

UNIVERSITÉ DU QUÉBEC

THESIS PRESENTED TO THE
UNIVERSITÉ DU QUÉBEC À TROIS-RIVIÈRES

AS A PARTIAL REQUIREMENT
FOR THE MASTER'S DEGREE IN EDUCATION

BY

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THE SOUND OF SILENCE:
THE UTILISATION OF MIME
IN THE TEACHING OF ENGLISH AS AN ADDITIONAL LANGUAGE
AN EXPLORATORY STUDY

SEPTEMBER 1998

Université du Québec à Trois-Rivières

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Résumé

Après plus de quatre cent cinquante heures d'enseignement d'anglais langue seconde, un très grand nombre d'étudiants arrivent au niveau collégial avec de très faibles habiletés à s'exprimer oralement en anglais. Par conséquent, ils sont classés au niveau le plus faible, c'est-à-dire le niveau transitoire.

Il semble que les étudiants transfèrent très peu de connaissances supposément acquises au cours des années antérieures. Malgré qu'ils reconnaissent qu'ils ne font pas beaucoup d'effort pour apprendre, la majorité des étudiants réalisent que l'apprentissage de l'anglais leur est essentiel pour leur avenir. Comme ce cours pourrait être leur dernier, il devient donc important de l'enseigner de manière à ressusciter les connaissances antérieurement acquises. D'autant plus qu'il est reconnu que des étudiants possèdent beaucoup d'intérêts et de styles d'apprentissages qui ne sont malheureusement pas pris en considération par leurs enseignants. Dans la mesure où les styles d'enseignement couramment utilisés sont davantage centrés sur l'enseignant, les étudiants se réduisent ainsi, selon les auteurs, à un rôle passif en classe.

Selon les auteurs consultés, lorsque l'on sollicite les sens et les émotions des apprenants, ceux-ci parviennent plus facilement à faire appel à leurs connaissances antérieures et à mieux intégrer les nouvelles connaissances. Ceci est particulièrement important dans le cadre de l'apprentissage d'une langue seconde dans la mesure où cela favorise une meilleure mémorisation du sens des mots. Car, la mémoire sémantique serait la base des apprentissages. Le Mime, comme langue universelle parce que c'est une langue des émotions, des expériences, encouragerait les apprenants à mieux verbaliser ce qu'ils ont déjà appris et déjà vécu.

Cette étude exploratoire de type quasi-expérimental a pour hypothèse que l'utilisation par l'enseignant de l'anglais, langue seconde, d'une méthode non verbale qui requière des habiletés cognitives de type visuel ou kinesthésique, tel que le Mime, comparé à une méthode d'enseignement plus auditive, a un effet positif sur les résultats de la production orale de la majorité des étudiants de niveau transitoire au collégial.

Deux groupes participèrent à cette expérience. Ils utilisèrent le même manuel, le même cahier d'exercices et ils firent les mêmes tests. Un des deux groupes a suivi le cours d'anglais selon une méthode plus auditive et l'autre l'a suivi selon une approche plus visuelle et kinesthésique qui pousse le professeur à éviter de verbaliser les informations, et peut favoriser une plus grande participation des élèves.

Au début de la session d'hiver, les étudiants ont tous répondu au test Les canaux d'apprentissage de Lynn O'Brien qui a déterminé s'ils étaient de type visuel, auditif ou kinesthésique. Après 45 heures d'enseignement, les étudiants des deux groupes ont eu à compléter un questionnaire dans le but d'identifier leurs caractéristiques personnelles et leurs habitudes langagières et à passer un examen oral qui a été enregistré sur cassette audio. Celui-ci comprenait trois parties: un monologue d'une durée de deux minutes, une formulation de questions et un dialogue.

Les résultats de cet étude ont démontré que les étudiants étaient plus satisfaits de leurs apprentissages lorsque leur enseignement favorisait une approche kinesthésique et visuelle. L'utilisation d'une méthode non-verbale encouragerait les étudiants à être plus actifs. Ainsi, le Mime est une façon visuelle et kinesthésique plus stimulante pour présenter des objets d'apprentissage. En étant plus actifs dans leur apprentissage, les élèves se sentirent obligés de s'exprimer oralement pour combler le vide d'information qui leur venait du silence de leur enseignant. De plus, selon leur réponses au questionnaire, ceux exposés au Mime se sentaient plus confortables que l'autre groupe, pour parler en anglais.

Les résultats de l'examen oral ont montré que les élèves qui assistèrent à un enseignement plus auditif ont eu de bons résultats dans le monologue mais de moins bons résultats dans la formulation des questions, que les élèves qui eurent un enseignement utilisant le Mime. Ceci suggère que d'autres recherches devraient entreprendre d'étudier, plus systématiquement, les effets d'une approche davantage kinesthésique et visuelle de l'apprentissage de l'anglais; dans la mesure où cette approche rend l'étudiant plus actif de son apprentissage et accroît ainsi ses chances de transférer les connaissances acquises.

ACKNOWLEDGEMENTS

Thank you to Dr. Geoffrey Vitale for being inspiring and supportive.

Thank you to Prof. Jean Luc Gouveia for his interest and insight.

Thank you to my colleagues for their availability.

A special thank you to my husband, Steve Mazerolle,
and my family for teaching me to persevere.

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Nihil est in intellectu quid prius fuerit in sensu.

[Nothing is in the intelligence that has not passed through the senses.]

-Aristotle

CHAPTER I

The Problem

1.1 Presentation of the center of interest

One of the many problems arising from the Quebec educational system can be found in the English as a Second language program which, from here on in, will be referred to as "English as an additional language", as for many children English is simply one of the several languages that they speak. Students who are enrolled in this program begin learning English as late as grade four in elementary school and meet the teacher for about an hour every week. In high school, the students are required to take English up to their fourth year of secondary school. They meet the teacher for about seventy five minutes at a time, three or four times in two weeks. Considering that there are roughly one hundred and eighty teaching days in the school year multiplied by the seven years which constitute the minimal requirement to graduate from high school, minus a few days for illness, the student should have received, at the very least, four hundred and fifty hours of English instruction, as depicted by the Quebec educational system. After secondary school, if they choose to continue their studies, they arrive at the CEGEP (Collège d'enseignement général et professionnel) level where the Ministry of Education requires the students to pass two English courses. In their first year they must pass one common interest course which is divided into four categories according to level of ability (transitional, being the beginners' level, level one, level two and literature), and, in their second year of study, one course that is directed more towards their program of study, in order to obtain their college diploma. The students are classified according to their high school marks and

performance through a placement test administered by the individual schools. According to the Ministry of Education, across the province around 38% of the students are placed in the transitional level. In the smaller regions of the province, the percentage is as high as 70%.

