the same order in which the trainees received them, but in an order which shows most clearly to the reader the overall content con-

veyed to the trainees. Following the introductory statements of training objectives are the specific, behavioral TEFL objectives which the trainees were to achieve by the end of training. The various aspects of these objectives are elaborated on in the subsequent materials. For example, one objective states that trainees must give tests using a specified number of different test items. Examples of different types of test items are found in the article "Testing the Features of Language." The vowel symbols to be used by the trainees when doing the required phonetic transcription or filling in the vowel chart are to be found later in the appendices on the chart entitled English Vowels.

Although these materials represent most of the content areas covered during training, they do not contain all the information conveyed to the trainees. Each printed document served as the basis for activities such as lectures, discussions, exercises or demonstrations. For example, the materials entitled "The Sentence," "The Noun Phrase," "The Verb Phrase," and "The Use of Modals" served as the starting point for approximately eight hours of lecture/discussion on grammar points to be taught at beginning and intermediate levels. Trainees took notes during these presentations. The charts on English vowels and consonants were filled out by trainees in the course of a presentation on phonetics. The article on teaching grammar was supplemented by a group exercise involving the step-by-step planning of a series of lessons to teach a given elementary grammar point. The trainees later did the same exercise on an individual basis. Topics which

were treated in presentations by staff members, but for which the trainees received no printed materials included stress and intonation, production and use of visual aids, discipline, games and songs, and Community Language Learning philosophy and techniques.

IV. PERSONAL REFLECTIONS ON WORKING AS TEFL TRAINING COORDINATOR

The experience of working on this training program as TEFL coordinator led me to a number of insights about teaching, about working in a cross-cultural setting, and about myself as an individual, a teacher and a teacher-trainer.

Watching others teach is always a learning experience, and I had plenty of opportunities for this kind of learning during the training program. Observing trainees as well as my more experienced colleagues in front of a class made me acutely aware of what an extraordinarily complex art teaching is. As with any art, there are two aspects to teaching: the technical and the personal or creative. Clearly, the training program emphasized the acquisition of technical skills. However, my classroom observations reminded me again and again of the perhaps obvious fact that a good teacher is much more than a skillful technician. In terms of training, this means that a trainee who meets all the behavioral objectives will not necessarily be a good or effective teacher.

The non-technical aspect of teaching is hard to define or measure objectively. In the broadest sense it could be labeled a sensitivity towards the students and their needs. The degree to which a teacher has or exhibits this sensitivity may depend on innate factors such as personality, common sense and intuition. It also depends on environmental factors, particularly in a cross-cultural setting, and on how the individual deals with them.

It surprised me at first that trainees sometimes seemed almost oblivious to their students. They would, for example, reinforce with verbal approval incorrect answers, or ignore the fact that students were not following directions or were confused. But it was not so surprising when I reflected on all the environmental factors that the trainees must have been dealing with and the various emotional responses these must have been evoking in them: facing a class of unfamiliar black faces with unfamiliar and seemingly unpronounceable names, being looked to as the "authority" by the students, being pressured to perform the strategies correctly, having observers taking notes in the back of the class, experiencing unaccustomed heat and humidity. All of these things were still new to the trainees and they had not yet become used to them or worked out their personal strategies for dealing with them.

Considering how impressed I was by the importance of the non-technical side of teaching, it may seem odd that I did not propose radical changes in the structure and content of the training program to put more emphasis on the affective side of teaching. In fact, I do not think significant changes in that direction needed to be made. I believe that the area of technical skills, i.e., mastery of techniques and subject matter, is where the TEFL staff can be the most useful at this beginning point in the trainees' ESL careers. That is not to say that the affective side of teaching was or should be overlooked. But the development of such traits as cultural awareness and sensitivity,

the ability to "be with" the students, an enthusiasm for teaching, self-confidence and a professional self-image takes much longer than eleven weeks and cannot be specifically taught. It seems to me that these traits develop naturally with time, experience, continued exposure to the new environment, introspection and the often-resulting personal growth and maturity. I feel that individuals can and do develop these characteristics on their own more easily than they can master the technical skills of teaching on their own.

Working with a culturally mixed group, both of trainees and of staff members was a valuable and interesting, but sometimes frustrating experience. Although I had had a lot of prior cross-cultural experience, most of this experience had been dealing with foreigners in a language other than English, or in English, but at an elementary level of communication. Now I was with a group of Togolese who spoke fluent English and my dealings with them were almost entirely in English. In retrospect, I think these circumstances led me to assume, unconsciously, that I could relate to these Togolese on a professional basis exactly as I could to Americans. This turned out to be a false assumption.

I encountered various problems with the Togolese staff members. Workshop sessions with the trainees were sometimes in the format of small group discussions, each group usually being led by two staff members. There was always some basic material that I felt was important and should be covered in all the groups, after which each group was free to respond to the particular

interests of its members. Prior to the small group sessions with the trainees, the staff generally met to organize and prepare for the group discussions. During these planning sessions, Togolese staff members occasionally went off on what I and other American staff members considered as tangents, although I am sure that they thought they were directly addressing the topic at hand. I do not think it was a problem of English; I am sure they understood the question under discussion, but simply approached it from a different angle or saw it in a different light than the Americans.

Other staff problems arose because most of the Togolese staff members had worked on previous training programs under different coordinators who had had different expectations of them. When I asked the staff members to do something, for example, to critique the lesson of a colleague, they naturally did it according to the way previous coordinators had done it, whereas I expected them to do it a different way. The problem arose because I had neglected to make my expectations clear to them; I had proceeded on unstated assumptions. American staff members, however, seemed more flexible and more able to "tune in" to my way of doing things than their Togolese counterparts.

My realization that the Togolese staff members sometimes had radically different ways of approaching situations, of discussing, or of acting than their American colleagues, came slowly as a result of a number of incidents during the training program. Consequently, I tended to deal with each incident separately as it arose rather than trying to devise a more comprehensive approach

for trying to understand and work out mutually acceptable solutions to these differences.

Earlier in the paper I suggested separating American and Togolese trainees for part of the training program in order to better adapt the training to their backgrounds, learning styles and needs. However, I would never suggest segregating the staff and having an American staff for the American trainees and a Togolese staff for the Togolese. I think the value for both American and Togolese trainees of having a culturally balanced staff is immense. When the staff is mixed culturally, all trainees have someone on the staff with whom they can identify, but they also have the opportunity of developing professional and personal relationships with teachers of the other nationality and of benefiting from being exposed to different perspectives on issues they are and will be facing as teachers and as individuals.

In retrospect, part of the solution to my cross-cultural staff problems clearly would have been for me as coordinator to carefully think through and define my expectations for the staff and to have more frequent staff meetings for the purpose of sharing my expectations and assumptions, comparing them with those of the staff and, consequently, working out discrepancies in their and my perceptions of our respective roles. I envisage this kind of sharing as a fairly long and difficult process since the Togolese staff is more accustomed to simply being told what to do rather than to having input into the process of defining their roles. It again involves expectations of their "being" and interacting in a way

to which they are not accustomed, but which from my, and many Americans', point of view is a good and constructive one.

Prior to being hired as TEFL training coordinator, I had primarily worked in situations where I was on my own. Although I had, for one year, worked as the head of a three member health education team in Togo, I generally preferred to work individually rather than as part of a group. The coordinator's job put me in a position as head of a staff of ten, and made different kinds of demands on me than I had had to deal with in previous jobs. My lack of leadership experience with groups surely accounted for some of the problems I had in communicating my expectations to the staff. Although I was very aware of the necessity of stating expectations clearly to students in my role as teacher, and I had developed a habit of doing it, it took me a while to transfer this awareness to my new role as staff coordinator, as I discussed above.

I also had trouble at first taking on the role of supervisor. My job description as coordinator stated that I was responsible for evaluating the entire TEFL component of training, including the performance of staff and trainees. During the majority of the time devoted to TEFL activities throughout training, the trainees were working in small groups. My inclination and preference at first was to play the same role as other staff members in those small groups, i.e., to act as discussion leader, observer, critiquer or adviser for a given group. I soon realized, partly through discussions with the administrative director of the training program who had been TEFL coordinator the year be-

fore, that I would not have an overall picture of what was happening in training if I spent all my time in one small group each day. So I got in the habit of circulating and dropping in on all of the groups every day, sometimes just observing and sometimes participating. Of course, I could have found out what was happening in the various small groups by asking the staff members for feedback, and I did this, but it was very useful to have my own observations and perceptions in addition to theirs. It helped me understand the trainees' reactions to individual staff members and to see what we, the staff as a whole, needed to work more on.

While at times, I wished I was simply a member of the staff like all the others, there were other times when I was glad that my role was somewhat different. I was glad, for example, that I was not responsible for the daily critiquing of trainees' lessons, a task, which although necessary and useful for the trainees, sometimes becomes tedious for the observer. I was glad, too, to have the opportunity to observe the critiquing styles of all the staff members. I learned by doing it that although my observations of lessons were perceptive and to the point, my way of expressing these observations to the trainees was often not the most constructive. The examples of several of the American staff members in particular, were very useful to me in improving my own style of critiquing.

In summary, my experience as TEFL training coordinator gave me an increased awareness of the complexity of teaching, particularly of the importance of the non-technical, personal side of

teaching, and it made me question the feasibility of trying to train teachers in all the various elements that teaching involves. In addition, the training program gave me valuable leadership experience in a cross-cultural setting. I became an administrator and supervisor and at the same time found that I had a lot to learn from my staff members. I also realized how often I tended to proceed on unstated assumptions in my dealings with the staff, and consequently, I struggled with clearly defining my expectations, first to myself, and then to the staff.

APPENDICES

The appendices contain copies of nearly all the printed documents the trainees received.

Appendix A contains an overview of the content of the training program and statements of the TEFL training objectives.

The remaining appendices (B-G) have titles identical to those of the major divisions in the document "TEFL Objectives-Phase II" (p. 53). The materials contained in each appendix are those which the trainees needed in order to fulfill the specific objectives listed under the corresponding major area of objectives. For example, the materials in Appendix B - Activities contain information which helped the trainees perform the objectives listed under the category of objectives also entitled "Activities" (p. 53).

Following are a few preliminary words of explanation of the documents contained in each appendix, and of certain terminology used in them:

Appendix B Activities

"Activities" are things which the students are asked to do or in which they are asked to participate. "Strategies" are step-by-step techniques for facilitating the students' progress in the four language skills. They are ways of presenting new material and having the students practice it. "Backward Buildup" and the "Erasure Technique" are not strategies in that they do not focus on a particular language skill. They are techniques for enabling students to become familiar with, or memorize, new material in the form of sentences or short passages. As such, they can be used in the course of performing any of a number of strategies. The article "Active or Passive" does not really concern an activity or teaching technique. Rather, it gives information to help trainees decide which vocabulary strategy is the most appropriate for a given context, or to help them adapt a given strategy to meet a different goal.

Appendix C Tactics

"Tactics" may be considered as activities which teachers, as opposed to students, do. They are techniques which are used in conjunction with strategies. Tactics differ from strategies in that they are not ways of presenting or practicing new material, but are rather ways of setting up or structuring classroom activities and keeping them moving towards their goals. Although performance of task-setting tactics is not listed as a separate and specific objective, these tactics are involved in the performance of most of the objectives in the category "Activities." In performing strategies, giving tests or assigning compositions, a teacher is setting tasks for his students. Because of its association with the performance of "Activities" objectives, the article on task-setting tactics could as well have been placed in Appendix B, but I chose to leave it with the articles on other tactics.

Appendix D Lesson Organization

The lesson formats presented here are those referred to under "Lesson Organization," objective A.

Appendix E Materials

"Materials" are the books, exercises, pictures, texts, questions, assignments and the like, which are used in the course of a lesson. Materials are most often printed, but may also be presented orally. They may be the original work of the classroom teacher or the work of another author, adapted or not by the teacher. The document contained in this appendix, "Stevick Question Matrix," was useful to the trainees in fulfilling objective D under "Materials."

Appendix F Content

"Content" refers to the subject matter with which the teacher must be familiar, and which he is presenting to his students, i.e., the grammar, syntax, lexicon, writing system, pronunciation and patterns of stress and intonation of the English language. The documents in this appendix helped the trainees prepare to fulfill the objectives under the heading, "Content."

Appendix G Observation Skills

The various categories listed on the observation sheet served as the observation focuses referred to in the objective entitled "Observation Skills."

APPENDIX A OBJECTIVES

Overview of TEFL Training

The overall goal of TEFL training is to give you adequate theoretical background and classroom practice to allow you to feel confident and competent as teachers of English as a Foreign Language in the Togolese educational system. The content of training may be divided into five areas in which an effective EFL teacher must have practical knowledge: linguistics, pedagogy, professionalism, interpersonal relations and culture.¹ While these categories overlap, they serve to remind us that our job involves more than just a knowledge of English and a familiarity with pedagogical techniques. Competence in specific areas will be demonstrated by the fulfillment of behavioral objectives.

The topics listed below will be treated in a variety of ways. There will be talks and demonstrations by members of the TEFL staff, readings, sharing and discussing prior experiences of both staff and trainees, written exercises, and graduated practical experience in classroom settings (peer teaching, "micro teaching" and teaching full-size classes).

Evaluation of your progress through verbal feedback sessions with the TEFL staff and written reports will be on-going throughout the eleven weeks of training.

Content of Training

Linguistics

1. An introduction to phonetics and phonology, including the articulation of English vowels and consonants, broad phonetic transcription, the concept of a phoneme, and common pronunciation problems for francophone African students of English.
2. An introduction to English stress and intonation patterns.
3. A review of English grammar and syntax with emphasis on problems encountered by non-native speakers and grammar points to be taught in each year of secondary school in Togo.
4. For Togolese trainees: intensive class and/or individual work aimed at improving listening, speaking, reading and writing skills in English.

Pedagogy

1. Techniques for teaching grammar, vocabulary, reading, writing and pronunciation at various levels.
2. Creating, teaching and exploiting dialogues.

¹ These are borrowed from the Master of Arts in Teaching Program, School for International Training, Brattleboro, Vermont.

3. Translating: ways of working with and correcting thème and version (translating from English to French and from French to English).

4. Creating and adapting materials.
5. Lesson planning.
6. Writing, administering and correcting exams which evaluate student progress.
7. Making and using visual aids.
8. Correction techniques.
9. Current trends and approaches in ESL teaching.

Professionalism

1. Organization of the Togolese educational system on the national level.
2. Administration at the school level and the teacher's duties.
3. Accepted modes of dress and behavior for teachers.
4. School procedures: grading system, report cards, school exams, teachers' meetings.
5. National exams.

Interpersonal Relations in Class

1. Discipline.
2. Techniques for reinforcement of correct student responses.
3. Small group work.

Culture

Each of the above topics will be presented and discussed in the context of Togolese culture. In addition, American trainees will have the opportunity to learn about Togolese culture both informally, by living, studying and working with Togolese, and formally, through cross-cultural exercises and presentations. Conversely, Togolese trainees will have the chance to learn more about an anglophone culture through their interactions with the American trainees and staff. As teachers, you will work towards a meaningful integration of this knowledge of both Togolese and anglophone cultures into all of the areas mentioned above.

Ruth Pierson
June, 1978

Terminal Training Objectives - TEFL

(Excerpt from "1978 In-Country Training Programs,
Project Training Plan," by Marc Dagbovi,
Associate Peace Corps Director for Education)

The chief aim of the program is to provide men and women aspiring to become teachers of English as a foreign language in the African context with materials, technical guidance and teaching practice which will:

1. Allow them to develop and perfect procedures or methods through which their students will in an orderly fashion develop their abilities in the four language skills of listening, speaking, reading and writing.

2. Permit them to work more effectively within the framework of an educational system which is somewhat different from that which they have heretofore experienced.

By the end of the tenth week of training the trainees will have demonstrated to the mutual satisfaction of both themselves and the training staff a functional degree of competence in each of the following areas:

1. The teaching of vocabulary.

2. The teaching of grammatical structures.

3. The ability to effectively exploit a reading passage in a learning situation.

4. The ability to effectively develop a student's ability to write in the English language.

5. The ability not only to teach acceptable English speech patterns but also to correct speaking performance which does not meet acceptable standards. This will include pronunciation, stress and intonation.

