

1974

## An Intensive Teacher Training Program: 1973 ICT-TEFL Module

Mary Katherine Anzinger  
*School for International Training*

Follow this and additional works at: [https://digitalcollections.sit.edu/ipp\\_collection](https://digitalcollections.sit.edu/ipp_collection)

 Part of the [Curriculum and Instruction Commons](#), [Educational Administration and Supervision Commons](#), [First and Second Language Acquisition Commons](#), and the [Teacher Education and Professional Development Commons](#)

---

### Recommended Citation

Anzinger, Mary Katherine, "An Intensive Teacher Training Program: 1973 ICT-TEFL Module" (1974). *MA TESOL Collection*. 50.  
[https://digitalcollections.sit.edu/ipp\\_collection/50](https://digitalcollections.sit.edu/ipp_collection/50)

This Article is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact [digitalcollections@sit.edu](mailto:digitalcollections@sit.edu).

AN INTENSIVE TEACHER TRAINING PROGRAM:

1973 ICT-TEFL MODULE

Independent Professional Project

of

Mary Katherine Anzinger

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

April, 1974

This report by Mary Katherine Anzinger is accepted in its present form.

Date Aug. 5, 1974

Principal Advisor

Janet Bing

Project Advisors: Janet Bing  
William Dant  
David Rein

The following paper is a report describing a TEFL teacher training program taught to the International Career Training students at the School for International Training, Brattleboro, Vermont. It includes: a two-week detailed lesson plan of classroom activities for module participants, a description of their practice-teaching with sample lesson plans and evaluations, participants' evaluations of the course, suggestions for improvement of future modules, and administrative details involved in setting up a course of this type on the SIT campus.

TABLE OF CONTENTS

Introduction ..... 1

Part 1 Lesson Plans for Two Week Period of Classroom  
Activities ..... 6

Part 2 Description of Student Teaching .....27

Part 3 Student Evaluation of the TEFL Module .....34

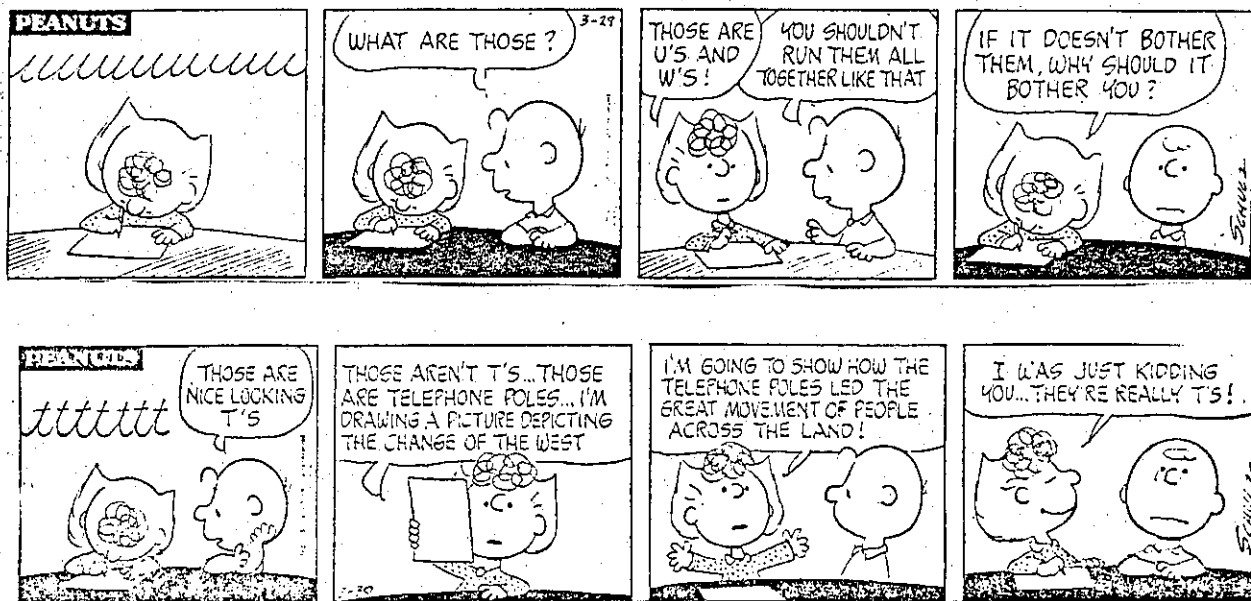
Part 4 Suggestions for Improvement .....39

Part 5 Administrative Details .....42

Bibliography .....44

Appendices: 1-17

## INTRODUCTION



When I saw these cartoons in the paper I realized how closely they were related to a question I had been struggling with for months, that of perceptual differences. I found in Charlie Brown a concern for how other people might view and misinterpret Sally's work. I found in Sally an interest in what is rather than a concern for what people might perceive it to be.

In organizing a three-week intensive module in how to teach English as a foreign language (TEFL), there were many "Charlie Browns", who saw the module from a point of view much different from my own. They criticized the module, emphasizing that one cannot possibly learn enough skills in that limited amount of time to become an effective

teacher. They also felt that if one was sufficiently interested, he should enroll in a full academic teacher training program.

But as Sally emphasized, there are realities of situations unaffected by people's perceptions. And the reality of my situation was that there was not enough time, money, or opportunity to offer anything more than a short intensive program. Furthermore this situation exists not only in the International Career Training (ICT) module I taught, but also in teacher training programs set up by foreign language departments, overseas companies, and the Peace Corps.

So keeping in mind the realities of the situation and, at the same time, observing a genuine interest on the part of the prospective participants, I accepted the offer to do an intensive TEFL module. This module was prepared for the ICT program which is located on the campus of the School for International Training (SIT), in Brattleboro, Vermont. This program is designed to prepare its graduates for work in various international fields.

The lack of any complete record of previous modules on which to base my course, inspired me to do this paper in the hope that anyone succeeding me could have a description of what had been tried. The paper will be divided into the following areas: a two-week detailed lesson plan of class activities, a description of practice-teaching with sample lesson plans and evaluations, student evaluations of the entire course, suggestions for improvement of future modules, and the administrative details involved in setting up a course of this type on the SIT campus.

## OBJECTIVES FOR 1973 SPRING ICT-TEFL MODULE

1. That participants become aware of the necessity of formulating specific goals appropriate to each lesson.
2. That participants be capable of writing and teaching a 50 minute TEFL lesson, concentrating on the following areas:
  - a. Teaching pronunciation
    1. Identification and reproduction of sounds.
    2. Basic vowel system in English pronunciation.
    3. Ability to teach minimal-pair drill.
    4. Familiarity with phonetic script.
  - b. Warm-up activities
    1. Revision of previously taught materials.
  - c. Grammar structures
    1. Various types of drills.
    2. Ability to distinguish between teaching and testing in use of drills.
  - d. Introduction of new vocabulary
    1. Inductive teaching, going from known to unknown.
    2. Use of visual aids.
  - e. Writing skills
    1. Controlled composition and use of grammatical tables.
    2. Completion exercises.
  - f. Reading skills
    1. Erasure technique.
    2. Familiarity with the nine types of questions



3. Ability to distinguish between content and function words.
4. Read and look-up technique.
5. Reading for a purpose: detail, to answer specific questions, etc.
3. That participants develop awareness of common grammatical errors made by non-native speakers and of how to correct them.
4. That participants be able to critique themselves and others, determining both their strengths and weaknesses.
5. That participants become exposed to the Silent Way and Lipson boxes through demonstration and discussion.
6. That participants be capable of teaching a 4-6 line dialog.
7. That participants be aware of how culture affects language learning.
8. That after a demonstration of various theatre and language games, participants be able to: determine what the objectives might be for using such a game in a language class; and adapt a language game to teach a particular point.
9. That participants have an awareness as to what techniques might be more suitable to individual tutoring than a normal classroom situation.
10. That participants be able to evaluate the TEFL module itself, commenting on both its strengths and weaknesses.

ICT-TEFL MODULE MAY 1-18

	<u>MAY 1</u>	<u>MAY 2</u>	<u>MAY 3</u>	<u>MAY 4</u>	<u>MAY 5</u>
	8-9 Observation 4-6 Class	8-9 Observation 3-5 Class and peer-teaching	8-9 Observation 9-11 Class and peer-teaching	8-9 Observation 9-11 Class and peer-teaching	10-12 Class and peer-teaching
<u>MAY 7</u>	<u>MAY 8</u>	<u>MAY 9</u>	<u>MAY 10</u>	<u>MAY 11</u>	<u>MAY 12</u>
8-9 Observation 3-4 Class	8-9 Observation 3-4 Class	8-9 Observation 3-4 Class	8-9 Observation 2-3 Class	8-9 Observation 2-3 Class	
7-8 Practice- Teaching	7-8 Practice Teaching	7-8 Practice Teaching	7-8 Practice Teaching		
<u>MAY 14</u>	<u>MAY 15</u>	<u>MAY 16</u>	<u>MAY 17</u>	<u>MAY 18</u>	
8-9 Observation 3-6 Lesson Planning 7-8 Practice Teaching	8-9 Observation 3-6 Lesson Planning 7-8 Practice Teaching	8-9 Observation 3-6 Lesson Planning 7-8 Practice Teaching	8-9 Observation 7-? Party	8-9 Observation	

PART 1

LESSON PLANS FOR TWO WEEK PERIOD OF  
CLASSROOM ACTIVITIES

The detailed lesson plans of classroom activities were done in three parts: objectives of the lessons; materials and/or guest demonstrators that would be needed to explain or supplement the lesson; and an actual description of what took place each session. The classes of the first week were designed to run two hours. The classes of the second week were designed to last only one hour, leaving time for the ICT's to prepare for their night practice teaching sessions with the International Students of English (ISE), foreign students registered for intensive English courses at SIT. The first week was devoted to basic audio-lingual techniques: minimal pair drills, dialogs, vocabulary, drills, etc. The second week was devoted to reading and writing skills, tutoring techniques, and a Silent Way demonstration. The dates of the module were May 1-18. The first section will be arranged according to chronological order.