1.2 Presentation of the problem

After a minimum of four hundred and fifty hours of instruction, one might think that all except a small few would have progressed beyond the parts of speech and the simple present tense in the affirmative, negative and interrogative. However, the requirements outlined in the transitional course, as designed by the Ministry of Education, instruct the teacher to teach the minimum essential aspects of the language: parts of speech, simple present and simple past. In addition to having to teach the basics of the language, the Ministry has designed the English as an additional language courses according to the competency based philosophy and determined that the students must be able to demonstrate their competency in all four aspects of the language -reading, listening, speaking and writing. According to a questionnaire sent to all of the colleges in Quebec (Froio and Pearo, 1995), the college level teachers note that the transitional students, in general, have sufficient abilities when it comes to reading and listening, but experience difficulty when asked to produce the language. Thus, the difficulties the transitional students experience when producing the English language orally will be the focus of this thesis.

Unfortunately for many of the students in small Quebec cities and towns such as Trois-Rivières and Victoriaville, the only chance they have to practice speaking the language is in the "English as an additional language" classroom, since their daily lives are successfully carried out in their mother tongue, French. The role of the English language in the lives of French speaking people living in Quebec has been, historically speaking, a controversial subject. A survey of 800 Francophones, 415 Anglophones and 345 people whose mother tongue was neither English nor French published by Monnier (1986) asked the question "Connaissez-vous assez bien l'anglais pour soutenir une conversation?" (p. 16). Forty-five percent of the responses were no and only 1.52% of the Francophones rated their spoken English as excellent or very good whereas 80% of the people whose mother tongue is neither English nor French did (p. 13). However, "...on constate que 59% des disques et cassettes achetés par les francophones au cours des trois mois précédant l'enquête étaient en anglais" (p. 29) and "30% des heures d'écoute de la télévision se passent en anglais" (p. 31). Francophones are able to watch television in English and they listen to English music. They appear to be passive learners of the language. They have had the opportunity to access the knowledge after sitting in an English as an additional language classroom for four hundred and fifty hours, however, they have difficulty verbally expressing what they have learned. This becomes a serious problem at the CEGEP level as the students are required (by the Ministry of Education) to pass two English courses as a part of their formal education. Something must be done at this level to encourage the students to use what they know to formulate speech; to diminish the barrier between knowledge and action, comprehension and production.

Organizing a lesson to teach English, while appealing to each individual student in order to engage and motivate her/him to learn, is quite a task for professionals whose classes are becoming larger and larger while material becomes scarce. The demands are increasing while the resources are diminishing. "The issue of second language instruction, then, becomes a matter of needs assessment. What is it that the learner wishes to achieve?" (Bialystok, 1991, p. 77). According to Tardif, "la métacognition est une variable qui différencie les élèves qui réussissent de ceux qui éprouvent des difficultés d'apprentissage" (1992, p. 58). So, the onus is on the students to express their needs and request clarification as the teacher is busy trying to meet the Ministry guidelines with students who seemingly have not retained the basics of the language. The intentions of the teacher might be good, but the students need to take a more active approach to language learning and take responsibility for their part of the process.

Naturally, the theories and suggestions by researchers help the teacher to better understand the learning process, but, in the context of a forty-five hour course, faced with thirty individuals and a structured course content, the teacher needs a methodology which not only reflects the findings of the theories, but can be efficiently employed in the language classroom to encourage the students to orally produce the English language. Considering the fact that the students have already been exposed to English since the fourth grade of primary school, at this stage, the teacher needs to stimulate the students' previous knowledge and experiences with the language in order to encourage the students to activate what they have learned in order to orally produce the language. Not only is oral

production an integral component of the English as an additional language transitional level course, it is the skill, coupled with listening, that develops naturally in humans. Unlike reading and writing which have to be learned, humans have been verbally communicating for centuries. The students approach their own language in such a manner, speaking their first word during their first two years of life and not learning to read or write until much later. Although the students have much less exposure to English, one can expect that it would be natural for the students to internalize the knowledge of the additional language and, at this level of their development, be able to produce the language. There is something within these students that blocks their natural tendency to speak. Perhaps it is their level of motivation, having not yet realized their own personal need to speak the language or a lack of confidence to practice, as the infant does, the language without a fear of making mistakes. An approach is needed which can help to bridge the gap between comprehension and production while taking into account the natural learning tendencies and experiences of each individual learner.

An examination of the manner in which infants come into contact with the world and learn their own language leads us to assume that the transitional level students were, at some point, kinetic learners. Thus, they might still favor a kinetic approach over a strictly visual or auditive presentation such as the method that is being employed presently in the CEGEP classroom. This researcher believes that the use of a non-verbal method that favors visual and kinetic learners, such as Mime, by the teacher in an English as an additional language classroom, has a positive effect on the oral production results for the majority of the

CEGEP students in the transitional level English as an additional language class, as compared to a primarily auditive method.

1.3 Pertinence of the research

In today's society, the young adults who are studying in Quebec colleges need to be able to communicate with people around the world. The introduction of the Internet and electronic mail into our schools enables them to communicate with anyone on the system. Webster's Concise Encyclopedia confirms that there are some 350 000 000 native speakers of the English language and at least the same number of non-native speakers while only 70 000 000 people are native French speakers. The comprehension of the English language will enable the students to enrich their personal knowledge. However, they are required to become participants in the action, thus they need to produce the language.

They will be able to use a computer to correct many of their written mistakes, but they must use their own abilities and training in order to speak the language. Microphones and video cameras are being attached to computers so that people can exchange information verbally, in an effort to clarify the meaning and nuances that are sometimes lost when simply reading a text on a computer screen. The students will be able to speak not only with people in French, but almost everyone in English, with authors and specialists around the world on any topic that interests them. In addition, many products now include a number customers can call for further product information or queries. Toll-free numbers, teleconferences and expanding companies enable customers to do business over the phone, thus the ability to speak with their varied clientele has become an additional consideration

when companies hire new employees. In order for college students in Quebec to prepare themselves for future employment, the knowledge of another language, especially English, will facilitate their entry into their chosen field and enable them to be transferred to other offices world-wide. A working knowledge of English, especially the ability to speak the language, will open many doors for these students who are faced with economic disparity and a high rate of unemployment.

In order to eliminate the usual influx into the transitory level, which seems to happen year after year, the Ministry has decided to make secondary five English compulsory for all students working towards their high school diploma and intending to continue their studies at the CEGEP level. Thus, the students will receive another eighty or so hours of what they have always been receiving. The classes are large, and with budget cutbacks, getting even larger, the material, mostly limited to vocabulary drills and cloze exercises, encourages their passivity. There is a need to break the cycle and change the way the students experience the English language for "(n)o textbook, no curriculum, no lesson plan accounts for the bewildering multiplicity of life" (Beechhold and Behling, 1972, p. 224). If one wants to teach students how English is used in the real world and how the knowledge of this language will enrich their lives, one must first examine how humans learn in order to try and in an effort to mold one's teaching to take advantage of the natural instincts of people and make it more natural and less of a conscious effort. One must understand learners in order to encourage their strengths and stoke their desire to learn. This is what we propose: to the Ministry of Education -increase the funding for materials and training while reducing class sizes; to the teachers -structure the pedagogical approach in function

with the cognitive theories of learning and try to appeal to each individual language learner; and to the student -become an integral and active part of the learning process.

