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English Language Teaching Using the Whole Student Philosophy

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English Language Teaching Using the Whole Student Philosophy

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Abstract

Education in Kuwait is centered on rote learning methodology. Historically, the Kuwait educational system was created to mimic the Egyptian rote learning systems that date back to Pharaonic times. Furthermore, Kuwaiti educators are convinced that rote learning is the optimal form of education. In this paper, I will attempt to prove that this method is unsuccessful, and that educators, within their classroom and lesson planning, should adapt their teaching strategies to the adoption of the whole language philosophy.

The major limitation of this research is that the observer is also participant. However, the fact that the observer is fully trained and cognizant of the methodology and procedure and will be referencing parts of the methodology within the paper in addition to applying other techniques in her lesson plans should be of assistance in overcoming this limitation.

The whole student methodological construct of this research is a structured observation instrument based on definitions and theories as defined in Yvonne and David Freeman's (1992) book *Whole Language for Second Language Learners*. The Freemans are professors in the Division of Language, Literacy and Culture from the graduate school at Fresno Pacific College. They have an intensive background in applying this philosophy and assisting in the training of teachers to improve their classroom learning environment. This research will be limited to high school students in Kuwait, at the International Academy of Kuwait, in Maidan-Hawaly, Kuwait. These students are from a mixture of Arabic heritages, mostly Kuwaiti, Lebanese, Egyptian and Syrian. The students whom I have applied these various methods on are in grades 9-12th.

The whole language philosophy has been discussed in countless research mediums. This paper will explore Yvonne and David Freeman's (1992) investigation of whole language usage for second language learners and their multiple application aspects that outline the scope of this philosophy. This information will likely impact my future teaching practices and increase the learning abilities of my students.

Educational Resources Information Center Descriptors

English (Second Language)

Writing Skills

Second Language Learning

Creative Teaching

Class Activities

Teaching Methods

Standardized Tests

Cultural Context

Rote Learning

Whole Language

INTRODUCTION

Within the past two years of teaching in Kuwait, I have come to the understanding that the rote learning methodology is being overly applied in every facet of learning. I experienced this in my last teaching context where students were only taught to memorize copy and repeat only that which they had memorized for a test. *The Webster's Encyclopedic Dictionary* (1996) defines rote as, "routine, fixed, habitual or mechanical course of procedure." Rote methods are routinely used when quick memorization is required, such as learning one's lines in a play or memorizing a telephone number. According to Jill Bartoli (1989), a researcher and professor at Elizabethtown College in Pennsylvania, in "An Ecological Response to Cole's Interactivity Alternative," "Today's public scholars look down on rote learning and consider it akin to child abuse. Today this form of learning is considered to be out of style, ghastly boring and even mindless. Having to spend long periods of time on repetitive tasks is a sign that learning is not taking place- this is not a productive learning situation."(p.26)

Another professor, Norman Fewell, who taught English in Japan, published an abstract entitled "An Investigation of Attitudes and Motivation of College EFL Students in a Japanese University." Throughout his research, he contends that rote learning is not effective in improving the language abilities of the students. He includes his observations and final analysis from his extensive teaching practice in Japan and has written many articles on the same subject. In one of his articles, "Language Learning Strategies and English Language Proficiency: an investigation of Japanese EFL University Students" (2010), he states that:

Educators should avoid encouraging dependency on rote learning for its short-term effectiveness in test preparation. Instead, consideration for long-term goals of the language learner should be the primary objective and providing language learners with the information about the variety of helpful LLS (language learning strategy) is vital for fulfilling the ultimate objective of improved TL (target language) proficiency.(p.16)

In other words, memorization is not adequate for long term language proficiency and understanding. Memorization alone does not provide students with the proper skills needed to be able to produce an adequate level of language fluency. Students are only memorizing information, but if they are not able to produce language in an original way, which shows their understanding of it is deficient. Thus they have not really learned the core aspects of the language. Fewell (2010), further states that "... many of the top proficient English learners have dismissed rote learning as an ineffective LLS, and (sic) began searching for other more productive LLS at an earlier stage of language learning,(sic) in time these learners were more likely to find, adopt, and refine suitable LLS alternatives." (pg.17) In essence, he asserts that context clues cannot be memorized; they have to be applied. Essentially the development of reading comprehension skills cannot be applied through rote learning. Students have to demonstrate that they have understood the text by being able to identify key information that illustrates their ability to read and comprehend in the second language. Also, students cannot memorize the method to writing an essay, because if asked on an exam to write about a topic that they have not memorized, they will not be able to produce original writing.

In Kuwait, rote methods are often used to memorize grammar rules, answers to reading comprehension questions and vocabulary words. I have utilized this method in my previous school since the owner of the school insisted that it was the only way that students could learn.

However, the end result was that when students only memorized the material; they were not able to produce original ideas and thought in their essay writing. For example, in my previous school, students would memorize a topic for a specific essay and how to respond to it. Therefore, when a new question was asked for them to respond to on an exam, they became lost and was not able to produce the expected results. I believe that if students were taught the method of properly responding to an essay question, they would be able to apply this skill towards any test question, regardless of the topic.

In Kuwait, greater understanding of the material would be achieved if students were able to transfer these grammar rules through exercises that fit the rules rather than through rote memorization of the grammar. Students should be able to demonstrate the ability to apply the vocabulary words, produce sentences and use them in other subjects, rather than just memorizing definitions. The whole student philosophy, as outlined by the Freemans (2010), recommends that students should be able to produce language themselves rather than just to memorize answers for a test. In addition, students who learn with understanding are more proficient at transferring their knowledge to tasks requiring problem-solving with greater success than those who learn only by rote. The learning needs of my students suggest that they need to be taught and exposed to a variety of learning styles and methods to ensure their success. This is the intended direction of my research to prove that this theory would work better for the learning needs of the students in Kuwait.

Kuwaiti students are not retaining the necessary skills needed to be able to produce original thought and ideas that allow them to be successful and competitive in international institutions.

After reading and carefully analyzing the Common Assessment Tests that the students were given in the beginning of the school year, I became concerned about their ability to produce ideas and expand on them. When I read their essay exams, many of the students in my year 11 1st Language class were able to show that they had ideas, but they did not know how to develop them. As an American native speaker, I have tried to implement a variety of techniques into language learning that can help students increase their critical thinking skills. One of the areas to be explored in this paper is the application of the whole language philosophy. The whole language philosophy can be utilized to aid English language teachers generate a competent student that can critically think, analyze and produce language through the process of original thought. In order for this philosophy to be successfully implemented into the classroom, there are criteria that need to be applied.

In *Whole Language for Second Language Learners* (1992), written by Yvonne Freeman and David Freeman, they quote Stephen Krashen a professor from the University of Southern California, who has written books on Second Language Acquisition. In his article entitled “The Natural Approach: Language Acquisition in the Classroom” Krashen writes, “people acquire language in natural settings outside of school and they learn language in schools when instruction is sequenced and there is practice and correction.”(as quoted in Freeman,1992,p.13) Krashen also stresses, “... that classrooms need to be environments where students use language for authentic purposes rather than focus on language and teaching grammar directly.”(p.13). In essence, in a whole language environment, learning has a direct relationship to the student’s needs and interests. The Freemans (1992) outline some of the aspects of whole language

principles, which are: learning proceeds from whole to part; lessons should be learning centered; learning takes place as groups engage in meaningful social interaction; and lessons should have clear objectives that are measurable and define the purpose of the learning. They also argue that lessons should be task based and assessment techniques should be differentiated so that teachers can be aware of their students' learning abilities.

Utilizing knowledge gained from the above researchers and other researchers of the whole language philosophy, this paper will attempt to define the whole language philosophy and the techniques that can be used to transform a classroom in Kuwait into an ideal language learning environment. This paper will explore a variety of techniques that can be easily applied in the classroom. Some of these techniques include restructuring a lesson plan so that it proceeds from whole to part, demonstrating the way that language is learned in the classroom so that it can be connected to what the students access in the real world, investigating the concept of creating an interactive lesson that covers written, oral and aural language skills, examining the purpose of group work and collaborative learning, and incorporating the cultural aspect to increase overall success in language acquisition.

The Multiple Aspects to Whole Language

What is Whole Language?

According to an article written by Dr. Monica Bomengen (2010), a professor who currently teaches in a community college in Atlanta, in “Whole Language High Jinks: How to Tell When Scientifically-Based Reading Instruction Isn't”, Bomengen (2010), defines whole language learning to be:

The philosophy of whole language is complex and draws from education, linguistics, psychology, sociology, and anthropology. Whole language is a constructivist approach to education; constructivist teachers emphasize that students create (construct) their own knowledge from what they encounter. Using a holistic approach to teaching, constructivist teachers do not believe that students learn effectively by analyzing small chunks of a system, such as learning the letters of the alphabet in order to learn language. Constructivist instructors see learning as a cognitive experience unique to each learner's own perspective and prior knowledge, which forms the framework for new knowledge.” (p.6)

In essence, whole language philosophers believe that the language that students learn in the English classroom can and should be extended to other school based subjects. Students should be able to holistically utilize the same vocabulary words that they use in the classroom with their other subjects. Bomengen, (2010) also emphasizes the idea that language should be connected to what the students already know and their background knowledge of the world around them. In order for the whole language philosophy to be successfully implemented in the classroom, the method used must involve a variety of principles whose application creates a learner centered environment that allows the student to connect language to the real world. Some of these principles are defined in the following way: learning proceeds from whole to part; lessons should be learner centered because learning is the active construction of knowledge by the student;

lessons should have meaning and purpose for students in the present; learning takes place as groups engage in meaningful social interaction and in a second language environment; and oral and written language should be acquired simultaneously. When a teacher incorporates these principles, as defined above, into a classroom setting, the language of the students becomes more enhanced because it allows them to connect language to what they already know. The success factor of the students' learning becomes heightened, because students are able to identify language with real concepts, rather than just memorizing grammar rules and blindly applying them.

Why Lessons Should Proceed From Whole to Part. Krashen's (1992), theory behind whole to part lesson planning was explained in the same article cited above in the Freeman's book in which he states that "Students need to see the big picture first. They develop concepts by beginning with general ideas and then filling in the specific details. Organizing a curriculum around themes helps teachers move from whole to part. Second Language learners need to know where they are going as they learn their new language.(as quoted in Freeman, 1992,p.17) In essence, Krashen (1992), is implying that whole to part thematic based lesson plans allow students to see the steps that are involved in the greater outcome of the characteristics that entails a successful lesson. If a teacher plans a lesson around a theme, the teacher can easily design the lesson with a variety of experiential learning activities that allow the students to become engaged and involved in the learning process. This also allows the teacher, within one lesson, to divide the activities according to beginner, middle and advanced or level one, two and three. Without embarrassing the students and separating the lower level of students from the rest of the class, a

teacher can put three different activities on the board, centered on the same lesson. The teacher can then explain that beginner students should be able to complete the first activity in a certain period of time before they go on to the next activity. When the teacher continues to create a learning environment where the students are able to know their level, this helps the teacher to create differentiated learning activities that will help the weaker students and challenge the more advanced students. This also helps the teacher to be able to divide the lesson plan activities into levels so that the students' levels can be assessed based upon their ability to complete a task within a certain time frame. For example, if a teacher was to have a thematic lesson on shopping, the teacher could create a lesson plan with vocabulary words related to shopping. Students could practice their conversation by using the new vocabulary words through role playing a typical grocery store scenario. Also the teacher could have a lesson plan objective that stated: By the end of this lesson, students will be able to identify items associated with shopping in a supermarket and create a conversation using these items. Thus, the objective could then be transformed into tasks that allow the students to practice this language.

The Freemans (1992) also emphasize that whole to part lesson planning, as opposed to part to whole lesson planning, is more approachable and easier for the students. The Freemans (1992) state that , "...part to whole instruction makes learning hard for several reasons." Basically, in their earlier examples of phonics and reading, it is hard to understand the individual parts outside the context of the whole. They also state that "... the whole is more than the sum of the parts, so even if we know all the parts, we still may not understand the whole."(p.17) To illustrate this, she uses an example of students studying a passage of the journey of Christopher Columbus. For

immigrant students or students being taught this passage in other countries, the title “Christopher Columbus” is not helpful. If the student does not have any background knowledge pertaining to Columbus, then the students need more background knowledge, in order to understand the passage. In my experience this has created a problem for my students. When they read certain texts that have terminologies that are foreign to them, they cannot relate to the topic therefore they cannot comprehend the reading passage. This occurred when I taught my students a story about baseball. Most of my students are unfamiliar with the terms for baseball, so the title of the story, “A Catcher’s Mitt” did not give the students any clue about the subject of the story, because they did not know what a catcher’s mitt was.

A final problem that Freeman (1992), addresses within part to whole lesson planning is that “...if we give students only the parts, they may decide that they are not much interested in them because they don’t know what the whole may be like.” (p.23). She is implying that students may easily become disinterested if they do not know what the final objective is and the reasons why they should be interested in reaching that objective. When students are enlightened about the final objective and the steps to reaching it, they can then see the results of the final learning outcome, and, as a result, will feel motivated to keep trying until they reach that objective.