MAY 1

Session I

Objectives: 1. To expose participants to the learning and teaching process in general through a demonstration and discussion of the mimicry-memorization method and the "organic approach".

Guest Demonstrator: Raymond C. Clark, director of the Masters of Arts in Teaching (MAT) program at SIT.

Description: Mr. Clark did two demonstrations. The first was done to illustrate the old Army-Language School technique based on learning through abundant

repetition. He did this by teaching the participants a dialog in Farsi. After the demonstration, he led a discussion bringing out the pros and cons of such a method and the philosophy on which it was based. The second demonstration, also in Farsi, was done with candy bars. This method was described by Mr. Clark as the "organic approach" and involved a great deal more exploration by the students. Mr. Clark stated that with this method, actions become much less ambiguous because students are dealing with concrete objects that they can manipulate.

#### Session II

- Objectives:
1. That participants become aware of the necessity of objectives in preparing a lesson.
  2. That participants become aware of the necessity of a lesson plan.
  3. That they have a general idea of what steps are involved in lesson preparation.
  4. That participants be able to collectively list steps used in a minimal-pair drill.

Guest Demonstrator: Elizabeth Tannenbaum, MAT candidate, to demonstrate a minimal-pair drill.

- Materials:
1. Hand-out describing one way to prepare a minimal pair drill in steps.<sup>1</sup>
  2. p. 10 from Peace Corps TEFL Theory, "General Guidelines

---

<sup>1</sup>all numbers refer to the appendix in back.

for Pronunciation".<sup>2</sup>

Description: A general introduction to lesson planning was given and the following steps put on the blackboard so that the terminology could be discussed: 1. Warm-Up/Review. 2. Pronunciation. 3. Introduction of New Material (grammar structures and new vocabulary). 4. Consolidation of New Materials (reading and writing skills). Next "Good Morning Class"<sup>2</sup> was read, followed by a discussion pointing out effective and non-effective ways to deal with pronunciation difficulties. Last, Elizabeth Tannenbaum gave a demonstration on how to present a minimal pair drill with pictures.<sup>3</sup> She followed her demonstration with a discussion of the procedures she used.

Assignment: Prepare a five-minute minimal pair drill designed to correct an actual pronunciation problem you have noticed in a friend or roommate. State the following in your lesson plan: 1. Nationality of person. 2. Objective (what difficulty you are trying to correct). 3. Steps you plan to use to correct the difficulty.

MAY 2

Session I

Objectives: 1. That participants peer-teach a minimal pair drill and receive immediate feedback.

**Description:** Each participant did a minimal pair drill not exceeding five minutes each. After each presentation the participant had the first opportunity to comment on his own lesson followed by specific suggestions by the others and me. The next day they were presented with a written summary of the evaluation session.

## Session II

- Objectives:**
1. That participants see how to teach grammar structures with the aid of various drills: repetition, single item substitution, double item substitution, transformation, person-number substitution, and cue-response.
  2. That participants see how a felt board can be useful in learning a grammatical structure.
  3. That participants be able to analyze "authentic errors"<sup>4</sup> made by non-native speakers of English.

- Materials:**
1. Felt board.
  2. "Authentic errors" hand-out.<sup>4</sup>
  3. Drills hand-out.<sup>5</sup>
  4. Lesson plan for demonstration.
  5. Rapid Review of Grammar by Jean Praninskas.

**Description:** The various types of drills were demonstrated beginning with the simpler repetition drills and finishing

with more complex drills involving question-response. The felt board was used to demonstrate a simple substitution drill. There was a brief discussion about which drills could be used to "teach" a new structure and which could be used more to "test" what the teacher had taught in the lesson. The class concluded with a discussion of errors made by ISE students in the English department.

**Assignment:** Prepare one or two types of drills in a foreign language to practice-teach to the class. Ten-minute time limit.

MAY 3

Session I

**Objectives:**

1. That students become familiar with various techniques used to teach a dialog.
  - a. Use of choral and individual response.
  - b. Use of backward build-up.
  - c. Use of erasure or "cheesecake" technique.
  - d. Use of pictures and felt board.

**Guest Demonstrator:** Bill Dant, MAT candidate.

**Description:** Half of the participants observed a demonstration by Bill Dant teaching a dialog in German with the use of blackboard pictures. The observing participants tried to list the various steps Bill was using. The remainder tried to actually learn the German dialog.



After Bill finished the demonstration, he checked student comprehension of the German lesson. He then analyzed his lesson, listing the following steps on the blackboard with the help of the observers:

1. Read through the dialog.
2. Explain the meaning globally through gestures, drawings, and dramatization.
3. Read through the dialog a second time.
4. Have the class repeat the first four lines of the dialog. Have them perform those same lines again beginning the sequence with teacher→student, continuing with student→teacher, and completing with student→student exchanges until total mastery of the dialog is achieved.<sup>6</sup>

Guest Demonstrator: Bill Harshbarger, MAT graduate.

Description: The second demonstration was done in the same manner as the first, some observing and some actually learning the dialog. Bill began by writing a Spanish dialog on the blackboard. After the lesson he, along with the observers, listed the following steps that had been used to teach the dialog:

1. Teacher reads through the entire dialog.
2. The teacher repeats the dialog using gestures,

props, etc., to indicate meaning to the students.

3. Students read dialog from the board chorally.
4. Teacher erases a few words throughout the dialog beginning with the content words if trying to teach grammar, or the structure words if trying to teach vocabulary.
5. Students read the dialog again, supplying the missing words.
6. One student is called on to read the whole dialog.
7. Repeat steps 4-6 until nothing is left on the board.

After listing the steps, several points were brought out by Bill or the students: 1) that after step two the teacher is silent, except for an occasional correction of pronunciation if necessary; 2) that a pointer is very helpful to tap out missing words and rhythm; 3) that it is helpful to draw a blank line to represent each word erased. 4) punctuation is left until the end.<sup>6</sup>

**Assignment:** Prepare a 4-6 line dialog in a foreign language to teach to the rest of the group. Use one or more of the following techniques to teach it: pictures, felt board, creative situation, or erasure. Any texts containing dialogs could be used for this assignment. Originality of the dialog was not essential.

## Session II

Objectives: 1. That students peer-teach a drill.

Description: Each participant taught a drill in any foreign language they knew to other members of the class. After each presentation, the teacher gave a self evaluation. This was followed by short evaluations given by other members of the class as well as by me. The following day the teachers were given a written summary of the comments made as well as suggestions on how to work on any particular problems they were having.

MAY 4

## Session I

Objectives: 1. That students peer-teach a dialog in a foreign language and receive constructive feedback.

Description: The participants taught a short dialog in any foreign language they knew and then self-critiqued their own lesson. Following the self-critique, other members of the group commented. The following day the teachers were given a written summary of the comments made and suggestions on how they might improve in areas that were causing them difficulty.

## Session II

Objectives: 1. That participants, through demonstration, become aware of what it means to teach inductively,

going from the known to the unknown.

2. That they become aware of the transition steps between teaching and testing a vocabulary item.
3. That they be aware of the variety of visuals that can serve in the teaching of new vocabulary items.

- Materials:
1. Hand-out Things to Keep in Mind When Presenting New VOCABULARY.<sup>7</sup>
  2. Hand-out Question Forms.<sup>8</sup>
  3. Detailed lesson plan on inductive presentation of two vocabulary words and written consolidation of the new material.<sup>9</sup>

Description: After the presentation of the vocabulary items in French, I conducted an analysis of the lesson with the other members of the class. With the aid of Things to Keep in Mind<sup>7</sup>, we discussed the various processes involved in inferential teaching. We then talked of various visual means that could be used in the presentation of vocabulary. I then handed out the Question Forms<sup>8</sup> and we filled out the grid as a class. The following questions were then posed to the class and discussed:

1. Which questions on the grid are of the simpler type and can be used to "teach" vocabulary?

2. Which questions are of a more difficult nature and can be used to "test" vocabulary?
3. Would there be any other occasion, aside from introducing new vocabulary, where this grid might be helpful?

We concluded with a discussion of content vs. function words and the relevance of being able to distinguish between the two in the teaching of vocabulary.

**Assignment:** Choose a sentence in a foreign language containing at least one noun and one verb. Prepare to teach it to the rest of the group.

**Miscellaneous:** The participants of the TEFL module had been observing classes in the English department from the first day of the module. We took the last few minutes of this session to discuss various techniques used. I also suggested that they keep journals focusing on one positive and one negative observation of each class.

MAY 5

#### Session I

- Objectives:**
1. That participants be given a chance to teach one verb and one noun to their peers.
  2. That each participant be given a chance to evaluate his own lesson immediately after presenting

it, and also hear the comments of his peers and me.

Description: Each participant chose a sentence from another language containing both a noun and a verb. He then taught that sentence to the group. After each presentation the teacher first evaluated himself and then other members of the group gave their comments. I summarized the comments in written form and gave them to the teacher the next day along with constructive ideas for improvement.

#### Session II

Objectives: 1. That after a demonstration of various theatre and language games, participants are able to determine what the objectives might be for using that particular game in class.

2. That they be able to choose a particular game and adapt it to their own needs.

3. That they see a demonstration of a "Lipson box", a pictorial representation used to elicit question-answer exchanges.<sup>10</sup>

Materials: 1. "Lipson box" hand-out.<sup>10</sup>

2. Theatre's Different Demands by Mary Wolf and Victor B. Miller.

Description: With the group I did a theatre game called Airport. The purpose of the game was to practice giving and

receiving directions. The second exercise dealt with making a peanut butter sandwich. Each person was required to give very specific directions as to how to go about making the sandwich while another person performed the action. For example, if told to put the peanut butter on the sandwich before one had been told to open the jar, one simply put the whole jar on the bread until a more specific command was given. After these two exercises were performed, participants discussed when they might find this appropriate in class. Then the "Lipson box" was handed out and discussed.

MAY 7

- Objectives:
1. That participants be familiar with methods of objectively critiquing a class.
  2. That participants learn a way to focus on a self-critiquing procedure.
  3. That all logistics of setting up the night ESL classes be taken care of.