6. The ability to induce students to participate actively yet in an orderly fashion in a discussion in the English language.

7. The ability to make up, administer and correct exams which will evaluate student progress in the areas of listening comprehension, reading comprehension, grammatical usage, writing ability and vocabulary retention.

8. The ability to effectively exploit a translation passage, both from English into French and from French into English.

9. The ability to prepare lesson plans which integrate the exploitation of the four language skills.

10. The ability to maintain a level of classroom discipline which meets with established Togolese standards.

11. A knowledge of the Togolese educational system which will include:

- a) an awareness of the roles of the various educators who make up the administration of a school.

- b) an awareness of the duties of a teacher in the educational system.

- c) an awareness of and willingness to conform to acceptable modes of teacher conduct within the educational system.
- d) an awareness of the form and content of the national exams which Togolese students expect to be prepared for.

TEFL Objectives - Phase II

By the end of Phase II, trainees are expected to have successfully completed the following objectives:

I. ACTIVITIES

- A. Strategies. Teach 70% of the strategies in large classes where the trainee is preparing his own lesson content. Performance must meet the minimum criteria level as stated on the sheet "Criteria for Judging the Execution of Strategies."
- B. Other Activities. Teach at least five different kinds of oral drills chosen from the following list:
- | | |
|----------------------|-------------|
| simple substitution | questioning |
| complex substitution | replying |
| combination | translation |
| expansion | repetition |
| transformation | |
- C. Tests. As a group of homeroom teachers, write, administer, correct and grade the following evaluative tests based on the material taught to the homeroom class:
- Two 10-point written quizzes, each quiz making use of two different kinds of items. (In 6^e classes¹, these quizzes should be oral rather than written.)
 - One 20-point written test, using a total of at least six different kinds of items.
- Evaluation of the tests will be based on clarity and appropriateness of the items for the points to be tested, appropriateness of types of items, clarity of directions. Evaluations will be made from written copies of the tests submitted to the class coordinator prior to administering the tests.
- D. Compositions. For homeroom teachers of 5^e classes and above, give four composition assignments with four different kinds of control. The assignments will be prepared by the homeroom teachers as a group. For homeroom teachers of 6^e classes, give at least one composition assignments when teaching at other levels. Submit assignments to staff for suggestions/discussion prior to giving them to the class.
- E. Dialogues. Teach at least two dialogues using two different methods of presentation.

¹ 6^e is seventh grade, 5^e-eighth grade, 4^e-ninth grade, etc. English instruction begins in 6^e.

II. TACTICS

- A. Structuring Tactics. In at most three lesson segments of 15-30 minute duration, use a total of at least four of the structuring tactics as defined on the tactic sheet.
- B. Reinforcement Tactics. In three observed lesson segments of 15-30 minute duration, use as many kinds of positive reinforcement as is possible and reasonable in a given class situation. Observers will note the kind of reinforcement used.
- C. Corrective Feedback Tactics. In three observed lesson segments of 15-30 minute duration, use as many kinds of feedback as is possible and reasonable in a given class situation.

III. LESSON ORGANIZATION

- A. Write lessons using four different lesson formats. Lesson formats which are not included in the handout on lesson organization should be approved by a staff member before they are taught. The lesson plans will be evaluated on the basis of adherence to the format and achievement of the stated goals. Each lesson prepared for fulfillment of this objective must be taught and a brief review of it must be given orally to the class coordinator.

IV. MATERIALS

- A. Prepare and teach lessons based on lessons from two different textbooks. May use one page of mimeographed material if books for students are not available.
- B. Prepare and teach one lesson using self-prepared materials. Students may be given texts or exercises, but these must be the original materials of the teacher.
- C. Prepare and teach one lesson using no printed materials. Trainees are limited to the blackboard, charts, and the students' copybooks for reading and writing.
- D. Reproduce the Stevick question matrix and provide an example of each of the nine types of questions based on a text provided by the staff.

V. CLASSROOM MANAGEMENT

- A. Following each lesson taught, make an entry in the cahier de texte² following the guidelines set by the staff. Eighty percent of the entries must meet with the approval of the director of the practice school.

² An official school ledger for each class in which every teacher records daily the content of his lesson, the content of quizzes and tests given, and homework assignments.

- B. Note absences and latenesses in the cahier d'appel (roll book) at the beginning of class periods. For each of the three teaching hours every day, roll must be called.
- C. Enter on a grade sheet or in a notebook all the grades collected during the practice school sessions. At the end of the course, teaching teams will divide their classes evenly and each member will calculate the averages for his/her group, based on $x/20^3$.
- D. By the end of the first week of practice teaching, know the first and/or last names of at least 20 students in the homeroom class, as evidenced by being able to name the students as an observer checks accuracy from a seating chart. Must have 90% accuracy.
- E. By the end of the second week, know the first and/or last names of every student in the homeroom class, as evidenced by being able to identify 20 students selected randomly by an observer. Must have 90% accuracy.

VI. CONTENT

- A. Identify in writing at least three grammatical points that could be taught from a written passage taken from any textbook currently in use in Togo.
- B. Prepare in writing the sequencing of the parts of a grammar point and divide the sequencing into an appropriate number of lessons. The grammar point will be chosen from a list provided by the staff. The principles of moving from known to unknown, from simple to complex, and from mechanical to meaningful will form the basis for evaluation of the prepared sequence.
- C. Explain a grammatical point to a staff member, the point being selected by a staff member and within the trainee's teaching experience. Trainees may have fifteen minutes to consult reference books before giving the explanation. The staff member may request any of the following information: meaning of the point, form of the point, important contrasts with other points in English, contrasts between English and French, possible confusion with other points.
- D. On a vowel chart, place the symbols for the eight simple vowels with key words for each. List the symbols for the seven "w" and "y" glides with key words for each.
- E. Transcribe with 80% accuracy the vowel sounds of 20 words dictated by a staff member.

³ Grades are not given as percentages. They are calculated on a basis of 20 maximum. A grade of 80 in the U.S. corresponds to 16/20. 10/20 is considered passing and 15/20 is excellent.

VII. OBSERVATION SKILLS

- A. Observe three lessons and, in the presence of a staff member, give the teacher specific, objective data on his/her performance in terms of one observation focus chosen by the staff member. The observation focus will be different in each of the three observed lessons.

APPENDIX B
ACTIVITIES

Strategies

Criteria for Judging the Execution of Strategies

1. All steps were executed in proper order and with no subversion of goals.
2. No extraneous steps were added which subverted the goals.
3. Instructions were given step-by-step and contained only essential words and gestures.
4. Strategy was executed in a reasonable amount of time:
 - a) Ten to fifteen minutes for reading lessons.
 - b) Average of 30 seconds for each sentence written on the blackboard.
 - c) Five minutes for students to copy five sentences from the blackboard.
 - d) No more than three to five minutes for students to read a half page of text. (Different strategies require different reading speeds.)
5. Appropriate use of adaptations:
 - a) Guides for answers to questions were grammatical and clearly explained.
 - b) Teacher's choice of written or oral questioning and answering (where applicable) was appropriate to the level of the class and to the strategy.
 - c) Teacher can give rationale for his choice of adaptations.

Minimum Criteria Level

Performance of a strategy will be acceptable when there is:

1. Fulfillment of criteria 1 and 2.
2. Fulfillment of at least one of criteria 3, 4 and 5.

ORAL PRACTICE
Repetition Drill

- Goals:
1. To enable student to produce language with maximum ease.
 2. To help teach proper stress and intonation patterns and speed.

- Steps:
1. Teacher makes clear the meaning of new vocabulary or structures to be repeated.
 2. Teacher models sentence using normal speed, intonation and pronunciation.
 3. Students repeat sentence after the teacher.
 4. Teacher corrects students' incorrect performances.

ORAL PRACTICE
Substitution Drill

- Goals:
1. To acquaint students with a language by showing that certain words can be substituted without changing the nature of the pattern.
 2. To give the students practice in using a newly introduced language pattern.
 3. To help teach proper intonation and stress patterns and speed.

Steps: This drill may be preceded by a repetition drill of some or all the sentences.

1. Teacher models whole sentence.
2. Teacher gives a word or group of words as a substitution for a word or a group of words in the model sentence. This is the cue. (See adaptations.)
3. Teacher says whole new sentence.
4. Teacher repeats model sentence.
5. Students say model sentence.
6. Teacher gives cue.
7. Student(s) says whole new sentence.
8. Repeat steps 6 and 7 until drill is completed.
9. Teacher corrects students' incorrect performances.

Adaptations:

1. Cues may be given verbally, in writing or using visual aids.
2. For multiple substitution drills, teacher repeats steps 2 and 3, showing each new slot.

ORAL PRACTICE
Transformation Drill I

- Goals:
1. To reinforce the various forms of a newly introduced language pattern through oral practice.
 2. To give students practice with changing patterns of intonation.
 3. To induce students to speak more rapidly.
 4. To provide students with a structured drill which is more demanding than a substitution drill.

- Steps:
1. Teacher models cue sentence.
 2. Teacher gives transformational cue. (Ex: Question, Negative, Passive)
 3. Teacher demonstrates transformation by modeling transformed sentence.
 4. Students repeat transformed model, individually or chorally.
 5. Teacher repeats steps 1 and 2 with original cue sentence.
 6. Students transform cue sentence themselves.
 7. Teacher gives second cue sentence and transformational cue (Steps 1 and 2 above).
 8. Students give transformed sentence.
 9. Repeat steps 7 and 8 until drill has been completed.

ORAL PRACTICE
Transformation Drill II

- Goals:
1. To reinforce a newly introduced language pattern through oral practice.
 2. To induce students to speak more rapidly.
 3. To demonstrate to students that there is more than one way of saying the same thing.
 4. To provide students with a structured drill which is more demanding than a substitution drill.

- Steps:
1. Teacher models cue sentence. (Ex: I went to the dance instead of going to the film.)
 2. Teacher demonstrates transformation by modeling transformed sentence. (Ex: Rather than go to the film, I went to the dance.)
 3. Students repeat transformed sentence, individually or chorally.
 4. Teacher returns to original cue sentence.
 5. Students transform cue sentence themselves.
 6. Teacher gives second cue sentence.
 7. Students give transformed sentence.
 8. Repeat steps 6 and 7 until drill has been completed.

ORAL PRACTICE
Dialogue

- Goals:
1. To give language learners an opportunity to use proper stress, intonation and pronunciation within the framework of a conversation.
 2. To reinforce vocabulary and structures previously taught.
 3. To make vocabulary and structure more meaningful by providing the framework of a situation which is familiar to the students.
 4. To give the students an opportunity to role play.
 5. To help students to move from the mechanical to the meaningful by giving them a framework which can be used in conversation outside the classroom.

Steps: Introduction

1. Introduce the general subject area to be dealt with in the dialogue by chatting.
2. Teach new vocabulary items contained in the dialogue.
3. Introduce new grammar structures contained in the dialogue.

Presentation

1. Teacher reads dialogue aloud clearly indicating the roles of each speaker (see Media). Class listens and watches.
2. Teacher asks general comprehension questions about the dialogue (see Adaptation 1).
3. Teacher reads dialogue through once again, clearly indicating the roles of each speaker and incorporating meaningful gestures. Class listens and watches.
4. Students model each line of the dialogue orally through repetition (see Adaptation 2).

Reinforcement

1. Teacher divides the class into groups according to the number of roles contained in the dialogue. Each group models its lines orally following the teacher model.
2. Teacher role plays one speaker and encourages students to contribute the line of the following speaker chorally and individually.
3. When the teacher is satisfied with the students' retention of the lines, he can assign roles to individual students.
4. Dialogue is copied into notebooks from the blackboard.

- Media:
1. Stick figures on the blackboard.
 2. Names of speakers written on the blackboard.
 3. Puppets or calabash dolls.
 4. Gestures.
 5. Different pitches of voice.
 6. Series of visual aids to cue each line.
 7. Series of visual aids to cue each interchange.

Adaptations:

1. Comprehension questions might follow reading of the entire dialogue or might be asked after each line during the second reading.
2. Individual repetition can be followed by choral repetition.

PRONUNCIATION

Listening Discrimination:
Same or Different Drill

- Goals:
1. To help students distinguish between unfamiliar phonemes.
 2. To alert the students to the fact that English has some phonemic distinctions that their languages do not have.
 3. To prepare students for production of the phonemic distinctions.

- Steps:
1. Teacher reads pairs of words to students, using the same intonation for each word of the pair. The words in each pair will either be identical or will differ by one phoneme.
Ex: bet-bat lad-led set-set
 2. After each pair of words, the students indicate whether they heard the pair as the same words or different words. (See Adaptations 1).

Adaptations:

1. Responses:
 - a) Students respond chorally or individually, saying "same" or "different."
 - b) Students respond as a class or individually, giving non-verbal cues for "same" and "different", e.g., one finger for "same" and two fingers for "different."
2. Teacher may present the pairs of words in identical sentences.
Ex: I saw the ship. I saw the sheep.
3. Teacher may hold a piece of paper in front of his mouth while pronouncing the words to eliminate visual cues.

PRONUNCIATION
Listening Discrimination:
Minimal Triplet Drill

- Goals:
1. To give students practice in determining which of three words contains a contrasting phoneme.
 2. To practice a sound discrimination on a more complex level than the Same or Different Drill.

- Steps:
1. Teacher reads a series of three words in which two are the same and one has one phoneme different from the other two. Teacher uses the same intonation for each word of the triplet.
Ex: bat-bet-bat can-can-Ken
 2. Students indicate whether the first, second, or third word read is the different one (see Adaptations).

Adaptations:

1. Students may respond:
 - a) Orally, by saying "one", "two" or "three" individually or chorally.
 - b) Nonverbally by showing one, two or three fingers.
 - c) By writing 1, 2 or 3.
 - d) By circling 1, 2 or 3 on a prepared answer sheet.

PRONUNCIATION
Presentation of Phonetic
Symbols

- Goals: 1. To make the association between a sound and its phonetic symbol.
2. To give a small amount of practice in pronouncing words containing given sounds and/or the sounds in isolation.

Steps: After a Same or Different Drill or a Minimal Triplet Drill:

1. Teacher writes the symbols on the blackboard with example words for each one. The words should be minimal pairs.

Ex: /θ/ /f/
 thought fought
 thin fin

2. Teacher models all the words.
3. Teacher points to the words. Students read them.
4. Teacher points to a symbol to elicit the sound in isolation.
5. Teacher points to the letters of the words which represent the sound. Students pronounce the sound in isolation. Teacher then points to the whole word. Students pronounce.

PRONUNCIATION
Identification of Phonemes
in Writing and Speech

- Goals:
1. To review sounds and symbols just taught.
 2. To have students make relationships between phonetic symbols and written/spoken words.
 3. To diagnose students' pronunciation/listening difficulties.

Writing

- Steps:
1. Teacher writes a sentence on the blackboard. Some of the words in the sentence will contain the sounds which are being reviewed.
 2. Teacher quickly reviews phonetic symbols with key words.
 3. Students indicate recognition of words containing the phonemes being reviewed (see Adaptations).
 4. Papers are corrected.
 5. (Optional) Students pronounce words.

Adaptations:

1. Identification of words containing the phonemes being reviewed may be done as follows:
 - a) Students make a column for each sound by putting the phonetic symbol at the head of the column. Words containing the sound are then written in the appropriate column.
 - b) Students copy the whole sentence and write the appropriate phonetic symbol above each word containing a sound being reviewed.
2. Teacher may indicate how many words there are in the sentence containing each sound.

Speech

- Steps:
1. Teacher reviews phonetic symbols being practiced with key words.
 2. Teacher reads a sentence in which there are words which contain the sounds being reviewed. The teacher should maintain correct intonation making appropriate pauses between sense groups.
 3. Students label columns with the phonetic symbols being reviewed. They then write in those columns words which they feel contain the sound represented by the symbol.
 4. Papers are corrected.
 5. (Optional) Students pronounce the words.

READING COMPREHENSION
Silent Reading plus
True-False Statements

- Goals:
1. To practice reading for comprehension.
 2. To test comprehension of reading.