In the Freemans’ book we encounter an example of teaching reading from whole to part where they cite the case of a classroom teacher named Rene (1992 pg. 18). Her students come into the classroom not knowing how to read, and then they leave as independent readers. She supports the principle that is stated in Bomengen’s (2010), article “Whole Language High Jinks: How to Tell When Scientifically-Based Reading Instruction Isn’t”, which states that:

Whole language reading instruction focuses on helping children to “make meaning” of what they read and to express meaning in what they write. Some important aspects of the whole language philosophy include an emphasis on high quality literature, a focus on cultural diversity, and integration of literacy instruction across the subject areas. Whole language reading instruction creates many opportunities for children to read, either independently, with other children in small guided reading groups, and being read aloud to by the teacher. (p.19)

This quote reinforces the idea that children learn to read better when the focus is not on phonics but rather whole words, phrases and sentences. When they read together with the teacher or in small groups, it gives them the opportunity to practice their reading skills. Rene also allowed the children to choose some of their favorite stories or poems to read aloud to her. Bomengen (2010), also emphasizes the idea that literature should also reflect the culture of the students so that they are able to relate to what they are reading about. This also creates another motivational factor for the students. If they are only reading about the achievements of people who are not the same cultural background as they are, they can become disinterested and bored. Also, culturally diverse topics can encourage the students to contribute their background knowledge on the topic. I will explain examples of how this can be achieved later in my paper.

The importance of lessons being learner centered.

In their article “Student Centered Learning and Active Participation,” Kim Hayes Korn and Gay Lynn(1994), state that “The teacher’s role is flexible, at times requiring more control and direction, at others fostering student independence and decision-making.”(Korn & Lynn, 1994, para.3).They emphasize the idea that in order for a teacher to have an ideal student-centered learning environment, the teacher must be flexible in allowing the student to work independently at times while simultaneously guiding the student through their learning process. Sergio Piccinin

(1997) also supports this idea in his article “Making Our Teaching More Student-Centered” by defining student centered learning as:

Student-centered teaching focuses on the student. Decision-making, organization, and content are largely determined by the student’s needs and perceptions. Even assessment may be influenced or determined by the student. The instructor acts as coach and facilitator. In many respects, the goal of this type of teaching is the development of the student’s cognitive abilities. (Piccinin, 1997)

His scope of student centered learning supports the idea that assessment is based upon the student’s needs and is determined by the student’s learning abilities. Later in this paper I will outline differentiated learning activities that can be treated as assessment tools in a student-centered, whole language, philosophy-driven, classroom learning environment. The student-centered classroom can work in conjunction with the whole language philosophy because whole language focuses on the whole student. This supports the Freeman’s (1992), idea that:

Lessons should begin with what the student already knows, or the background knowledge of the student. The teacher can then build upon the knowledge base of the student and the student can then have a more realistic view of the lesson. Language lessons should be incorporated with what a student uses or does on a daily basis. It is important for a teacher to understand this because learning is not just a transmission of information; it is a revolving process of the exchange of ideas between the teacher and the student. If a teacher creates a learning environment like this a student will improve on their everyday use of the language. This also makes the lesson more engaging and fulfilling for the student. (p.25)

This type of learning environment also allows the student to become more involved in their learning process, rather than the teacher having the total decision upon the direction in which this process should go.

Defining Student Learning Styles and Applying Various Assessment Techniques

Student learning styles and teaching.

There are three major types of learning styles in which most students are categorized. These styles are called the audio, visual and tactile or sometimes referred to as the kinesthetic learning style. According to Learning Guide. Org (2009), a visual learner is defined as “learners who learn new skills by seeing and learn new information best through visuals. Using diagrams and other visual methods of learning are recommended for these types of learners. This website also defines audio learners “as individuals who learn best through the use of verbal communication and lectures. Auditory learners can have information revealed to them through written works, but in most cases, the information is not going to make sense or “click” until the information has been heard.”(Types of Learning Styles, para. 4). This website defines tactile kinesthetic learners as “individuals who learn best when they take a hands-on approach to learning. Tactile learners may suffer from a short attention span which can make it difficult to learn new skills unless the hands-on approach is taken.” (Types of Learning Styles, para. 5)

According to this website there are many advantages to both students and teachers knowing their learning types. It states that the multiple advantages are:

- Being able to learn and absorb information the first time that you hear it and reducing the amount of time and repetition that is required when learning.
- Reducing the amount of reviewing and study time using methods of learning that are not compatible with your learning ability.

- Defining your learning type can help you to choose the best study method for you. The majority of people are unsure about which methods that they should use to study and therefore learning which method enables you to learn best can enable you to learn effectively with the least amount of knowledge. (Types of Learning Styles, para.8)

Knowing the above can also help teachers to develop their lesson plans and assessment techniques that speak to the learning style of their students. It also helps students to be able to adapt better study methods, especially for difficult subjects or subjects that they lack a high interest in. Teachers may not be able to include all types of learning style approaches into their lesson, but they can combine some of the lesson styles on the same topic for that week. It is easy to appeal to the visual learners if your classroom is equipped with modern technology and you can show PowerPoint presentations on a data show. I have done this for grammar lessons and it has worked well for the students. English grammar rules are difficult to teach if they do not include a variety of examples that demonstrate the rule. In addition, if that particular grammar rule has an exception it can also be difficult for the student to understand where this exception should be applied. When I have displayed PowerPoint presentations with a variety of sentences, I was able to give the students examples by displaying a sentence that demonstrated that rule. This proved to be more effective than just explaining to the students the rule without any examples.

Students who seem to be kinesthetic learners need to move around, otherwise they become easily distracted. For these students, I would usually have them go to the board to write the questions and answers to an exercise. This allowed them to be a part of the learning process and at the same time hold their attention span for a longer period of time. At first when I did not understand my students learning styles, classroom management became very difficult. But then I realized that not all students retain information the same way and when I taught them according to their

learning style, they became more enthusiastic about learning.

The Gender Differences in Learning and the Scientific Explanation.

In the beginning of the school year, I gave my students a questionnaire that helped them to define their learning style. Out of 24 students in a class I had 11 boys and 13 girls. Half of the girls were auditory learners and the other half visual, of the 11 boys nine were kinesthetic learners, while the remaining two were a combination of visual and kinesthetic. This leads to the idea that boys and girls need to be taught differently. Gender differences in learning also need to be considered when a teacher plans a lesson and an assessment activity. Michael Gurain and Kathy Stevens have done extensive research on the neurological differences between boys and girls and how these differences affect their learning abilities. Michael Gurian is an author, a social philosopher and a family therapist, who has published many books that are on the NY Times Best Seller list. According to the article by Gurain & Stevens (2004) "With Boys and Girls In Mind", they argue that the educational system has failed in its ability to recognize the differences in the way boys and girls learn. They state that because the teaching field is female dominated that most teachers make the mistake of teaching boys the same way that they teach girls. Moreover they cite scientific research that proves that the mind of a boy and a girl works differently:

Girls have, in general, stronger neural connectors in their temporal lobes than boys have. These connectors lead to more sensually detailed memory storage, better listening skills, and better discrimination among the various tones of voice. This leads, among other things, to greater use of detail in writing assignments. The hippocampus (another memory storage area in the brain) is larger in girls than in boys, increasing girls' learning advantage, especially in the language arts. Because boys' brains have more cortical areas dedicated to spatial-mechanical functioning, males use, on average, half the brain space

that females use for verbal-emotive functioning. The cortical trend toward spatial-mechanical functioning makes many boys want to move objects through space, like balls, model airplanes, or just their arms and legs. Most boys, although not all of them, will experience words and feelings differently than girls do. Boys not only have less serotonin than girls have, but they also have less oxytocin, the primary human bonding chemical. This makes it more likely that they will be physically impulsive and less likely that they will neurally combat their natural impulsiveness to sit still and empathically chat with a friend.(p.2)

In essence, they are stating that in their article, it has been proven that boys produce less of a neurological hormone that makes them act more impulsively and be less likely to sit still through a lesson. This also supports the idea that boys need to get up and move around more through a lesson; otherwise they will get bored easily and enter a rest state. When boys enter this rest state they will fall asleep in the middle of a class. A teacher who is not aware of this gender difference in learning will mistake the boy as being lazy or not motivated to learn. On the contrary, the student may be interested in the lesson but is bored with the approach. This article inspired me to examine the gender differences in learning, and encouraged me to try a new teaching approach with my boys. In my paper I have included a lesson plan (Appendix C), that attempted to address this gender difference approach. In their article, Gurian and Stevens (2004) explain this rest state. They state that:

The male brain is set to renew, recharge, and reorient itself by entering what neurologists call a *rest state*. The boy in the back of the classroom whose eyes are drifting toward sleep has entered a neural rest state. It is predominantly boys who drift off without completing assignments, who stop taking notes and fall asleep during a lecture, or who tap pencils or otherwise fidget in hopes of keeping themselves awake and learning. Females tend to recharge and reorient neural focus without rest states. Thus, a girl can be bored with a lesson, but she will nonetheless keep her eyes open, take notes, and perform

relatively well. This is especially true when the teacher uses more words to teach a lesson instead of being spatial and diagrammatic. The more words a teacher uses, the more likely boys are to “zone out,” or go into rest state. The male brain is better suited for symbols, abstractions, diagrams, pictures, and objects moving through space than for the monotony of words (p.3).

So, according to the article, girls can be bored with a lesson but have the ability to remain focused for a longer period of time than boys. Teachers who realize this can help their students to stay focused by giving the boys more hands on lessons, or designate a helper in the class to write notes on the board and pass out lessons. There are always students who are exceptions and you may have a male student who has a long attention span and a girl with a short one. However, it has been my experience that most male students fit the article’s description of what happens when they are bored with a lesson.

Assessment Techniques Beyond Standard Based Testing.

The Importance of Using Multiple Assessment Strategies.

This leads to the idea of the way that a teacher can apply various assessment techniques.

According to the Freemans (1992), standardized testing does not justify nor demonstrate the student's full understanding of the assignment, or lesson. It also does not give the teacher a well-rounded idea of what the student's strengths and weaknesses are in their language skills.

Therefore, they feel that for the benefit of the student the teacher must change their assessment approach and techniques. If this is not done it will become extremely harmful for the students' development and overall learning. They state that:

Unfortunately, many types of assessment used with bilingual learners cover rather than uncover their strengths. It is extremely difficult for school educators and administrators to change their view of bilingual learners and for bilingual learners to value themselves when they are labeled by inappropriate evaluation instruments. Standardized tests of all kinds tell educators what students cannot do but give little indication of what they can do. Standardized testing is especially harmful to language minority students. When they are required to take nationally normed exams, they are at a disadvantage because they are competing with native English speakers.(p.217)

I have experienced the above problem with my year 12 students in my teaching context in Kuwait. They were required to take an assessment test that measured their ability to effectively write an argumentative essay. One of the topics that they had to choose from was for them to argue whether or not working after school part time will have a negative impact on a student's academic life. I have a class size of seven students and I know each of their writing abilities.

Many of them are good writers but the problem with this assessment test was that it was taken from Cambridge International Standard Exam's website and the topic was not culturally appropriate. Most students in Kuwait do not work part time jobs after school. My year 12 students are good writers but this test did not fairly assess their ability to write well and argue a topic because it was not culturally relevant to them. They were not able to personalize the topic and argue it effectively because neither they nor their friends worked part time after school. In contrast, the topic that was chosen is relevant to British and American culture wherein many teenagers in the West work part time jobs while in high school. In Kuwait, it is against the law for sixteen year olds to work, while in the West sixteen year olds can work with the permission of their parents.

Many of my students complained that the topics on these exams are not fairly chosen and do not address issues that they are familiar with. So this supports the Freemans' argument that standardized tests often do not fairly assess the students' abilities. The test that my students had to take revealed to me that I need to help them to be able to relate to issues that are not culturally relevant to them, but it did not demonstrate their ability to write an argumentative essay.

However, when I chose a universal topic that they could relate to, they were able to demonstrate their ability to write an argumentative essay. One of the topics that I chose was about computers taking over the world. They were able to effectively argue that topic because they were able to relate to it.

Portfolios for Assessment.

So how can one effectively assess a student apart from standardized tests? In my teaching

context we are adapting multiple assessment techniques that are continuous throughout the learning process. We feel that this is necessary so that we uncover the student's strengths and weaknesses at an early stage, so we know how to adapt our lesson plans to meet their needs. One such assessment tool that is an excellent way to track a student's progress with their writing skills is a portfolio. In my teaching context we were encouraged to have students keep a writing and reading portfolio of all of their assignments. The purpose of a reading portfolio was to allow them to track their level of reading progress as they moved up from basic to more complex reading passages throughout the year. In their writing portfolio they were to have two drafts of their writing of each assignment. This allowed both the students and the teachers to see areas of progress and areas that needed to be improved each term. Unfortunately the school year was very difficult and some of my students had multiple teachers throughout the year. Therefore I was not able to use portfolios. I hope to include this in my lesson planning next year and include it as a class project grade. Portfolios are excellent assessment tools because they allow both the teacher and the student to measure their writing and how it develops throughout the school year.