Not only are the findings of this thesis important for the CEGEP students who are learning the English language, they are also important contributions to the field of education as they examine the use of a teaching strategy that is commonly employed by teachers but the results of which have not been presented nor examined. The reaction of an audience to Mime has not been the subject of formal research in the context of language learning.

CHAPTER II

The Literature Review:

Additional Language Learning

2.1 The cognitive learning experience

Humans are naturally curious beings. We are the only mammals who are able to use our brain to such an extent that we are able to use language to express indecisive notions and desires. The human brain is divided into many different areas based upon its structure (the triune brain theory and the two hemispheres) as well as its functions (Gardner's intelligences). These theories will be examined as well as the multisensory manner in which humans approach their environment, in order to grasp a better understanding of the cognitive learning experience and how it relates to the learning of English as an additional language.

2.1.1 The triune brain theory

The triune brain theory divides the brain into three parts: the reptilian-like brain of the primal mind, the paleomammalian brain of the emotional mind (primitive cortex) and the neomammalian brain or the rational mind (neocortex) (Grady, 1984, p. 16). The reptilian-like brain is the part of the brain that is responsible for primal needs. It is situated at the top of the spinal cord and receives all incoming information. It is an instinctual part of the human brain whereas the paleomammalian brain, which surrounds the reptilian-like brain, is the emotional part that is responsible for memory and for

creating a balance between the three brains. The final layer is the rational neocortex. It focuses upon the outer world and is responsible for the preservation and creation of ideas. Thus, by watching the teacher, the reptilian-like brain receives the information and sends it to the visual neocortex to be interpreted. The paleomammalian brain becomes involved in the emotional aspect of the unfolding lesson that the neocortex is interpreting:

De fait, le néocortex se présente comme l'instance dominante du cerveau humain, à l'intérieur de laquelle se développe une mégalopole de cellules nerveuses consacrées à la production du langage symbolique et aux fonctions associées que sont la lecture, l'écriture, l'arithmétique... De plus, il est chargé d'interpréter les situations, de détecter et de discriminer les variances existant entre les différents signaux de la réalité extérieure. C'est lui qui effectue le processus cognitif nécessaire à l'élaboration des émotions (Richard, 1988, p.15).

So, according to Richard, everything that enters into the brain is treated by the paleomammalian brain layer and is registered emotionally when it comes from the reptilian-like brain and is traveling to the neocortex. Although all three parts of the brain are involved "(l)'apprentissage apparaît comme un processus actif et dynamique...l'apprentissage ne s'effectue pas nécessairement de façon linéaire, logique et séquentielle, mais plutôt d'une manière fortuite, probabiliste et par catégorisation, en extrayant des patrons significatifs de la confusion" (Richard, 1988, p.16). It would seem therefore that, in order to encourage the students to take an active role in their learning, the teacher would do well to involve the students by invoking their individual interests and abilities thereby enabling them to give the incoming information more importance. Perhaps also by engaging the students' emotions, a stronger impression will

be created on the brain. It is important that the students be relaxed and secure in their learning environment in order to allow the neocortex the time it needs to examine what is being presented.

The methodology commonly used at the CEGEP level involves using grammar textbooks with fill-in-the-blank exercises and answering prepared questions based upon what was read or heard. Not only are these exercises far removed from what the student will encounter in the real world, they are not appealing to most of these students who approach the world in a more interactive fashion. In addition, they make it difficult for the students to be encouraged to activate what they have learned by orally producing the English language. Quite possibly, the only emotions such pedagogical material evokes, within the triune brain of the student, are negative ones which can inhibit learning and the students' motivation to learn. The structure of the exercises is such that only one response is acceptable, thus the learner is not presented with a more flexible environment where the focus is on the clarity of the message being transmitted rather than the accuracy.

2.1.2 Gardner's Multiple Intelligence Theory

Intelligence, by definition, is considered to be an ability possessed by the learner. According to Howard Gardner (1983, 1991), human beings have one or more of seven specific areas of interest which correspond to seven types of intelligence. Verbal/Linguistic intelligence is responsible for the memory and recall of the language. Visual/Spatial intelligence is called upon to form mental images by using the imagination

and perceiving the motion from different angles while recognizing the relationships of the imaginary objects created in the space provided. Body/Kinesthetic intelligence reinforces the mind-body connection and is able to imitate in order to better understand the action. Logical/Mathematical intelligence is called upon for its reasoning abilities both inductive and deductive. Intrapersonal intelligence helps with concentration and the awareness of emotions. When teaching, one should also allow for the learner to make use of meta-cognition to analyze the new material. Interpersonal intelligence is the one that is attentive to the non-verbal communication and takes into consideration the perspective of other people. Finally, Musical/Rhythmic intelligence focuses upon the harmony and the tempo in the presentation of the lesson. Thus, in one way or another, a lesson taught in ordinance with the seven intelligences should activate at least one of the intelligences possessed by each learner, thereby engaging the learner's interest as well as attention by providing something that touches her/him personally. Possessing even only one of the intelligences is not a drawback in an exercise where all of the intelligences are integrated in one form or another.

"Until now, most schools in most cultures have stressed a certain combination of linguistic and logical intelligences. Beyond question that combination is important for mastering the agenda of school, but we have gone too far in ignoring the other intelligences" (Gardner, 1991, p. 81). This is a common error seen in the English as an additional language methodology as the very nature of the language facilitates a linguistic and logical presentation. As the teacher, for the most part, has an aptitude for languages, he/she uses her/his manner of learning as the basis for her/his teaching style.

It is rare that the language teacher's lessons include as many of the seven intelligences as possible, in order to engage as many students as possible. By presenting new material in ways which respect the students natural tendencies, the students will be attracted to it and it will be easier for them to integrate the new information with what they already know.

Gardner's theory accounts for the different abilities and preferences of students. It explains, in a logical manner, the different interests of the students and gives them the freedom to possess different mixtures of intelligences. As teachers, any theory which enables us to focus our instruction upon what the student values and knows, gives the information a better chance of being retained. When the information has been processed as being important, thus having some emotional significance, it is treated by all three layers of the brain. In order to help the students to become absorbed in the learning process and to live up to their potential, a theory such as Gardner's provides a basis from which to plan a learning experience in an effort to communicate with every student in the class.