- Steps:
1. Students read text silently.
 2. Teacher presents statements. (see Adaptations 1).
 3. Students read statements and write answers - true or false (see Adaptations 2 and 3).
 4. Papers are corrected.

Adaptations:

1. Statements may be presented:
 - a) on the blackboard
 - b) on paper
 - c) orally
2. Teacher may specify that the students answer with their books either open or closed.
3. Students may copy the statements in their notebooks before answering.

Materials used:

1. Long or short text (prose, dialogue, etc.) of easy to medium difficulty for the class.

READING COMPREHENSION
Pre-Questions plus Silent
Reading

- Goals:
1. To help students find specific materials in the text.
 2. To have students skim, instead of reading word by word.
 3. To get students to read with a goal.

- Steps:
1. Teacher writes questions on blackboard. (see Adaptations 1).
 2. Students read questions.
 3. Teacher encourages students to read quickly.
 4. Students read text silently, looking for answers to questions.
 5. Students write answers on paper after reading text (books open). (See Adaptations 2 and 3).
 6. Papers are corrected.

Adaptations:

1. Answers may be guided or unguided.
2. Answers may be oral or written.
3. Students can answer while reading text or after.

Materials used:

1. Long or short prose text of easy to medium difficulty for the class.

READING COMPREHENSION
Read and Look Up

- Goals:
1. To prevent calling words without attaching meaning to them.
 2. To prevent word by word reading.
 3. To develop the ability to read, silently or aloud, in sense groups.
 4. To reinforce new vocabulary and patterns which have been introduced.

- Steps:
1. Teacher has students read silently (see Adaptations 1).
 2. Students look up at someone.
 3. Students recite what they have read (see Adaptations 2).
 4. Teacher repeats steps 1, 2 and 3 until students have read that part of the text which has been isolated for the use of read and look up.

Adaptations:

1. Teacher can limit students to sense groups or have them read as much as possible.
2. Students may recite chorally or individually.
3. With blackboard work, the teacher can use Read and Look Away.
4. The same passage can be read two times, lengthening sense groups.

Materials used:

1. A short part of a text of easy to medium difficulty for the class.

READING COMPREHENSION
Silent Reading plus
Post Questions

- Goals:
1. To practice silent reading.
 2. To test comprehension.

- Steps:
1. Students read text (or part of a text) silently.
 2. Teacher asks questions (see Adaptations 1).
 3. Students answer questions (see Adaptations 2).
 4. Papers are corrected.

Adaptations:

1. Questioning:
 - a) Questions may be guided or unguided.
 - b) Questions may be oral or written.
2. Answers:
 - a) Teacher may specify that students answer with books open or closed.
 - b) Answers may be oral or written.

Materials used:

1. Prose or poetry text of medium difficulty for the class. If questions are specific, text should be shorter. If questions are general, text should be longer.

READING COMPREHENSION
Reading for Specific
Information

- Goals:
1. To increase students' range of reading skills and help them realize that one can read with only one goal, instead of several.
 2. To teach students to skim a text, looking for specific information.
 3. To test students' ability to read for specific information.

- Steps:
1. Teacher asks a question, the answer to which is found in not less than a page of print (see Adaptations 1).
 2. Students read quickly and jot down the answer to the question (see Adaptations 2).
 3. Teacher gives/elicits the correct answer and congratulates students who performed correctly and speedily.

Adaptations:

1. a) If books with indexes are available, a useful skill to teach is skimming for information based on the page listings in an index. The teacher announces a topic listed in the index, preferably with several references, asks a question about it, and the students look up the pages given in the index and skim them, looking for the answer to the question.
b) Given a text of at least one page, the students skim it looking only for the first mention of a single word given by the teacher.
2. Speed is the crucial factor in this skill. To promote speed, and to create a game-like atmosphere, the teacher can use a stop-watch or sweep-second hand of a wrist watch to time the students. As soon as they find the answers, they raise their hands and the teacher tells them how many seconds they took to find the answer.

Materials used:

1. Any level of difficulty, but one might wish to begin with texts of easy to medium difficulty.

READING COMPREHENSION
Making Inferences

- Goals:
1. To help students learn to "read between the lines" of a text.
 2. To test students' ability to make inferences in reading.

- Steps:
1. Teacher presents a text to which the conclusion is not specifically stated, but which can be inferred from the rest of the text (see Materials Used).
 2. Students read silently.
 3. Teacher asks content questions orally to check comprehension of the text.
 4. Teacher asks a question, the answer to which is the inferred conclusion (see Adaptations).

Adaptations:

1. The exercise may be made easier by giving four written choices for the last answer. Students choose the one they think is correct.
2. The exercise may be made more difficult by asking inference questions that can be answered by a specific part of the text, rather than having only one inference, which the whole text leads up to.

Materials used:

1. Begin with easy inferences, then work up to more complex ones. The initial lessons using this strategy will perhaps involve some preparation of special texts. However, once students get beyond the "one inference" level, ordinary texts can be used. It is possible to write good inference questions for almost any text.

READING COMPREHENSION
Inferring Meanings of
Vocabulary Words through
Context

Note: This strategy represents one of the points of merger between reading and vocabulary study.

- Goals:
1. To help students realize that they can understand a new word without having to translate it or look it up.
 2. To increase students' reading fluency by showing them that not every word need be fully understood.

- Steps:
1. Students read a brief passage containing one nonsense word which has replaced a word somewhat explained by its context.
 2. Teacher presents the students with a list of five words, one of which is the word that was replaced by the nonsense word (see Adaptations).
 3. Students choose the word they think the nonsense word replaced.
 4. Teacher corrects the students' answers.

Adaptations:

1. Use real words which are new to the students, but for which they know synonyms. The synonym will then be the correct choice in the five answers given.

READING COMPREHENSION
Speed Reading

- Goals:
1. To practice reading as quickly as possible.
 2. To prevent word calling.
 3. To test reading comprehension.

- Steps:
1. Teacher tells students to read as quickly as possible.
 2. Students read silently (see Adaptations 1).
 3. Teacher gives students questions (see Adaptations 2).
 4. Students answer questions in writing.
 5. Answers are corrected and charted (see Adaptations 3).

Adaptations:

1. a) Teacher may limit the amount of time available to read the passage.
b) Teacher tells each student how long it took him to read.
2. Questions can be multiple choice.
3. Chart reading speed and percentage of correct answers.
Chart results over a period of time.

Materials used:

1. Easy level prose.

READING COMPREHENSION
Finding the Main Idea I

- Goals:
1. To introduce students to the skill of reading for the main idea.
 2. To teach students to read with only one question in mind.
 3. To teach students to locate information in a text.
 4. To help students understand that some items in a text are more important than others.
 5. To make a contrast between details and the main idea.

- Steps:
1. Teacher sets a question, the answer to which is the main idea of the reading passage.
 2. Students read the question.
 3. Teacher instructs the students to read the passage quickly.
 4. Students read silently.
 5. Students answer the question, orally or written.
 6. Teacher asks several questions which elicit details as answers and writes the answers on the blackboard.
 7. Students decide which answer is the most important. Teacher labels it as "the main idea" and explains/elicits the meaning of the term.

Adaptations:

1. One could stop after Step 5 for initial lessons, but complete all the steps once the students are accustomed to reading with only one question in mind.

Materials used:

1. Easy to medium level texts. It's best to avoid narration, since there is often no explicitly stated main idea.

Notes: It's important to realize that this is a strategy intended to introduce the student to the skill of reading for the main idea. To further teach the skill, see subsequent strategies. It is also important for the teacher to make the students understand the purpose of the exercise.

READING COMPREHENSION
Finding the Main Idea II

- Goals:
1. To give the students guided practice in reading for the main idea of a text.
 2. To test the students' ability to choose the main idea of a text from several statements.

- Steps:
1. Teacher tells students to read the text, or a paragraph of the text, quickly and to look for the main idea.
 2. Students read silently.
 3. While the students are reading, teacher puts four or five statements, taken verbatim or paraphrased from from the text, on the blackboard (see Adaptations 1).
 4. After reading, each student chooses and notes the statement he thinks is the main idea of the text.
 5. Teacher examines the results to see how the students did. If there are many choices of a single incorrect statement, the teacher may wish to explain/elicit why that choice is wrong.

Adaptations:

1. As the students become more skillful at this strategy, the teacher can make finer and finer distinctions in the statements given. It is useless to keep the students on the level of discrimination between detail and main idea.
2. Instead of statements, the teacher sets questions, only one of which has the main idea as its answer.

Notes: In difficult texts, it is possible to have more than one possible interpretation of the main idea. This problem may be avoided by not stating the alternative main idea in the series of statements. One also has the option of stating both, and accepting both.

READING COMPREHENSION
Finding the Main Idea III

- Goals:
1. To increase the students' range of reading skills and help them realize that one can read with one goal, instead of several.
 2. To give the student practice in reading for the main idea of a passage.
 3. To test the students' ability to read for the main idea.
 4. To help students "break into" a new or difficult text.

- Steps:
1. Teacher tells students to read and find the main idea.
 2. Students read and find what they think is the main idea (see Adaptations).
 3. Teacher asks for answers and writes a resume of students' answers on the blackboard.
 4. The class, led by the teacher, decides which answer is the best main idea for the text.

Adaptations:

1. Students can underline in the text or write down their choice for the main idea.

Materials used:

For a class that is skilled in this technique, material of any level of difficulty can be used. Initially, one might want to use texts of easy to medium difficulty for the class.

VOCABULARY
Cognates

- Goals:
1. To enable students to discover the meaning of a word in the target language through the orthographic similarities of the word in the mother language.
 2. To introduce the pronunciation, particularly stress, of the word in the target language.
 3. To practice the pronunciation of the word in the target language.

- Steps:
1. Teacher writes the English word on the blackboard.
 2. Teacher models correct pronunciation of the word (see Adaptations 1).
 3. Students repeat teacher's model.
 4. Teacher gives or elicits cognate in the mother language.
 5. Teacher writes cognate on the blackboard.

Adaptations:

1. Teacher uses phonetic transcription of English word.
2. For active vocabulary, teacher reinforces the new word with questions and answers.

VOCABULARY
Synonyms/Antonyms

- Goals:
1. To introduce new words quickly, especially passive vocabulary words.
 2. To teach new vocabulary by relying on vocabulary previously learned by the students.

- Steps:
1. Teacher says the new word to give students a model.
 2. Teacher writes new English word on the blackboard.
 3. Teacher repeats model after writing it on the blackboard.
 4. Teacher gives or elicits English synonym or antonym for the new word.
 5. Teacher writes English synonym or antonym on the blackboard.
 6. Teacher has students pronounce new word chorally and individually.

VOCABULARY
Translation

Goal: To introduce new words quickly, especially passive vocabulary words.

- Steps:
1. Teacher says the new word.
 2. Teacher writes the new word on the blackboard.
 3. Teacher says the new word again.
 4. Teacher gives or elicits the translation of the new word.
 5. Teacher writes the translation of the word on the blackboard.

VOCABULARY
Visual Aids

- Goals:
1. To introduce new vocabulary by means of pictures, drawings, blackboard sketches or realia.
 2. To introduce rapidly a new word in a context different from that found in the text the students will read.
 3. To form an association between the word itself and a visual representation of the word.
 4. To facilitate the presentation of concrete nouns or of objects which cannot be brought into the classroom.
 5. To encourage a more immediate and active use of new words.

- Steps:
1. Teacher presents visual aid.
 2. Teacher models word by itself or in a sentence.
 3. Students learn teacher's model.
 4. Teacher has students practice the new word with questions and answers or with the use of verbal or non-verbal cues.
 5. Teacher writes a sentence to be copied on the blackboard. (see Adaptations).

Adaptations:

1. Teacher can write sentences for copying for all new vocabulary words at the same time at the end of the vocabulary lesson.
2. Model sentence of Step 2 may or may not be the sentence for copying.

VOCABULARY
Situational Teaching

- Goals:
1. To create a situational need, verbally or non-verbally, for a particular word.
 2. To introduce vocabulary in a context different from that found in the text the students will read.
 3. To encourage a more active use of new vocabulary by the students.

- Steps:
1. Teacher creates a situation (through the use of self, students, objects, visual aids, questions and answers) in which new vocabulary word can be meaningfully introduced.
 2. Teacher presents model sentence containing the new word.
 3. Students learn model sentence.
 4. Teacher reinforces new word with questions and answers or with the use of verbal or non-verbal cues.
 5. Teacher writes model sentence to be copied on the blackboard.

Adaptations:

1. Model sentences to be copied can be written for each word after Step 4, or can be written for all new vocabulary at the same time at the end of the lesson.

VOCABULARY
Demonstration

- Goals:
1. To make the meaning of the new word explicit by demonstration.
 2. To introduce rapidly a new word in a context different from that found in **the** text the students will read.
 3. To form an association for the students between the word itself and its meaning as demonstrated in class.
 4. To facilitate the presentation of verbs, especially action verbs, and prepositions.
 5. To encourage a more immediate and active use of new words.

- Steps:
1. Teacher and/or students perform actions which illustrate the meaning of the new word and the teacher gives a model sentence with the new vocabulary word describing the action.
 2. Students learn the model sentence while the teacher is performing the action.
 3. Teacher has students practice the new word with questions and answers or with the use of verbal or non-verbal cues.
 4. Teacher writes sentence for copying on the blackboard.

Adaptations:

1. Model sentences to be copied can be written for all new vocabulary at the same time at the end of the vocabulary lesson.
2. The model sentence of Step 1 may or may not be the sentence for copying.

VOCABULARY
Definitions

- Goals:
1. To teach new vocabulary using previously known English.
 2. To reinforce old vocabulary.
 3. To increase the number of associations between English words in the students' minds.
 4. To practice pronunciation of the new vocabulary.

- Steps:
1. Teacher writes new word on the blackboard.
 2. Teacher elicits/gives meaning in English, using previously known vocabulary and writes it on the blackboard.
 3. Teacher has students practice new word through questions and answers.
 4. Teacher writes model sentence for copying on blackboard.
 5. Students copy definitions and sentences.

Adaptations:

1. Teacher can write sentences for copying for all new vocabulary at the same time at the end of the vocabulary lesson.

WRITING

Copying New Material from
the Blackboard

- Goals:
1. To enable students to see new material (just presented orally) in writing.
 2. To enable students to practice writing new material.
 3. To reinforce new material.
 4. To give students a written record of new material, for later study or review.

- Steps: After new material has been mastered to desired level of correctness:
1. New material is written on the blackboard (see Adaptations).
 2. Students copy the new material in their notebooks.
 3. Teacher circulates to make sure students are copying correctly.

Adaptations:

1. Teacher may read new material from the blackboard to enable students to make the association between the written and spoken word.

WRITING
Extemporaneous Composition

- Goals:
1. To give students practice in expressing themselves in their own words in English.
 2. To reinforce the use of grammar structures and vocabulary being taught.
 3. To indicate to the students their weaknesses in the use of grammar structures, vocabulary, punctuation and idioms.

- Steps:
1. Teacher gives students a topic (see Adaptations 1).
 2. Teacher checks students' comprehension of topic and creates interest in the topic through brief questions and answers.
 3. Teacher sets limits for actual composition (see Adaptations 2).
 4. Students write in class, following limits set.
 5. Teacher marks papers (see Adaptations 3).

Adaptations:

1. Topic:
 - a) Resume of completed text.
 - b) Physical descriptions: a person, a place, an object.
 - c) An important incident: at school, in students' lives.
 - d) A fictional narrative from students' imagination.
 - e) A new ending to a story.
2. Limits:
 - a) Time.
 - b) Number of sentences or paragraphs.
 - c) Use of a particular set of vocabulary words, verb tense, grammar structure, etc.
 - d) Use of reference materials (dictionary, textbook) permitted or not permitted.
3. Correction.

Decide in advance, and tell students, what you are looking for: sentence structure, comprehension of new vocabulary or grammar structure, correct punctuation, etc. At the beginning, students may make many mistakes in numerous areas. Try to concentrate on improving one weakness at a time, so as not to thoroughly discourage your students for future trials.