- Materials:
1. Critiquing Objectively hand-out.<sup>12</sup>
  2. Question grid hand-out.<sup>8</sup>

Description: Discussed the logistics of setting up for the night classes: 1) who would teach the first night; 2) who would prepare the practice-teaching schedule for the rest of the module; 3) who would get the coffee

every night; 4) where and when I would be available for consultation on lesson plans; 5) how we would assure attendance by contacting the ISE students. I explained four ways to observe a class objectively: 1) Orchestration;<sup>12</sup> 2) Time counts;<sup>12</sup> 3) Explained how the question grid could be used to show if the teacher is using a variety in the kinds of questions he asks in class;<sup>8</sup> 4) Explained that as an objective critiquer you can simply write down everything that occurs in the class with no value judgment and discuss it with the teacher after the lesson.

I also suggested that in self-critiquing, it is well to keep in mind three questions to ask oneself immediately after the lesson:

1. What went particularly well in the lesson?
2. What area needs improvement?
3. How could I possibly improve my teaching in that area?

I also gave a short demonstration of a French lesson so they could do a Time Count and determine in which part of a lesson a teacher has a tendency to do more talking.

MAY 8

Objectives: 1. That participants be able to distinguish the



various skills involved in reading passages and be able to determine their varying degrees of difficulty.

2. That participants become familiar with the "Read and Look-up" technique and see how it can be used to: practice verb tenses; pick out details in a paragraph.

- Materials:
1. Two reading texts: "Scripture Lesson" and "The New Arithmetic Teacher" from TEFL Theory compiled for a Peace Corps TEFL program in the Virgin Islands.<sup>13</sup>
  2. "Analysis of Reading Passages" taken from TEFL Theory.<sup>14</sup>
  3. Hand-out of "Read and Look-up Technique".<sup>15</sup>
  4. Selections for Developing English Language Skills by Mary Finocchiaro.
  5. Modern Language Classroom Techniques: A Handbook.

Description: The first reading passage "The Scripture Lesson" told the story of an African teacher whose teaching method was to beat his students with a cane. The participants were asked to read the passage and answer the following questions:

1. What is the topic sentence in paragraph 1?
2. What example is there of caning in paragraph 2?
3. How does the third paragraph support the first sentence?

After answering these questions, the participants

were then asked to determine what skills were needed to answer these questions. For example, were they looking for the main idea, supporting details, and mood. They then read "The New Arithmetic Teacher" and were asked questions that involved having skills in sequencing, comparison and contrast, and character analysis. Lastly, they were asked to determine if there were any other important reading skills that they might want their class to develop.

The second section of the lesson was devoted to a demonstration of various ways one might use the "Read and Look-up" technique.<sup>15</sup> First, I explained that the purpose of using this technique was to have students read in sense groups and to use oral reading as a means of communication. I went through the steps with them and then, as a group, we practiced various adaptations: reading from the blackboard, sentence completion, and changing the tense of the verb in marked-off sections.

MAY 9

- Objectives:
1. To familiarize students with the principles and purposes of controlled composition.
  2. To discuss dictations: why have them; and who

gives them.

3. To familiarize participants with various texts available on campus for use in teaching writing.
4. To show how writing/grammar exercises can be combined.
5. To introduce writing for fun.

- Materials:
1. Letters to Roger; Ananse Tales; and Guided Writing and Free Writing.
  2. The Penguin Course Crossword Book by Geoffrey Broughton.
  3. Xeroxed copies of controlled composition steps 1, 2,3,4 taken from TEFL Theory.<sup>16</sup>
  4. Hand-out writing/grammar exercises.<sup>17</sup>

Description: This hour workshop dealt primarily with familiarizing the participants with various techniques that could be used to teach writing. We began with a discussion of dictations and decided that they basically could be used to test or reinforce previously learned material. The language lab or a cassette tape recorder were offered as alternatives to the teacher in giving a dictation. We also discussed the possible use of dictations as a means of diagnostic analysis. For example, if every student is making the same mistake, a teacher could validly conclude that the point in question might well be gone over again in class.

During the second section of this workshop, the participants were asked to complete a couple of the writing/grammar exercises<sup>17</sup> and then discuss the possibilities of using this type of exercise in class.

The third part of the workshop was devoted to an examination of controlled composition steps 1, 2, 3, and 4.<sup>16</sup> We then discussed at what level this approach to writing might be most effective.

We concluded by talking about various other techniques of teaching writing, for example, games and crossword puzzles. After the class they were given a chance to explore different texts dealing with writing and composition.

MAY 14

Objectives: 1. To demonstrate how the Silent Way could be used on an intermediate to advanced level.

Guest Demonstrator: Bob Hertzig.

Description: With the use of the charts, pictures, rods, and blackboard, Bob taught a lesson on possessive pronouns in French. After the lesson, both Bob and the students gave some constructive criticism. The lesson had caused quite a bit of confusion and the discussion following re-emphasized all the points that are necessary to consider in preparing any lesson: sequencing,

clarity of lesson, conveying to students what is expected of them, effective use of blackboard, etc.

MAY 17

- Objectives:
1. To have participants reflect on the problems and advantages of tutoring.
  2. To examine various texts for their desirability in a tutoring situation.
  3. To discuss the effectiveness of their own self-instruction language program.
  4. To familiarize participants with various approaches that could be used in a tutoring situation.

- Materials:
1. English for Today, a possible text for beginners in this situation.
  2. Sixty Steps to Precise, a possible text for advanced pupils in a tutoring situation.

Description: We began our discussion by listing on the blackboard all the various problems involved in a tutoring situation: setting up a time for lessons on a regular basis; student attendance; students becoming too busy to profit from lessons but afraid to say anything for fear of offending the tutor; being afraid to turn down a local official's request to study English even though one may have other more important commitments.

We then talked of the advantages: the one-to-one

contact with the students; the flexibility available to deal with individual problems and student needs.

Next I suggested various techniques of how to approach a tutoring situation. The first one I suggested was based around a text. After having the student buy a text, assign him certain exercises in it. In this technique one must require the student to finish the first set of exercises before allowing him to continue. After the student has completed them, the tutor can go over them orally and correct any mistakes. He can also drill any problem areas the student might have. The purpose of this approach is to save one unnecessary preparations for the pupil who is not sincerely interested in learning English.

Another possible technique for a student who has already begun his study of English is to suggest that he bring an article that interests him to class. The first time he can read the article aloud and the tutor can concentrate on stress, intonation, and pronunciation. The second time he reads the article he can underline the vocabulary that he is not acquainted with. The tutor can then explain this vocabulary and

ask the student questions involving the same vocabulary used in another context. The third time the student reads the article he can underline grammatical structures that he is not familiar with. One can then explain the structures and ask the student to use them in other contexts, in order to assure complete comprehension.

If two or more students are involved in the tutoring situation, the teacher can have them work together creating role-playing dialogs that meet their interests. A cassette tape recorder might be extremely useful for this technique.

Another possibility for any teaching situation would be to set up a pen-pal correspondent. Then lessons could consist of going over letters and working on the written grammatical mistakes. (There are student organizations that provide names and addresses of pen-pals for a minimal fee.)

A technique that is extremely useful for pronunciation problems is the reversed dictation. The student brings in an article and reads it to the teacher. The teacher writes down exactly what he understands the pupil to be saying. The pupil then compares the teacher's written paper

to the article he has just read and underlines the mistakes. If there are any particularly consistent mistakes it might be advisable for the teacher to devise a minimal-pair drill.

Another appropriate technique is to have the student do something he is interested in, for example, sewing, drawing, or cooking. Then ask him to describe what he is doing and work on various tenses. For example, the first time the student could describe what he is doing using the present progressive tense; the second time he could relate the series of actions in the past tense; and so on, practicing any tenses that seem appropriate.

The smallness of the class also makes it possible to take excursions with them and work on vocabulary building. Some places I suggested were: a store, a bar, a church, a supermarket, a laundromat, a vending machine, a library, and a post office.

We also used this class period to discuss plans for a simulated surprise birthday party for Nour, one of the participants in the module. Then we had the first oral evaluation of the module which resulted in the preparation of the form found in section three.



PART 2

DESCRIPTION OF STUDENT TEACHING

The last week in April we posted a sign in the Carriage House advertising "FREE ENGLISH LESSONS" for the ISE students and their wives. The ICT teachers and the English department teachers participated in the recruitment of students. The lessons were scheduled to take place from 7:00-8:00 p.m. Monday through Thursday. The ICT teachers were to rotate so as to be able to teach and observe all three levels. Those participants not teaching on a particular night were responsible for the administrative details: getting the coffee to the basement of the MAT/ICT building by 6:45; making sure the classrooms were ready with all necessary materials; and talking to students and encouraging them to come to class. Attendance was a problem for the night English classes both in January and the spring because the students had five hours of English during the day and often had homework at night.

The day before the classes, we took down the list and with the help of the English department teachers, divided the students into three classes: beginning, intermediate, and advanced. Each ICT participant and English department teacher was given one of these lists. Another copy was posted in the Carriage House indicating the room where each class would be held.

The afternoon before the first class, the ICT participants and I also devised a schedule for the two weeks of practice teaching. This schedule indicated who was to teach which class on what days. It also included the name of the MAT observer who would be watching the class and giving suggestions for improvement. The three MAT's who participated in this phase of the module were Georgia Martin, Priscilla Jones, and Donice Horton.

To minimize confusion caused by several people teaching the same class, each level was given a folder. In the folder were kept lesson plans, critiques, and an attendance sheet.

Below and on the pages that follow, I will include a sample lesson plan from each level along with the critique of the class by the observer, and a self-critique by the ICT teacher.

#### BEGINNING CLASS

Teacher: Rolf DeCou

Observer: Priscilla Jones

Date: May 7 (the first day of practice teaching)

#### Lesson Plan

- Goals:
1. Work on questions beginning with who, when, what, etc.
  2. Get to know the class.
  3. Discover what areas the class has problems in.