2.1.3 A multisensory approach

Considering that not everyone finds learning a language easy, having not fully developed her/his Verbal/Linguistic intelligence, it is important that the teacher be flexible by presenting the content in a multisensory and multidisciplinary way in order to better accommodate all the students' styles of learning. It is known that in addition to the seven or so intelligences, people learn best in an environment designed to appeal to all

five of their senses (sight, touch, taste, smell and hearing). Children are kinetic learners from birth. Maria Montessori understood that "l'enfant comprend en bougeant" (Lubienska de Lenval, 1968, p. 21). It seems that, for children, if their hands are engaged, their minds are also. Eventually, they develop their visual, tactile and auditory abilities. It appears that presenting material in a manner which involves the senses enables the brain to register the information differently in the memory. Because "...memory can be thought of as nonlinguistic" (Chastain, 1988, p. 26), any type of presentation that involves the senses can be captured as a memory. Stimulating the senses, the manner with which one comes into contact with the world, affects the information that enters the brain:

A la fin du siècle dernier, William James écrivait (1890):
 <Des millions d'éléments du monde extérieur se
 présentent à mes sens, sans jamais entrer à proprement
 parler dans mon expérience consciente. Pourquoi?
 Parce qu'ils ne présentent aucun intérêt pour moi.
 Mon expérience consciente est faite de ce que
 j'accepte comme objet de mon attention> (Lecas, 1992, p. 7).

Chastain states that "...individuals cannot learn unless their attention is focused on the material to be learned...learners must be active participants in the learning process" (1988, p. 38). As Lubienska de Lenval points out in L'éducation de l'homme conscient et l'entraînement de l'attention, in order to stimulate a child to focus their attention "(i)l s'agit toujours de la même chose: mettre l'enfant en relation directe avec le fait scientifique, avec l'œuvre d'art et avec la réalité spirituelle, lui donner la possibilité de penser, de sentir et de croire en agissant, le guider et le soutenir, mais ne jamais se substituer à lui" (1968, p. 89). In the English as an additional language classroom, it is very difficult to make the language come alive for the students. They have been raised

in a French environment where English, in their daily lives, is of no importance and, for the most part, not a necessity except perhaps as a means of entertainment (television, music). They need to have the language revitalized for them within the confines of the classroom, rather than be passive learners memorizing grammar rules which neither stimulate nor inspire them to speak.

It is a well known fact that even when stimulated, the attention span of a child is relatively short. Children become bored quickly, yet they can also spend a great deal of time with a favorite toy. Perhaps this is because, besides simply encouraging the student to become involved, evoking the senses also, claims River and Dellis (1992), evokes the imagination: "(s)i l'imaginaire est nourri par de multiples images sensorielles (visuelles, auditives, olfactives) et par une imagination fertile, et que l'imagination est stimulée par un imaginaire vaste et souple, la boucle se referme et engendre l'esprit créatif" (p. 30). It is not necessary to invite a host of guest speakers to present what English people do in the world. Evoking the students' imaginations creates a broader context within which the language can be explored and active participation by the learner becomes not only essential, but a natural occurrence stemming from the structure of the learning experience.

2.2 Language teaching and the cognitive learning experience

However beneficial, the students' natural way of learning is often ignored in the classroom, especially at the higher levels where the three-hour-lecture format prevails. The students have to adapt to the format of the teacher which usually appeals to auditory learners only,

thus to a small minority of the students. Many students have not been taught how to adapt and often do not pay attention to the teacher and thus, do not do as well as they should or understand the material as well as they could. Even teachers who write some information on the blackboard have difficulty keeping their students focused. "Perhaps teachers who frequently used the blackboard lost eye contact with their students or...the students had little chance for active participation and thus became inattentive" (Wolfgang, 1979, p. 161). With the recent reform of the CEGEP English as an additional language program, the emphasis has been placed on the use of language for communication. The communicative method focuses upon the comprehension of the message the sender is presenting rather than on the grammatical accuracy of the language the sender employs. However, as Claude St-Denis (1996) remarks, "(q)uand tu regardes la télévision douze heures par jour, tu [ne] communiqueras jamais avec personne", thus by standing in front of the class giving a lecture, the teacher could very well be talking to her/himself. The teacher already knows how to speak the language, thus, he/she should give the space to the students to activate their knowledge and previous experiences with the language. One would think that after approximately four hundred and fifty hours of English as an additional language instruction, the CEGEP students should be able to activate what they have learned, but unfortunately, as can be seen at the transitional level, this is not the case.

Students at the CEGEP level are required to understand the written language and spoken language and then produce the language themselves, both orally and in writing. The students need to be active participants in the learning process. Considering the fact that "(l)anguage, then, like thought itself, consists of phrases that describe the meaningful

relationship the brain uses to interpret, organize, and comprehend its surrounding world" (Chastain, 1988, p. 38), a multisensory approach which touches on several of the intelligences is needed to both encourage and facilitate the students' ability to learn. In real life situations, experiences are registered kinetically as well as visually and auditorily. The additional language classroom is designed to train students for actual encounters with native speakers of the target language, thus the teacher must take into consideration how the students learn naturally, as well as how they learn languages, in order to develop not only their language skills, but their motivation and confidence which are integral components of any learning process. The focus should be placed on communicating the message, rather than on the grammatical accuracy of the message, in order to simplify a very complex process which takes years for the students to master in their own language, even though they are inundated with their mother tongue from the time they are born. Once the students concentrate on the idea they are putting across, their speech will become more fluent and, by activating their knowledge, they will eventually, with encouragement, develop the confidence to orally produce the language.

2.3 Oral Communication and its development

2.3.1 The mother tongue

When a child is born, he/she has an innate ability to communicate. Children use non-verbal methods to recognize familiar things and express their needs. Eventually they tailor their cries to match each one of their needs in order to bring about the desired results. After being inundated for months by the language of their caregivers and the society they come into contact with, they begin to imitate the sounds they have heard.

Their experimentation leads them to discover the underlying structure of the language and eventually enables them to master it and make it their own. "For young children learning their first language, the problem begins simply by understanding how it is that language 'refers', that things have names, and that both objects in the world and words in the language have a structure that organises and relates them" (Bialystok, 1991, p. 64).

In addition to being divided into three levels (the triune brain theory), the human brain is believed to be divided into two hemispheres, the left and the right. "The right hemisphere seems to have become specialized for spatial and synthetic tasks (and music) and the left for verbal, analytic, and sequential tasks" (Thompson, 1993, p. 418).

Desrosiers-Sabbath's illustration is more exact:

...les deux hémisphères travaillent ensemble, par l'intermédiaire du corps calleux. L'hémisphère gauche tire avantage d'un matériel qui utilise le langage, le droit aussi, surtout si les mots sont riches en sonorité, car alors ils évoqueront des images. L'hémisphère droit profite du support d'un matériel qui fait appel à la discrimination visuelle en l'absence d'information verbale comme dans les jeux de formes et les dessins (1993, p. 17).

Wesson, Holman (1994) and Anderson (1987) have noted that, in general, females are less lateralized than males and tend to show a preference for the left hemisphere's verbal-logical processes whereas the males, in general, tend to be completely lateralized. Studies of the human brain illustrate that there are two areas within the left hemisphere that are specifically responsible for language. Scientists discovered these areas while

working with brain damaged patients:

In the 1860's a French surgeon named Broca discovered that damage to a certain area of the brain, now called Broca's area, resulted in difficulty in producing speech. In the 1870's a German doctor named Wernicke discovered that damage to another area, now called Wernicke's area, led to difficulties in comprehending speech (Chastain, 1988, p. 79).