According to the Freemans (1992), a portfolio is also an excellent self-evaluation tool for the student. They state that:

Because portfolios contain products of work done as part of the regular curriculum, they do not take the time from the teaching and learning process that traditional teaching does. Instead, they become part of the process itself. A major difference between traditional testing and portfolios is that portfolios involve students in their own evaluation. In portfolio assessments, students can evaluate the products of their classroom work with their teachers and set immediate goals for further study. (p.221)

Portfolio assessments are also excellent tools for teachers to show the parents how far their child has come in their learning. If a parent is concerned that their child is not progressing, a teacher can present physical evidence of the student's progress by showing the parent what their child has achieved from the beginning of the school year until now. It is also helpful if a teacher has multiple classes with a large number of students. A portfolio can help teachers to categorize where they need to focus in their lesson plan, to see if there is a common weakness among their students. I have not been able to implement this as much as I would like in my class, but I hope to do so next school year.

Portfolios also serve as excellent tools for administrators to be able to see their students' capabilities beyond standardized tests. Standardized tests are a one-time test of the student's capabilities. A portfolio allows administrators and teachers to assess a student's abilities over a longer period of time. According to the Freemans (1992),

Portfolio assessment can provide school administrators, teachers and students with a new view of achievement. Since portfolios contain information about students over time, a more complete picture of student capabilities is evident. Those involved with bilingual students know that these students learn much more than standardized tests show. Their learning is quite phenomenal; yet teachers, administrators, and students become discouraged when this is not reflected by traditional tests. (p.221)

They are stating that a student may not be a good test taker if they cannot do well on the test, whereas the portfolio can demonstrate their language ability in a way that a standardized test cannot. Standardized tests often come with time constraints, thus a student may become nervous and not do as well as they should. A portfolio can also help a teacher to track a student's progress

over the course of the academic year. This gives the teacher a multi-level outlook on what the student can do to improve in the areas that they are weak in and further challenge them in the areas that they are strong in.

Learning outcomes as an assessment tool.

Portfolios are excellent assessment tools for the classroom; however in order for teachers to properly assess students, they must first determine the learning outcome and make it known to the students. Before a teacher applies an assessment task, they must ask themselves the following questions: What are the learning intentions for this task? What do we want students to know and be able to do as a result of this learning experience? What will the quality or standard of work be in order for students to achieve the learning outcome? These questions may also be referred to as the success criteria. Lastly teachers should also think about: What kind of learning experience will be appropriate to achieve the learning outcomes or intentions? These questions may also be referred to as the context or the task. In my classroom, when I introduce a topic and the class assignment, I always write the learning objective on the board and explain it to the students. Having the learning objective on the board enables students to use it as a checkpoint to see if they were successful by the end of the period. If more than half of my students did not understand the task, this indicates that I need to change the approach to suit their learning needs for the next class. This approach is more successful than waiting until test time to see that they did not benefit from the learning process during the first term of the school year.

Learning intentions must also be defined, and according to the Freemans (1992), they must come from what teachers know about the students' learning outcome. They state that:

Learning intentions or outcomes are not selected at random – rather they arise from the evidence that we already have about students’ learning. When we know where students are at in their learning we can identify the next step to move the learning on. The learning outcome or intention will reflect this learning shift, showing the students what they are aiming for. The success criteria will then provide them with a clear picture of what their work will be like if it is to meet the stated intention. (p.219)

So according to the above statement it is important for teachers to clearly define what they want the students to achieve from the beginning. If a student is not aware of what the teacher wants them to learn and produce they can become very discouraged with the learning process. This also allows the student to take responsibility for being part of the learning process rather than be solely dependent upon the teacher. The teacher can then become a true facilitator and guide the student during the learning process since the student is aware of the intention and expected outcome.

Differentiated learning activities as a means of assessment.

Once the learning objectives, intentions and outcomes are clearly defined and understood by the student, a teacher can utilize another assessment approach called differentiated learning activities. According to Cognition Education (2011 PowerPoint entitled “Differentiation 2”), differentiated learning is defined as “A teaching philosophy where the teacher responds to the unique needs of every learner in the classroom.”

Cognition Education (CE) is an organization from New Zealand that was contracted by our school to assist with school restructure. CE operates internationally, travelling to different schools to provide teaching support training classes and introduce ideas to improve students’

levels in the classroom. Their ideology supports the reality that teachers have students of multiple levels in the classroom. Advanced students should not be doing the same activity as the weaker students, rather they should be grouped based upon their level, working on different activities.

CE promotes three ways to differentiate learning activities according to content, process and product. The learning outcome can be the same but the task should be structured according to the student's level. They define the three types of differentiation: "The content (what the student is learning) and the product (how students show what they have learnt) can be the same, but the process (or how students learn the new knowledge or skill) differs." (Cognition Education, 2011)

These aspects work together simultaneously, but it is important that teachers are aware of their students' various levels in order to create assessment task based activities that either advance or challenge their level of learning. CE suggests the ideal conditions for a learning outcome require the teacher to have at least three different activities or success outcomes that students can use to measure their abilities. For example a lesson on argumentative essay writing may be differentiated in the following ways. A teacher's learning intention or objective would be for the student to be able to write a well-argued essay in a fifty minute class period. A beginner student may only be able to write an introduction and struggle with the ideas and the structure of writing the essay. An intermediate student may be able to write an entire essay but he may have many spelling, grammar and sentence structure mistakes, with an awkward flow of transitional ideas. An advanced student will be able to write the essay with fewer grammar errors and mistakes and show the ability to argue the essay effectively within the time limit. A teacher can then use these

criteria to plan future activities to enhance the advanced students' abilities and bring the weaker students up to a higher level.

Assessment sheets as assessment tools.

An assessment sheet can be used to help track the student's progress. Below is an example of a quick reference sheet retrieved from the website of a New York organization called "Eastern Stream Center on Resources and Training" or ESCORT (2003). Published on their website, <http://www.edvantia.org/products/pdf/HelpKit.pdf> (pg. 101), is an extensive document containing detailed advice to help teachers improve the language skills of second language learners. The sample assessment sheet, called a 'Classroom to Instructor ESL Form', can help both the teacher and the student.

Student's name: _____

Class: _____

Teacher: _____

Date: _____

Grade: _____

	Low	Average	High
1. Progress during the past month			
2. Performance in class on:			
Oral comprehension	1	2 3	4 5

Reading comprehension	1	2 3	4 5
Completes writing assignments	1	2 3	4 5
Works independently	1	2 3	4 5
Asks for help when needed	1	2 3	4 5
Successful completion of tests and assessments	1	2 3	4 5

3. Recommendations: What kind of help does the ELL need during the coming weeks or months?

4. How can these recommendations be accomplished?

5. Other:

The above assessment sheet is an excellent guide for teachers, students and their parents. It allows teachers to give their students a range and a tool to advise the students on specific areas of their learning and development. It is not time consuming and the teacher can rate the student's performance in the main areas of their work. Each area can also be used to help students to set goals for themselves and allow them to take further responsibility for their learning. In this case the teacher has made the students aware of what their strengths are and the areas they need to improve. For example, a student may work well independently, but has difficulty completing assignments on time according to a fixed deadline. The teacher can then suggest time management techniques which will enable prompt submission of assignments. This encourages students to recognize that they are not weak in all areas, thus building their confidence and motivating them to improve specific areas. ESCORT's assessment sheet can also work well for parent-teacher conferences. A parent may come into a meeting frustrated and overwhelmed if their child is not performing according to standard. However a teacher can use this sheet effectively to assure the parent that their child is not completely off track and that with

additional, targeted effort they can improve. The recommendations can be used to help teachers and parents work together so that parents have written documentation from the teacher explaining what they can do at home to help their child to become more successful and take full advantage of their learning environment. I have used highlights from assessment sheets mainly for end of term reports, and also during parent-teacher conferences to ensure parents that their child is making progress in the subject. It is also helpful for parents who are nervous about upcoming major exams and assessments. My school requires end of term reports to contain personalized comments for each of our students. Along with a grade, we must include an explanation to help students understand the particular area they need to focus on in order to improve. I also include curriculum based comments, for example, suggestions to help students improve their abilities to match the Cambridge standards in time for their exams.

Advantages of Peer Assessment

Peer assessment is another technique that can be utilized. It requires clear explanation from the teacher, so that students understand what they are expected to do. In order for peer assessment to be successful, teachers should provide a rubric and explain to students the standard of the rubric and what needs to be assessed. Students should also have pre-established trust in each other so that they feel comfortable making mistakes and receiving constructive criticism from their peers. Teachers should encourage students to be honest but fair, and mention the student's areas of strengths, weaknesses and suggestions for improvement. A teacher should not enforce peer assessment on writing assignments where students have included personal details that they might not want classmates to know. Alternatively, the teacher could warn students prior to the task to

write about something that they do not mind one of their peers reading, or something they would feel comfortable reading out loud to the class.

I have used peer assessment for oral speaking and speech writing. My students enjoyed listening to their peers' speeches and giving advice on how to improve their public speaking technique. I used a guided rubric so that the students knew what was expected while they were being assessed by their peers. In Appendix A, I provide a sample of a writing rubric that I have created and asked the students to use to assess their peers' speech. The rubric gives students an excellent guideline to use when writing speeches. Instead of just telling the students that the speech was good or poorly written, they have a criteria checklist to follow to help them include successful components. The students can then assess themselves as well, and have a clear explanation of what makes an effective speech and the methods they need to modify what they have produced.

Explanation of Lesson Plan Samples

Explanation of Lesson Plan One:

My paper is an explanation of why I believe whole to part lesson planning is effective. Within whole to part lesson planning, learning objectives can be sustainable, measurable, achievable, relevant and timed or SMART. I have attempted to prove why I believe whole to part lesson planning is better for the learner and why it helps the teacher to assess the student's learning abilities in a more effective way. Throughout my school year, I have applied this method when teaching my Year 12 students. At the beginning of the school year, they were given Common Assessment Tests (CATs) developed by Cambridge, to measure their level of understanding. CATs are the same tests they must take to pass their International Cambridge Exams at the end of the year. This test will require students to read an excerpt of a speech, and then replicate the vocabulary and style of that speech to write the opening of a speech for a similar event. In the beginning of the school year, I did not use whole to part lesson planning. We simply read from their text books the requirements of an effective speech and looked at a few examples. When they tested poorly in the CATs, I realized that I must change my teaching method so they could improve. So I discussed their results with my department coordinator, and we both looked on Cambridge's website for the criteria needed to get a good mark on the test. Examiners look for the students' ability to mimic the style of the writer in the first passage. The next part of that criteria stipulates an effective opening for the speech, clearly demonstrating the ability to write an opening which is distinct from the rest of the speech. When I understood the standards and realized that just teaching the students from the text book was not effective, I devised other ways

to help them achieve success. I downloaded the video and transcript of US President Barack Obama's Inauguration Speech and his speech on Libya. I noted his usage of future tenses, leading statements and effective methods of involving the audience and holding their attention. My students then read the first 200 words of the speech transcript, highlighting any focus techniques that they noticed. Then we watched a video to observe Obama's body language and eye contact during the opening of his speech. Students did several similar exercises and then I tested them to see if they understood the concepts. Using the transcript, students then indicated examples of anecdotes, use of the future tense, and leading statements. After this exercise I tested their ability to mimic these techniques in the opening of their speeches. Attached is Appendix B, a whole to part lesson plan with an introduction activity, a during lesson and post lesson activity.

Scaffolding the lesson and using a SMART objective helped students to see the whole, while successfully completing each part. I have provided examples of the lesson plan, a handout for students which contained: examples for starting their speeches, students' work samples from the beginning of the term and also a student response from a midterm exam. In the beginning of the term I gave one of my students a homework assignment on speech writing but he was unable to produce an effective speech. However, towards the midterm exam he and other students had improved. I have provided samples of students' work that demonstrated their level of improvement.

Explanation of Lesson Plan Two

The second lesson plan sample (Appendix C) is from a lesson with my Year 11 students. Part of their final exam requires students to write an effective well-argued essay. They do not know the

topic prior to the exam, as the examiners are mainly looking for their ability to connect ideas or use transitional phrases and statements. They must also provide a detailed explanation that supports their thesis with at least three supportive elements towards the side that they choose to argue.

There are 18 students in my Year 11 first language class. According to the British system, non-native speakers are divided between first and second language classes. My first language students have to pass their International Cambridge exams in order to graduate and get accepted into college. In the beginning of the school year, many of them didn't know what a thesis was or how to write a proper introduction to an argumentative paper. Most of them have excellent reading skills and a basic understanding of writing an essay, but their writing abilities are not up to the IGSCCE standards.