WRITING
Picture Composition

- Goals:
1. To give students practice in composition with a topic or story in mind, but with enough freedom to give their own interpretations.
 2. To give students practice in, or to reinforce the use of, a particular structure or vocabulary context.
 3. To allow the teacher to diagnose areas of weakness in students' writing.

- Steps:
1. Teacher puts picture(s) on the blackboard or holds up pictures (see Adaptations 1).
 2. Teacher tells story or elicits main story line orally through questions and answers while referring to the pictures (see Adaptations 2).
 3. Teacher gives controls to be placed on students' writing (see Adaptations 3).
 4. Students write about the picture(s) using their own words or paraphrasing the story as it was told orally.
 5. Teacher marks papers outside of class.

Adaptations:

1. Pictures may be stick figures drawn on the blackboard or drawings taped on the board.
2. Step 2 may be omitted if students are thoroughly familiar with vocabulary and structures to be used and if the interpretation of the pictures is evident. However, it often pays to check on cultural interferences in interpretation of pictures.
3. Controls:
 - a) Time.
 - b) Number of words, sentences or paragraphs to be written.
 - c) Use of a particular set of vocabulary words, verb tense, grammar structure, etc.

Notes: This strategy can be used on a very beginning level: e.g. "Write five sentences about the picture. Use a preposition in every sentence." It can also be used on more advanced levels: "Use reported speech to indicate what each person says."

WRITING
Prepared Dictation

- Goals:
1. To make students able to write complete dictation without any mistakes.
 2. To reinforce structures just taught.
 3. To reinforce vocabulary just taught.
 4. To review structures and vocabulary taught in previous lessons.
 5. To make students associate spoken word with written word.

- Steps:
1. Students memorize two or three lines of a text (see Adaptations 1).
 2. Teacher dictates sentences (see Adaptations 2).
 3. Students write (see Adaptations 3).
 4. Papers are corrected (see Adaptations 4).

Adaptations:

1. Memorization:
 - a) Assigned as homework.
 - b) Read and Look Up or Read and Look Away.
 - c) Erasure technique.
 - d) Memorize in class.
2. Dictation may be in sense groups or in complete sentences.
3. Writing:
 - a) Teacher may have students write as sentences or sense groups are being dictated.
 - b) Teacher can tell students to hold up their pens or to leave their pens on their desks and to look at the teacher as the sense group or sentence is being dictated. Teacher then tells students to write. When adequate time has passed, teacher again tells students to hold up pens or put them on the desk and look at him while listening to the next group of words to be written.
4. Correction:
 - a) Teacher and/or students write dictation on the blackboard.
 - b) Students correct dictations from their texts.
 - c) Students exchange papers.

WRITING
Visual/Oral Dictation

- Goals:
1. To reinforce structures previously taught.
 2. To associate spoken with written word.
 3. To practice reading and writing sentences.

- Steps:
1. Teacher points to and says words to form a sentence from a display of written words (see Adaptations 1).
 2. Students make sentences from the display (see Adaptations 2).
 3. Teacher or student reads a sentence while others listen.
 4. All students write the sentence, looking at the display as necessary while writing.
 5. Students correct their sentences as the original student or the teacher reads the sentence and the teacher points to the words in the display.
 6. Continue until three to five sentences have been dictated, written and corrected.

Adaptations:

1. The display may be a substitution table, word chart or other.
2. Students may provide other substitutions. If so, write the new words on the display.

WRITING
Unprepared Dictation

- Goals:
1. To enable students to practice vocabulary and structures just taught.
 2. To test students' ability to use vocabulary and structures without relying solely on rote memory.
 3. To practice mechanics in writing punctuation, capitalization, etc.
 4. To diagnose students' difficulties in listening and writing.

- Steps:
1. Teacher reads entire dictation passage with natural speed and intonation.
 2. Teacher reads dictation passage, one sense group at a time, using normal speed and intonation.
 3. Teacher reads entire dictation again and students check their work.
 4. Papers are corrected.

Adaptations:

1. Unknown or particularly difficult words or phrases may be written on the blackboard before the dictation and may either be erased or left up during the dictation.
2. During the first reading of the dictation, the teacher can ask the students comprehension questions.
3. During the second reading, the teacher may ask students to repeat sense groups chorally or individually before writing.
4. Punctuation may or may not be indicated during the second reading, depending on the level of the class.
5. After the dictation, the teacher may call on students to read back the dictation.
6. Correction:
 - a) Teacher or students write the dictation on the blackboard. Students correct own papers or exchange papers.
 - b) Teacher collects papers and returns them corrected the next class.

Backward Build-Up

- Goals:
1. To help students master the production of particularly long or difficult sentences with normal intonation.
 2. To induce students to speak more rapidly.

- Steps:
1. Teacher breaks the sentence up into sense groups which will be easy for the students to handle.
 2. Teacher says the last sense group of the sentence with normal speed and intonation.
 3. Students repeat individually and/or chorally.
 4. Teacher says the last two sense groups of the sentence with normal speed and intonation.
 5. Students repeat individually and/or chorally.
 6. Repeat steps 4 and 5, adding on a sense group each time and working backwards to the beginning of the sentence, until students can repeat the entire sentence.

Example: Did the farmers/return home/ for the evening meal/as soon as the work was done?

T: As soon as the work was done.

S: As soon as the work was done.

T: For the evening meal as soon as the work was done.

S: For the evening meal as soon as the work was done.

T: Return home for the evening meal as soon as the work was done.

S: Return home for the evening meal as soon as the work was done.

T: Did the farmers return home for the evening meal as soon as the work was done?

S: Did the farmers return home for the evening meal as soon as the work was done?

Erasure Technique

- Goals:
1. To help students memorize a short passage or dialogue.
 2. To prepare students for a dictation by familiarizing them with a new, short reading passage.
 3. To reinforce grammar and/or vocabulary already taught.

- Steps:
1. Teacher writes a short passage (4-6 sentences) on the blackboard.
 2. Two or three different students read the passage aloud.
 3. Teacher erases certain key words in the passage, replacing each word by a line (see Notes).
 4. Passage is read again two or three times, with students filling in the missing words from memory.
 5. Steps 3 and 4 are repeated until a bare skeleton of the passage remains or until it disappears completely.

Notes: When erasing words, content words (nouns, verbs, adjectives and adverbs) should be eliminated first because they are the easiest to remember. Structure words (articles, prepositions and conjunctions) should be left until last because they are harder to remember and they hold the passage together and give it its form. Unfamiliar or difficult content words should also be left longer. As a general rule, take out about two or three words per sentence with each erasure. Remember to leave the punctuation in as the words are erased.

Active or Passive?

In the parlance of foreign language teaching one sometimes hears mention of the terms "active" and "passive." We most often find this in reference to vocabulary and grammatical structures and what we might hear are variations of these statements: "Oh, I taught that word through translation because it's a passive vocabulary item." Or, "I just passed over that structure briefly in class because it's a passive structure and I only want the students to know that it exists. Then if they run into it in their reading they won't be confused." How often do you hear: "I shan't need any today, thank you."

What then do we mean by "active" and "passive" in the context of foreign language teaching. These words are most commonly used when referring to vocabulary and sometimes when referring to grammatical structures. When we talk about an active vocabulary item or an active grammatical structure we mean that these words and forms are current and recurrent in our everyday dealing with the target language (in our case, English). Passive vocabulary or passive structures are those which one comes across infrequently. In the case of vocabulary these might be words which were once common or in vogue but have since become less common. We might call them "period pieces." Another type of passive vocabulary might be those words which are important and common in certain professions but which are rarely used in conversation by the ordinary layman. A good deal of the time a person spends working or studying to become a professional is spent just learning the vocabulary of the profession. If one were teaching English as a foreign language to doctors much of what would be considered passive vocabulary under ordinary circumstances would enter the realm of active vocabulary to enable the doctors to speak with colleagues across the language barrier.

Passive grammatical structures are rarer birds. "Shall" and "shan't" are of this variety and have been replaced today in conversation and even in writing by "will" and "won't." The form "have you a pen?" has become "Do you have a pen?" or "Have you got a pen?". For the first we answer, "Yes, I do," and for the second, "Yes, I have." And then how many of us say today, "Whom did you see at the store yesterday?" In most cases we would say, "Who did you see at the store yesterday?" although traditional grammarians would probably tell us that the "whom" form is correct. In this case, "Who did you see" is generally an accepted spoken form while "whom" is often maintained in the written form. Since we are teaching conversational English first we generally teach the "Who did you go with?" form and save the "whom" form for later. These are just a few examples and you will run into teachers who will continue to teach the passive forms actively.

What is the difference in approach when dealing with active items as opposed to passive items? When items are taught actively, this involves mastery by the students of the item in all four

of the language skills:

1. The students must be able to recognize the item when they hear it.
2. The students must master the pronunciation of the item and be able to use it spontaneously in structured and then unstructured conversation.
3. The students must recognize the item when they come across it in their reading.
4. The students must be able to write the word thus mastering its spelling as well as be able to use it meaningfully in a sentence.

With passive items, emphasis is placed simply on two of these skills, ONE and THREE of the above steps.

Some of the vocabulary strategies we have been using have been designed to deal primarily with passive vocabulary. Others have been designed for presentation of active vocabulary. The translation strategy, the cognate strategy and the synonym/antonym strategy are, when used according to the steps, strategies for the presentation of passive vocabulary. They can be adapted for the presentation of active vocabulary. Here, for example, in addition to translating the vocabulary item, the teacher would give a model sentence, have the students repeat and learn the model sentence, ask questions about the model sentence, have students give their own sentences using the vocabulary item and then write a sentence on the blackboard which would show the item in context.

Joe Lihota
1976

Testing the Features of Language

In order to eliminate the fear of testing from the minds of your students and in order to make sure the results have validity, it is desirable to follow several elementary principles of test construction and procedure:

1. Announce your tests in advance.
2. Tell students exactly what you will hold them responsible for. Students will study for the kind of test they know they will be given.
3. Test only what you have taught thoroughly.
4. Make sure the directions are clear and familiar to the students. Use their native language if necessary. You should use the native language when feasible when you are giving an unfamiliar type of question or test.
5. Give an example, if possible, of the response you are seeking.
6. Start with the simplest items first.
7. Test their knowledge of the language and not their memory of facts they have met in their reading. A question such as: "Marconi invented the _____", for example, is not a test of English. It is a test of cultural facts.
8. Make aural comprehension questions short and simple so that, again, responses don't become a test of memory. At more advanced levels, you may require a longer retention span.
9. Use many cues and devices (pictures, objects, recordings) to stimulate the desired responses.
10. Give an open book test occasionally.
11. Provide a key for immediate checking of responses in short quizzes.
12. Return longer test papers in a reasonable length of time.
13. Permit students to ask questions about their grades. It is best to have them come to your desk.
14. Do not read grades aloud. Such a procedure may cause embarrassment or unwarranted feelings of superiority or inferiority on the part of some students.

I. To test knowledge of the sound system, have students:

1. Indicate whether two sounds, given orally or in writing, isolated or in words, are the same or different.
2. Indicate which pairs of words rhyme (e.g., send/lend, friend/ fiend, enough/through).
3. Mark the syllable having the loudest stress (e.g., again/ never/turn on/ apple tree).
4. Indicate by a prearranged code rising or falling intonation (e.g., Did you go to school? Where did you go?).
5. Indicate from which column of words or pictures you, or a tape are pronouncing a word or an entire utterance (e.g., think/ thing, I saw a ship/ I saw a sheep).

6. Imitate sentences of varying length (e.g., I want a dress, I want a pretty red dress, I want that pretty red dress).
7. Indicate stress and juncture in pairs of sentences (e.g., I saw him by the tree/ I saw him buy the tree).

II. To test grasp of grammatical items, have students:

1. Select the appropriate word from two or three words by underlining, numbering or filling a blank on an answer sheet (e.g., The (boy/boys) walk to the door.).
2. Perform any of the transformation exercises such as: Make this a question: He went to the door. Say you have two: I have a box. Ask a question with "who": Mr. X is a mailman.).
3. Use the words "get up" (for example) in these sentences: It's seven o'clock in the morning. I'm _____ now. Yesterday I _____ at seven o'clock too. I usually _____ at seven o'clock every day.
4. Answer questions in the negative using a full sentence (e.g., Do you have some bread? Did you find someone there?).
5. Ask direct questions based on indirect questions (e.g., Ask X how old he is. Ask someone whether he knows Mr. Z).
6. Give the paired sentence, i.e., the sentence with the same form. E.g., Mary is going to read later. The boys are going to read later/Mary reads every day.
7. Make all changes required by a cue (e.g., (These) This boy is tall.).
8. Indicate which pictures you are mentioning (e.g., This is a foot long. This is a long foot. This is a station wagon. This is a wagon station.).
9. Complete sentences (e.g., I _____ thirsty. (am/'m/have) I'd go if I _____ time. (have/were/had)).
10. Answer questions of various types. Indicate whether you want a "yes" or "no" answer, whether you want a short or long answer, whether you want a combination short and long answer, whether you want them to agree, disagree, express surprise, sympathy, anger, etc.
11. Choose the correct form (e.g., The woman's name is _____ (Peter/Mrs. Jones/Miss)).
12. Combine sentences (e.g., She's a student. She's very good. That man is my father. He's talking to Mr. Brown.).
13. Rewrite the sentence placing the adjectives in the correct position (e.g., (small/four) I have puppies.).
14. Indicate where a word belongs (e.g., usually - He A goes B to the park C.).
15. Match the stimuli and possible responses. Have one less response than the number of stimuli so that guessing will be minimized, e.g.

1. Thank you.	a) Better.
2. How old is he?	b) He's twelve.
3. When are you leaving?	c) Of course.
4. How are you feeling?	d) You're welcome.
5. May I go out?	e) Tomorrow.
6. Where does he live/	

16. Select the appropriate coordinating conjunction when two are given (e.g., and/but I'd go _____ I'm tired.).
17. Select the appropriate subordinating conjunction when two are given (e.g., while/unless He went to work _____ she took care of the house.).
18. Select the appropriate connector (e.g., It was freezing. However/Otherwise we went out.).

III. To test knowledge of vocabulary, have students:

1. Indicate whether a statement is true or false (e.g., Spring comes before summer.).
2. Complete a sentence (e.g., A cow barks/moos/shrieks.).
3. Select an unrelated word from a group of words (e.g., meat/soup/eraser/peas).
4. Give a synonym or choose one from a list (e.g., start (begin)).
5. Give an antonym or choose one from a list (e.g. finish (start)).
6. Give two other words from the same family (e.g., jewel - jewelry, jeweler).
7. Make nouns from the following verbs (e.g., arrive/deny/permit).
8. Make adjectives from the following nouns (e.g., man/child).
9. Use the prefix meaning "not" in these words (e.g., ability/able/rational).
10. Use the suffix meaning "pertaining to" in words such as region, nature.
11. Select the appropriate word (e.g. in/on The picture is _____ the wall.).
12. Select the appropriate word (e.g., too/very I can't drink the tea. It's _____ hot.).
13. Choose the word(s) with the same meaning as the underlined word(s) (e.g., must/should I have to leave now.).
14. Choose the appropriate word (e.g., breakfast/lunch/dinner/supper We always have _____ at seven in the morning.).
15. Paraphrase a sentence using the same structure but different vocabulary.
16. Write three or more sentences using different meanings of a word (e.g., He got an A. He got the book. He got worried.).

IV. To test listening comprehension, have students:

1. Carry out a request. Use one utterance with beginners and more than one with more advanced students (e.g., Go to the board. Go to the board and write your name. Go to the board, write your name and then erase it.).
2. Take a spot dictation. Distribute a sheet with a passage containing some missing words. As you dictate, students will write the missing words on the answer sheet.
3. Take an aural comprehension exercise.
4. Complete the sentence when a choice is given (e.g., It's raining. I'll have to take an _____. examination/umbrella envelope).
5. Tell whether the items they hear are singular or plural, present or past, present or future.