Wernicke's area is involved in helping the child to decode the speech system being used around him and eventually, Broca's area allows the child to become involved, for "(t)he fundamental function of language is communication. In this activity there are three main elements:

- (1) a speaker
- (2) a listener
- (3) a signaling system (for example, the English language)

Furthermore, the signaling system must be one that speakers and listeners are both able to use" (Clark, 1977, p. 25). Entering into this equation is also the interference between the sender of the message and the receiver (Schanker, 1982, p. 25):

<u>Sender</u>	<u>Interference</u>	<u>Receiver</u>
Thinks	<i>External:</i>	Receives message
Encodes into message	outside distractions; noise	Decodes message
Transmits message through oral language	Conditions causing discomfort	Interprets message
Modifies message through physical and vocal action	<i>Internal</i>	Reacts to message as interpreted
	Negative mind set	Becomes sender
	Physical discomfort	
	Physical limitations (sight, hearing)	
	Lack of attentiveness and interest	
	Emotional state	
	<i>Language</i>	
	Language differences	
	Offensive vocabulary	

Thus, the communication cycle, according to Schanker (1982, p. 25), looks something like this:

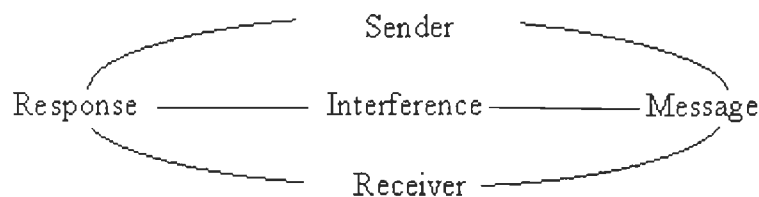


Figure 1. The communication cycle according to Schanker

The majority of the time the verbal message gets across to the sender fairly in her/his mother tongue. Even so, the sender should always ensure that the message, if it is of importance, has been correctly received as it was intended. This is especially important in a classroom where the majority of the teacher's messages are sent verbally and there are a number of interferences which can occur. In the English as an additional language classroom, unknown vocabulary becomes another interference. The students' reception of the message depends a great deal upon the clarity of the message sent and the level of language employed. In an English as an additional language classroom, the teacher can choose to speak to the students more slowly and enunciate the words better than the average speaker of the language. The teacher also carefully chooses her/his wording in order to aid the students' comprehension by employing language that they are familiar with, and that is at their level of development. However, this artificial classroom situation is far removed from reality for it seems that "(w)e use our native language so naturally and fluently that we are completely unaware of the extraordinary complexity of the process" (Thompson, 1993, p. 389). According to Thompson "(s)omewhere

between 10 and 15 months the first word is spoken. By age 2, children know about 50 words; by age 8 the average vocabulary is 18 000 words...a typical educated adult has a vocabulary of about 40 000 words" (1993, p. 390, 391) ("words" encompasses each word individually, thus the past tense of a verb is counted as another word). Thus, children are quickly able to experiment with sending and receiving messages by listening, imitating and practicing the language. Bialystok adds that their "performance with oral language is motivated by an implicit knowledge of the structure of language and the rules of grammar" (1991, p. 66). Chomsky believes that humans have a natural language acquisition device (Deese, 1970, p. 54). Indeed, speaking and understanding the spoken word is a uniquely human trait which has evolved naturally:

Language is a motor activity: speech; and auditory activity: hearing words; and a complex linkage to thought processes. Reading and writing ... are unnatural activities that developed only a few thousand years ago, long after the brain had evolved to its present form and long after languages and their implicit rules had developed (Thompson, 1993, p. 391).

2.3.2 Oral communication in a language other than the mother tongue

If the learning of the mother tongue occurs "naturally" for children whose language center of the brain has not been fully structuralized, by the time the students begin to learn English as an additional language at the age of 8 in Quebec, they are nearing the end of this period. "A more cognitive explanation was offered by other investigators in terms of Piagetian stages of intellectual growth. According to this view, the critical period of language development is the period of concrete operations, i.e., after 'the sensorimotor stage' of the earliest years, and before 'the period of formal operations' at

adolescence" (Stern, 1986, p. 363). Once the brain has mastered a language, every new item must be learned, meaning it must be compared to what the person has already learned. Thus, in the learning of an additional language, the earlier they start, the better:

...the ability to learn a language appears to decline beginning around early adolescence: acquisition of a second language without an accent is virtually impossible by late adolescence, and mastery of fine points of syntax that are second nature even to uneducated native speakers is difficult for adults to attain (Pinker, 1990, p. 213).

According to McLaughlin, "(t)here seem to be two factors operating and interacting in second-language learning: transfer from the first language and overgeneralization of the second" (1982, p. 223). This learning requires an active, conscious effort as the students try not to adapt what they have already mastered but to ignore that and apply what they know about this new language structure. "Other skills may be hard to acquire, as budding violinists or pianists have found, but only in language learning does a complex of mother tongue skills both challenge and erode the new learning" (Hawkins, 1976, p. 6). "(S)econd language learners must also build up an understanding of the systems and structures appropriate to specific languages, recognising the unique features of the second language and understanding how these structures differ across languages" (Bialystok, 1991, p. 65). For children, this feat requires the use of their metacognitive skills which have not yet been fully developed, thus they learn the structure implicitly, by integrating this new language as something different from their mother tongue, rather than trying to fit the two languages together. "The adult needs only to construct and organize the symbolic representational system for the language being learned" (Bialystok, 1991, p. 67). For additional language learners, the focus is

on creating a separate structure from the one that has already been mastered for the mother tongue. This is a difficult task as, when humans are confronted with something new, they refer back to what they know. Thus, students are constantly referring to their mother tongue and, when the word or structure in another language does not comply or have any valuable meaning to what has already been retained, it is not understood by the students:

They must restructure, reconsider, and re-evaluate the structure of the linguistic system, possibly in both languages, as analysis of linguistic knowledge is intensified to accommodate the second language. At the same time, they must perfect the control procedures for processing language to meet the heightened demands of operating in an imperfectly known and sometimes structurally different system (Bialystok, 1991, p.75).

Decoding the new language involves not only mastering the rules and sentence structure but getting a feel for the language, and even the culture, in order to understand the exceptions to the rules and the structure of the phrases:

Second language acquisition, then, is an extension of first language acquisition in that the development of proficiency depends upon the same types of cognitive processes. It is discontinuous from first language acquisition in that these skill components must function to reassemble and reorganise a new language system that the learner is attempting to master (Bialystok, 1991, p. 63-64).