At the beginning of the school year, as with my Year 12, we read from their text books and looked at examples of argumentative essays. This did not prove to be effective, so I decided to divide the topic into several lessons with different types of activities to enhance their level of understanding. In Appendix C, I included activities that allowed the students to see the steps to writing an argumentative essay. This approach enabled students to critically examine the parts of an essay in order to understand and reapply what goes in each part.

Students experienced different problems with writing their essays. Some had difficulty with the opening of their introduction; others had problems with transitional phrases and connectors to help the continuous flow of their paragraph structure. Supporting ideas, building upon their details and the wording of conclusions also presented problems. In Appendix D, I provided a

four step activity that addresses all of these learning needs. Each step of the exercise had an activity that allowed the students to dissect an argumentative essay and examine the key features needed to write a successful argumentative essay. The first step required students to look at a paragraph and put the sentences in order. The second exercise required the students to match topic sentences with their paragraphs. The third exercise required the students to put the paragraphs in the correct order. The fourth and final exercise required the students to underline all the main ideas and transitional sentences, words and phrases as well as identify supporting ideas. This entire exercise took up a whole period and it was a successful application of a whole to part lesson plan. Rather than having students simply read about the required elements and key features of an argumentative essay in their textbooks, this exercise allowed my students to relate the whole to the parts. Having completed these explicit exercises during one lesson, the next several days were spent brainstorming unfamiliar topics, so they could formulate strategies for approaching such topics.

Explanation to Lesson Plan 3

Kinesthetic Learning Lesson Plan: A Gender Difference Approach.

In the earlier part of my paper, I mentioned the importance of celebrating gender differences in learning. It is important that educators try to address equally the different learning needs and styles of boys and girls. The boys in my class cannot keep still for long periods of time and find it difficult to spend an entire lesson without getting up and moving around. The lesson plan (Appendix F) is an attempt to address this issue. However the girls do not generally have a problem remaining seated at their desks and answering questions. They volunteer contributions

to class discussion freely and openly. However the boys can be easily distracted, some preferring to chat with friends or walk around the class. So I decided to try a kinesthetic approach to the situation.

For the first part of the lesson I used a KWL (Know, Learn and Find Out) chart to activate the students' background knowledge on any of the Seven Wonders of the World. Some of my students are from Egypt and had seen the pyramids many times, so this encouraged class discussion. Other students shared interesting stories about trips to the Taj Mahal and other places that were not mentioned in the handout. After the class discussion, students answered questions from the handout in groups. Then I asked the five boys who have difficulty keeping still, to get up and write the answers on the board.

The lesson in Appendix C, required the students to apply their reading comprehension skills and answer basic questions. The boys wanted to move around the class, so I decided to give students the chance to answer the questions alone first. Then I gave the boys a marker to answer the questions on the board and explain to the class how they arrived at that answer. The boys volunteered freely, competing with each other to answer the most questions and be the quickest. I was delighted to see the boys so excited about their learning. As a result they scored better on the test because explaining to the class how they had found the answer to the question had reinforced their comprehension skills. This proved the theory mentioned in the article "With Boys and Girls in Mind." (Gurain & Stevens 2004)

After answering the reading questions, I asked the students in groups to make a poster presentation on any of the Seven Wonders of the World chosen from the handout. This exercise

went very well and the students were very excited to show their creativity. I hope to be able to do more lessons like this in the near future with the students.

Explanation to Lesson Plan 4

Visual Lesson Plan Grammar Lesson Plan

This lesson was a reinforcement lesson that was not part of the curriculum, but was developed to help students reduce their writing mistakes. In January one of our teachers was laid off and I had to teach his class. I gave the students a writing assessment activity and I noticed that they made many simple mistakes with run on sentences, capitalization and prepositions. Simply correcting their mistakes and handing back their papers was not effective because the students did not understand why they made these mistakes. So I decided to dedicate two class sessions just for grammar.

When I asked my colleagues for advice, they explained to me that native Arabic language speakers have problems with run-on sentences, because the thought process for completing an idea in Arabic is different than in English. Grammar rules in Arabic are different than in English; therefore students will add -ing to verb endings if the action is happening in the present. In this case, the student is confusing the subject doing the action as opposed to the subject being acting upon. For example, because an action is happening in the present an Arabic student will say ‘I am boring’, instead of ‘I am bored.’ This is an example of students having difficulty transferring grammar rules from their L1 to their L2.

I found many interesting Power Points online that explained the problems associated with run-on

sentences and the three main ways that students fix them in their writing. I also showed the students the difference between a sentence fragment and a run-on sentence so they knew how to fix both. After viewing the PowerPoint, I gave them a handout to rewrite sentences that were run-on or fragments. They were able to fix these mistakes because they understood how to identify these errors and the techniques that can be used to fix them.

This lesson plan (Appendix F), proved my theory stated earlier in this paper that teachers must appeal to all types of learners. The whole language philosophy supports the idea that students should be aware of the type of learner that they are and what works for them. If students learn better by listening to a lecture, they should try that approach. It is also the responsibility of the teacher to combine different learning approaches and create a lesson plan that includes the three main learning techniques: audio, visual and kinesthetic.

Final Analysis

In my paper, I have demonstrated that the following methods have proven to be effective: Whole to part lesson planning, kinesthetic lesson approach, visual lesson approach and group activities.

In my final analysis I will address why I believe these methods have proven to be effective and address other methods of the whole student philosophy that I was unable to test, but I hope to use in the near future.

In this paper I have also attempted to prove that the whole student approach works best for teachers and students here in Kuwait. After analyzing the learning method of my context on various grade levels, I have realized that a different method needs to be used in order to fit the students' learning needs. Rote memorization has not proven to be an effective learning technique for this teaching context. Teachers need to consider all aspects of the students' learning needs as it is imperative to prepare them for higher levels of learning, as well as for study at international institutions.

Whole to Part Lesson Planning.

This method has proven to be the most effective because it allowed me to re-examine my approach to lesson planning. In the beginning of the year, I just worked from the text book, told the students to read examples of previous work and mimic what they observed. However when I saw the results of their Common Assessment Tests, I realized a better approach was necessary.

So when I focused my planning on task based lessons with a variety of activities within the lesson, it enabled the students to achieve a greater portion of the lesson objective. When I taught

my Year 12 students the opening of a speech, I divided the lesson by providing examples of openings to a speech in text and on video. I also allowed them to examine the key features of an opening and compare them to the beginning and ending of a speech. We also discussed key aspects such as use of future tense, leading statements and what differentiates the opening section from the rest of the speech. I also gave them copies of the rubric from the Cambridge website, to see what is expected from them when they write the opening of their speech. Their midterm exam results proved the effectiveness of this approach. From C's in the first assessment at the beginning of the year, the Year 12 results in the midterm exam had risen to A's and B's. All students were now able to apply the concepts taught to them in class throughout the school year, using effective vocabulary suitable for the opening of a speech and implementing devices such as leading statements, use of the future tense, etc. Reflecting on the method I used to teach the students at the beginning of the year, I understood why it was not effective. Students needed to experience the whole to part lesson in order to be successful in their exams.

This method also proved effective for my Year 11 class's argumentative essay writing. When I divided the lesson from whole to part and showed them examples of various ways to write an introduction and the other parts of the paper, they were able to apply this in their writing. I gave them many activities such as putting sentences in the correct order, matching topic sentences to paragraphs as well as rewriting an introduction paragraph with a proper thesis. In addition I showed them examples of what a D paper looks like and why the paper is not successful as well as an A paper and what makes it successful. When I applied all of these techniques I saw major improvements in their writing. At the end of the year their test results proved that they were able

to mimic the necessary styles for an argumentative essay. Whole to part lesson planning was the factor which improved students' outcomes and learning approach. The midterm exams demonstrated that they were able to write an effective thesis, use supporting details and construct well written topic sentences using transitional words and phrases to link ideas. I also gave Year 11 copies of the Cambridge writing rubric, so they had measurement tools to use to obtain higher exam marks. Throughout the year I realized many of my students needed to be guided through the process step by step, rather than just reading pre-written essays from their books. I will use this method next year when I teach the new Year 11 class, because it has proven to be effective.

Gender Differences Learning Approach.

My kinesthetic lesson plan proved the theory mentioned in the article 'With Boys and Girls in Mind' cited earlier in this paper. After reading this article and noting that some of my male students had difficulty keeping still, I began to appreciate the gender differences in learning. So when I allowed my boys to move around the room to answer reading comprehension questions, this helped them to concentrate better. Like other teachers I felt that boys can be unmotivated and lack focus during certain activities. After applying the kinesthetic learning approach throughout the year, the boys with discipline issues no longer misbehaved in class. They became more engaged in their learning, so I was also able to get through lessons much faster without stopping to deal with discipline issues. I intend to include more kinesthetic activities in the future.

Multiple Assessment Techniques.

I never agreed with the idea that tests are the only way to measure a student's learning abilities. Throughout this school year, I have tried to use a variety of assessment based tasks to help me ascertain if the students understand what they have learned. Tests should be the final assessment, but not the only assessment. I allowed my students to do plays, posters, and give oral presentations on different writing and reading lessons. Tests limit a student's creativity and it is not fair to the student for the teacher to judge the student based solely on the result of a test. A student can be a poor test taker, or may not be feeling well that day.

In addition, I also assess my students by using the techniques of the teacher training group at my school called Cognition Education. They demonstrated differentiated learning tasks that can test a student's ability in each lesson. At times I listed a lesson objective on the board, along with beginner level, intermediate and advanced tasks. If a student is able to complete the tasks within the time frame, this also allows me to assess the student based upon their ability.

What I have not been able to do is to encourage each student to have a portfolio of their work, especially for writing assignments. I hope for the next school year, I can start off the beginning of the year with students creating a portfolio of various writing assignments. This portfolio would be extremely useful for both the students and myself. It will allow the students to see how their writing has developed over the year and assess their own mistakes and what they need to do to continue to improve. I hope to also use this student portfolio plan to enable them to improve their writing skills before exams. I also intend to use more collaborative group exercises to allow the higher level students to reinforce their skills, by assisting the lower level students in

their learning or on a specific task.

Integrating Students' Culture into the Curriculum.

The whole student philosophy deals with the integration of a student's culture into the curriculum. I have been passionate about this in all of my teaching contexts in the Middle East. The adoption of Western curriculums has often caused the contributions of the Arab world to be overlooked and ignored. This is unjust in light of the contributions of Arabic culture to literature as a whole. Students become more interested in reading when they are able to read about concepts and achievements that are related to them. I have started this process by suggesting texts to be taught in the next school year. The process is long and tedious because once a book is selected, it must be approved and censored by the Ministry of Education. One text I suggested is *The Alchemist* by Paulo Coelho. I believe that when I integrate students' culture into the curriculum, it will help to build upon their prior background knowledge, thus increasing their interest in reading. In my four skills class at School for International Training (SIT), we were taught the importance of building upon the student's background knowledge. Throughout the school year I have been able to relate some reading passages to what the students already know to help them increase their understanding of the text. An example of this is in one of my 8th grade classes, where students read a passage entitled *Crossing Boundaries*. The passage was about Ellis Island and some of the experiences of early immigrants who came from European countries to seek better opportunities in the United States. Prior to the lesson I asked my students why they thought the passage was entitled *Crossing Boundaries*. I also asked them to think about the stories their parents related about their migration to Kuwait and the challenges they faced.

Many of my students are from Lebanon, Egypt and Syria, so they described how their parents left their countries to escape war and poverty, seeking better opportunities in Kuwait, much like the European immigrants they were reading about in the passage. This class discussion allowed them to relate to what the first immigrants experienced and they were able to identify with the passage more.

One of the reasons behind choosing *The Alchemist* for next year's reading curriculum is because all our reading selections are from British and American authors. *The Alchemist* addresses life lessons such as the importance of not giving up when you are faced with many challenges. The book also contains many historical references to Egypt, Spain and Morocco. This is ideal for students to increase their reading comprehension abilities overall. I believe that when students start by reading familiar topics, it improves their vocabulary and reading comprehension ability so that they can apply these skills when reading more difficult, unfamiliar texts.

In essence, if the above techniques and approaches are implemented by classroom teachers, I believe students in Kuwait will have a more enjoyable, effective and productive learning experience. The whole student philosophy is a multi-level philosophy that when applied will enable students in Kuwait to take a higher level of responsibility for their learning while developing valuable skills that will allow them to compete in universities abroad.