6. Answer questions according to the cue or direction (e.g., movies - Where did you go last evening?).
7. Select an appropriate rejoinder, when several choices are given, to a statement or request (e.g., May I smoke? Not at all./ Of course.).
8. Identify the central theme or the nature of a talk when listening to a news broadcast (e.g., social/political/artistic/educational).
9. Tell which statement, given orally or in writing, embodies the main idea of a passage they hear.
10. Give a summary of a talk they have listened to - live or on tape.
11. Take the role of listener or speaker in a dialogue.
12. Engage in role-playing exercises.

V. To test speaking ability, have students:

1. Repeat sentences of varying lengths.
2. Say a passage, poem or dialogue they have learned.
3. Take one of the roles in a dialogue.
4. Answer questions either when specific instructions are given or without a cue.
5. Make a rejoinder to a statement or request.
6. Read a passage of familiar material.
7. Read a passage containing new material.
8. Ask direct questions when an indirect statement is given (e.g., Ask me how I got to school this morning.).
9. Transform sentences according to various directions (e.g., Make this sentence into a question. Make this sentence negative. Change the subject to "he".).
10. Give the equivalent of a short native language utterance.
11. Formulate questions on a passage.
12. Tell what they would say, or do, in a certain situation. They would hear, or read, one or more sentences describing a situation, and they would tell what they would respond (e.g., You know it's a friend's birthday. You meet him on the street. What would you say? Or, Someone tells you his mother is ill. What would you say?
13. Describe what they see in a picture.
14. Tell about something they did at some particular time (e.g., before coming to school), something that happened, or something that is going to happen.
15. Give a summary of something they are asked to read at the examination or that they have read at some time before.

VI. To test reading ability, have students:

1. Complete sentences based on a passage read when a choice is given.
2. Complete sentences when a choice is not given.
3. Complete a logical inference (e.g., He had worked eighteen hours without stopping. He was rich/tired/stupid.).
4. Read an unfamiliar passage aloud and answer questions on it.

5. Formulate questions on a passage.
6. Answer several questions on a passage read silently.
7. Give definitions of selected words in a passage. (The ability to use contextual clues would be apparent.)
8. Outline a paragraph.
9. Summarize a passage.
10. Indicate a possible rejoinder or sequence utterance to a statement or a series of statements.
11. Say whether a statement is true or false.
12. Indicate the characters in a story who have expressed a point of view or performed some actions.
13. Read a passage crossing out irrelevant words.
14. Read a passage silently within a limited time and answer questions on it. (This would enable you to test fluency and speed as well as comprehension.)
15. Discuss the cultural allusions in a poem or passage.
16. Give synonyms, antonyms or paraphrases or certain words or expressions.

VII. To test writing ability, have students:

1. Insert punctuation marks and capital letters in a paragraph.
2. Write out in full the words for symbols or abbreviations (e.g., + / % / Mr. / Inc. / etc.).
3. Reconstruct a sentence from several words (e.g., boys/movies/yesterday).
4. Complete a sentence using the same verb in both spaces (e.g., He _____ as he had never _____ before. eat).
5. Expand several sentences into a letter, dialogue or story.
6. Add details to a topic sentence.
7. Answer questions about themselves or some material they have studied.
8. Answer questions substituting pronouns for all nouns.
9. Take a dictation, spot or regular.
10. Take an aural comprehension exercise.
11. Rewrite a passage or story from their point of view, or in the past or future.
12. Write what they would say or do in a situation.
13. Write what they see in a scene.
14. Summarize a passage.
15. Formulate questions on a passage.
16. Write an essay on one of three topics you indicate (based on their reading, a cultural topic, a news item, etc.). You may wish to include some of the ideas they are to treat.
17. Rewrite a paragraph using a more casual (or more formal) style.
18. Give the foreign language equivalent of a passage in the native language or vice versa.

Controlled Composition

Controlled composition is one of the most useful exercises in learning how to write the English language. It complements oral composition and is used after much practice has been done or oral work.

Goals: To give students practice in writing under conditions which minimize the possibility of error by providing a framework within which to write.

1. To emphasize the importance of form in writing such as indentation, margin, paragraphing, capitalization. (This could even include the essay form with introduction, body and conclusion, and the letter form.)

2. To give the students controlled written practice in the use of structures and vocabulary already presented.

One of the earliest books written to support the method outlined above contains a series of folk tales from Ghana about Ananse, a spider, and leads students through a variety of patterns considered important in writing: A Course in Controlled Composition, Dykstra, Port and Port, Teachers College, Columbia University, New York, 1966.

A more recent book takes the student a bit further: Written English Under Control, K.W. Moody, African University Press, Lagos. This text considers copying and copying with substitutions and transformations, the first of four stages in learning to write. As the students progress, controls are removed. It ought to be emphasized that perfect copying is required before a student can move from one stage to a higher stage. Errors at any stage may indicate that insufficient ground work has been done at some earlier stage. Errors may also indicate that the student is not particularly careful about copying.

As with oral practice, short frequent practice sessions are considered more fruitful than long sessions given infrequently. Exercises in controlled composition are suitable for an ungraded homework assignment or a planned part of the class period. They can be checked quickly in class or by the teacher, and if the student is not writing above his ability, there will be few chances for the student to use incorrect forms or patterns on his own.

Controlled Composition - 6^e and 5^e (seventh and eighth grades)

I. Copying. Students must copy text with no errors. The teacher checks for proper margins, correct punctuation, indentation and spelling.

II. Box Format

A. Every substitution is correct. Students are asked to write a paragraph from a framework such as follows by choosing appropriate words or phrases in the boxes. Such a composition might be prefaced by oral substitutions from the frame, and even followed by further oral practice.

A Day in	Niamey Washington, D.C. Lome
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Not long ago Once A few years ago	Bola my friend	went took a trip traveled	with his brother with Yemi alone
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to	Washington, D.C. Niamey. Lome.	There he saw	many a crowd of a few	travelers people foodsellers
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in town. in the station. at the market.	There were also	women children men carrying goods
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walking talking	nearby. in the streets. by the gates.	It was a	hot day. rainy morning. pleasant afternoon.
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He was	surprised happy excited	to see	so many people such fine buildings such a town	that day.
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B. Students must choose correct substitution. In this exercise, not all the possible choices can go together. Students must choose the appropriate substitution.

Innocent wanted to make a	new wheel house	for on in	his toy	village. lorry.
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He thought he would	make it out of use	wood, laterite,	so he looked for
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some a an	wood. place to find some. block of wood.	He looked	in along around	the his
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sand, compound, road,	and he looked	in near around	his the	bush. friend's house. carpenter's workshop.
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In the end he found	a piece of some a	laterite. wood.	It was	in under behind
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a some	rubbish. carpenter's bench. loose sand.	It was going to be	a difficult hard	job. work.
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C. Students may choose a correct substitution or fill in a blank, thus permitting a certain creativity. This becomes a less controlled situation since the students may use the possible substitution or appropriate ones of his own.

A Day in	Washington, D.C. Niamey
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Not long ago Once A few _____ ago	Bola my _____	went took a _____ traveled	with his _____ with Yemi alone
---	------------------	----------------------------------	--------------------------------------

to	Washington, D.C. Niamey.	There he saw	many a _____ of a few	people foodsellers
----	--------------------------	--------------	-----------------------	-----------------------

in town. in the station. at _____.	There were also	children men carrying _____
--	-----------------	--------------------------------

walking talking	nearby. in the _____. by the gates.	It was a	_____ day. rainy _____. pleasant afternoon.
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He was	_____ happy excited	to see	so _____ people such fine _____ such a town	that day.
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III. Scrambled Sentences. Students are asked to unscramble the words of a given sentence and rewrite the sentence using proper word order.
 Example: went/Last/to/Sunday/late./Bola/bed/very/
 Answer: Last Sunday Bola went to bed very late.

IV. Scrambled Paragraphs. Students are asked to unscramble several sentences presented out of sequence and to create a coherent paragraph. In 6^e, don't use more than four sentences.
 Example: But the bus started moving. When he tried to get on the bus, he slipped in a big puddle and fell down. Bola got dressed quickly and ran to the bus stop. He shouted, but the people in the bus couldn't hear him.

V. Sentence Completion. Students must find the most suitable words to complete the sentences.

Example: 1. Kofi _____ tea every morning.
 2. This soup is _____ hot for me.

VI. Recopy Paragraph Changing One Word. This is similar to copying except that one word, which is repeated throughout the text, is replaced each time with another by the students.

Example: Rewrite the entire passage changing the word "gourd" to "basket" each time it appears.

Ananse, the spider, managed to collect all the world's wisdom in one spot. He placed it in a gourd and then decided to climb a tree and hang the gourd there so that he might keep all the wisdom on earth for himself. When Ananse reached the largest tree in the forest, he took some string and tied it to the gourd.

VII. Prepared Dictation. Students memorize two or three lines of a text, using, for example, the erasure technique. The passage is then dictated.

Controlled Composition - 5^e, 4^e, 3^e (eighth, ninth and tenth grades)

I. Box Format.

A. Students must choose the correct substitutions among the wrong ones.

Tomorrow	Aliou	went at	my house while I was
Yesterday	Lion	came to	
Next week	Bola	invited at	
The other day	Yemi	called at	

out of home.	He	only	came to visit me	when
away.	She		talked to me	
not at home.	They		came to see I	
at work.			called on me	

he	wanted to	get anything.	My	wife
they		ask a favor.		brother
she		beg for help.		steward

let him in showed her in opened the window	and asked	him her	if	he her we	would like to liked to had liked to
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sit on.
wait.
leave a message.

B. Teacher gives one substitution and a blank.

Market Day in	Sokode _____
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_____ week	I _____	went to the market in	_____ Sokode.
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It was	raining _____	and	_____ he	felt very	_____ tired.
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I _____	saw a	_____ young child	selling	_____ roasted corn	and
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_____ he	bought some.	Suddenly	a fight began _____	and
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I was _____	_____ felt scared	and the	_____ police came.
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C. Teacher gives blanks for certain parts with no substitutions provided.

Market Day in _____
Last week _____ went to the market in _____. It was
_____ and _____ felt very _____.

II. Rewriting a paragraph using different expressions with which the students are already familiar.

Example: Read this paragraph and then, using it as a model, write three similar paragraphs based on the information given below:

Pierre is a cashier who works in a bank. His working hours are 9:00 a.m. to 5:00 p.m. He earns 7000 F a week. On weekends

he plays basketball or goes riding. In his spare time he is studying economics, and in ten or twelve years he hopes to become a bank manager.

1. Bola-lathe operator-factory-7:30 a.m.-4:30 p.m.-5000 F-football-cycling-engineering-foreman.
2. Yemi-secretary-office-9:15 a.m.-5:30 p.m.-6000 F-tennis-swimming-drawing and painting-dress designer.
3. Hajo-salesgirl-department store-9:30 a.m.-5:30 p.m.-4000 F-table tennis - walking-book keeping-shop manageress.

III. Scrambled Paragraphs. Students put a whole paragraph in order from sentences in non-sequential order.

Example:

Ananse and Hyena

There they met the king of the river who presented them with a gift of many fish. As Ananse cooked the fish he threw them over his shoulder onto the river bank to cool. Ananse and Hyena decided to go to the river together. However, the greedy hyena caught and ate all of them.

IV. Scrambled Sentences and Paragraphs. Students first unscramble the words of given sentences and rewrite the sentences using proper word order. They then unscramble these sentences to create a coherent paragraph.

V. Ananse Tales

- A. Copying with no changes.
- B. Copying with one word change.
- C. Change of gender. The students are asked to make substitutions of gender in pronouns. They are given a gender change in a noun and are required to change that noun each time it appears, as well as the appropriate pronouns throughout the passage.

Example: Rewrite the entire passage changing Ananse to Ananse's wife. Remember to change the pronouns whenever it is necessary.

Ananse saw the delicious food, and he decided not to share it with his friends. He ate it all himself and King-Jay, Monkey, and Sheep were so angry that they went away into the bush to plan their revenge...

- D. Number change in nouns and pronouns. The students are given a number change in a noun and are required to change that noun each time it appears and all appropriate pronouns throughout the passage.

Example: Rewrite the entire passage changing Ananse to the spiders. Remember to change the pronouns wherever necessary.

Ananse waited a long time for his revenge. One day a parrot with many beautiful feathers flew overhead. Ananse cunningly told the hyena that it was he who had given the bird its lovely colors. The hyena immediately begged Ananse to color his fur in the same way.

- E. Verb tense change. Students are asked to change the tense used in the passage to another tense.

Example: Rewrite the entire passage changing "Every day" to "Tomorrow." Begin: "Tomorrow Ananse will send..."

Omit the word always and remember to change the tense of the verbs to the future wherever necessary.

Every day Ananse send his wife to trade in the market and his sons to work on the farm, and he remains at home with his five-year-old daughter. However, at noon Ananse always becomes hungry and he says to his daughter, "Go to the back of the house and dig some yeams. Prepare them and put them on the fire..."

- F. Writing the middle paragraph. The first and last paragraphs of a story are given and students must write the middle paragraph.

Example: Rewrite the entire passage supplying the part of the story that is missing. In three or four sentences, tell how Ananse got his water.

Ananse, the spider, was sitting in the shade of a large baobab tree. It was the planting season and everyone was busy. There was no one nearby to bring him even a small drink of water. Therefore, he was forced to leave his comfortable chair to get his own water.

.....

Ananse eventually returned to his shady spot with a large gourd of water. He placed it on the ground so that he might sit down. When he brought the gourd up to his lips, the surprised spider found that it was empty.

- G. Changing a paragraph from indirect speech to direct speech or vice versa.

Example: Change to direct speech.

A long time ago Ananse, the spider, used to walk upright. One day, however, Ananse boasted that he was more powerful than the lion. Unfortunately, the lion heard Ananse's claim....

- H. Change from active to passive voice. The student is asked to change a passage written in the passive voice to the active voice.

Example: Once, a long time ago, corn was planted by the lazy spider, Ananse. He was made very tired by the work. He was prevented from taking care of his crop by his lazy nature. The young plants were not shaded by him. The weeds were not even picked by him....

VI. Writing a paragraph elicited through questions and cues.

Example: Write a short paragraph about a trip you took to the city. Try to include information which will answer the following questions.

Questions

- a) When did you go?
Who did you go with?
Where did you go?
- b) What did you see there?
Where did you see them?

Cues

- Not long ago? A few years ago?
--By yourself? With someone else?
--Lagos? Somewhere else?
--Travellers? Students? How many?
--At the university? Someplace
else?

- | | |
|---------------------------------|--|
| c) What were the people doing? | Visiting? Praying? Something else? |
| d) What else did you see? | Women? Vendors? |
| What were these people doing? | Playing? Walking? Talking? |
| Where were they? | Nearby? Across the marketplace? |
| e) What kind of day was it? | Hot? Was it morning? Evening? |
| f) How did you feel? | Surprised? Happy? |
| What did you notice especially? | The town? Buildings? |
| g) What city will you remember? | Bouake? Someplace else? |
| How long will you remember it? | For a long time? For the rest
of your life? |

VII. Writing a paragraph using key words or expressions from the board.

Example: Write a paragraph using the following expressions.
Put the verbs in the past tense.

Go to bed/wake up/look at the clock/get up quickly/put on my clothes/have breakfast/pick up my school bag/run to school.

VIII. Completion of a paragraph using multiple choice.

Example: Write out each sentence in full. Where there is a numbered space, choose the most suitable word or group of words from the lists below to complete each sentence.

Early one (1) when he was on his way to school, Musa saw a (2) (3) coiled at the foot of a big tree. He was alone and didn't (4) what to do. He could not (5) the (6), because he had no knife or other (7). (8) it seemed to be asleep, so Musa decided to (9) past it very quietly. He did not want to (10). He managed to get past it without disturbing it, and so he was able to continue on his (11) to school without (12).

- | | | | |
|---------------------------------|---|---------------------------------|--|
| (1) night
morning
evening | (2) huge
vast
big | (3) snake
elephant
animal | (4) consider
think
know |
| (5) attack
defend
beat | (6) beast
reptile
lizard | (7) tool
blade
weapon | (8) Fortunately
Unfortunately
So |
| (9) fun
walk
creep | (10) kill it
wake it up
injure it | (11) journey
voyage
way | (12) peril
hurt
danger |

IX. Letter writing. Students are asked to write a letter. They are given a model and content.

Example: Read this business letter and answer it.