- Body:
1. Introduce myself with the statements below, telling the students beforehand that they are to ask questions on this information or any other facts after I have finished. "My name is Rolf DeCou. I am an ICT student. Tonight, I am practice-teaching English. I lived in Mexico for two years."
  2. Students introduce themselves. "My name is ... I ..."  
Going around the room each student must introduce himself and every student that has come before him. For example, the first student says, "I'm Bob. I'm an Egyptian." The next student must say, "I'm Myrtle. I'm a good cook and this is my friend Bob. He's an Egyptian."
  3. Famous Name Game in History (20 questions). All questions must be of a type that can be answered "yes" or "no".

#### Self-Evaluation

For the first class, it went very well. The students seemed involved in the class activities. Personal involvement was high. Toward the end of the famous name game we got into a discussion about Freud with lively participation.

#### Comments by Observer

1. First activity: 10-15 minutes.

Five or six sentence introduction of himself was given by the teacher in an informal, conversational style. For example, there were no repetitions, no writing, etc. Several questions were then asked by the students. Then students were asked to introduce themselves, as well as those who had been introduced previously, according to this pattern: "My name is \_\_\_\_\_. I like to \_\_\_\_\_. Let me introduce my friends. He is \_\_\_\_\_. He likes \_\_\_\_\_."

2. Second activity: 30-40 minutes.

One student would think of a famous person, and the other students would try to guess the identity by asking yes-no questions. This game developed into a discussion of Freud's life and theory.

3. Comments

The choice of activity was excellent as the students were enthusiastic and really energetic. The twenty-questions game was especially good because it provided practice in one particular type of activity, which was much needed. The students so enjoyed the game that they didn't notice the repetition. Some type of introduction to the game might have been helpful, however. You might have introduced some typical yes-no questions as patterns, for example, "Is he a man? Is he living?". These questions seemed to be the most difficult for the students to produce correctly, and for you to correct consistently. A brief run down of sentence patterns in the beginning would perhaps have focused both the students' and your energy.

#### INTERMEDIATE CLASS

Teacher: Cheryl Keepers

Observer: Donice Horton

Date: May 8

#### Lesson Plan

- Goals:
1. To increase vocabulary and facility in sentence construction.
  2. To promote conversation through a discussion of student values.
  3. To help facilitate students' ability to deal with practical matters such as finding an apartment.
  4. To practice the grammatical structure "I would rather...."
- Body:
1. Write the following words on the blackboard and have students explain each object, telling what it is and what it is used for. The objects are: transistor radio, stereo, coffee pot, washing machine, pencil sharpener, floor lamp, alarm clock, refrigerator, can opener, stove, and broom.

2. Propose the following situation to the class: "You are going to move into a new apartment and can only take seven of the above twelve objects. Which ones would you choose and why?" Perhaps after students discuss this they could vote on the objects as a group.
3. If there is time in the class, have students talk about apartment hunting. Possible questions to promote discussion might be: How would you go about looking for an apartment? What would you want to know about the apartment regarding rent, utilities, furnishings, location, etc. It might even be good to do a role-play between a landlord and a prospective tenant.
4. Have students give me a list of important people whose names I will write on the blackboard. Then ask the students which person they would rather be and why. Have them work with the following sentence pattern: "I would rather be           (name)           because ...."

#### Self-Evaluation

I felt good about my ability to have them correct and help each other. I was pretty successful in not taking a dominant teacher role. Also I managed to keep the conversation going from one person to another (an accomplishment for this class!). I did not have enough planned, however, and was not able to keep the momentum going.

#### Comments by Observer

1. The teacher named objects found in an apartment. Students described them and told how they were used. If the object was unfamiliar, students were directed to ask questions about it which the teacher could answer by yes or no. Then the teacher had students write the words on the blackboard.
2. The teacher next proposed the following situation to the students: "If you were going to move to a new apartment and could only take seven of the above objects, how would you decide what to take and why?"
3. The third thing the teacher did was to tell them that the landlord had just given them a ten-day eviction notice and asked them to discuss how they would go about trying to find another apartment.
4. The last activity of the class was to solicit names of famous people and write them on the blackboard. The teacher then asked the class to state which person they would rather be and why.
5. COMMENTS  
Probably one of the strongest points of the class was the fact that all the activities were student centered with the teacher in the background providing direction when needed. Cheryl also

did a good job of getting other students to explain and help each other. The idea of having the students write the words on the blackboard seemed spontaneous and good. Cheryl had to use her "back-up" activity and ended up with about ten minutes to fill. It worked fairly well though, since Jalil suggested "Airport".

I also found the questions regarding the seven objects to take to the new apartment a bit confusing. "How would you decide what to choose? Why?" evokes reasoning such as "The most expensive", whereas "Which objects would you choose? Why?" evokes "I'd leave the coffee pot because I don't drink coffee." The latter line of questioning seemed more explicit and clearer to the students. Because of the way the activities were structured, the problem of one student dominating the class diminished significantly over the previous night. The problem still exists but tonight the other students had a chance to be more actively involved in the class.

#### ADVANCED CLASS

Teacher: Cathy Benton

Observer: Georgia Martin

Date: May 15

#### Lesson Plan

- Goals:
1. That students realize and discuss their own attitudes as well as compare attitudes of people from different cultures.
  2. That students become conscious enough of their English to correct themselves.
- Body:
1. Introduce a problematic situation and ask for volunteers to act it out.
  2. Put a values continuum on the blackboard and have students discuss reasons for the decisions they made.
  3. If time, do evaluation of the subject matter and the technique used at the end of the class.

#### Self-Evaluation

I thought the discussion was excellent but the evaluation of the session was even better. Everyone offered his own suggestions. Perhaps discussion during the class could have been a bit more controlled.

### Comments by Observer

Two students volunteered as referees who were to stand up each time an error was made and explain the error. Two students volunteered to be the man and wife in the situation. The wife, a university graduate, was about to receive a job as a painter and a free-lance photographer, but the husband did not want her to take the job. He wanted to settle down, have many children, and live on a coffee plantation. There were a few errors made, but the referees immediately caught and explained them. Errors were made on such things as tag questions, comparisons, and wh questions.

Next Cathy placed a value continuum on the board: 1 2 3 4 5. 1 equalled disagreement and 5 agreement. The statement read: "The wife should always submit to her husband." The students were directed to get up and stand under the number which identified their personal opinions in regards to the statement. The word "submit" wasn't understood and was discovered by translation from the Portuguese. The students then explained why they chose a particular number. Students sometimes changed their positions and even added examples from their own personal lives. The exercise expanded into a discussion of American families vs. Japanese families, and the freedom of children in various cultures. The class ended with a feedback session. Cathy asked if they liked the value continuum as a means of stimulating discussions. Some people objected to the limited number of people involved and to the topic. Plans were then discussed for the following class.

I thought that the device for self-correction was good. I also liked the idea of the "numbers" system which allowed each student to voice his own particular opinion. The feedback session was excellent because it allowed the students to voice their objections, which I thought were valid, and to express the ideas they had for the coming class. The important thing now is to see that you follow up on the suggestions.

The students expressed a desire for more structure in the feedback session. I think the "reflection technique" might help you achieve this. Some of them wanted to participate in the discussion, but couldn't due to the vocalness of the other students. The discussion got a little too heated at one point and I thought it would have been better if you had switched and asked a more neutral question to some of the more silent members, because it was easy for me to see the lack of interaction among certain students. Also, I think you should give some thought to prevention of the translations into Portuguese. They are distracting. That's it! Generally it went really well.

### FINAL CLASS

The final class was a simulted child's birthday party for Nour, one of the ICT teachers. The other four ICT participants arranged for this to be a surprise. We decorated the auditorium, had party favors and hats for everyone, played Pin the Tail on the Donkey, Spin the Bottle, and other children's games. We concluded with ice cream and cake while

Nour opened his presents. The party was open to all the participants in the module as well as anyone else on campus. It was a good opportunity to have all three student groups together having a good time and getting a taste of American culture that all three programs had probably not experienced in quite awhile.

#### Summary

I was on hand every night of student teaching and was also available at a specified time in the afternoons to discuss lesson plans or make suggestions that might help the ICT teacher. I did not do much of the critiquing as the MAT's working with me seemed capable and enthusiastic about doing it, and the ICT's seemed to benefit from their suggestions. I was not, however, satisfied with the critiquing aspect of the module. Having the MAT observers was a last-minute decision and could have been organized much more efficiently. This topic, however, will be dealt with more thoroughly in section four: Suggestions for Improvement.



PART 3

STUDENT EVALUATION OF THE TEFL MODULE

Each of the five ICT participants was given a form to complete at the end of the module. This section summarizes the ideas and feelings expressed on those forms.

The first part of the form asked the teachers to rate that two-week classroom sessions on a scale of 1-5, one indicating that the session had been considered worthless for them, five indicating that it had been very valuable. The sessions were arranged by date. The following is an exact duplicate of the form and the number ratings given by the five participants. The order of the responses remains consistent.

MAY 1

Ray Clark's opening demonstrations showing strict audio-lingual approach, and the candy bar technique, which begins to approach the philosophy behind the Silent Way.

Demonstration of how to do minimal pair drills by Elizabeth Tannenbaum.

Scores: 5 5 4 5 4

MAY 2

Practice teaching (P.T.) of minimal pair drills. Demonstration of repetition, simple substitution, and double substitution drills.

Discussion of student errors hand-out.

Scores: 5 5 3 5 5

MAY 3

P.T. drills. Demonstration on how to teach a dialog with erasure technique by Bill Harshbarger, and how to teach a dialog with pictures by Bill Dant.

Scores: 5 5 4 5 2

MAY 4

P.T. dialogs, Introduction of vocabulary through pictures and inductive reasoning. Discussion of various ways to introduce vocabulary (association, contrast, example, condition, etc.). Also filled in question grid showing various types of questions possible.

Scores: 5 5 4 3 3

MAY 5

P.T. vocabulary. Demonstration of Peanut Butter Sandwich and Airport theatre games. Hand-out on "Games for Second Language Learning."

Scores: 5 3-4 4 3 5

MAY 7

Preparation for first night of classes. Objective critique methods.