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Rubric for Scoring Rhetorically-Effective Writing*
Appendix A

Writing Conventions	1—Developing Outcome	2—Competent Outcome	3—Proficient Outcome	Score (1, 2, or 3)
<p><i>Rhetorical Negotiation of PURPOSE AND AUDIENCE</i> Given the purpose and audience...</p>	<p>The written text vaguely expresses the student’s purpose <i>and/or</i> gives little attention to audience. Readers are confused and/or insulted and are not persuaded to consider the text’s ideas.</p>	<p>The written text expresses the student’s purpose <i>and</i> addresses some audience concerns. Readers are probably persuaded to consider the text’s ideas.</p>	<p>The written text effectively expresses the student’s purpose <i>and</i> effectively addresses audience concerns. Readers are definitely persuaded to consider the text’s ideas.</p>	
<p>ORGANIZATION/LOGIC Given the purpose and audience...</p>	<p>The written text demonstrates a confusing arrangement of paragraphs, a formulaic use of (or lack of) transitions between paragraphs, or a confusing arrangement of ideas within paragraphs. The disorganization makes it difficult for a reader to understand the text’s ideas.</p>	<p>The written text demonstrates a generally clear arrangement of paragraphs, a generally clear use of transitions between paragraphs, and a generally clear organization of ideas within paragraphs. The organizational logic assists a reader’s understanding of the text’s ideas.</p>	<p>The written text demonstrates a logical arrangement of paragraphs, a logical use of transitions between paragraphs, and a logical organization of ideas within paragraphs. The organizational logic enhances a reader’s understanding of the text’s ideas.</p>	
<p>DEVELOPMENT Given the purpose and audience...</p>	<p>The written text employs some faulty reasons or inappropriate supporting evidence—i.e., most reasons do not support the text’s purpose, and/or specific evidence is not provided for most reasons.</p>	<p>The written text adequately employs reasons and evidence—i.e., most reasons support the text’s purpose, and specific evidence supports most reasons.</p>	<p>The written text effectively employs reasons and evidence—i.e., all reasons support the text’s purpose, and specific evidence supports all reasons.</p>	
<p>WRITER’S AUTHORITY Given the purpose and audience...</p>	<p>The writer’s voice in the text demonstrates neither understanding of the content nor personal engagement with the content. Readers perceive this textual voice as untrustworthy</p>	<p>The writer’s voice in the text demonstrates a general understanding of the content <i>and</i> some personal engagement with the content. Readers perceive this textual voice as mostly trustworthy.</p>	<p>The writer’s voice in the text demonstrates a comprehensive understanding of the content <i>and</i> a personal engagement with the content (via the writer’s ideas, values, beliefs). Readers perceive this textual voice as trustworthy.</p>	
<p>READABILITY</p>				

Given the purpose and audience...	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with comprehension. Style is inappropriate. Documentation is incomplete, ineffective, or incompetent.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with comprehension. Style is appropriate. Documentation is thorough and competent.	The written text contains few or no errors in spelling, grammar, punctuation or sentence structure. Style is effective. Documentation is thorough and effective.	
OTHER				

*Because good writing is context-specific, this rubric should be adapted to disciplinary conventions in the following ways: (1) conventions in the left-hand column may need to be added or substituted, and (2) different definitions of the conventions may need to be written (for example, strategies of organization will differ for chemistry lab reports, English essays, and business proposals). July 2005

Appendix B
Lesson Plan: Writing an Opening of A Speech

Instructor: Tahira

Lesson Topic: Analyzing the key elements to the opening of a speech

Lesson Objective: By the End of this Lesson SWBAT: Identify the key elements to the opening of a speech by analyzing the vocabulary and phrases used in the first 15 minutes of President Obama's Inauguration Speech.

Student Information: My class consists of 7 students. Three from Egypt, two from Lebanon, One Kuwaiti and another from Malawi. The age of the students are about 18 and 19. They are very mature students who have decided to return to my school to study AS level English. The AS level curriculum coincides with the Cambridge International System. The year 12 is an optional year for those who do not wish to go to the University system right after completing year 11. Prior to the midterm exams these students did not do well on their Common Assessment Tests. They had to write an opening of a speech. The examiners reduce points from their work if the opening sounds like the middle or ending of a speech.

Assessment: The way I will assess the student's learning is to have them do an activity to identify the key elements in the first 15 minutes of Barack Obama's Inauguration Speech. After they have done this they will write the opening of the speech in the attached handout that comes from a past paper downloaded from the Cambridge website.

Class Information: 7 Students

Lesson Purpose: This lesson was to enable them to analyze the genre and what is unique to the opening of a speech compared to the rest of the speech.

Timetable fit: 3 periods weekly 50 minutes each

Instructional Arrangement(s): Students sit in rows throughout the entire lesson and work individually.

Materials: Text, handouts, Barack Obama's Inauguration speech, youtube video, handout entitled "Opening of a Speech Suggestions", question paper from CIE website question 2 on natural disaster.

Day	Part of Lesson	Lesson Objective	Steps	Materials	Reflection
Oct 31 st 10 minutes	Beginning	SWBAT: Identify the following features to the opening of a speech: Use of future tense, anecdotes, and leading statements.	<ol style="list-style-type: none"> 1. Teacher gives the students the handout to the handout entitled Opening of a speech suggestions. 2. Students read the handout and note the examples used in the handout. They underline the examples and then review them with the teacher 3. Teacher writes the examples on the board that the students have mentioned. 	Handouts and DVD of Barack Obama's inauguration speech. http://www.youtube.com/watch?v=VjnygQ02aW4	Students were able to look at the key elements in the opening of a speech. This was a good pre lesson activity because it gave them an idea of what to look for when they review the first 15minutes of BarackObama's speech. It made the lesson more interactive and engaging because the students had an idea of what was expected of them.

Oct 31 st 20 minutes	Main Lesson Activity	SWBAT: Identify the features of an opening of a speech from the previous handout within Obama's text of his Inauguration speech.	1. Students read Barack Obama's inauguration speech and highlight the key factors in the opening based upon the handout they were given entitled "Opening Of Speech Suggestions." 2. Students look at the first 15 minutes of the video to observe the body language that he uses. Afterwards students answer questions in the handout.	Barack Obama's Speech. Youtube video link: http://www.youtube.com/watch?v=VjnygQ02aW4	This was a successful exercise because in the pre lesson activity students were educated on the key elements to the opening of a speech
Oct 31 st 30 min	Post-Writing Assignment. Final Assessment	SWBAT: Mimic what they have learned from watching and analyzing the key features of an opening of a speech in Obama's Video and transfer these elements into their own speeches.	Students write the opening of a speech for another speech of another disaster in the world. The remainder of the 30 minutes the teacher assists them when needed. The teacher gives them class time to begin their writing and they finish the rest at home. The teacher observes the students to see if able to mimic some of the features to the opening of a speech that they identified in Obama's video. The teacher reads what the students have written and corrects the mistakes the next lesson.	Past Paper Exam: website: www.cie.uk.org	After I read the student's written speeches, I observed that they were able to transfer some of what they learned. However they still needed additional support and practice. In the next lesson I had planned to show them another speech by Obama on Libya.

Lesson Plan Materials

Opening to Speech Suggestions:

. Start Your Speech With... a Testimonial

Cite the behavior of a celebrity and/or quote an influential person the audience will know of or respect.

“If all my possessions were taken away from me with one exception, I would choose the power of speech. For by it, I would regain all the rest of my possessions.” That’s what former Senator and Secretary of State Daniel Webster once observed of the significance of effective public speaking. Likewise, Pericles, the Greek orator, also understood the significance of public speaking when he said: “The person who can think and does not know how to express what he thinks is at a level of him who cannot think.”

2. Start Your Speech With... Evidence

Present statistics or other data on the importance of public speaking.

The University of Michigan conducted a survey of 1,290 business school alumni who were recently promoted. They were asked what specific subject area prepared them the most for their business success. *More than 70 percent* cited effective communications as the top business skill — ahead of financial and business acumen!

3. Start Your Speech With... an Anecdote

Tell a story of someone directly affected by the benefits of public speaking.

Isabelle lived alone for the first six years of her life. Very alone in her silent world. She lived only with her reclusive mother who also could not speak. She was a deaf mute. Isabelle was so isolated from other people she had no chance to learn or practice speaking.

When authorities finally rescued her from her silent and isolated world, she seemed ineducable. But after being around people who could speak, Isabelle broke out of her silent world. In one week, she vocalized sounds. In two months, she spoke in full sentences. In 16 months she learned 2,000 words. And in 56 months her IQ tripled, in part due to the power of being around people who could speak.

4. Start Your Speech With... a Statement

Make a bold observation on the importance of public speaking.

Public speaking is the *sine qua non** of leadership. Without it, you cannot lead. With it, you can “lead nations, raise armies, inspire victories and blow fresh courage into the hearts of men” as Adlai Stevenson eulogized Sir Winston Churchill.

[* Ed. *sine qua non*: Latin for "essential element".]

5. Start Your Speech With... an Example

Cite a person whose career really took off because of public speaking.

After graduating from college with degrees in chemistry and microbiology, Wilma Subra figured she'd spend more time with a microscope than a microphone. But that was before she found out how many families were being exposed to high levels of chemicals and other toxins as part of her field work for a company in Louisiana. Her employer did not want to release the polluting information. So Wilma decided to start her own company, conducting environmental tests and reporting her results to government authorities and the media.

Wilma soon found herself in a variety of public speaking platforms. Her work directly cleaned up dozens of toxic sites across the country and saved thousands of lives in more than 800 communities over the last 20 years. Wilma credits her public speaking ability for much of her environmental campaign success. She says public speaking is the best way to “engage people and get them involved.”

Barack Obama Text of Speech:

My fellow citizens:

(Video excerpt published below)

I stand here today humbled by the task before us, grateful for the trust you have bestowed, mindful of the sacrifices borne by our

ancestors. I thank President Bush for his service to our nation, as well as the generosity and cooperation he has shown throughout this transition.

Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because We the People have remained faithful to the ideals of our forbearers, and true to our founding documents.

So it has been. So it must be with this generation of Americans. That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our healthcare ...

... is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land -- a nagging fear that America's decline is inevitable, and that the next generation must lower its sights.

Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America -- they will be met.

On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord.

On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn out dogmas, that for far too long have strangled our politics.

We remain a young nation, but in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness.

In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of shortcuts or settling for less. It has not been the path for the faint-hearted -- for those who prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things -- some celebrated, but more often men and women obscure in their labor, who have carried us up the long, rugged path towards prosperity and freedom.

For us, they packed up their few worldly possessions and traveled across oceans in search of a new life.

For us, they toiled in sweatshops and settled the West; endured the lash of the whip and plowed the hard earth.

For us, they fought and died, in places like Concord and Gettysburg; Normandy and KheSahn.

Time and again these men and women struggled and sacrificed and worked till their hands were raw so that we might live a better life.

They saw America as bigger than the sum of our individual ambitions; greater than all the differences of birth or wealth or faction.

This is the journey we continue today. We remain the most prosperous, powerful nation on Earth. Our workers are no less productive than when this crisis began. Our minds are no less inventive, our goods and services no less needed than they were last week or last month or last year. Our capacity remains undiminished. But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions -- that time has surely passed. Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America.

For everywhere we look, there is work to be done. The state of the economy calls for action, bold and swift, and we will act -- not only to create new jobs, but to lay a new foundation for growth. We will build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together. We will restore science to its rightful place, and wield technology's wonders to raise healthcare's quality and lower its cost. We will harness the sun and the winds and the soil to fuel our cars and run our factories. And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. And all this we will do.

Now, there are some who question the scale of our ambitions -- who suggest that our system cannot tolerate too many big plans. Their memories are short. For they have forgotten what this country has already done; what free men and women can achieve when imagination is joined to common purpose, and necessity to courage.

What the cynics fail to understand is that the ground has shifted beneath them -- that the stale political arguments that have consumed us for so long no longer apply. The question we ask today is not whether our government is too big or too small, but whether it works -- whether it helps families find jobs at a decent wage, care they can afford, a retirement that is dignified. Where the answer is yes, we intend to move forward. Where the answer is no, programs will end. And those of us who manage the public's dollars will be held to

account -- to spend wisely, reform bad habits, and do our business in the light of day -- because only then can we restore the vital trust between a people and their government.

Nor is the question before us whether the market is a force for good or ill. Its power to generate wealth and expand freedom is unmatched, but this crisis has reminded us that without a watchful eye, the market can spin out of control -- and that a nation cannot prosper long when it favors only the prosperous. The success of our economy has always depended not just on the size of our Gross Domestic Product, but on the reach of our prosperity; on our ability to extend opportunity to every willing heart -- not out of charity, but because it is the surest route to our common good.

As for our common defense, we reject as false the choice between our safety and our ideals. Our Founding Fathers, faced with perils we can scarcely imagine, drafted a charter to assure the rule of law and the rights of man, a charter expanded by the blood of generations. Those ideals still light the world, and we will not give them up for expedience's sake. And so to all other peoples and governments who are watching today, from the grandest capitals to the small village where my father was born: know that America is a friend of each nation and every man, woman, and child who seeks a future of peace and dignity, and that we are ready to lead once more.

Recall that earlier generations faced down fascism and communism not just with missiles and tanks, but with sturdy alliances and enduring convictions. They understood that our power alone cannot protect us, nor does it entitle us to do as we please. Instead, they knew that our power grows through its prudent use; our security emanates from the justness of our cause, the force of our example, the tempering qualities of humility and restraint.