Librarie Evangelique
Zongo Street
Sokode
August 30, 1975

W. Lawson
Boulevard Circulaire
Lome

Dear Mr. Lawson:

Thank you for your letter ordering two books. We regret that we do not send books to customers whom we do not know, unless payment is made with the order.

When sending your postal order, please inform us of the author and publisher of "The Story of Nigerian Groundnuts" so that we can order the book for you. "The Advanced Learner's Dictionary" is in stock, and we will send it on receipt of your postal order.

Yours faithfully,

J.O. Baba, Manager

Now write Mr. Lawson's reply to the bookshop, using the following guidelines and information:

- a) In the first paragraph, thank Mr. Baba for his letter telling you what to do.
- b) In the next paragraph, say that you are sending a postal money order (mentioning the amount) and say what the payment is for.
- c) In the next sentence, give the author and publisher of "The Story of Nigerian Groundnuts."
- d) In the third paragraph, ask for catalogues of educational books.
- e) End the letter with "Yours faithfully" and Mr. Lawson's signature.

Controlled Composition using Newspaper Article

Suggestions:

1. Translation.
2. Write a preview or conclusion of an event.
3. Write a summary.
4. Students can become reporters.

Controlled Composition using Pictures

Goal: To have students be able to write a correct paragraph elicited through the use of pictures.

- Steps:
1. Teacher prepares visual aids or draws pictures on the blackboard that tell a story.
 2. Teacher writes today on blackboard and elicits what is happening in each picture (see Adaptations 2).

3. Teacher writes yesterday as a cue word, eliciting verb phrases again (see Adaptations 4).
4. Teacher writes a model paragraph with blanks for verb phrases numbered to correspond with the picture numbers.
5. Teacher elicits sentences orally (see Adaptations 4).
6. Students reread completed paragraph.
7. Students write the paragraph.

Example: Yesterday (1) _____. She (2) _____
and (3) _____. Then she (4) _____.

Adaptations:

1. Pictures may be in order or out of sequence.
2. Teacher may write verb phrase under the picture.
3. If the pictures are out of sequence, teacher writes numbers to indicate order.
4. Teacher may fill in blanks at this time or leave them blank.

Variations:

1. This task can become progressively less and less controlled.
2. Instead of pictures, the teacher may use lists of words and/or expressions.
3. Descriptive writing: the teacher uses only one picture and asks questions eliciting responses for three categories--people, action, place.
4. Miming. Someone mimes a series of actions in front of the class. Teacher writes key words on the blackboard and elicits what's happening. Students write the paragraph.

Example: Ali - Yemi - dance

John enters and greets them

John dances with Yemi

Ali watches - angry

John and Mary go out

Ali - alone - unhappy

Sample paragraph:

Ali and Yemi are dancing. John comes in and greets them. When John dances with Yemi, Ali looks angry. After they dance, John and Yemi leave. Ali is alone. He looks unhappy.

Controlled Composition using Interview Technique

Goals: To stimulate the students to ask someone questions orally synthesize the responses, and write a coherent paragraph describing the person.

- Steps:**
1. Teacher writes interview questions (see Adaptations 1).
 2. Students ask the guest the questions.
 3. Teacher writes cue words on the blackboard from responses.
 4. Guests leave.
 5. Teacher elicits full sentences from cue words (see Adaptations 2).
 6. After oral work, students write paragraph.

Adaptations:

1. Students make up their own questions.
2. Teacher may write full sentences on the blackboard.
3. Students may use same model, but write in first person.
Later, exchange papers and write in third person.

Dialogue Completion

Succession of Strategies

- I. Two line exercises with multiple choice possibilities.

Example: Bola: Where did you go?
Where do you go?
Where are you going?
Yemi: I went to Lome.

- II. Two line exercises with cues.

Example: Bola: Where _____?
Yemi: I bought three bananas in the market.

- III. Two line exercise with blanks.

Example: Bola: _____?
Yemi: I visited my cousin yesterday.

- IV. Six or eight line dialogue with multiple choice possibilities and comprehension questions.

- V. Dialogue with cue words and comprehension questions.

- VI. Dialogue with blanks and comprehension questions.

- VII. Dialogue with blanks and students make up appropriate comprehension questions.

- VIII. Dialogue with blanks only given.

Example of Step V.

Moussa: Where _____ last week?

Koffi: I went to Sokode.

Moussa: What _____?

Koffi: I took part in the National Festival.

Moussa: Was _____?

Koffi: Oh, yes! It was fantastic.

Moussa: How many _____?

Koffi: There were two thousand and five hundred participants.

Moussa: Wonderful! I wish I'd been there.

Comprehension Questions:

1. Where did Koffi go?
2. Was the festival interesting?
3. Were there a few or a lot of people at the festival?

APPENDIX C
TACTICS

Structuring Tactics

Structuring tactics are ways of informing about a future activity. One can give information about either content or procedure.

I. The Structuring of Content

- A. Using an attention pointer. An attention pointer is a sentence, a phrase, a word, a diagram or a phonetic symbol that serves to indicate what the forthcoming instruction is to be about. Attention pointers are usually visual, and usually left up during the entire portion of the lesson to which they refer.
Example: Teacher writes on the blackboard: Safiatou is washing her clother. The line under ing is the attention pointer.
- B. Giving examples of the upcoming content.
Example: Teacher: Listen. Cap-cup. Bat-but. Sam-sum. Ran-run.
- C. Giving examples of the upcoming content plus gestures, actions or diagrams to help clarify the meaning of the language being used.
Example: Teacher: Luis, take a yellow pen. (Teacher guides Luis' hand to the pen, has him pick up a yellow one.)
- D. Explicitly stating the upcoming content.
Example: Teacher: Now we're going to work on the past tense endings, /t/, /d/ and /id/.

II. The Structuring of Procedure

- A. Using a lesson outline. A brief outline of the lesson which the teacher writes in a corner of the blackboard at the beginning of a lesson.

Example: I. Vocabulary
II. Grammar
III. Reading
IV. Dictation

One can combine procedural and content structuring by adding an attention pointer after the outline items.

Example: I. Vocabulary - Words about traveling
II. Grammar - Sentences with "if"
III. Reading - Traveling Round West Africa
IV. Dictation - A Trip to Accra

- B. Explicitly stating the upcoming activity (or activities).
Example: Teacher: Now we're going to have a dictation.
Teacher: First we'll learn some new words, and then we'll write them in a story.
- C. Exemplifying the expected procedure of an activity.
Example: Teacher: I say book; you say, I want a book.
I say pencil; you say, I want a pencil.

Reinforcement Tactics

Many educational theorists suggest that an approving attitude on the part of the teacher toward the students is crucial to effective teaching. The proof supporting this claim is great for us teachers to ignore. Thus, reinforcement appears here as a category of tactics, although it may seem simple in comparison to the other.

The execution of the tactics listed here is indeed simple. A couple of contradictory problems justify singling it out for special attention. First, research has shown that secondary school teachers in the States do not give much reinforcement ("approving behaviors") to their students. (This does not mean necessarily that the situation would be the same with PCV's in Africa, of course.) So, it seems that if you think reinforcement is important in your classroom, you might have to work at remembering it. In the heat and in the crowded classroom conditions we work in, it's difficult to remember the power we have as approvers, and easy to ~~turn~~ our teaching energies to just getting through the day, and not towards positive effects we could be having on our students' self-images and learning.

The contradictory problem is based on an observation made by many teachers and trainers in Africa. Some teachers use the reinforcement tactics often, but improperly. It is not unusual to hear a teacher beam "very good" to a student who has not performed well at all. This is partly a problem in listening. Listen carefully to the students' responses and reinforce only those responses that are acceptable. Otherwise, your use of these tactics loses meaning and becomes just noise. Remember that proper use of reinforcement tactics requires awareness and consideration.

Reinforcement tactics can be applied to the students' learning behavior and to their conduct in the classroom. The tactics are the same. A teacher can attach them to any kind of student behavior he wishes.

Some reinforcement tactics follow. You will have to discover which tactics are more powerful for your students. You will also develop your own tactics which are not on this sheet.

Following acceptable behavior:

1. Verbal expression of mild approval: OK, Good, Nice answer.
2. Verbal expression of elaborate approval: That was a beautiful job. You certainly did that well.
3. Smiling.
4. Nodding.
5. Shaking hands.
6. Patting shoulder.
7. Giving attention.
8. Erasing the blackboard. (Some students may consider this as negative reinforcement, or punishment.)
9. Writing the date.
10. Collecting/distributing materials.

Corrective Feedback Tactics

Corrective feedback tactics are ways of pointing out a mistake a student has made and helping him to give a correct response.

Examples: (fb indicates feedback)

1. Correct response given or elicited from another student.
S1: I go to the store.
fbS2: I'm going to the store.
2. Original question or cue repeated without alteration.
T: Where are you going?
S: I go to the store.
fbT: (to the same S) Where are you going?
3. Response rated incorrect.
T: Where are you going?
S: I go to the store.
fbT: No, that's not right.
4. Repetition of the response requested.
S: I have two glove.
fbT: Again.
5. Correct response given with emphasis on one or more parts which were incorrect.
S: I go to the store.
fbT: I'm going to the store.
6. Original question or cue repeated with emphasis on one or more parts.
T: Where are you going?
S: Tomorrow.
fbT: Where are you going?
7. Incorrect response repeated with questioning intonation, or with stress on the incorrect part.
S: I'm go to the store.
fbT: I'm go to the store?
fbT: I'm go to the store?
8. Response repeated partially, stopping after the last correct word.
S: I have breakfast on six o'clock.
fbT: I have breakfast.....
9. Response repeated with silence or sound filling slot in which the error occurred.
S: I have breakfast on six o'clock.
fbT: I have breakfast mmmmmm six o'clock.
10. Repetition of response with a specific change requested.
S: I have two glove.
fbT: Add an s on glove.

11. Time is allowed for another response.
S: I have two glove.
fbT: (Waits)
S: Two gloves! I have two gloves.
12. Evaluation of correctness of response is requested.
S: I'm going to home.
fbT: Is what he said correct?
13. Incorrect and correct responses are stated and a request to label either one correct or incorrect is made.
S: I holding a bag.
fbT: I holding - I'm holding. Which is correct?
14. Incorrect and correct responses are stated and a request for either to be stated is made.
S: I holding a bag.
fbT: I holding a bag - I'm holding a bag. Say the correct one.
15. Incorrect response is repeated or written and explicitly identified as incorrect, and/or correct response is given (orally or written) and explicitly identified as correct.
S: I holding a bag.
fbT: I holding a bag is wrong. I'm holding a bag is correct.
16. Specific information about the form of the response is given. (Can be given through speech, or through media such as symbols, diagrams, gestures.)
S: I have two glove.
fbT: Glove should be plural.
17. Specific information about the form of the response is requested.
S: I have two glove.
fbT: Should glove be singular or plural?
18. Multiple parallel examples of correct response are given.
S: I have lunch on six o'clock.
fbT: I have lunch at twelve o'clock.
I have dinner at seven o'clock.
19. The part of the response that is correct is explicitly indicated.
S: I go to the movies now.
fbT: To the movies now is OK.
20. Part of the response that is incorrect is explicitly stated.
S: I'm go to the movies.
fbT: There's a mistake in the verb.
21. Correct response is written and request for it to be read is made.
S: I going home.
fbT: (Writes on the blackboard, I'm going home.) Read this.
22. Incorrect portion of a response is repeated correctly.
S: I have lunch on noon.
fbT: At noon.

23. Response is written with blanks filling slots where errors occurred and request to read and fill in the blanks is made.
S: He returns at Sokode at 6:00.
fbT: (Writes) He returns _____ Sokode. Read the sentence.
24. Performance is stopped before error.
S: I have lunch...
fbT: (Anticipating error) Stop!
25. Incorrect portion of response is written correctly on the blackboard.
S: I'm go to the store.
fbT: (Writes going.)
26. Students read/reread a passage to find a correct answer.
T: When did Ghana become independent?
S: In 1950.
fbT: No. Read the first paragraph again.

Other:

This list is by no means complete. Teachers often get in the habit of always using the same correction technique, such as modeling the correct response and having a student repeat. Be aware of the range of possible correction tactics and try to use a variety of them in your classes.

Task-Setting Tactics

Task-setting in the classroom is simply asking someone to do something. Task-setting, more than any other single element, determines what your students' learning experience will be. Most language teachers spend more time setting tasks than anything else, and the tasks a teacher sets determine what the students will do will the language under study.

Tasks can be divided into major categories: procedural and content. "Johnnie, open the window. It's hot in here," is a procedural task. "Erase the blackboard. Pass out these papers," are other examples. A content task relates to the subject matter. "Is this word singular or plural?" "Read the passage." "Repeat: Where are you going?" All these are content tasks. Procedure and content tasks may be seemingly identical. "Erase the blackboard," because the teacher wants the blackboard cleared for new material is procedure, but "Erase the blackboard" because the teacher wants to demonstrate the meaning of "erase" is content. For our purposes, we will be concerned mainly with content tasks.

The following task list indicates the range of tasks available in language lessons. Each kind of task presents a different kind of language experience to the students, and exercises a different kind of language learning capacity. We believe that effective teachers can set all kinds of tasks with facility, show variety in the kind of tasks they set, and are able to modulate from one kind of task to another, when the need arises.

Possibilities for variety in task-setting become even greater when one combines various communication media with the type of task set. Task is what the student is asked to do. Medium is how he is asked to do it. Media include the following: phonetic script, print, speech, emotion, gesture, mouthing, people, quiet, sound, speech organs, cartoon, diagrams, pictures, puppets, realia. If, in a substitution drill, the teacher says the cue, "Book," he is setting a substitute task through the medium of speech. Another option is holding up a real book, and in this case he would be setting the task through the medium or realia. He could set the same task type through various media, with each medium accomplishing something different from the others. Again, what we would like teachers to develop is the ability to use many communication media, and to modulate from one to the other.

The tasks and the media listed here are taken largely from a system of language teaching analysis still under development by Prof. John F. Fanselow of Teacher's College, Columbia University.

Task Definitions

1. Model

- a. Memorize. T: Memorize this sentence.
- b. Repeat. T: I'm going home. Repeat.

2. Perceive

- a. Classify. Categorize more than one sound, word or longer utterance into categories or groups.
 T: Put these in alphabetical order: box, can, and, up.
 T: Write all the words that end in /s/ under 1 and those that end in /z/ under 2.
- b. Comply. Manipulate objects, move around the class, respond to requests and commands.
 T: Take your books out.
 T: Be quiet.
- c. Discriminate. Recognize differences between pairs of utterances.
 T: Same or different? I'm going. I going.
 T: Carrying or wearing?
- d. Exemplify. Give examples of a class of sounds, words, utterances.
 T: /t/ is a voiceless consonant. What are some others?
 T: What other time expressions can go here? (Pointing to a list of phrases with the heading since.)
- e. Evaluate. Indicate whether an utterance is correct or incorrect.
 T: Is the first sentence correct?
 T: Is what she said right?
- f. Infer. Make connections beyond what is explicitly given.
 T: Since we know the rules for pronouncing the ed of past tense verbs, tell me the rules for pronouncing the -s forms.
- g. Label. Assign labels to things or groups of things.
 T: (Pointing to a list of nouns and a list of verbs.)
 What are these? And these?
- h. Listen. Explicitly tell the students to listen.
 T: Listen to this story.

3. Manipulate

- a. Alter. Make changes in the forms of words.
 S: Teach. T: (Holds up a printed er.) S: Teacher.
 S: I am. T: Say them together. S: I'm.
 S: Socks. T: Only one. S: Sock.
- b. Combine. Put two sentences together into a new grammatical form.
 T: John went to town. John bought a necktie.
 S: John went to town and bought a necktie.
- c. Expand. Add words to utterances.
 T: He's a happy man. Very.
 S: He's a very happy man.
- d. Substitute (simple). Put words or sounds in slots or in place of other words or sounds.
 T: A white hat. (Holds up a blue hat.) S: A blue hat.
 T: I'm going home later. Earlier. S: I'm going home earlier.
- e. Substitute (complex). Put words or sounds in slots or in place of other words or sounds and as a result, alter the form of some of the other words.