Scores: 3 4 5 2-3 4

MAY 8

Reading workshop. Reading for a purpose or to develop a certain skill. Read and look-up technique.

Scores: 3 3 3 4 4

MAY 9

Writing workshop. Controlled composition, dictations, grammar/writing combined.

Scores: 3 2 3 3 2

MAY 14

Intermediate level Silent Way demonstration by Bob Hertzig.

Scores: 4 4 3 2 3

MAY 17

Tutoring techniques. General feedback and plans for the birthday party.

Scores: 4 5 4 2-3 no comment

Please comment briefly on how you felt about the following topics:

(Comments given below are a summary of all five questionnaires).

Practice-Teaching

All of the participants felt that although the practice teaching was difficult, it was one of the most rewarding aspects of the TEFL module. They stated that it gave them practice particularly in the role of leading discussions and dealing with student interactions. One found it artificial to be teaching her friends. Two thought it was too short. One also expressed disappointment in the fact that the night classes were in a "vacuum" and not closely enough related to the day classes.

Observation of English Department Morning Classes

Most of the participants found the 8:00-9:00 a.m. observations both helpful and interesting. One felt that it was regrettable that schedule conflicts limited it to such a short time. All the ICT participants would have liked to have had better communication with the teachers they observed.

Supervision of Practice Teaching

There were a wide range of views expressed on supervision. Some felt they received worthwhile suggestions, while others felt that observers

were more concerned with technique than with the students. They also stated that the activity of supervision and feedback seemed somewhat isolated from the rest of the module and that different observers seemed to have different criteria and therefore were "hard to please".

#### ISE Reactions to Classes

It was generally felt that the ISE reaction to the evening classes was favorable. It was also noted by one that most of the students attending the night classes were conscientious and appreciative of any extra conversational practice they could get and therefore found the module helpful. One of the ISE's, it was reported, even asked if the classes would be continuing the following week. The problem of attendance was also mentioned by one teacher, who felt it was only natural that students should miss some classes. She felt that consideration should be given to the fact that they already had very full days and in addition, were often given homework at night.

#### Whether or Not You Feel a Module of This Type is Valid for the ICT Program

The answers were unanimously "Yes, it is extremely valid." One suggested though that more time be devoted to peer-teaching and practice-teaching.

#### What Would You Not Want to See Dropped if Such a Module Were Done Again?

Some did not answer the question. The majority, however, felt strongly about retaining demonstration of the various techniques, peer- and practice-teaching.

#### What Changes Would You Suggest if Such a Module Were to be Done Again?

It was suggested that the module be more extensive, perhaps even five

weeks. It was also mentioned again that a real effort should be made to improve ICT-ELO(English Language Office) communications and possibly arrange for more observation and discussion with English department teachers. One even expressed a desire to work with a specific teacher in the classroom on a regular basis. There also seemed to be a consensus that a different format might be tried for the practice-teaching segment. There were basically three ideas mentioned: 1. That the night classes become more of a discussion forum on various topics; 2. That the ICT's arrange an intercultural workshop rather than night classes; 3. That workshops be set up dealing with specific language problems. These would be publicized each day before class. Finally one suggested that she would like to have more ideas in theatre techniques.

#### Summary

During the last oral feedback session we had, the participants reiterated their desire to see the TEFL module continue. They felt strongly about its remaining practical in nature and based on a demonstration-practice format. We also spent quite a while talking about the strained relationship between ELO and ICT and the necessity of improving rapport for the benefit of both departments. Last, they expressed a desire to see more continuity between the skills practiced in the module and those used in the classes they observed in the English department.

PART 4

SUGGESTIONS FOR IMPROVEMENT

The following suggestions for improvement are based on feedback given by ICT's who have participated in a TEFL module; John Benson's (1973 MAT candidate) module given in the fall of 1973; and my own personal feelings and observations regarding both John's and my module.

1. Three experienced MAT teachers should coordinate the module and do the observations of peer and practice teaching.
2. The principal coordinator should arrange a session to familiarize the two others, and any interested ICT module participants, with critiquing methods. Reference should be made to Carlos Maeztu's independent professional project and various other critique methods on file in the MAT office.
3. Readings from The Development of Modern Language Skills: Theory to Practice by Kenneth Chastain should be assigned before the module begins so that the participants can get some overall insights into TEFL teaching.
4. Give a demonstration of at least one pattern practice drill and encourage participants to peer-teach the very first session.
5. Plan for three-hour sessions during the course.
6. Include the addition of the cognitive approach to Ray Clark's demonstration as done in John Benson's fall module.
7. Consider basing the course on Assorted Techniques. This was done in the fall TEFL module, giving selected demonstrations and following up the next day with peer-teaching. It seemed effective and was well received by the students.
8. Adapt the reading and writing workshops to include methods of



teaching these skills at all levels, rather than just concentrating on the beginning levels as was done in my course. A possible approach might be to have the ICT teachers analyze texts and materials and explain the various methods used by different texts. I also saw some fine demonstrations in John's course of various exercises for reading and writing. This was another factor which led to my suggesting that three experienced MAT teachers working together are much more efficient than one.

9. Arrange observation of the English classes by having those ICT's interested contact the ELO teacher.
10. Eliminate the objective critique session. Those ICT's interested in observation techniques could attend the session of the three MAT coordinators, suggested in number two.
11. Change the format of the night classes in order to offer the international students something they are not receiving in their regular classes. Some alternatives to consider are:
  - a. Organizing an intercultural workshop for ICT, ISE, and MAT.
  - b. Teaching various "specialized" English classes based on student interest. For example, you could arrange to have a class for those interested in history, agriculture, women's liberation, business terms, etc.
  - c. Organize workshops dealing with specific grammar problems, for example, two-word verbs, gerunds and participles, prepositions, etc. These sessions should be advertised

beforehand so students needing practice in those particular areas can attend.

- d. Give "how to" courses. For example, offer a course on how to develop pictures, make candles, crochet, etc. Although the emphasis here is on the acquisition of a manual skill, students are still using English.
- e. Set up an open corridor ESL workshop as described in John Millet's Independent Professional Project.

PART 5

ADMINISTRATIVE DETAILS

This section deals with the administrative details that are often forgotten in the enthusiasm of planning the module itself. Consideration of these points before the actual commencement of the course will help everything run more smoothly and professionally.

1. Make sure you have a specified block of time allotted to the TEFL module on the ICT calendar. This is extremely important as the ICT's become very involved in their program and forget that the TEFL module requires a lot of time and effort.
2. Prepare mimeographed bibliographies,<sup>18</sup> course objectives, and schedules, to be distributed at the first session.
3. Find two experienced MAT's to help you coordinate the module.
4. Find out if you qualify for work-study funds for teaching the module.
5. Arrange for any special demonstrations you want to have.
6. Arrange for a pre-module session with interested candidates to find out: how many are interested in taking the course; if they have any specific reasons for wanting to take the module; if they have had any previous teaching experience. This session also gives you an opportunity to assign the first two or three chapters of Chastain and distribute a bibliography of suggested readings.
7. Reserve a room for daytime class sessions and night teaching.
8. Advertise night classes and consult Student Activities Chairman to prevent any conflicts in schedule.
9. Supply a list of English department teachers to module

participants so that contacts and arrangements for class observations can be made.

10. Try to contact anyone on your campus that might once have been involved in teaching or participating in an ICT-TEFL module, for example at SIT, David Rein, Jan Gaston, and Karen Blanchard.
11. Consult the file of papers done on the ICT-TEFL module located in the ICT office.

BIBLIOGRAPHY

- Alexander, L.G., Developing Skills, First Things First, Fluency in English, Practice and Progress, London, England, Longman, 1967.  
Sixty Steps to Precise, London, England, Longman, 1962.
- Allen, Edward David, and Rebecca M. Valette, Modern Language Classroom Techniques: A Handbook, New York, NY, Harcourt, Brace, and Jovanovich, 1972.
- Bracy, Maryruth, and Russell N. Campbell, Letters from Roger, Englewood Cliffs, NJ, Prentice-Hall, Inc., 1972.
- Broughton, Geoffrey, Crossword Book, Baltimore, MD, Penguin Books, Inc., 1969.
- Chastain, Kenneth, The Development of Modern Language Skills: Theory to Practice, Philadelphia, PA, The Center for Curriculum Development, Inc., 1971.
- Dykstra, Antonette and Richard Port, Ananse Tales, New York, NY, Columbia Teachers College Press, 1967.
- Finocchiaro, Mary, Selections for Developing English Language Skills, Lavenda, NY, Regents Publishing Co., 1966.
- Frank, Marcella, Modern English Part I and Part II, Englewood Cliffs, NJ, Prentice-Hall, Inc., 1972.
- Franklin, Harry B. and Herbert G. Meikle and Jeris E. Strain, Vocabulary in Context, Ann Arbor, MI, University of Michigan Press, 1970.
- Krohn, Robert, English Sentence Structure, Ann Arbor, MI, University of Michigan Press, 1971.
- Lado, Robert and Charles C. Fries, English Pronunciation Exercises in Sound Segments, Intonation, and Rhythm, Ann Arbor, MI, University of Michigan Press, 1969.
- Praninskas, Jean, Rapid Review of English Grammar for Students of English as a Second Language, Englewood Cliffs, NJ, Prentice-Hall, Inc., 1961.
- Robinson, Lois, Guided Writing and Free Writing, New York, NY, Harper and Row, 1967.

Rutherford, William E., Modern English, New York, NY, Harcourt, Brace, and World, Inc., 1968.

Slager, William R., English for Today, New York, NY, McGraw-Hill Book Co., Inc., 1962.

Stevick, Earl W., Adapting and Writing Language Lessons, Washington, D.C., Foreign Service Institute, 1971.

Wolf, Mary Hunter, and Victor B. Miller, Theatre's Different Demands, Stratford, CT, Center for Theatre Techniques in Education, 1971.

BIBLIOGRAPHY

## UNPUBLISHED MATERIALS

Kahn, Bruce, Word Puzzles for Advanced ESL Students, an Independent Professional Project submitted to the MAT program, at the School for International Training, Brattleboro, VT.