We are the keepers of this legacy. Guided by these principles once more, we can meet those new threats that demand even greater effort -- even greater cooperation and understanding between nations. We will begin to responsibly leave Iraq to its people, and forge a hard-earned peace in Afghanistan. With old friends and former foes, we will work tirelessly to lessen the nuclear threat, and roll back the specter of a warming planet. We will not apologize for our way of life, nor will we waver in its defense, and for those who seek to advance their aims by inducing terror and slaughtering innocents, we say to you now that our spirit is stronger and cannot be broken; you cannot outlast us, and we will defeat you.

For we know that our patchwork heritage is a strength, not a weakness. We are a nation of Christians and Muslims, Jews and Hindus - and non-believers. We are shaped by every language and culture, drawn from every end of this Earth; and because we have tasted the bitter swill of civil war and segregation, and emerged from that dark chapter stronger and more united, we cannot help but believe that the old hatreds shall someday pass; that the lines of tribe shall soon dissolve; that as the world grows smaller, our common humanity shall reveal itself; and that America must play its role in ushering in a new era of peace.

To the Muslim world, we seek a new way forward, based on mutual interest and mutual respect. To those leaders around the globe who seek to sow conflict, or blame their society's ills on the West -- know that your people will judge you on what you can build, not what you destroy. To those who cling to power through corruption and deceit and the silencing of dissent, know that you are on the wrong side of history; but that we will extend a hand if you are willing to unclench your fist.

To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to nourish starved bodies and feed hungry minds. And to those nations like ours that enjoy relative plenty, we say we can no longer afford indifference to suffering outside our borders; nor can we consume the world's resources without regard to effect. For the world has

changed, and we must change with it.

As we consider the road that unfolds before us, we remember with humble gratitude those brave Americans who, at this very hour, patrol far-off deserts and distant mountains. They have something to tell us today, just as the fallen heroes who lie in Arlington whisper through the ages. We honor them not only because they are guardians of our liberty, but because they embody the spirit of service; a willingness to find meaning in something greater than themselves. And yet, at this moment -- a moment that will define a generation -- it is precisely this spirit that must inhabit us all.

For as much as government can do and must do, it is ultimately the faith and determination of the American people upon which this nation relies. It is the kindness to take in a stranger when the levees break, the selflessness of workers who would rather cut their hours than see a friend lose their job, which sees us through our darkest hours. It is the firefighter's courage to storm a stairway filled with smoke, but also a parent's willingness to nurture a child, that finally decides our fate.

Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends -- hard work and honesty, courage and fair play, tolerance and curiosity, loyalty and patriotism -- these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths. What is required of us now is a new era of responsibility -- a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.

This is the price and the promise of citizenship.

This is the source of our confidence -- the knowledge that God calls on us to shape an uncertain destiny.

This is the meaning of our liberty and our creed -- why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than 60 years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath.

So let us mark this day with remembrance, of who we are and how far we have traveled. In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river. The capital was abandoned. The enemy was advancing. The snow was stained with blood. At a moment when the outcome of our revolution was most in doubt, the father of our nation ordered these words be read to the people:

"Let it be told to the future world ... that in the depth of winter, when nothing but hope and virtue could survive ... that the city and the country, alarmed at one common danger, came forth to meet [it]."

America. In the face of our common dangers, in this winter of our hardship, let us remember these timeless words. With hope and virtue, let us brave once more the icy currents, and endure what storms may come. Let it be said by our children's children that when we were tested we refused to let this journey end, that we did not turn back, nor did we falter; and with eyes fixed on the horizon and God's grace upon us, we carried forth that great gift of freedom and delivered it safely to future generations. -- *Barack H. Obama.*

Appendix C
Lesson Plan for Argumentative Essay

Instructor: Tahira

School Information: The name of my school is International Academy of Kuwait. The curriculum standard is Cambridge International which has been adapted to the needs of students in other countries outside of the UK learning in the British system.

Lesson Topic: Argumentative Essay Writing

Lesson Objectives: By the End of this Lesson SWBAT:

1. Identify the key aspects to an argumentative essay.
2. Reorder an introduction paragraph and identify the thesis and use organizational techniques so that the introduction makes sense.
3. Restructure an essay while working collaboratively together in groups.
4. Identify the thesis in the introduction paragraph and topic sentences.

Student Information: My class consists of 18 students. They are high level English speakers and most of them can also write very well. However they need a lot of work on their formal writing. Some of them tend to write the way that they text message. Three of my students, Bahaa, Shazaa and Roy are very gifted and because they read a lot their level of writing is very high. The rest of my students need help with developing ideas and transitional ways to link those ideas. These students though they are non-native speakers have been identified as first language students because they have demonstrated a high enough skill set to be able to take the class. I have one native British speaker Thomas. However, surprisingly my two non-native speakers do better in English than he does.

Timetable fit: 4 periods weekly 50 minutes each

Instructional Arrangement(s): Students sit in groups of four throughout the entire lesson.

Materials: Text, handouts of argumentative essay exercise (Appendix D), examples of successfully written argumentative essays.

Day	Part of Lesson	Objectives SWBAT	Steps	Materials	Reflection/Evaluation
Oct 31 st 5 minutes.	Beginning	Identify the Basic Elements to Argumentative Essay Writing.	<ol style="list-style-type: none"> 1. Teacher asks the students to identify the five parts of an essay. This is to check to see what the students already know. 2. Teacher waits for answers and writes them on the board. 	Board and students' answers	Students were able to identify that an essay contains five paragraphs. However they did not know what a thesis was and what it entails. This showed me that I needed to take the students step by step through the essay writing.
Oct 31 st 10 minutes	During Lesson Activity Exercise One-10 minutes	Reorder an introduction paragraph and identify the thesis and use organizational techniques so that the introduction makes sense.	<ol style="list-style-type: none"> 1. Teacher passes out the handout for exercise one. 2. There are four exercises in this first exercise the students sit in groups unscramble an introduction paragraph and try to identify the thesis. 	Handout (see Appendix D)	This was a successful exercise because by unscrambling the sentences, students were able to see the way that an introduction is written and the way it leads up to a thesis. It was an exercise to teach the students the importance of organization.
Oct 31 st 10 minutes	During Exercise Part 2-Matching Topic Sentences 10 minutes	Match topic sentences with the proper paragraph and explain the reason why it is important that a topic sentence is logically	<ol style="list-style-type: none"> 1. In this exercise the students read the paragraphs and 	handout	This was a successful exercise. There was some debate over one of the paragraphs and

		connected to the paragraph.	<p>decide which topic sentence should go with which paragraph.</p> <p>2. After the exercise students compare answers and then the teacher writes the answers on the board.</p>		the topic sentence that belongs with it. But students helped each other to solve this problem. This helped the students who had trouble with topic sentences and using supporting ideas to support the main idea of their paragraph
Oct 3-10 minutes	During Exercise Part 3-Scrambled Paragraphs 10 minutes	Restructure an essay in its proper order.	<p>1. Students discuss with each other how the order of the paragraphs should go.</p> <p>2. After discussing with each other they label paragraphs one through five.</p> <p>3. While the students are doing this the teacher walks around the room to assist students who have questions.</p>	Handout (Appendix D)	This was also a successful exercise in that students after first doing the other exercises were able to see the logical flow of the paragraphs. There was some debate over which paragraph should have been the conclusion paragraph, because of the word finally.

Oct 31 st 10 minutes	Wrap Up Exercise-10 minutes- Identifying the thesis main idea and topic sentences	Identify the thesis main idea and topic sentences.	1. Students now for the final time look at the essay and underline the main idea, topic sentences and transitional words.	Handout(Appendix D)	This exercise was also successful in that it enabled the students to take a last look at the essay and identify these key elements and explain why it is important that these are written in order.
Oct 31 st	Post 10 minutes- Discussion and Reflection	Reflect on their work and discuss their mistakes.	1. Teacher displays the essay on the board 2. The students read it and revisit what they were able to identify on their own from the four exercises.	Feedback session and reflection	Some students were very excited when they seen that they were correct in being able to identify and put the parts of the essay in the correct order. This was a good post discussion activity that allowed me to hear feedback from the students on how they felt about the exercise.

Module 8: The Argumentative Essay

By Camille Willingham, Communications and Humanities Faculty, Kennedy-King College

Course

English 101 – Composition I

English 101 – Composition I, 3 semester hours

The goal of English 101 Composition I is the development of critical and analytical skills in reading and writing expository prose. The general objective is for students to learn strategic steps and the rhetorical devices and modes used in collegiate writing. The specific objective is for students to write a minimum of eight essays according to the basic rhetorical forms: narration, description, definition, example, process analysis, comparison/contrast, classification/division, cause/effect, and argumentation. For each writing assignment, students are expected to (1) select a manageable topic, (2) have a thesis statement that implies or states the essay's plan of development, and (3) construct at least three paragraphs that develop the thesis with concrete, relevant, and cohesive support, using transitional words, phrases, and sentences. They are also expected (4) to use good diction and correct grammar, spelling, and punctuation in 80% of the sentences. *Prerequisite:* Placement test or grade of C or better in English 100 or consent of department chairperson.

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Description

This module is designed to facilitate student fulfillment of specific objectives 2 and 3 of our 101 course syllabus. Unity, support, and coherence are the requisites for the effective collegiate essay in all rhetorical modes. The student examination of sample essays is an excellent way to master these concepts. Consequently, our modules propose to examine appropriate sample essays that demonstrate these requisites in each of the eight rhetorical forms. Our modules will enhance student understanding of the function of thesis, logical organization, topic sentences, supporting paragraph details, and transitional words in each of the sample essays. This exercise will reinforce the concepts of unity, support, and coherence required to effectively set forth and develop a point. Each sample professional essay taken from Langan (2001) is presented in four on-screen computerized exercises.

Transferability

The enhancement of critical and analytical skills in writing and reading expository prose is essential in all other English composition, developmental reading, and literature courses. It is, in fact, essential in all of the liberal arts that students have the skills to identify the main idea, major supporting points, and the effectiveness of those points when reading. It is equally important that students, when writing papers and exams, are capable of formulating an essay that has a clear thesis and coherent and adequately supported points. An on-screen computerized analysis of a sample professional essay in their discipline would be a reinforcement or refresher to what they have been taught in English 101.

Faculty Technology Skill

- The ability to manage the Windows or Macintosh computer operating systems
- The ability to use a wordprocessor (*Microsoft Word, WordPerfect*)
- The ability to open, print, and close a file.
- The ability to use a projector and computer for presentations

Student Technology Skill

- Need to know how to use a word processor
- Need to be able to open, print, save, and close a file
- Need to have the skill to use a mouse to do basic formatting—to make bold, to underline, to make italics

Faculty Equipment

- Individual computer with wordprocessor (*Microsoft Word, WordPerfect*)
- LCD Projector (PC and/or Macintosh compatible)
- Color Printer

Student Equipment

- Individual PC with wordprocessor (*Microsoft Word, WordPerfect*)
- Printer, b/w or color (optional)

Improvement on Teaching and Learning

The concept of a well-developed essay, centered around one controlling idea, and connected by logical transitions between sentences and paragraphs, is a difficult one for many community college students to master. This technological approach to sample essay analysis gives the student the opportunity to observe the essay on the screen and have the benefit of a classroom team approach to analysis. It encourages greater student involvement, and as an educational approach, it is far more engaging.

Nontechnology Comparison

Traditionally, study of the eight rhetorical modes has included student analysis of the appropriate sample essays as part of a homework assignment and then class textbook analysis of the essay to strengthen student understanding of the rhetorical modes. Students still need to study their sample essay and the theory of the rhetorical mode that it embodies before the class meeting. This teaching approach is much more engaging and interesting than the individual textbook approach because the student is no longer working as an individual in his or her own textbook, but as a part of a collaborative interactive classroom team in the essay analysis.

Pertinent Issues

Teachers need to be aware of . . .

- Possible limitations on copyrighted commercial work.
- The range of text-available Internet sites, fee and free sources (when model essays are used from sources other than the class textbook).
- Built-in limitations of older word processing programs and printers.
- Obstacles to learning presented by student lack of required computer skills.
- The fact that the module exercises can be adapted to the *Blackboard* course management system.

How to Use This Module in the Classroom

It is imperative that a preliminary general discussion of rhetoric—the elements of the essay—precede any specific consideration of rhetorical mode. Therefore, prior to teaching each lesson on a specific rhetorical mode and the specific module given here to enhance that mode, the instructor must begin the 101 course and each unit of rhetorical mode—illustration, narration/description, process analysis, definition, division and classification, comparison and contrast, cause and effect, argumentation—with a review of the general elements of the essay.