T: I'm delighted. You. S: You're delighted.

T: He washed his face. I. S: I washed my face.

- f. Transform. Change one sentence to a different grammatical form.

T: He's old. Question. S: Is he old?

T: I play football. Past tense. S: I played football.

4. Utilize.

- a. Associate. Give synonyms or antonyms for words or structures.

T: Give me another word for "hat." S: Cap.

- b. Identify. Name actions or objects or identify qualities of actions or objects.

T: What's this? (Holding up a ball.)

T: Is the ball large or small?

- c. Question. Ask questions to which answers are expected. A task is considered questioning only when it cannot be categorized under another task type.

T: Ask a question about what I just said.

T: Ask Marie a question.

- d. Reply. Answer questions to which the reply cannot be categorized under another task type.

T: (At the beginning of the lesson), What's the date today?

T: What did Zoore do when he saw the crocodile in the story?

Not a reply task: T: How do you spell "does?" (Here the task is spell.)

- e. Read. Make responses to printed material which cannot be categorized under another task type.

T: Read these sentences.

T: Tead the first paragraph silently.

- f. Translate. Render a phrase or larger unit from one language to another. T: Translate "I'm cold" into French.

- g. Use. Use individual words with the intention of showing meaning.

T: Use elephant in a sentence.

5. Verbalize

- a. Define.

- b. Explain.

APPENDIX D
LESSON ORGANIZATION

Lesson Organization

There are many ways to sequence the activities of a lesson. Teachers need to be able to use a number of the options. Variety is important for two reasons. First, change in what you do is refreshing for you and your students. Second, using different lesson organizations increases the range of goals you can meet in your lessons.

Given below are several lesson organizations which have been found to work well in the secondary school classroom in Africa. You will doubtless create others of your own.

There are several guidelines which might be helpful in developing lesson organizations.

1. Varying the types of activities. Keep in mind the attention span of your students (estimated to be a maximum of twenty minutes for any one activity), and vary the activities accordingly.

2. Varying language skills. It is often useful to use one language skill as a tool in the teaching of another. For example, reinforce oral work with reading and/or writing.

3. Unity of the parts. Arrange the activities of a lesson so that they form a totality. Try to have all parts somewhat related to the others, either by content or by theme (e.g. a continuing story). For example, the new vocabulary just taught could be used in the pattern practice, or in a dictation, or in the reading.

4. Goals. It is fine to have lessons which stress all four skills equally, or almost equally. Many of your lessons will probably do so. Remember, though, that lessons can be devised which concentrate on a particular skill, and still give good variety.

Some Lesson Organizations

The Five Point Lesson Plan

- I. Chatting and/or Review and/or Pronunciation
- II. Vocabulary needed for reading (plus copying)
- III. Grammar needed for reading (plus copying)
- IV. Reading
- V. Other writing if time permits

- Goals:
1. To give practice in all four skills.
 2. To give students reinforcement of all material learned at the end of the lesson.
 3. To take advantage of the students' educational orientation towards texts by basing the entire lesson on a written passage.

The Dictation-Content-Dictation Lesson

- I. Chatting and/or Review and/or Pronunciation
 - II. Unprepared dictation containing some of the content to be learned during the lesson
 - III. Content - vocabulary and/or grammar
 - IV. Prepared dictation - same as II
 - V. Reading and/or writing activities, as desired
- Goals: 1. To allow students and teacher to see concrete evidence that learning is taking place.
2. To allow the teacher to pinpoint student difficulties by examining the unprepared dictation as students write.

True/False-Content-Pre Questions Lesson

- I. Reading - True/False strategy on new text. (Teacher takes note of difficult items.)
 - II. Vocabulary from text. Teacher introduces words he anticipated difficulty with, as well as words students seemed to have had trouble with in answering the question in I.
 - III. Grammar from text
 - IV. Copying and other writing
 - V. Reading. Pre-questions plus Silent Reading on the same text as in I. Teacher includes some pre-questions which would help the students understand the difficult items in I.
- Goals: 1. To teach comprehension of a text, rather than simply to test it.
2. To allow the students to experience an increase in reading comprehension.

Vocabulary-Reading, Vocabulary-Reading Lesson

- I. Passive vocabulary (about six words) for a section of a longish text. (Or, use shorter texts, but plan to do two or three.)
 - II. Pre-Questions plus Silent Reading on the part of the text for which vocabulary has been given. Include as much of the new vocabulary as possible in the pre-questions.
 - III. Repeat steps I and II with successive parts of the text until the students have read all of it.
 - IV. Post Questions. Ask a few general comprehension questions on the entire text.
- Goals: 1. To have students experience extensive, rather than intensive reading.
2. To build vocabulary through passive presentation, then reading and questioning.
3. To prepare advanced students for a more in-depth study of the same text.

Motivated Reading Lesson

- I. Review and/or Chatting
- II. Content - vocabulary and/or grammar
- III. Guided discussion (directly related to the reading that follows to arouse their interests and to relate it to their own experiences.)
- IV. Reading

- Goals: 1. To arouse the students' interest in reading through discussion related to the students' lives.
2. To reinforce new material through immediate use and through relating it to students' experience.
3. To give students practice in the use of English they know for real communication.

Main Idea-Content-Reading Lesson

- I. Main Idea III (intended only as an introduction to the text).
- II. Content - vocabulary and/or grammar
- III. Reading (more in-depth study of the text, perhaps Silent Reading plus Questions)
- IV. Consolidation

- Goals: 1. To focus students' attention from the beginning on the context of the day's lesson.
2. To show the students that they have learned something in one lesson, by showing them how much their comprehension of a text increases from the beginning to the end.

Content-Reading-Discussion Lesson

- I. Review and/or Chatting
- II. Content - vocabulary and/or grammar
- III. Reading
- IV. Discussion

- Goals: 1. To reinforce new content through both receptive language skills (reading) and productive language skills (discussions).
2. To give students the opportunity to express their own thoughts about a topic, using their accumulated ability in English.
3. To give students practice in oral use of new content.

Four Skills Lesson

- I. Content - vocabulary and/or grammar
- II. Copying
- III. Listening (using some of the new content)
- IV. Reading (probably the source of new content)
- V. Writing (incorporating new content; perhaps picture composition or some form of guided writing)

Content-Dialogue-Consolidation Lesson

- I. Content - vocabulary and/or grammar
- II. Copying
- III. Pronunciation (problems that might occur in the dialogue)
- IV. Dialogue
- V. Consolidation (perhaps Prepared Dictation)

- Goals:
1. To teach/give practice in the use of new content in a natural context.
 2. To teach/give practice in natural stress and intonation patterns in context.
 3. To have students transfer mechanical pronunciation skills to meaningful utterances and contexts.
 4. To reinforce new content (vocabulary and/or structure) through oral practice and other means.

Lesson Planning

Things to keep in mind when planning a lesson - FACTS & LIES.

F - facts; information you want to present

A - amount of information

C - class level

T - time available

S - sequence of activities within the lesson

L - layout of the lesson on the blackboard

I - introduction; a means of interesting the students

E - equipment

S - summary

APPENDIX E
MATERIALS

Stevick Question Matrix

Attention to these nine types of questions will give variety to your questioning, in both reading comprehension questioning and in regular classroom drill. Note that the question types are designed to approach three large areas of comprehension: what one gets literally from a text, inference one can make from the text, and relating the material of the text to one's own life. Attention to the question types will encourage development of these levels of comprehension in your students.

Text: A young boy stood smiling on the beach.

	Text	Inference	Life
Choice Questions	Was a boy or a girl standing on the beach?	Was the boy happy or sad?	Do you live near the beach or far from the beach?
Yes/No Questions	Was the boy smiling?	Could the boy see the ocean?	Are you happy when you're at the beach?
WH-Questions	Where was the boy standing?	What could the boy see?	How far is the beach from your village?

APPENDIX F
CONTENT

English Vowels
(Trager and Smith)

		front	center	back		
The highest part of the tongue is:	high	I		u	in the	of the mouth.
	mid	e	^ e			
	low	æ	a	ɔ		

Diphthongs or glides:

Iy	ow
ay	aw
ey	uw
oy	

Examples:

Note: This chart was filled in by the trainees in the course of a presentation on the articulation of English vowels.

English Consonants
(Trager and Smith)

/b/ <u>boy</u>	/k/ <u>cook</u>	/p/ <u>put</u>	/θ/ <u>this</u>	/z/ <u>rose</u>
/d/ <u>do</u>	/l/ <u>let</u>	/r/ <u>robe</u>	/ð/ <u>then</u>	/ʒ/ <u>pleasure</u>
/f/ <u>first</u>	/m/ <u>man</u>	/s/ <u>soap</u>	/v/ <u>very</u>	/ʃ/ <u>cheese</u>
/g/ <u>go</u>	/n/ <u>no</u>	/ʃ/ <u>ship</u>	/w/ <u>water</u>	/j/ <u>judge</u>
/h/ <u>hit</u>	/ŋ/ <u>sing</u>	/t/ <u>tie</u>	/y/ <u>yes</u>	/ɹ/ <u>when</u> or /hw/

Point of Articulation

Voiced + Voiceless -	Bilabial		Labio-Dental		Inter-Dental		Alveolar		Palatal		Velar		Glottal	
	+	-	+	-	+	-	+	-	+	-	+	-	+	-
Stops	b	p					d	t				g	k	
Affricates										j	ç			
Fricatives		ʍ	v	f	θ	ð	z	s		ʒ	ʃ			h
Sonorants	w	m					l	r	n	y		ŋ		

Manner of Articulation

Note: This chart was filled in by the trainees in the course of a presentation on the articulation of English consonants.

Teaching Pronunciation

The area where your students will have the most problems is in the pronunciation of vowels, since that's the area where French and Togolese languages differ the most from English. All vowel sounds should be taught and practiced, but the following sounds in particular, should be worked on often:

/Iy/ - /I/	/uw/ - /u/
/æ/ - /e/	/ey/ - /e/
/æ/ - /a/	/a/ - /ʌ/
/æ/ - /ʌ/	/a/ - /ɔ/

In the area of consonants, it's not necessary to teach and contrast all English consonants since many of them exist in the same form in the students' native languages or French. For example, there's no point in working on contrasts such as /s/ and /t/ or /b/ and /n/, since all these sounds occur in the students' native or second languages, and they don't sound similar or have similar articulations in English. The sounds which need the most work are those which don't exist in the languages which the students already know, or those which are similar to, but not exactly the same as known sounds. The main problem areas are the following:

/θ/ - /f/	/ð/ - /d/
/θ/ - /s/	/θ/ - /ð/
/θ/ - /t/	/ç/ - /j/ - /ʒ/

Listen to your students' pronunciation mistakes to identify the problem areas.

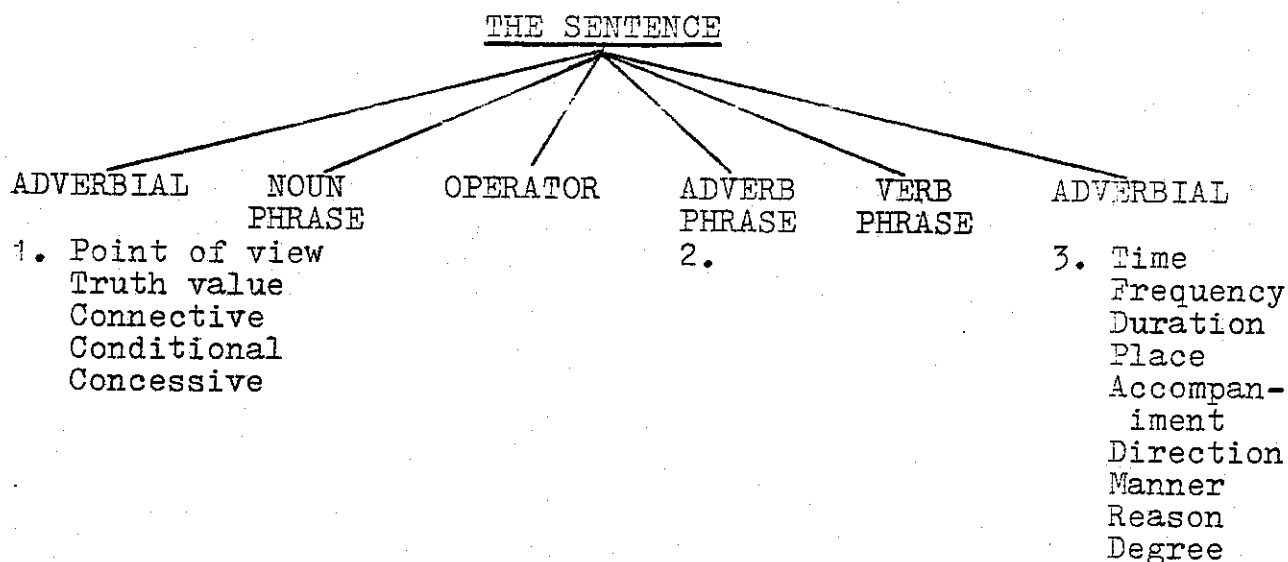
Introduce phonetic symbols gradually over a period of one or two months using Same/Different and Minimal Triplet drills and the Presentation of Phonemes strategies. Until the symbols are really mastered, keep a visual reminder of them in the classroom - a chart with the symbols and key words or pictures of key words containing the sound. For example:

/ʌ/ - cup - (picture of a cup)
 /æ/ - hat - (picture of a hat)

Add new symbols to the list as they're taught. After the symbols have been introduced, don't forget about them! Review them by contrasting them with other sounds, and by using the Identification of Phonemes in Writing and in Speech strategies. Most important - USE THEM! - in any part of your lesson as an aid to the correction of pronunciation mistakes. If a student says /kiyl/ instead of /kil/, rather than modeling the correct pronunciation yourself, put the symbol /I/ on the blackboard and let the student correct his own pronunciation. In order to do this efficiently and regularly, you must be very familiar with the symbols yourself, and very attentive to your students' mistakes.

In general, don't ask students to do phonetic transcription of words or sentences, since this is a fairly complex skill which is not necessarily effective in terms of correcting or improving pronunciation.

Ruth Pierson
Summer, 1978

The Sentence¹The Adverbial

The adverbial in English can be a prepositional phrase, an adverb phrase or a clause. It can occupy any one of the three positions in a sentence: at the beginning of the sentence, immediately following the operator, or at the end of the sentence.

1. At the beginning of the sentence:

POINT OF VIEW: In my opinion, from my point of view, to me, their view of the matter, in her eyes, according to the Times

TRUTH VALUE: In truth, in point of fact, in fact, frankly

CONNECTIVE: consequently, but, therefore, even further, after all, however, moreover, so, on the other hand

CONDITIONAL: Whether you like it or not, if I come, under these conditions

CONCESSIVE: Even if he goes, even though I gave in, although we discussed it

2. Immediately after the operator:

ADVERBS FROM ADJECTIVES: Regular: rapid-rapidly, beautiful-beautifully, amusing-amusingly, etc.

Irregular: low-low, fast-fast, high-high, hard-hard, good-well, ugly-in an ugly way, kindly-in a kindly fashion

ADVERBS OF FREQUENCY: always, often, frequently, usually, sometimes, occasionally, seldom, rarely, hardly ever, never

¹ From A Manual of Language Teaching Techniques, Draft, by E. Boone and R. Gildea, Peace Corps, 1978.