Maeztu, Carlos, Supervision of MAT Practice Teaching: Individualized Supervision, an Independent Professional Project submitted to the MAT program, at the School for International Training, Brattleboro, VT.

Millet, John B., An Open Corridor ESL Workshop, an Independent Professional Project submitted to the MAT program, at the School for International Training, Brattleboro, VT.

\_\_\_\_\_, Assorted Techniques, description of various language teaching methods, compiled at the School for International Training.

\_\_\_\_\_, Peace Corps TEFL Theory, compiled for West Africa TEFL Teacher Training Program, St. Thomas, Virgin Islands, 1972, Jill Izett, coordinator.



APPENDIX

## POSSIBLE STEPS FOR TEACHING MINIMAL PAIRS

## I. Recognition -- developing the ability to hear the difference

between the sounds.

## A. Listening

Method: Teacher says the sounds to the class.

Ex. bat vat

bet vet

## B. Testing

Method: The teacher says pairs of words and asks the students if the initial sound is the same or different.

Ex. Teacher: bet bet

Class: Same

Teacher: bet vet

Class: Different

## C. Description and further testing

Method: Teacher demonstrates the difference and explains how the sound is made. Teacher writes symbols for sounds on the blackboard and assigns numbers to sounds.

Ex. 1 2

/v/ /b/

Then the teacher gives a word and asks students what column it would go in, or the teacher reads three and asks students to identify which ones are the same, and which ones are different.

Ex. Teacher: bet vet vet

Class: 2 and 3 are the same.

II. Production -- developing the ability to produce the sound.

A. Mimicry or imitation

Method: Students repeat after the teacher.

B. Students give contrasting sound

Method: Teacher: bet

Class: vet

C. Teacher then can write words on the board and students merely reproduce them from visual cues alone.

III. Meaningful use -- up to this point students' production of the sounds has been mechanical. Now, concentrating on the same sounds, students will be asked to use them in sentences.

- A. Method: Using pictures, teacher can ask very simple questions, for example, "What's this?" The student can then give the appropriate response, "It's a bat" or "It's a vat."

## PEACE CORPS TEFL THEORY FROM VIRGIN ISLAND TRAINING PROGRAM 1972

"Good morning, class. It is time for our pronunciation lesson. Remember, pronunciation is a very difficult thing. I have noticed that most of you do very bad things with English words. You must realize in the word "pitch" the /i/ is not /i:/. Both of these sounds are made with minimum audible friction. But in /i/ the tongue is not as tense as it is in /i:/. Now repeat after me, /i,i,e,i,i,i,e/. And do not be tense! Now we will take five minutes to practice the /s,sh/ and five minutes more for the contrast between /i/ and /i:/."

It would be interesting to test a number of students who had been taught pronunciation in this way. If rules of learning have any validity, students taught with such lessons would make very little progress during a semester. One often hears teachers say at the end of the semester "I worked on pronunciation every day but the students did not pick it up." If the work was similar to this brief lesson one does not have to look far for the reasons why they "did not pick it up."

The following are some questions for discussion if the participants cannot identify what is wrong with the lesson:

1. What does "minimum audible friction" mean to a student that has not studied linguistics?
2. Do you think it is effective to teach sounds in isolation?
3. "It is time for our pronunciation lesson," indicates that pronunciation only takes place at one point in the lesson. Do you agree with this?
4. How does a sentence such as "Remember, pronunciation is a very difficult thing" affect the attitude of students?

## ELIZABETH TANNENBAUM'S DEMONSTRATION

## PRONUNCIATION LESSON

I. Rationale for pronunciation lessons.

II. Brief definition of minimal pair drill.

III Demonstration:

A. Teacher shows 2 pictures:

T: "Please repeat: 'This is a ship. This is a sheep.'"

SS: Students repeat.

B. Teacher writes on board:

1	2
sheep	ship
leave	live
beat	bit
leaps	lips

C. Teacher reads down column one and column two and then across columns. Students repeat after teacher.

D. Teacher: "Close your eyes. Raise one finger if you hear a sound from column one. Raise two fingers if you hear a sound from column two."

Teacher: "ship" (Students raise two fingers)

"leaps" (Students raise one finger)

E. Teacher: "I'll say three words. Tell me which are the same."

T: ship, ship, sheep

S1: one and two

T: leap, lip, leap

S2: one and three.

F. Teacher: "I'll say three sentences. Tell me which are the same."

Teacher: "It's a sheep. It's a ship. It's a ship."

S3: Two and three.

T: "He's going to live. He's going to live. He's going to leave."

S4: One and two.

G. Teacher shows pictures: ship, sheep, man beating dog, man biting dog, man leaping, and lips. The students repeat model sentences after the teacher.

H. The teacher asks questions while showing appropriate pictures. For example, while showing a picture of a man biting a dog, she might ask: "What's he doing?"

I. Discussion of pronunciation lesson.

AUTHENTIC ERRORS

Why do students make these mistakes?

1. I must to see Tom at two o'clock.
2. We're going to make a party Friday night.
3. That depend of the situation.
4. I don't know really what is that.
5. My father did me good advises.
6. We paid a dime for use the elevator.
7. Another thing very interesting was visiting the wax museum.
8. They want that I spend a good time.
9. How many differents kinds did you buy?
10. We must take the test?
11. We went to downtown yesterday night.
12. The life is sometimes very difficult.
13. I'm very interesting of to go to others countries.
14. How long are you live in this city?
15. Many people don't use to take a shower all the days.
16. I'll like go to movie this Saturday.
17. He finished to work at 8 o'clock.
18. Will you please explain me something?

From dialog: "Peter has milk for breakfast."

Repetition drill

Teacher:

Peter has milk for breakfast.  
I have coffee for breakfast.  
They eat fruit for breakfast.  
You want toast for breakfast.  
The girls drink juice for breakfast.  
We have eggs for breakfast.  
She wants tea for breakfast.

Student:

Peter has milk for breakfast.  
I have coffee for breakfast.  
They eat fruit for breakfast.  
You want toast for breakfast.  
The girls drink juice for breakfast.  
We have eggs for breakfast.  
She wants tea for breakfast.

Single-item substitution drill

Peter has milk for breakfast.  
..... coffee .....  
..... fruit .....  
..... toast .....  
..... juice .....  
..... eggs .....  
..... tea .....

Peter has milk for breakfast.  
Peter has coffee for breakfast.  
Peter has fruit for breakfast.  
Peter has toast for breakfast.  
Peter has juice for breakfast.  
Peter has eggs for breakfast.  
Peter has tea for breakfast.

Double-item substitution drill

Peter has milk for breakfast.  
..... coffee .....  
..... drinks .....  
..... juice .....  
..... wants .....  
..... toast .....  
..... eats .....  
..... eggs .....  
..... has .....  
..... milk .....

Peter has milk for breakfast.  
Peter has coffee for breakfast.  
Peter drinks coffee for breakfast.  
Peter drinks juice for breakfast.  
Peter wants juice for breakfast.  
Peter wants toast for breakfast.  
Peter eats toast for breakfast.  
Peter eats eggs for breakfast.  
Peter has eggs for breakfast.  
Peter has milk for breakfast.

Transformation Drill

Peter has milk for breakfast.  
I have coffee for breakfast.  
They eat fruit for dessert.  
The girls drink juice a lot.  
We have eggs in the morning.

Peter had milk for breakfast.  
I had coffee for breakfast.  
They ate fruit for dessert.  
The girls drank juice a lot.  
We had eggs in the morning.

Person-number Substitution drill (for verbs)

Peter has milk for breakfast.  
I .....

Peter had milk for breakfast.  
I have milk for breakfast.



She .....	She has milk for breakfast.
We .....	We have milk for breakfast.
You and Ken .....	You and Ken have milk for breakfast.
He .....	He has milk for breakfast.

Cue-Response Drill

Peter has milk for breakfast.	And so do we.
He had coffee for lunch.	And so do we.
They'll eat toast with jam.	And so will we.
She's having tea this morning.	And so are we.

German Dialog

Bill Dant

Fritz: Guten Tag, Hans. Wie geht's?

Hans: Danke, gut, und dir?

Fritz: Gut, danke. Weißt du schon, daß ich morgen nach  
Deutschland fahre?

Hans: Wirklich? Wohin fährst du denn in Deutschland?

Fritz: Ich fahre nach Lübecke.

Spanish Dialog

Bill Harshbarger

A: ¡Caramba! Ya voy a llegar.

B: ¿Por qué está usted tan contento?

A: Porque es mi primer viaje a México.

B: Ya veo. ¿Adonde va usted?

A: Voy a vivir con la familia Martínez.

Things to keep in mind when presenting new VOCABULARY

A. Processes of inferential teaching:

a. Association	Examples: Model Sentences
b. Contrast	<u>b.</u> 1. That girl isn't happy; she's <u>sad</u> .
c. Location (where)	
d. Situation	<u>f. d.</u> 2. Someone who receives bad news is <u>sad</u> .
e. Condition (if)	
f. Example	<u>f.</u> 3. <u>Babbitt</u> is a <u>novel</u> by Lewis.
	<u>d. f. a.</u> 4. To stop the car, he puts his foot on the <u>brake</u> .

B. Use of Visuals

1. Labeling objects in class.
2. Use of magazine pictures.
3. Use of props; for example, bowl of plastic fruit to teach fruit.
4. Slides. These are especially helpful to convey cultural differences: casa vs. house vs. maison.
5. Gestures.
6. Use of color code to teach gender of nouns. Choose a color to represent each gender: green-neuter; black-man; red-woman. When you have a masculine visual aid you put it on black paper.
7. Use of categories; for example, to teach the word "boisson" in French you state: "Le whisky est une boisson, le coca est une

boisson, et la biere est une boisson."

C. Content vs. Function Words

1. "When they boinged they were not really in a boingy boing; they were rather in a boing boing."
2. "All that coruscates with effulgence is not ipso facto aurous."