The initial units of the English 101 composition course should thoroughly cover general rhetorical theory. The chapters and exercises therein may be assigned for homework. The instructor may lecture on this rhetorical theory and as a classroom activity allow the students to orally review the chapter exercises. At the completion of this unit, the student should understand the following general rhetorical theory:

- **Elements and Language of the Essay**

An *essay* is a relatively short piece of nonfiction in which a writer attempts to develop one or more closely related points or ideas.

The *thesis* of an essay is its main idea. Sometimes, it is implied rather than directly stated. The thesis determines the content of the essay: everything the writer says must be logically related to the thesis statement. A good thesis statement identifies the topic and makes an assertion about it. A well-written essay should be *unified*; that is, everything in it should be related to its thesis, or main idea. There should be no digressions. A unified essay stays within the limits of its thesis. Your essay is unified if you advance a single point and stick to that point. If all the details in your essay relate to your thesis and supporting topic sentences, your essay is unified.

An effective essay requires a good *introduction* or beginning and a good *conclusion* or ending. A good beginning should catch a reader's interest and then hold it. In addition to capturing your reader's attention, a good beginning frequently introduces your thesis and either suggests or reveals the structure of the essay. The best beginning is the one most appropriate for the job you are trying to do.

A conclusion may summarize; may inspire the reader to further thought or action; may return to the beginning by repeating key words, phrases, or ideas; or may surprise the reader by providing a particularly convincing example to support a thesis.

The *paragraph*, like the essay, has its own main or controlling idea, often stated directly in a *topic sentence*. It should be unified, with every sentence relating to the main idea. Like the essay as a whole, the paragraph should be coherent with sentences and ideas arranged logically using appropriate transitional words. Moreover, like the essay, the paragraph requires adequate development—enough examples to convince the reader of the topic sentence.

Transitions are words and phrases used to signal relationships between ideas in an essay and to join the various parts of an essay together. Writers use transitions to relate ideas within sentences, between sentences, and between paragraphs. The most common type of transition is the *transitional expression*, such as *furthermore*, *consequently*, *similarly*, *granted*, *nevertheless*, *for instance*, *elsewhere*, *simply stated*, *finally*, *to conclude*, and *subsequently*. Pronoun reference and *repeated key words* and *phrases* are the other important ways to make transitions. Good transitions enhance *coherence*: the quality of good writing when all sentences, paragraphs, and longer divisions of an essay are effectively and naturally connected.

- **The Argumentative Essay**

Assign the chapter to your students for homework. They should read the theory and complete the exercises in their textbook. Upon completion of your lecture, the classroom discussion of theory, and the review of textbook exercises, your students

should have gained the following understanding: The argumentative essay attempts to convince the reader of a *controversial* point of view, to make a decision, or to pursue a course of action. The chief purpose of this essay is to set forth a point of view. The other purpose is the rebuttal of any opposing views. The writer must predict objections that may be raised and select the most effective evidence, rhetoric, language, and style to advance his or her case. *Persuasive* and *logical appeals* are two types of argument. *Persuasive appeals* are directed at the readers' emotions and involve sophisticated selection of language. *Logical appeals* are directed to the intellectual faculties and involve a reasoned movement from assertion to evidence to conclusion. The best argumentation should include both appeals.

Now you may announce to your students, “To further enhance our understanding of this rhetorical mode, let us leave our textbook this class session and examine a model student essay that is not taken from our textbook” (Langan, 2001, p. 177).

Exercise 1

First, let us look at scrambled sentences from a paragraph of this essay and unscramble them to test our understanding of logical organization.

Many people argue that working can be a valuable experience for the young.

"The pressure for teenagers to work is great, and not just because of the economic plight in the world today; however, working more than about 15 hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol. The concern we have is when the part-time work becomes the primary focus." Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. These are the words of Roxanne Bradshaw, educator and officer of the National Education Association.

Exercise 2

Now, let us look at these scrambled paragraphs, which appear out of their correct order in the essay, and match them to their appropriate topic sentences. In addition, in **orange**, let us underline any sentences that do not advance the topic and thereby violate paragraph unity. This exercise enhances our understanding of paragraph unity and support.

Paragraphs	Topic Sentences
Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.	Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle.

<p>As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working 30 hours a week.</p>	<p>Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs.</p>
<p>Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly, that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—video game systems, CD players and disks, clothing, even cars. These young people, some of whom earn \$400 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.</p>	<p>School work and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours.</p>

Exercise 3

For another exercise in logical organization, let us look at the scrambled five paragraphs of this essay and put them into logical order.

Scrambled Paragraphs	Logical Order
<p>Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.</p>	
<p>“The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus.” These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about 15 hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.</p>	
<p>Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.</p>	
<p>School work and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-</p>	

<p>food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working 30 hours a week.</p>	
<p>Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly, that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—video game systems, CD players and disks, clothing, even cars. These young people, some of whom earn \$400 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.</p>	

Exercise 4

Now, let us look at this sample for the last time and better perceive the logic and coherence of essay organization by drawing a **red** line under the thesis or main idea; a **blue** line under the topic sentences in the body, which support that thesis or main idea; and a **green** line under the transition words that enhance coherence between these paragraphs.

Teenagers and Jobs

"The pressure for teenagers to work is great, and not just because of the economic plight in the world today. Much of it is peer pressure to have a little bit of freedom and independence, and to have their own spending money. The concern we have is when the part-time work becomes the primary focus." These are the words of Roxanne Bradshaw, educator and officer of the National Education Association. Many people argue that working can be a valuable experience for the young. However, working more than about 15 hours a week is harmful to adolescents because it reduces their involvement with school, encourages a materialistic and expensive lifestyle, and increases the chance of having problems with drugs and alcohol.

Schoolwork and the benefits of extracurricular activities tend to go by the wayside when adolescents work long hours. As more and more teens have filled the numerous part-time jobs offered by fast-food restaurants and malls, teachers have faced increasing difficulties. They must both keep the attention of tired pupils and give homework to students who simply don't have time to do it. In addition, educators have noticed less involvement in the extracurricular activities that many consider a healthy influence on young people. School bands and athletic teams are losing players to work, and sports events are poorly attended by working students. Those teens who try to do it all—homework, extracurricular activities, and work—may find themselves exhausted and prone to illness. A recent newspaper story, for example, described a girl in Pennsylvania who came down with mononucleosis as a result of aiming for good grades, playing on two school athletic teams, and working 30 hours a week.

Another drawback of too much work is that it may promote materialism and an unrealistic lifestyle. Some parents claim that working helps teach adolescents the value of a dollar. Undoubtedly that can be true. It's also true that some teens work to help out with the family budget or to save for college. However, surveys have shown that the majority of working teens use their earnings to buy luxuries—video game systems, CD players and disks, clothing, even cars. These young people, some of whom earn \$400 or more a month, don't worry about spending wisely—they can just about have it all. In many cases, experts point out, they are becoming accustomed to a lifestyle they won't be able to afford several years down the road, when they no longer have parents paying for car insurance, food, lodging, and so on. At that point, they'll be hard-pressed to pay for necessities as well as luxuries.

Finally, teenagers who work a lot are more likely than others to get involved with alcohol and drugs. Teens who put in long hours may seek a quick release from stress, just like the adults who need to drink a couple of martinis after a hard day at work. Stress is probably

greater in our society today than it has been at any time in the past. Also, teens who have money are more likely to get involved with drugs.

Teenagers can enjoy the benefits of work while avoiding its drawbacks, simply by limiting their work hours during the school year. As is often the case, a moderate approach will be the most healthy and rewarding.

Recommendation for Assessment

It is highly recommended that instructors using this module assess learning by selecting a model essay from a source other than the student textbook.

Reference

Langan, J. (2001). *College writing skills with readings*. New York: McGraw-Hill.

Appendix E
Kinesthetic Reading Comprehension Exercise

Instructor: Tahira Muhammad

School Information: The name of my school is International Academy of Kuwait. The curriculum standard is Cambridge International which has been adapted to the needs of students in other countries outside of the UK learning in the British system.

Lesson Topic: Reading Comprehension Exercises

Lesson Objective: By the End of this Lesson SWBAT:

1. Answer reading comprehension questions which demonstrate their ability to understand the reading passage entitled Seven Wonders of the World.
2. Work collaboratively and share creative ideas to help each other with reading comprehension questions.
3. Design posters of the Seven Wonders of the World to demonstrate what they have learned in the lesson.

Student Information: My class consists of 23 students. Some of them have very low attention span especially for the boys. There are a handful of boys who have a difficult time staying focused and need constant supervision.

Timetable fit: 4 periods weekly 50 minutes each

Instructional Arrangement(s): Students sit in groups of four throughout the lesson.

Materials: Text, Seven Wonders of the World Cambridge Book: Focus on Reading.

Day	Part of Lesson	Lesson Objective	Steps	Materials	Reflection
Oct 31st 10 minutes	Pre Lesson Activity: Questions to activate students background knowledge on the passage.	Students will be able to explain what they already know about some of the Seven Wonders of the World.	<ol style="list-style-type: none"> 1. Teacher gives the students a handout with a KWL chart. 2. Students fill out, what they knew about the Seven Wonders of the World, What they expected to learn and what they have found out. 	Handout of KWL chart	This pre lesson activity helped the students to list all the wonders of the world that they are familiar with. It also as a teacher gave me an idea about what they already knew.
Oct 31st 20 minutes	During Lesson Activity Exercise One-	Students will be able to work collaboratively and share creative ideas to help each other with reading comprehension questions.	<ol style="list-style-type: none"> 1. Students read the passage and answer the questions in groups. 2. After completing the questions the teacher randomly selects students to answer the questions. I chose the five boys in the 	Students and white board	When I allowed the boys to come to the board to write the questions they were more attentive, because they were given a chance to get up. I had less

			class to come to the board to write the questions on the board.		discipline problems.
Oct 31st 30 minutes	Post Exercise: Brainstorm or Oral Poster Activity.	Demonstrate what they have learned in a poster presentation.	<ol style="list-style-type: none"> 1. Students go back to their same groups. 2. Teacher asks each group to decide which of the seven wonders they would like to present. Teacher writes the group names and project on the board so the entire class can see what the other groups decided so there will not be any accidental repeats. 3. After this the teacher gives the students the remainder of the class time to work in their groups. 	Poster paper, markers	This activity allowed me to see which students worked well in groups. I realized that I may have to shift students to work with other students, so that they concentrate better.

Oct 31st	Post 10 minutes- Discussion and Reflection	Share what they have learned from the exercise and take note of each other's feedback.	1. Students discuss with the teacher what they have learned in the class.	Students discussion and teacher	This was a good post discussion activity that allowed me to hear feedback from the students on how they felt about the exercise

Appendix F
Visual Grammar Lesson

Instructor: Tahira Muhammad

School Information: The name of my school is International Academy of Kuwait. The curriculum standard is Cambridge International which has been adapted to the needs of students in other countries outside of the UK learning in the British system.

Lesson Topic: Grammar Review Lesson Plan

Lesson Objective: By the End of this Lesson SWBAT:

1. Identify a run on sentence and sentence fragments.
2. Correct sentence fragments and run on sentences.

Timetable fit: 4 periods weekly 50 minutes each

Instructional Arrangement(s): 15 students sitting in pairs

Materials: Powerpoint Presentations: Run on Sentences and sentence fragments.

Day	Part of Lesson	Lesson Objective SWBAT	Steps	Materials	Reflection
Oct 31 st 5 minutes	Introduction	Identify the difference between a complete sentence and a fragment.	Pre Lesson Activity: 1. Teacher writes two sentences on the board, one complete and the other incomplete. Teacher asks the students the difference between the two sentences.	Discussion whiteboard	This brief introduction helped me to see what the students already knew.
Oct 31 15 minutes	During Lesson Activity Exercise One-20 minutes-explanation	1. Identify a run on sentence and sentence fragments in a Powerpoint Presentation.	Teacher displays a PowerPoint presentation that gives examples of run on sentences and sentence fragments. Students follow the presentation with the teacher and answer sample questions on fixing run on sentences.	PowerPoint from website: grammar.ccc.commnet.edu/grammar/ppt/run-ons.pps	This powerpoint was an excellent fun visual that allowed the students to see and identify run on sentences. It was useful because the students were able to see examples of how to fix their sentences.
Oct 31 st 20 min	Post-application	Correct run on sentences and fragments.	Teacher gives the students a hand out with run on sentences. In pairs students help each other to fix the sentences. After fifteen minutes teacher goes around the room and solicits answers from the students. If the students get the answers correct the teacher writes them on the board.	Handout on with run on sentences exercises.	This exercise helped me to see if the students were able to apply what they have learned. If there was still problems then this exercise helped me to see if there was another way I had

					to approach the lesson for next class.
Oct 31st	Homework Assignment	Apply what they have learned in class and self-edit their essays.	Teacher hands the students their essays and asks them to correct any run on sentences or fragments and bring it to class the following day. The teacher looks at their work and writes suggestions.	This follow up homework assignment would allow me to see if the students can edit their mistakes from what they have learned in the grammar lesson.	Student essays

Shaza
Sample

Wattar

Common Assessment

Writing: Argumentative/Discursive

Explain why a place known to you should be protected for the benefit of future generations.
Write 300-400 words

Space for notes

- Place: - school.