According to Moss (1983, p.13), there are several components involved in learning to communicate in any language:

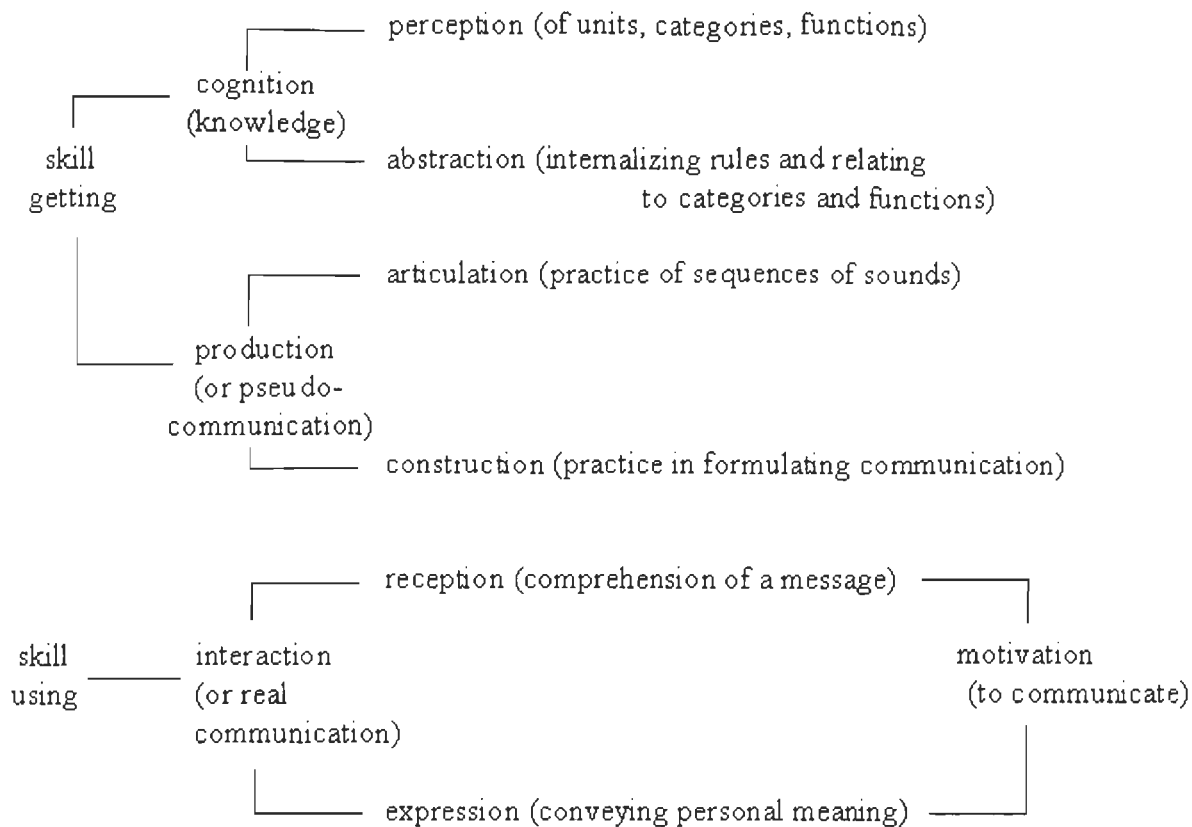


Figure 2. The components of communication according to Moss

As can be seen in the above chart, the students must make an effort to learn the new language. The complexity of the process tends to encourage the teacher to provide the basis of the language in order for the students to follow the teacher's example and learn the skills. For the most part, the onus is on the students to put these skills into practice. It is each individual student who is responsible for ensuring that the message is accurately received, that he/she participates in the learning process and that he/she fosters her/his own motivation to activate her/his knowledge of the language. This can be a daunting task for the students in the real world, as the speed at which the message is sent is astonishing considering the fact that "(a) speaker with a normal speech rate produces some 150 words/min -on the average one every 400 milliseconds. Under time

pressure the rate can easily be doubled to one every 200 milliseconds" (Levelt, 1989, p. 199). Levelt noted that:

(a) normal educated adult speaker of English has an active vocabulary -i.e. A speaker makes the right choice from among these 30 000 or so alternatives not just once but, in fluent speech, continuously two to five times per second -a rate that can be maintained without any clear temporal limit (1989, p. 199).

Although students aspire to achieve a vocabulary of thousands of words throughout their additional language learning process, understanding the message being transmitted in English is difficult enough for the language learner, thus becoming as fluent as a native speaker requires many years of immersion in the language. Even after years of formal training, many native adult speakers of the English language commit serious grammatical mistakes when producing their language. The additional language would need to be produced naturally, almost thoughtlessly, for there is no time, according to Levelt's temporal limit, to conjugate verbs or search for the correct pronoun or preposition.

2.4 Motivation and additional language learning

In order to speak the language like a native speaker, not only do the students need to learn the grammar and vocabulary to use the language for real communication, their motivation to speak the language also plays a major role. According to Viau, "un élève motivé a des aspirations claires qui l'amènent à percevoir l'importance et l'intérêt des activités qu'on lui propose; il se perçoit capable de les accomplir et, enfin, il perçoit qu'il a un certain contrôle

sur leur déroulement" (1996, p. 45). Chastain adds that:

(i)f they perceive the classroom materials and activities to be productive and beneficial, they will do what teachers ask them to do. That is, if they think that doing the assignment and participating in class will help them to do or become what they want, they will cooperate by preparing for and participating in class (1988, p. 48).

The students, in Quebec, must make a conscious effort and decision to place importance on what they are learning in English and must find use for it in their lives as they are surrounded by things to learn and memorize.

For many students at the transitional level, English is the least of their priorities as they can go about their daily lives without the need for it:

Children are highly motivated to be like other children, whereas adults, though perhaps motivated by economic incentives, often have a spouse or a group of countrymen with whom they can interact. Adults may also be less willing than children to surrender the part of their identity associated with their native language, they may have less time to learn a second language than children; and usually adults tend to be more inhibited (McLaughlin, 1982, p. 238).

Students at the transitional level are far past the recognized optimum age as facilitating language learning however "(a)dults possess superior memory heuristics and can thus retain longer input and discover meaning more easily...(t)he adult can also process information more quickly and has more experiential knowledge than the child" (McLaughlin, 1982, p. 223). Adults can also be externally motivated for they have their life experience as learners, and knowledge of themselves, to help them. Based upon their experience, they can adjust their learning to fulfill their needs and encourage their abilities.

They often know exactly what they want to learn and how they want it to be presented. "C'est particulièrement le cas en formation des adultes: la motivation de l'adulte, ses aptitudes à expliciter ses représentations mentales, à se les approprier, à les transformer et, finalement, à construire son projet d'apprentissage sont au cœur de la relation pédagogique" (Pelletier, 1996, p. 82).