A study of the two sentences above can help initiate a lively discussion. These questions might aid in that discussion: Is it ever appropriate to give word equivalents in the mother tongue? What can you determine from sentence one even though you may not understand it? Can you sometimes determine the meaning of a content word from the rest of the sentence?

QUESTION FORMS

One day an American tourist entered a shop. He was wearing colorful plaid shorts, a wild orange shirt, and some tennis shoes. He also had a big camera dangling around his neck.

	Yes - No	Either - Or	Question Words
CONTENT	Is the tourist an American?		
INFERENCE		Was the weather warm or cold?	
"LIFE" (students' experiences)			When do you wear tennis shoes?

Why would a teacher want to be aware of and use all the question forms?

## Lesson Plan for Vocabulary Presentation

- Goal:
1. Present three words in French: cheval, habiter, ferme.
  2. Show various ways of presenting new vocabulary: visual aid, picture on blackboard, and association.
  3. Test students to see if they can determine from a model sentence how different vocabulary words have been taught.
  4. Fill in question grid and discuss its utility in the class.<sup>8</sup>
  5. Discuss content vs. function words.

Lesson plan to achieve goal number one.

Teacher: Voici est Charlie Cheval.  
(shows picture of C.C.)

Qui est-ce?

Comment est-ce qu'il s'appelle?

Est-ce que C. est un homme ou un  
animal?

Voici une ferme.  
(shows picture of farm drawn  
on blackboard)

Qu'est-ce que c'est?

Où est Charlie?

C.C. est dans une ferme.

Qui habite dans une ferme?

C.C. habite dans une ferme.

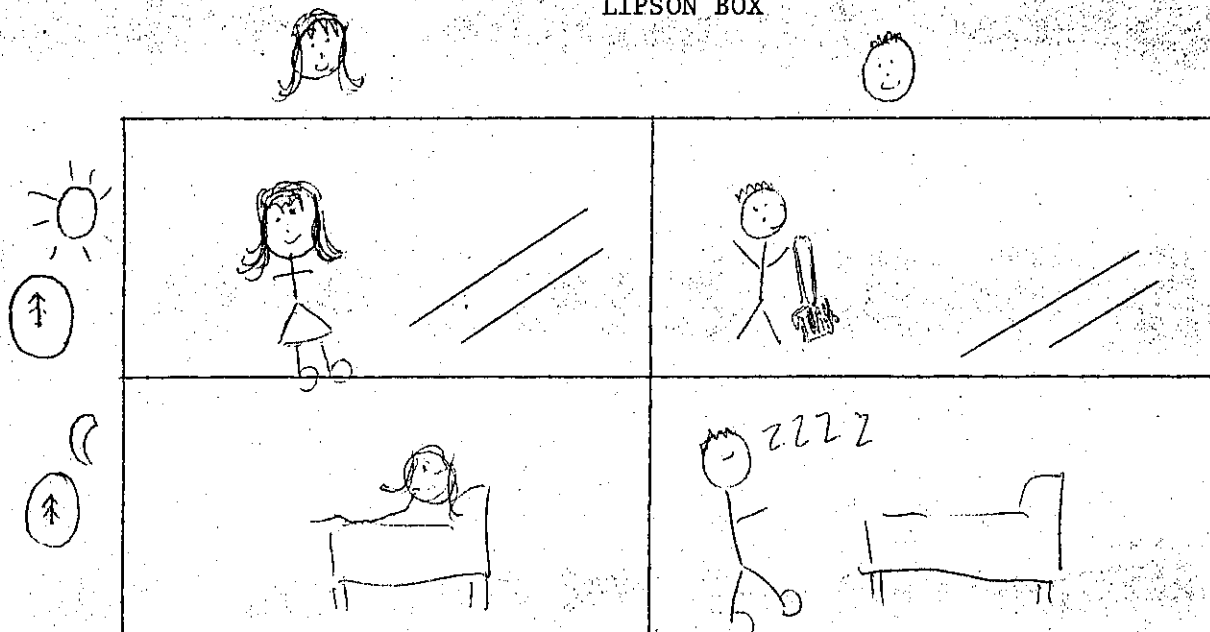
Quels animaux habitent dans  
une ferme?

Est-ce qu'il y a beaucoup de  
fermes dans le Vermont?

Où est-ce que tu habites?

Written consolidation of the lesson.

LIPSON BOX



I. Think up:

a. 2 people: Sam the sweeper/sleepwalker

Peggy the prostitute

b. 2 places: in the bedroom

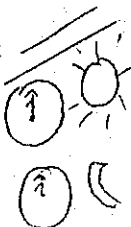
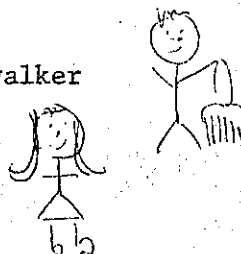
in the street

c. 2 times: 12:00 noon

12:00 midnight

d. 2 actions: work

walks



II. Introduce any new vocabulary with use of visual aids or even translation if necessary.

III. Begin by asking students simple questions: Who works at noon? Who works at midnight? Who works in the street? Who works in the bedroom?

IV. Continue by asking more difficult questions: What does Peggy do at noon? What does Sam do in the bedroom? Who sleeps at midnight?

V. Have students ask who, what, where, and when questions to each other.



AIRPORT

The following is taken from Theatre's Different Demands by Mary Wolf and Victor B. Miller.

"A landing strip is made by placing two lines of chairs back to back about four feet apart. A good length for the runway is twelve feet. The space between the chairs is then strewn with objects: books, shoes, etc. One student is blindfolded: he is the pilot who is trying to land his plane on a foggy night on a runway which is strewn with wrecks, potholes, etc. His radio transmitter is dead; he can hear the control tower but cannot speak. Another student becomes the control tower, and chooses one location from which to give directions during the landing. The pilot is placed at the end of the runway, his object is to get from there, through the twelve feet of littered runway without touching any of the objects, including the chairs, along the way. Any touch is a crash and a new pilot and control tower try their hand at it."

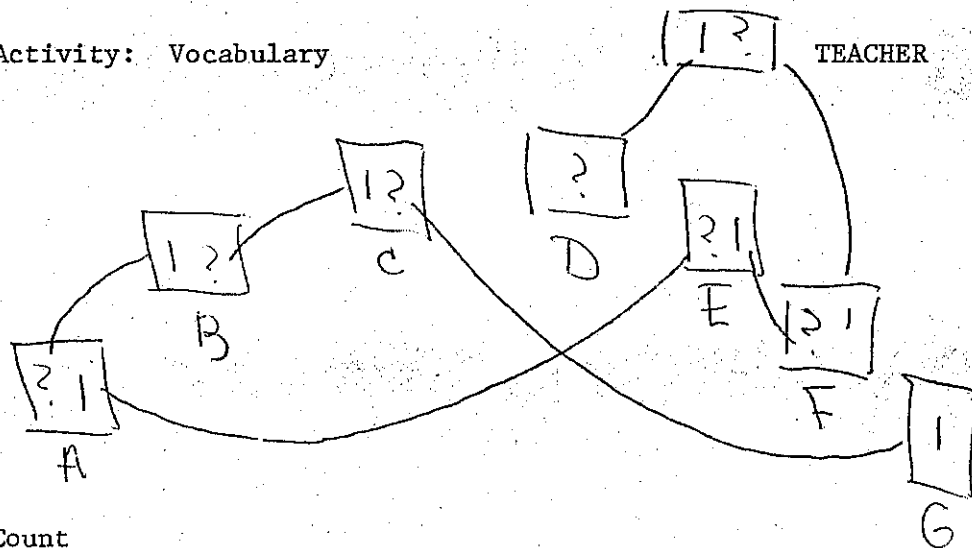
Variation: Have two pilots and two control towers with one pilot starting at each end of the runway and passing in the middle.



Variation: The technique of doing orchestrations can also become more elaborate showing student-teacher and student-student interactions.

Time: 10:40-10:45

Activity: Vocabulary



#### Time Count

Purpose: The purpose of this technique is to tell what percentage of class time the teacher is speaking and what percentage of class time the students are talking. The various symbols below are also helpful in indicating: what mistakes go uncorrected; who corrects mistakes; and whether activities are teacher or student oriented.

- Procedure:
1. Decide on a set of symbols before class.
  2. Choose a five-minute time segment and write down the time.
  3. Write down the activity the teacher is doing at the time.
  4. Plot the questions and responses. (See chart.)

5. Show chart to teacher after class and let him draw his own conclusions.

Symbols: ? Question                      R Sentence repeated  
 / Correct Answer                      CH Choral response  
 x Incorrect Answer                      M Model sentence  
 c Cue                      Student corrected his mistake

Model:

Time: 9:00-9:05

Activity: Review of previous lesson

T: ?                      R    C                      c

S:    x    /    R    R                      /    R    R                      /    R

S: ?    R                      ?

x    /    /                      /    ?

Conclusions:

The chart above indicates that there is a good per cent of student participation and that there was only one error that went uncorrected.

Note:

When using either the orchestration or time count, remember that they are valid only if several are done during an hour.

## PEACE CORPS TEFL THEORY FROM VIRGIN ISLAND TRAINING PROGRAM

## Reading Workshop

## Text 1

## The Scripture Lesson

Mr. Okehi called on Bassey the class monitor to collect the home-work while he fondly patted the bundle of canes which the monitor had laid neatly at the bottom right-hand corner of his table. To Mr. Okehi, the cane was a very important part of the teaching method. He believed that it was responsible for the girl's punctuality, that it ensured that pupils did their homework, and that it helped them to think clearly during lessons. Bassey dutifully collected the open exercise-books one on top of the other, and laid them on the teacher's table. The home-work was Arithmetic, but happily for Abigail and her girl friends, and also for most of the boys, their teacher had rearranged his time-table so that Arithmetic was the third lesson instead of the first as in most other classes.

In place of Arithmetic Mr. Okehi had introduced Scripture. It was a relief to most pupils. Scripture usually only involved the reading aloud of one Bible story or the other. Everyone took part in the reading. The verses were read out in sequence until the end of the story, each pupil standing up in turn to read his verse. There was usually no caning unless an unfortunate pupil came across an unpronounceable name such as Nebuchadnezzar or Jehoshaphat. In the event of such a mishap, Mr. Okehi was kind enough to allow the pupil three attempts. If he failed after that, he got the cane.