3. At the end of a sentence:

TIME (When?) At four o'clock, before ten thirty, for the last time, in 1916, on Thursday, this afternoon, yesterday, next month

FREQUENCY (How often?) Six times, every day, as often as possible, always, ever, frequently, often, seometimes, occasionally, seldom, rarely, hardly ever, never

DURATION (How long?) For five days, since yesterday, in all the time I've known her, for years, since that fatal day in March

PLACE (Where?) To school, to town, from home, from another world, towards the horizon, away from all that he dreaded

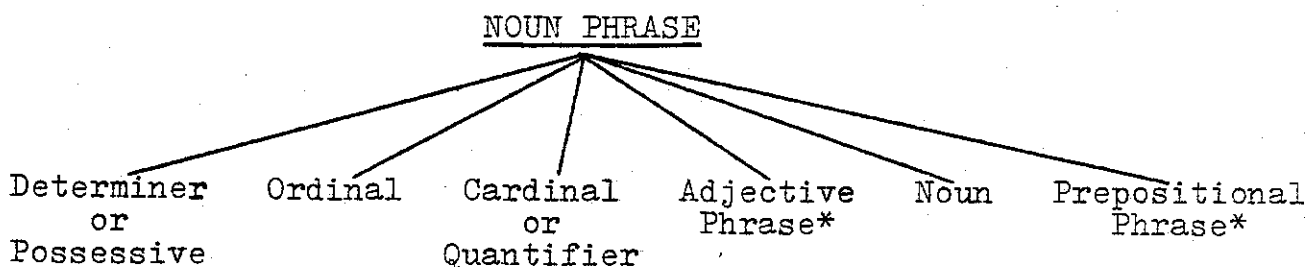
(NON)ACCOMPANIMENT (With whom?) With Mary, alone, with his best friend, by themselves, in a large group

MANNER (How?) By car, on foot, by letter, with a key, with his bare hands, with all good intentions, in crazy circles, in an embarrassed silence, contemptuously

REASON (Why?) Because he was ill, since they are in town, so I can get away

DEGREE (How much?) Very much, a lot, a great deal, with all my heart, completely, this much

The Noun Phrase



*There may be more than one.

DETERMINER: a/an, the, this/that/these/those, each, every, either/neither

POSSESSIVE: his, our parents', my dog's, Afi's best friend's, whose, etc.

ORDINAL: first, second, third, etc.; only, last, other, another

CARDINAL: one, two, three, etc.

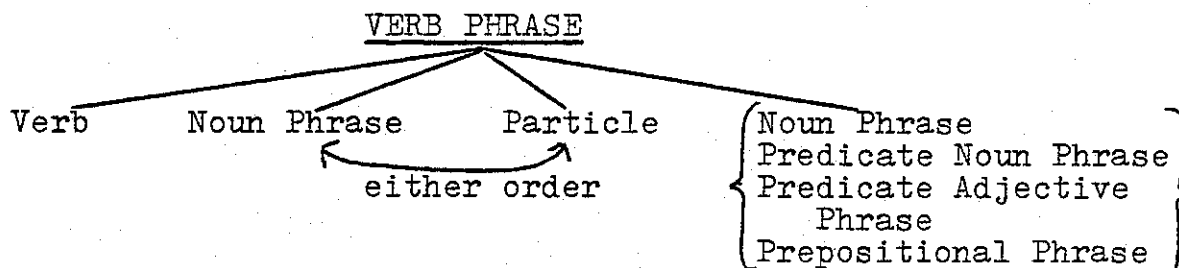
QUANTIFIER: some, any, most, few/little, a few/a little, much, many, several, a lot of

ADJECTIVE PHRASE: shows a quality - dull, heavy, tired, etc.

NOUN

PREPOSITIONAL PHRASE: Consists of a preposition and a NP: in a pile of old clothes, into the drink, over my head, around one o'clock, before dinner, between meals, etc.

The Verb Phrase



OPERATORS: am, is, are, was, were, do, does, did, have, has, had shall, should, can, could, will, would, may, might, must

Use of Modals

Meaning	Present Time	Future Time	Past Time	Examples
Permission	may, can	may, can	could was allowed to were	
Ability	can	can	could	
Necessity	must have to	must have to	had to	
Advisability, Obligation	should (ought to)	should (ought to)	should have + PP	
Suggestion	shall	shall	—	
Willingness (Request)	will, would, could	will, would, could	—	
Possibility	with stative verbs- may, might + V with active verbs- may, might + V + ing	may, might	may, might + have + PP	
Probability	—	should (ought to)	should (ought to) + have + PP	
Logical Conclusion	must + V must + BE + V+ing		must have + PP	

Conditionals:

Teaching Grammar

Most people who seriously undertake the study of a foreign language do so not because they want to read and write it, but because they feel a need for expressing themselves in it directly to other people who speak the language: their objective is spoken communication. The greatest deterrents to the spoken communication these people seek are faulty pronunciation, inadequate vocabulary and inaccurate grammar. But most "foreign accents" are not so extreme as to be incomprehensible, and it is possible to convey most messages with even a very elementary store of words, in a simple roundabout way if necessary. However, if someone says, "Us goed yesterday night at movie," for lack of sufficient knowledge of English grammar, communication is severely, perhaps irreparably, damaged. Without the sympathetic ear of the listener (one half of a communication team), which allows him to cut through the errors to find the message, the speaker (the other half of the team) will soon discover that communication has come to an end.

As mastery of grammar is critical for the learner of a language, so of necessity the teaching of grammar takes on paramount importance in the classroom. Meaningful use of grammatical structures - the ability to manipulate them freely, in a natural and appropriate way - is the goal. Mechanical means, in the form of drills, may be used to reach that goal. A drill is not memorization of rules, a lengthy oral or written explanation or an end in itself. It is an attempt to establish good habits quickly, within a controlled environment, through a system of stimulus and response, repetition, and reinforcement. Used judiciously, a drill can transcend mere mechanics and become a very effective impetus for urging students along the road to real communication.

The Five Steps of a Grammar Lesson

- I. Presentation or demonstration of a structure in a model sentence.
- II. Verification of the students' comprehension of the structure.
- III. Development: student manipulation of the structure.
- IV. Verification of the students' appropriate manipulation of the structure.
- V. Real communication

I. Presentation or Demonstration of a Structure

A new grammar structure can be introduced in any one of the following ways:

1. Demonstration/Acting

a. Using students

Ex: teaching the comparative

T: X, stand up. Y, stand up.

X is tall. Y is very tall. Y is taller than X.

- b. Using objects
 - Ex: teaching intensifiers
 - T: The book isn't heavy. I can lift it.
The table is very heavy. I can't lift it.
The table is too heavy to lift.
 - c. Using yourself
 - Ex: teaching the present progressive tense
 - T: I'm walking to the door. Now I'm walking to
the window. Now I'm not walking. I'm jumping.
2. Realia
- a. Classroom objects
 - Ex: teaching the imperative
 - T: Point to the blackboard. Touch the desk.
Pick up the piece of chalk.
 - b. Household objects
 - Ex: teaching the concept of count and non-count nouns
 - T: This is a cup and this is a cup. How many cups
do I have? This is sugar. How many sugars do
I have?
 - c. Miscellaneous small objects
 - Ex: teaching prepositions of place
 - T: The box is on the table. The box is under the
chair. The box is beside the eraser.
3. Hand-made Visual Aids
- a. Students' timetables
 - Ex: review of tenses
 - S: I have French every day at 9:00.
Yesterday I had French at 9:00.
Tomorrow I'll have math at 10:00.
Right now I'm having English.
 - b. Clock with movable hands
 - Ex: teaching telling time
 - c. Time-line
 - For teaching all tenses
 - Ex: present perfect progressive
 - T: I came to Sokode in 1975. (Indicate on time-line.)
I lived in Sokode in 1975, 1976, 1977, and I'm
living in Sokode now, in 1978. (Show on time-
line that the action was continuous to the
present.)
I've been living in Sokode for three years.
 - d. Signs (No smoking, Sale, Stop, Exit, etc.)
 - Ex: teaching modals - must, must not, don't have to
 - T: If I see a stop sign while driving, I must stop.
If I see a No Smoking sign, I must not smoke.
If I see a Sale sign, I don't have to buy the
object.
 - e. Word card - on flannel, on the blackboard with tape,
in pocket charts, on string charts
 - Ex: teaching transformations of simple active sentences
to other forms (negative, questions, tag questions,
etc.)

f. Sequence cards or charts

Ex: teaching the simple present tense

T prepares a series of pictures representing a daily routine. Pointing to the pictures, T says:

Afi gets up at 6:00 every day.

She washes her hands and face.

She eats breakfast.

She goes to school.

g. Flash cards - individual cards representing actions or emotions

Ex: teaching the past tense

T shows cards and says: Yesterday Kokou played football. Yesterday Kokou danced. Yesterday Kokou climbed a tree.

II. Verification of the Students' Comprehension of the Structure

Choice questions or yes/no questions can be used to ascertain whether the students have understood the presentation of the grammar point. This step is necessary before moving on to the actual drilling of the structure, for it would be useless to have the students practice material whose meaning was not clear to them. The students are not called on to produce the structure at this stage, only to indicate that they recognize the meaning that the form carries.

Ex: After introducing the comparative, have two students stand up.

T: Is X taller than Y? Ss: Yes.

T: Who is taller, A or B? Ss: B.

III. Development: Student Manipulation of the Structure

The structure is drilled and the students get practice in manipulating the form. The structure is eventually internalized as a result of this habitual practice. Comments about drills:

1. Teaching and testing drills

A teaching drill is one in which the students have to use the cue in the sentence without making any other changes in the structure (simple substitution drills). A testing drill, on the other hand, is one in which the students not only have to use the cue, but also have to make other changes in the sentence to conform with the particular cue (complex substitution drills).

Ex: Teaching drill

I go to the market every day.

You

We

They

Ex: Testing drill

I go to the market every day.

He

We

She

2. Instead of telling the students what changes, to make in each drill, show them by doing the first three examples. Then begin again, this time with the students.
3. Cues. Drills which begin and end on the same cue signal to the students that the exercise is over, and add a sense of completeness to the drill.
4. Vary the cues. Make drills more interesting by presenting the cues to the drills in a variety of ways:
 - a. Present the cues orally.
 - b. Write the cues on the board as the exercise progresses.
 - c. Prepare flashcards with cues written or drawn on them.
 - d. Use gestures - point to a boy for "he", a girl for "she."
 - e. Use realia like books, pens, a table, chalk.

Types of drills (more or less in order of increasing difficulty):

1. Repetition drills - the students repeat exactly what the teacher says.
2. Simple substitution (single slot)
3. Creative repetition - students provide their own substitutions for a simple, single slot drill.
4. Simple substitution - two or three slots.
5. Complex substitution - single slot
6. Complex substitution - two or three slots
7. Transformation drills - changing sentences from one tense to another or from one sentence type to another.

Ex: T: Ali is going to town today. Tomorrow.
 S: Ali will go to town tomorrow.
 T: I ate fufu yesterday. Negative.
 S: I didn't eat fufu yesterday.
 T: Afi likes rice. Question.
 S: Does Afi like rice?
 T: I live in Atakpame. Where?
 S: Where do I live?
8. Replacement drills - students replace one element of a sentences with another. Especially suitable for working on pronouns.

Ex: T: This is my book. S: This is mine.
 T: Your food is on the table. S: Yours is on the table.
 T: I gave it to that boy. S: I gave it to him.
9. Expansion drills - These drills give students practice in building longer and more sophisticated sentences. They are effective for practicing the placement of structures like adjectives and adverbs. These drills can increase the students' ability and confidence in manipulating the language.

Ex: T: The dog sits by the fire. Always.
 S: The dog always sits by the fire.
 T: The book is in the library. Paperback.
 S: The paperback book is in the library.

10. Integration drills or combination drills - Students are asked to take two sentences and merge them into one. Effective for practicing structures like relative clauses, comparatives, connector words and conditionals.
 Ex: T: The boy is from Kante. He is in my class.
 S: The boy who is from Kante is in my class.
 T: Ali is tired. He can't keep his eyes open.
 S: Ali is so tired that he can't keep his eyes open.
 T: Kodjo is hungry. I am hungry.
 S: Kodjo is hungry and so am I.
11. Question-answer drills - Students answer questions using a certain answer form (one word, short answer, long answer, etc.)
 Ex: T: Do you like maize? S: Yes, I do.
 Is Abba absent today? Yes, she is.
12. Completion drills - These drills are like expansion drills in that the students add to the cue given by the teacher. They are valuable because they give the students a chance to create meaningful expressions of their own in completing the sentence. These drills are very close to being "real communication."
 Ex: T: If it rains tomorrow.....
 S: If it rains tomorrow, the match will be postponed.
 T: I haven't eaten.....
 S: I haven't eaten since yesterday.

IV. Verification of the Students' Manipulation of the Structure

Many of the above drills, if designed as testing rather than teaching drills, can be used to verify the students' manipulation of the structure.

After testing the students' ability to use the structure, it's time to put all the new information on the blackboard with examples generated by the students. The students can then copy the information into their notebooks. By asking direct questions about the new structure and the similarities among the different examples, a teacher can get the students to deduce the rules involved and state them in simple language. Formulas are much better than lengthy verbal summaries of rules. For example, when teaching the superlative, the formula "the + short adjective + est" is sufficient.

V. Real Communication

The goal of teaching grammar is to use new structures meaningfully in real communication. Mechanical means have been used to give students the information, practice and security they need for true self-expression. Now the use of the new structures is becoming sufficiently automatic that the learners can turn their attention to meaning: to describing their interests, expressing their opinions, relating their experiences and dreams.

Some techniques to use:

1. Dialogues. These are closer to real communication when they're created by the students.
2. Life questions. Carefully prepared questions about the students' lives which will force them to use the new structure in their answers. The questions can be student-student as well as teacher-student.
3. Problem solving exercises. Ex: (For the conditional)
T: You are walking along the road and you come to a car which has just had an accident. What would you do?
4. Role-plays.

(Adapted slightly from A Manual of Language Teaching Techniques, Draft, by E. Boone and R. Gildea, Peace Corps, 1978.)

Other points to keep in mind when teaching grammar:

1. Work on new grammar structures in the context of all four language skills: listening comprehension, speaking, reading and writing. Most of the above discussion has dealt with grammar in terms of listening comprehension and speaking. Once a structure has been introduced and practiced in those areas, it should be reinforced in reading passages and in writing exercises as well. Writing exercises can range from simple copying to mechanical writing drills to controlled composition to free composition.
2. Go from the known to the unknown. If you're teaching the present perfect, create a situation using the past and present tenses which the students already know. (E.g., I began studying English in 1976. I'm studying it now.) If you're teaching "too...to", begin with the students' knowledge of can and can't, and build on it. (E.g., The ceiling is very high. I can't reach it. The ceiling is too high to reach.) If you're trying to explain the difference between the use of the simple present tense and the present progressive, find out if the distinction exists in the students' first language (it doesn't exist in French, but does exist in some Togolese languages) and use this knowledge they already have to help them understand and use English.
3. Go from the mechanical to the meaningful. A repetition drill is more mechanical than a simple substitution drill. A simple substitution drill is more mechanical than a complex substitution drill. A complex substitution drill is more mechanical than a completion drill. In terms of writing, an example of activities which become progressively more meaningful would be: copying, scrambled sentences, sentence completion. Always keep in mind the idea of progression - from simple to more complex, from mechanical to meaningful - when planning lessons.
4. Emphasize grammar points which don't exist in French or in your students' native languages or which are similar, but

- not exactly the same as grammar point in these languages.
5. DON'T ATTEMPT TO TEACH A GRAMMAR STRUCTURE FROM BEGINNING TO END IN ONE CLASS HOUR! Or even in two hours! The whole procedure described above should take place gradually over a period of several days or a week. For example:
- Day 1 - Introduction of the structure and mechanical practice.
 - Day 2 - Review and practice using a different type of drill.
Mechanical writing such as visual-oral dictation.
Deduction and copying of the rule and example.
 - Day 3 - Review and meaningful oral use of the structure.
 - Day 4 - Writing assignment using the new structure.
 - Day 5 - Discussion and correction of writing assignment.

APPENDIX G
OBSERVATION SKILLS

Observation Sheet

Name:

Date:

Class:

Hour:

To be observed for:¹

1. Strategies
2. Content
3. Preparation
4. Class control (voice, manner)
5. Student participation
6. Structuring
7. Reinforcement
8. Corrective feedback
9. Blackboard work
10. Miscellaneous (expression, organization, teacher-student relations, dress, etc.)

Observer:

¹ Trainees indicated here which of the objectives they were trying to complete during the lesson. In addition to checking whether or not these objectives were successfully completed, staff observers looked at and commented on the trainee's performance in the ten areas mentioned.