However, adults, even those who are externally motivated bring with them a history of experience about school and learning in general and also an opinion about the language they are learning. "In interpretations of the learner and learning, the cognitive skills that the learner brings to the learning task have received main emphasis. Affective and personality factors have received much less attention. But any language teacher - and for that matter, any learner - can testify that language learning often involves strong positive or negative emotions" (Stern, 1986, p. 375). Thus, as previously seen with the triune brain theory, the negative emotions can directly influence the brain and even reduce the cortex's ability to function. The students may have the capacity to learn the language but the barriers they have erected due to past experiences block their ability to continue to progress or even to retain what was previously seen. They may be worried about making a mistake, they may be embarrassed about their pronunciation, have no confidence in their abilities, or they may not be able to relate the material to themselves nor their lives, thereby making what they are learning irrelevant to them.

They may also have had negative experiences with the language or speakers of the language. In a study by R. Clément, it was found that "(t)he common loading of the

motivational indices suggests that the individual's English achievement is linked with his motivation to learn the language, which in turn has its foundation in his attitude toward the English community and his comfort when speaking English" (1977, p. 19). He also notes that the Francophones' desire to communicate with members of the English speaking community "contributes to their persistence in learning to speak the language" (p. 78). Tardif agrees with this by saying "(l)'engagement, la participation et la persistance de l'élève dans une activité sont aussi fortement influencées par la perception qu'il a de la valeur de cette activité dans sa vie à l'école et, surtout, en dehors de l'école" (1992, p. 144). It appears that the teacher affects not only the cognitive abilities of the learner, but also has to recognize her/his effect upon the student's metacognition. "La métacognition fait explicitement référence à la personne elle-même, à la connaissance et au contrôle que la personne a sur elle-même. En psychologie cognitive, une grande importance est accordée à cet aspect de la métacognition, et il correspond essentiellement à la motivation" (Tardif, 1992, p. 60). By being forced to take English as an additional language throughout not only their elementary and secondary school careers but also at the CEGEP, whatever motivation many of them had has been clouded by their experiences and they have erected barriers to protect themselves emotionally. Students must be shown the importance of the language in order to become active participants in the learning process, actively building up their knowledge. Thus, their courses in English must be personally meaningful and they must participate actively in the discussion, thereby engaging their minds. They must focus their attention on what is to be learned and open their minds to the possibilities. The more they practice, the better their English will become, the more confidence they will have and they will be encouraged to practice more. So the cycle

continues and satisfactory results are reported to the Ministry. The students are learning and transferring their knowledge from one year to the next. Teachers are able to teach them more and more rather than reviewing what the students have already seen and forgotten, after having memorized the information to pass the final exam.

2.5 English as an additional language teaching

As Robert Martineau (1996) pointed out in a recent lecture, the motor of the student is innate, the content of the course is given to the teachers by the Ministry of Education, thus the only space available for teachers is within the context of the strategies they choose to employ. Studies have shown that teachers spend the majority of their time in the classroom speaking and the students, listening (Kagan, 1995). Considering that "(t)he quality of information in the speech stream is typically quite poor" and that "(o)nly about 50% of the words uttered in normal speech are intelligible when produced in isolation" (Barsalou, 1992, p. 214), the students are busy trying to decode what they hear from the teacher. It is understood that "comprendre, c'est décoder du sens. Sans ce décodage, l'acte de communication échoue" (Julié, 1994, p. 46). The students often fail to decode what the teacher is saying as the words are coming at such a rapid speed, according to Levelt, "on the average one every 400 milliseconds" (1989, p. 199), that they simply are unable to keep up. A strategy must be employed by the teachers which enables them to transmit information in another manner than one which indirectly encourages the students'

passivity:

By and large, language teachers have looked upon language learners with fixed assumptions about how a learner should react to a given curriculum or a particular teaching approach, only to be surprised again and again, and often to be quite shocked, by the variety of reactions on the part of the learners. These differences were somehow not allowed for in language teaching methods and textbooks in spite of the fact that educational psychology had for decades recognized, emphasized, and investigated the concept of individual learner differences (Stern, 1986, p. 360).

Teachers must change their approach to appeal to as many different learning styles as possible for "(l)'apprentissage n'est pas un processus de transmission...mais surtout un processus de transformation"(Giordan, 1996, p. 49). The students must be encouraged to use what they have previously learned in their English courses. In order to learn to speak, the students, just as the infant does naturally, must be encouraged to speak and practice until they are satisfied with their achievements.

According to McLaughlin:

...there is enough similarity between the strategies involved in first and second language learning to warrant capitalizing on what is known about first language acquisition when confronted with pedagogical problems in second language learning...because the focus of first language acquisition is on communication and the same should be true of learning a second language (1982, p. 224).

By putting the students in the center of the action and engaging them in discussions about real life, the "...speakers (will) produce utterances in order to realize certain communicative intentions" (Levelt, 1989, p. 58). Considering the fact that "...communication strategies

serve to bridge the gap between the linguistic knowledge of the L2 [second language] learner and that of the interlocutor in real communication situations" (Ramirez, 1995, p. 162), the students are required to put what they have memorized about the English language over the years into practice. They need to take responsibility for their learning and realise that they are an integral part of the learning process. It is in their role, as learners to request clarifications, to ensure that they ask questions and become active participants in the language learning process.

However, in a classroom of thirty CEGEP students who have forty-five hours to learn the necessary skills, there is a mixture of right brain and left brain dominant individuals, with a cornucopia of Gardner's intelligences and those who find it easier to learn by visualizing, hearing, manipulating, tasting or touching. According to Chastain:

The teacher's responsibility is to recognize the importance of the students' mental assets and mental activity in learning and to organize the material being presented in such a manner that what is to be learned will be meaningful to the learner. To do this, he is obligated to consider the students' existing cognitive structure. What do they already know? What information do they bring with them to the learning situation? His next obligation is to try to couch the material in such a fashion and in such a context that the learners can relate the context to their own existing fund of knowledge. The new information, if learning is to be meaningful, must be relatable by the students to their past knowledge and experience...In addition, he should encourage an active, questioning attitude on the part of the students, which helps them to understand and to relate what is being learned to what they already know (1988, p. 90).

Thus, it can be seen that "l'enseignement ne se définit pas comme une transmission de connaissances. Il s'agit plutôt de concevoir et de conduire les activités éducationnelles de

façon à faciliter la construction active du processus d'imageries verbales et mentales chez l'élève" (Richard, 1988, 16).

CHAPTER III

The Literature Review:

Mime as a Solution

In Québec, College of general and professional education (CEGEP) students are required to demonstrate an understanding of written English, oral English as well as produce the language orally and in writing, in order to pass the two required courses and receive their diploma. After approximately four hundred and fifty hours spent learning English since grade four of primary school, the majority of these students arrive at the CEGEP with minimal comprehension skills and very minimal production skills. The students are taught English through workbooks and cloze exercises that require them to be passive learners. They memorize their verb tenses and vocabulary in order to pass the final exams and thus very little English makes the transfer from the working memory to the long term memory as the students do not feel they have an immediate use for the language.