But he had other ways of making his pupils earn the cane. If the reading of the Bible story was easy, he asked very difficult questions afterwards. The class was reading stories from the old Testament that term, but when Mr. Okehi chose to be difficult, he picked his questions from the New Testament. Among his pet questions were listing the twelve disciples and naming the apostles in their order of conversion.

Anezi Okoro, The Village School

## PEACE CORPS TEFL THEORY FROM VIRGIN ISLAND TRAINING PROGRAM

## Reading Workshop

## Test 2

## The New Arithmetic Teacher

Mr. Mozie went quickly through the home-work, and returned the exercise-books to the pupils. He then asked those who had all four correct to put up their hands. He congratulated the two or three who did so. Next he asked for those with three, then two and then one correct, making encouraging remarks to each group. Finally he asked for the Dorcas group those who had none correct. They too put up their hands. Mr. Mozie went on to solve the problems one after another on the blackboard, encouraging the pupils to ask questions about anything they did not understand. He gave them reasons for every step in the working-out of the answers, and asked them to correct the numbers they got wrong and to submit the corrected work to their class teacher.

After that, he awakened their interest by taking them rapidly through the multiplication tables from two to twelve, even though he realized that this was too elementary. They relished it nevertheless. It gave even the dullest and the most timid among them some confidence.

When Mr. Mozie came to the lesson for the day, he was so methodical and gentle about it that even Dorcas and Frederick seemed to follow what was happening. Frederick took his hand off his ear, and that was a good enough sign. He went through a few exercises with them on the board, making sure that they understood the reason for each step. He asked a few of the pupils to solve some of the problems themselves on the board. He then set one on the board for all of them to work out on their own. Almost everyone got it correct.

When the hand-bell went for recess, the children would very willingly have spent more time doing Arithmetic; but Mr. Mozie gave them marching orders, "Put away your books. Tidy your desks. Run away as far as possible from the classroom, and get some fresh air."

Anezi Okoro, The Village School

## PEACE CORPS TEFL THEORY FROM VIRGIN ISLAND TRAINING PROGRAM 1972

## WORKSHOP: Analysis of Reading Passages

Objective: identify reading skills  
 order of difficulty  
 \*ultimately the T determines his goals, and then selects  
 passage

I. The Scripture Lesson

Para. 1 - What is the topic sentence?

How many times is cane repeated or referred to?

Para. 2 - What example is there of caning in this paragraph?

Para. 3 - How does the paragraph support the first sentence?

General mood: Para. 2 l. 21-23 ("kind enough to ...") }  
 Para. 3 l. 24 ("earn the cane") } sarcasm

Is the title ironic?

Is there a more appropriate title?

\* Skills needed: main idea  
 supporting details  
 reading to find mood of characters (narrator ironic?  
 sarcastic?)

II. The New Arithmetic Teacher

The New Arithmetic Teacher (does this imply he'll change as he gets  
 older?)

Character

Para. 1 - What did Mr. Mozie do to encourage the students? (3 things)

Para. 2 - What teaching principles does he follow, according to  
 para. 2 (interest-confidence)

Para. 3 - What are the signs that the lesson was well taught?

1. Dorcas and Frederick seemed to follow

2. Frederick took hand off ear

3. Almost everyone got it correct

Sequence

Para. 1 - What words show what he did 1st, 2nd, 3rd (then, Next,  
 Finally, he went on ...)

What part of the math lesson is covered in para. 1  
 (correcting homework); para. 2 (review); para. 3 (new  
 material); para. 4 (break)

1. Compare Mr. Okehi (Scriptures) and Mr. Mozie (Math)
2. Skills needed: sequence (guide words), character, compare and contrast



## PEACE CORPS TEFL THEORY VIRGIN ISLAND TRAINING PROGRAM 1972

## Reading Workshop

## Read and Look-up Technique

The following steps might be employed to introduce "read and look up"

1. The teacher demonstrates the method by asking the students to keep their books closed and look at the teacher. As they are staring at you, you look in your book, read a sense group silently and look up and say the sense group to the class. Your goal is to keep your eyes on the eyes of the class most of the time and give the quickest looks at the reading passage.
2. The teacher should spend some time explaining the rationale of the method. The rationale should be explained not only the first time the method is used, but periodically.
3. In beginning lessons, one might write a few sentences from the text on the blackboard and ask students to suggest breaks in the passage. In the sentence "The old man went to the bank to check on the arrival of his check.", a number of divisions are possible.
4. After a few sentences are practiced from the blackboard, students can mark some sense groups in their books.
5. When students have their books marked, the next step might be choral reading. When you say "read" the class should read to the first arrow silently. When you say "look up", they should look up at you and, upon signal pronounce orally the sense group they have just read silently.
6. After some choral practice, individual reading is needed. The instructions remain the same.

As a variation one might read the same paragraph in a given paragraph twice and then erase half of the sense group marks.

A second variation requires the duplication of a passage that has been practiced with the addition of nonsense words:

The old man chalk went to the bank elephant to check on the tiger arrival of his check lion.

Students are asked to cross out the nonsense words in a given time period. Or they are asked to read the passage, using read and look up, without the nonsense words. This technique has been used as a reading comprehension test: it is referred to as the "clozure technique".

If students cross out certain words that should remain in a given passage, the teacher has a picture of the types of vocabulary items that are giving difficulty.

If students cross out crucial function words, the teacher has an idea of the function words that need further work.

## PEACE CORPS TEFL THEORY VIRGIN ISLAND TRAINING PROGRAM 1972

Below is a sample exercise in controlled composition utilizing the four stages mentioned above.

STAGE ONE

A Day in

Cotonou  
Niamey  
Lome

Not long ago Once I A few years ago,	went  took a trip	by myself with my father with my brother
--	-------------------------	--

to Cotonou. Niamey. Lome	There I saw	many a few two or three a crowd of
-----------------------------------	-------------	---

travellers priests students	in the train station. at the University. in the Cathedral. in the Mosque.	There were also
-----------------------------------	--	-----------------

women with sticks fruit vendors children men carrying meat	playing walking talking	nearby in the streets. across the market place. by the gates.
---	-------------------------------	--

It was a	hot day market day. rainy morning. pleasant afternoon.	I was	surprised happy excited
----------	---	-------	-------------------------------

to see	so many people such fine buildings such a town	that day.
--------	--	-----------

I shall remember	Cotonou Niamey Lome	for a long time. all my life. until my next visit.
I	would would not	like to go back soon.

STAGE TWO

A _____ in	Abidjan
------------	---------

Not _____ ago, A few _____ ago,	I	went took a _____	by _____ with my father with my _____
------------------------------------	---	----------------------	---

to _____ Ouagadougou. _____
-----------------------------------

There I saw	Many a _____ two or _____ a _____
-------------	--

travellers students	in the train- _____ at _____ in the _____
------------------------	---

They were
-----------

_____ the town. _____
on a _____
having a _____

There _____ also
------------------

_____ with sticks _____ vendors men _____	_____ playing	nearby. in the _____. across the _____. by the _____.
---	---------------	--

It was a _____ hot day. _____ day. _____ morning. cool _____.
--

I was _____ surprised _____ happy
--------------------------------------

to see _____ people such _____ buildings that day. _____ town
---

I shall _____
---------------

Abidjan _____ for _____ _____ all my life. _____ until my _____.
--

I would _____
---------------

like to go back _____.
------------------------

STAGE THREE

\_\_\_\_\_, I \_\_\_\_\_ with my \_\_\_\_\_ to \_\_\_\_\_.

There I saw \_\_\_\_\_ s in the \_\_\_\_\_.

They were \_\_\_\_\_, There were also \_\_\_\_\_  
\_\_\_\_\_ ing \_\_\_\_\_. It was a \_\_\_\_\_.

I was \_\_\_\_\_ to see \_\_\_\_\_ that day. I shall remember

\_\_\_\_\_ all my \_\_\_\_\_. I \_\_\_\_\_

like to go back soon.

STAGE FOUR

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?
- c. What were the people doing?
- d. What else did you see?  
What were these people doing?  
Where were they?
- e. What kind of day was it?
- f. How did you feel?  
What did you notice especially?
- g. What city will you remember?  
How long will you remember it?
- h. Would you like to go back soon?

## Cues:

- Not long ago? a few years ago?  
by yourself? with someone else?  
Yaconde? somewhere else?
- travellers? students? how many?  
At the university? some place else?
- visiting, praying? something else?
- women? vendors? someone else?  
playing? walking? talking?  
nearby? across the market place?  
somewhere else?
- hot? was it morning? afternoon?
- surprised? happy?  
the town? the buildings?
- Bouake? someplace else?  
for a long time? for the rest of your  
life?

Another Approach to Controlled Writing: Situational Reinforcement  
(excerpted from Situational Reinforcement -- Orientation in American English, Institute of Modern Languages, Inc., Washington, D.C.)

Situational Reinforcement is an approach to language learning in which language is made meaningful by using and practicing it in situations which the students can understand without difficulty. One of the assumptions about language on which SR is based is that it is a system for creating and understanding completely new utterances. Thus, this step in writing extends beyond the goals of dictations or controlled writing.

Writing-Grammar Exercises

## I. Example:

Teacher: If my alarm had failed to go off this morning ....  
If my alarm had failed to go off this morning, I would  
have been late.

Teacher: If the toast had burned ....

Student: If the toast had burned, I would have been angry.

Teacher: If the coffee had boiled over ....

Student: If the coffee had boiled over, I would have been in trouble.

## II. Directions: Complete the following partial statements either with the suggestions in parentheses or with ideas of your own

Example: If I had had more time over the weekend, (see the new exhibition at the museum).

If I had had more time over the weekend, I would have seen the new exhibition at the museum.

1. If I had had more time on Monday, (spend seven hours studying).
2. If I had had more time on Tuesday, (have lunch with a friend downtown).