- Schools are an educational place, founded years ago.

- It benefits generations over time.

- It helps future students.

- It shouldn't be destroyed by the government, or broken down.

Start your piece here

Schools have been found many years ago. They are institutions that give students an education based on a specific national curriculum, written by the Ministry of Education of a specific country.

Governments should be able to protect those schools in their country against attacks, wars, etc. These schools should be their first priority, because these schools will stay for the years to follow to keep teaching our future generations, giving them the best education possible. Thus, building a successful future for those future generations.

Having the right safety measurements, enough security guards, building the schools on proper grounds; All those

factors affect the protection provisions of a certain school. For example:- Imagine building a highly qualified school, in a middle of a war zone. Parents should know better than to send their children to that school, but when they finally realize that; it would be too late. The school would already be destroyed, and many student's life would be in jeopardy. This means that the frame where the school was built was improper, and not suitable for educational purposes. Therefore, destroying an important institution, ruining many people's lives, and possibly destroying people's future. - N

needs an additional paragraph

In conclusion, If a country really cared about it's country and it's country's well being, in order to make the country prosper - economically and socially. The educational institutions should have the right form of safety, because they help in building an entire future generation.

It is OK but needs an additional paragraph to support your argument and main idea.

Shaza Wuttar ~~Common~~ Assessment
~~Sample~~ Midterm Sample

Section B: Composition

Write about 350–450 words on one of the following:

Argumentative/discursive writing

1 (a) 'Young people today do not have real friends. Long lists of names on social networking sites on the internet have taken their place.' Discuss this statement. [25]

OR

(b) Some people say that both girls and boys do better in single sex schools. What are your views? [25]

Space for Notes

Intro

* Girls and boys being channelised into different directions from birth.
* How girls act alone, compared to boys (briefly)

Body:-

- 1- Advantages of single sex schools,
- 2- Disadvantages of single sex schools,
- 3- affects & aspects.

Conclusion -

* Support thesis statement.

socialized

Start your piece here

Since birth, boys and girls have been channelised by their parents in two different directions. For the girls are always supposed to be feminine, compared to the boys who are taught not to cry at hardships with the commonly used phrase "be a man!". It ~~has~~ is a maternal instinct, and the way that boys differ from girls. When girls are alone they usually are more comfortable and are at

utter ease than when they are around boys and viceversa. This is mainly because ~~most~~ most of the girls relate to each other as well as the boys. However, as the stage of primary socialisation ends, and children are expected to go to schools; Is it beneficial for a child to be separated according to his or her sex as well? **excellent**

Secondary socialisation is learning the ~~hidden~~ hidden ~~curriculum~~ curriculum from institutions, such as schools. When children are at the right age to start learning from outside the home, they are sent off to school. Schools are many types, some of which are the single sex schools. (of) They are schools who only accept one ~~gender~~ gender of people. When girls are put in an all girl school it is both beneficial and in many cases a disadvantage. It is scientifically proven that girls in all ~~sex~~ ~~girl~~ girl schools ~~get~~ achieve better results, that is because they are more focused on their work in class without the disruption of the male species, for girls are known as the patient, ~~and~~ quiet species. Moreover, they can discuss several things, and learn about extra subjects that they were too ashamed of knowing about if guys were put to the case. In summary, they feel more comfortable being all of the same sex. **good**

around

Most importantly, boys find it boring and less entertaining as being in an all boy school. It is very difficult situation to deal with for most (2) of the teachers. However, they are similarly comfortable as the girls by being all from the same gender. They are

free to express and talk. They can all relate to one another. Although it looks like single sex schools are of great benefit, in most of the cases they are at a disadvantage as well.

Single sex schools do not prepare it's students for the proper outside world, for we all mingle on the outside. Another disadvantage is that it could change the students' character, and in many cases give rise to homosexuality. Moreover, it is disruptive for teachers in both genders because of how well everybody can relate to one another, which leads to less focusing in class and the ultimate never ending conversations. In addition to, ~~from girls~~ when girls leave school and experience the world, many of them are intimidated by the idea of a boy, and they are likely to be raped or sexually ~~abused~~ harassed.

In conclusion, boys and girls are two completely different species although they are both human. Separating them when they are sent off to school could be an advantage for many, and a disadvantage for others.

S - S CS = 13

R S SA = 12

DI S

A S

25
/ 25

[25]

[Total:25]

Linda Aldy ~~Hard term~~ Sample
Common assessment Sample

Writing: Argumentative/Discursive

Explain why a place known to you should be protected for the benefit of future generations.
Write 300-400 words

Space for notes

- * For attracting tourists.
- * For future development
- * For political issues.

Start your piece here

There are no doubts that the protection of a country is necessary for future aims, whether to the benefit of its people or for the development of the country. Protecting a country has several meanings when it comes to speaking about aims. For example, protecting can be taken as developing the place, as well as keeping a head above the benefit of it.

Nowadays, as we can see, countries are going through a serious drop of strength and political issues. When we think of the protection, it plays a big role in the drop of the country's standard.

How? Let me make it more clear! If a country is well protected, and it gets through political issues or even economic problems, it would get repaired more easily. Speaking of political targets, protection is necessary as it avoids to corruption of the country. The invading of a specific country can be easily taken if a country is not well protected which means that this place is weak. And of course a weak country attracts all disadvantages towards it and as well faces all different problems of economy and politics.

Protecting a country would increase the rate of its strength which would make it a strong, dependant environment for everyone to be satisfied. Rates of tourism would also increase, therefore, the country becomes popular. However, it is not as easy as we think to attempt the full protection of a place, but as well it is the main advantage for the country.

Not only countries should be protected, but all places too. Homes, schools, building, open places, everything should be protective to live long for present and future generations. And if we start with protecting these places first, then it would be much easier to attain a country's protection.

Meanwhile, we are all included in protecting the place to win its strength. All together we can do it!

too general what country?

Thank you!

Section B: Composition

Write about 350–450 words on one of the following:

Argumentative/discursive writing

- 1 (a) 'Young people today do not have real friends. Long lists of names on social networking sites on the internet have taken their place.' Discuss this statement. [25]

OR

- (b) Some people say that both girls and boys do better in single sex schools. What are your views? [25]

Space for Notes

- * I disagree
- * Somehow, apart from studies, they go to school to learn all life issues not only studies.
- * Having them in single sex schools might affect their personality in some ways & of course depending on the child
- * Students have to learn to cope with different sexes during learning & have to learn how to
- * Teaches them the techniques of interacting with opposite sex (Important for life abilities)
- *

Start your piece here

The Knowledge of life, not only studies

There are no doubts that schools play an important role in the lives of children, as it is the site where all life issues are being passed to all generations and where students acquire different types of studies, generally and specifically.

Schools do not only teach the students the syllabus they are stuck with, but its main attempt, is to teach the students the art of life. In other words, how to think, how to maintain knowledge, how to cope with people, how to interact with issues, and all these come from day-to-day interaction with school life. Nowadays, lots of single sex schools have implied and have been introduced to our community. Some people claimed that "both girls and boys do better in single sex schools", where it can be, to some extent, true as their concentrations and ability of giving is more. However, I disagree with the stated statement, as in my opinion, children have to learn from ^{reword} their young times, how to interact and cope with different sexes. Meanwhile, it is important to gain comfort between both boys and girls. Yet, obtaining the thoughts of the opposite sex and identifying their way of thinking is necessary.

Psychological, it has been proved that it is totally essential ~~to~~ for up-growing kids to learn the different life stabilities. Meaning that children, specially ~~at~~ during young ages, have to learn how to interact with the opposite sex in order to imply it further on in life. Some, or actually, most of ^{the} people graduated from single sex schools are coped with their same sex only. This leads to further problems that the person face when introduced to the real world of universities and places of work too, as it is necessary for both girls and boys to interact and allow space for ~~day-to-day~~ everyday interaction to build-up a ~~good~~ strong personality. -good word

DI = 5

R S
S S
A S
Furthermore, as an example, a lot of girls prefer the single sex schools, as they think that having the whole place adapted to a single sex leads or gives more comfort and ~~it~~ provides more space for them to do and to give and burst all of their talents with no ~~shyness~~ limits. However, ~~this~~ to some extent, this is a totally wrong way of thinking, as both boys and girls are supposed to have the guts to act naturally in front of their opposite sexes, as after graduating, there is another and a different life waiting for them.

It is necessary to the community to have its colonies with ~~open-minded~~ open-minded thoughts. If the children didn't have the chance to learn that the relationship between the girl and the boy can be totally innocent and for normal day-to-day interaction, they will grow up with these thoughts and will pass them to their upcoming generations which will lead to an absolutely closed-minded community.

- good point well developed

Therefore, we have to think out of the box ~~and~~ as we also have to teach our children that life is not just a single colour, ~~but~~ but a shiny rainbow that passes on different life knowledge that we have to obtain. Nevertheless, ~~the~~ the art of interacting with different people mainly starts during school times, yet, ~~this~~ ^{is} the only time where students can get to ~~&~~ reach the power of life and its issues.

excellent 25

[25]

CS = 13
SA = 12

[Total: 25]

Nazeem's Common Assessment Sample

Writing: Argumentative/Discursive

Explain why a place known to you should be protected for the benefit of future generations.
Write 300-400 words

Space for notes

(I'm agreeing)

- * Historical importance, and values.
- * Memories to be shared to sons and grandsons.
- * Teaches preservation
- * Reminds children that saving things would keep them in good shape, and make them last for a long time.

Start your piece here

Some places hold memories, and projects values that are greater than any modern facility money can buy. They may resemble a piece of history or a memory you would never forget. I agree that it is our job, our responsibility to keep them safe and preserved as marks descended from old times to the future generations.

It may be the grounds where an ancient battle took place, or where ruins remain for centuries after being built by our ancestors. They remind generations that follow how much they suffered, also how much little they had to use to benefit them selves. A history of a place should always be kept intact.

When we show our children how much we care about something despite how ancient or worn out it is, we teach them preservation, things that mean to us should be well kept and saved. This would also apply to our countries, our homes that should always be kept clean, and surrounded by a good environment with no pollution.

Places or even things that symbolize great meaning, while well protected and preserved can be saved in a good shape helping them last for many generations to come. A person's past can always be replayed easily with their presence and continuously remind us of true origins.

In my opinion a place where a grew up or experienced something should always be kept the same for me to revisit and relive some of my memories again. The preserving of countries, ruins, homes has so much sentimental value it overwhelms the processor of its history. As they say 'Old is gold!'

OK but you did not address a specific place this is too general. A historical place where? In your home country?

Section B: Composition

Write about 350–450 words on **one** of the following:

Argumentative/discursive writing

- 1 (a) 'Young people today do not have real friends. Long lists of names on social networking sites on the internet have taken their place.' Discuss this statement. [25]

OR

- (b) Some people say that both girls and boys do better in single sex schools. What are your views? [25]

Space for Notes

<p>1) a) Agree:</p> <ul style="list-style-type: none">• Can have anyone on the list, do not need to know the personally. <p>Disagree:</p>	<p>1) b) Agree :- less distractions.</p> <ul style="list-style-type: none">• feel more comfortable when everyone's the same. <p>* Disagree: more competition.</p> <ul style="list-style-type: none">• girls and boys would not become very shy when they meet, it becomes very casual and strengthens their identity.• have all kinds of friends and connection, and getting along with everyone you meet. Not just dealing with one sex in the real world.
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Start your piece here

I disagree with the fact that girls and boys would do better in single sex schools. It is good and healthy to have good competitions between males and females to prove themselves at schools. Other than that having them become more competitive, it increases ~~the strength~~ and strengthens their identity, in addition to allowing them the chance to get along and make ^{new} sorts of friends and connections.

There is a healthy relationship in having a good competition between girls and boys trying to prove they are better with certain skills than the other. They become more familiar with what role they can perform alongside each other in the world. - good point

As both sexes meet daily at school, they do not feel very shy and perservative around one another. Their identities and personalities are strengthened to deal with all sorts of people which make them more confident wether it was male or female to deal with the other. Therefore ~~and~~ (having) become more open to people in life. - good

Girls and boys would have a choice of getting acquainted with all sorts of friends and ~~get~~ discovering how the ^{opposite} different sex acts in general. This would increase their connections in life the would learn how to interact more with all sorts of people and ~~(personality)~~ personalities. Since in the real world you cannot be very perserved into dealing with one sex while they all work as one in the community. ~~And~~ Life with both sexes at school would also make it very easier to get to know and understand the other person in life and maybe marry them someday.

I do believe it is best for the whole

community of human beings to learn the talents of interaction with every kind of sex, personality as well as appearance. This would make life easier to get along, and communication between members of our society would vary more when there are both female and male sides to represent them.

20 good

25

a little awkward usage of words but ideas well conveyed
sentences too long

DT S

R = S

CS = 10

S = 5

SA = 10

A = 5

[25]

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