Thus, we propose that the focus be placed back on the student. The students should be encouraged to become active participants, as the communicative method implies. Verbal interaction between the teacher and the students will enable the students to practice their use of the language. However, due to the large teacher-student ratio and classroom time constraints, this interaction would have to involve as many students as possible and be presented in a manner which appeals to the abilities, experience and interests of the majority of the students. One of the approaches we have found is the use of Mime for Mime can help bring the outside world into the

classroom. By removing the teacher's voice, the students will be encouraged to speak and by so doing they will be encouraged to relate their previous learning to the Mime being presented.

The idea of using Mime in the classroom is not a new one. Mime has been recognized as an art form which encourages students to express their emotions, as previously noted as being important for the activation of the triune brain, and become active participants in the scenario. Although we have not found any research that indicated how the audience reacts to Mime nor how Mime can affect the oral production of English as an additional language, many inferences can be made between what we know about Mime and what other research has shown.

3.1 An explanation of Mime

Teachers already employ a component of Mime when teaching any subject matter. "Because of the focus on verbal behavior, teachers are not normally aware of the nonverbal signals they give off. It has been reported that 82% of the motions used in a classroom by the teacher were nonverbal while only 18% were verbal" (Wolfgang, 1979, p.161). According to Thomas, "gesture is an inseparable accompaniment of any spoken language" (1991, p. 6) however, what is being proposed in this thesis, is the replacement of the teacher's voice where gestures are combined to relay a message and to teach a lesson. "Mime...is communication by gesture. It can be communication of an idea, an emotion, a story, but it is never the acting out of words" (Shepard, 1971, p. 3). Shepard clarifies his belief by explaining that a mime "...would communicate his love by the way he looks at her and behaves toward her...mouthing the words 'I love you' would not be understood in France or China, but a look of love, and behavior and responses with the feeling of love in

it would be understood anywhere"(1971, p. 3). This universal language can be used to bridge the gap between the teacher and the student for, in his book on brain research, Grady suggests that "(t)he English teacher need not rest on his laurels ... He might use mime or music to meet his objectives" (1984, p. 97):

The word Mime (with a capital M), has referred to the Modern French Technique which was created and developed by Etienne Decroux, Marcel Marceau's teacher. The word mime (with a small m) refers to the actor who performs Mime or Pantomime... Decroux's concept of theatre was to strip it down and use only those elements which were necessary to the theatre. His research led him to the conclusion that, of all the elements of theatre, only the actor is indispensable. He then discovered that even words were not necessary, since the actor's movements and attitudes could replace words and, at the same time, convey a more deep-rooted and underlying meaning than spoken language. So came the creation of Mime or the theatre without words (Stolzenberg, 1980, p. 123).

In addition to being simply wordless theatre, Richy and de Mauraige believe that:

(l)'Art du Mime est l'Art de l'Identification de l'être avec les éléments qui nous entraînent. Lié profondément à la connaissance de l'homme, il la reflète dans ses aspirations les plus secrètes et les plus profondes. Il exprime des sentiments par des attitudes et non des paroles par des gestes à la manière des sourds-muets (1968, p. 3).

As Claude St-Denis, a famous mime, stated in an interview "(l)e Mime c'est la base de tout". It is at the basis of common human emotions and expression. Before children start to speak, they express themselves through their bodies. Even after they become proficient in the language, they continue to use their bodies to enhance the communication. Visual gestures, the basic component of Mime, are often naturally employed by people everywhere to accompany their conversation in order to aid the comprehension of the

listener. "The capacity to learn by observation enables people to expand their knowledge and skills on the basis of information exhibited and authored by others" (Bandura, 1986, p. 47). When the teacher uses her/his body to illustrate her/his messages, Mime can act as a mediator between the teacher and the students, especially when they do not speak the same language. It can help the students to convert what the teacher is saying in English, the target language, to something that they already know. It is important in school to extract this aspect of human interaction in order to clarify the students' comprehension of the verbal as well as the non-verbal behavior of people. According to Vetter:

(o)ur education practice is to spend some ten to twenty years indoctrinating students in specific ways of speaking, reading, writing and calculating but without a corresponding regard for training along non-verbal, analogic lines. Thus we acquire a narrow orientation to solve complex and technical problems, but fail to develop a real capacity for understanding many of the actions, gestures and emotional expressions of other human beings (1969, p. 205).

Williams agrees with Vetter and states that "(e)nseigner aux apprenants à être de bons observateurs est aussi important que de leur apprendre à être des lecteurs attentifs" (1997, p. 102).

The first method of communication employed by humans when they enter this world is non-verbal, or at least non-lexical and, although they are able to, at the formal operations level, speak about abstract ideas, they should still be refining and developing their knowledge of body language and non-verbal communication. Considering the fact that "l'enseignement est fondamentalement un acte de communication...(l)enseignant se doit donc de rendre cette communication la plus signifiante possible" (Tardif, 1992, pp. 18-19).

3.2 Mime and the imagination of the learner

Claude Kipnis, a mime and author, agrees with Tardif that the teacher should use all aspects of communication to their fullest extent while teaching. Yet, when the teacher uses non-verbal gestures in the form of Mimes to communicate a concept, the student is encouraged to not only be the recipient of the communication, but a key component for "(i)t is the spectator who does the imagining. He must relate movements he sees to things he knows; he must keep track of an invisible environment, one sometimes in motion. He must provide words where there are no words and substance when there is only air..." (Kipnis, 1966, p. 7). Mime has the power to take students into their own imaginations as:

(t)he mime 'makes believe'. Left to himself, with nothing and nobody around him, the mime acts in such a way that his audience not only understands but actually 'sees' the world of objects and beings created before him...The mime must make an outer world seem to exist; at the same time, he must express his inner world of imagination. The art of Mime begins where and when these two worlds meet (Kipnis, 1966, p. 5).

It is left up to the students to fill in the blanks. They are not only encouraged to participate in the action, the action is dependent upon their participation for its actual existence. "The power of suggestion is the interpreter's primary aid for indirect communication of literary meaning and feeling, just as it aids the mime in his evocation of physical objects" (Pearse, 1973). In an interview, Claude St-Denis (1996) describes his audiences as such:

Généralement ils me suivent beaucoup et puis ils réagissent à la situation que je crée. Et, je provoque chez eux l'imagination -beaucoup, beaucoup...alors ils entrent dans la situation à ce moment-là, ils se trouvent à participer au spectacle avec moi et ça c'est ce que je trouve formidable. C[e n']est pas des gens qui regardent froidement quelque chose...Ils regardent, ils entrent dans le jeu avec moi et, [en] plus, ils ont des réactions quand j'arrive à un punch [sic], quelque chose, ils font 'Oh!' .

The mime requires the active involvement of the audience as much as the audience requires the stimulation the mime provides. This interaction and codependency is the very core of the performing art called Mime:

By altering or rearranging the elements of reality, the pantomime performer provides an image of something not present to the senses, something which could exist, but in fact does not. The 'elements of reality' in pantomime, however, are limited to the performer himself. As a result, pantomime is nearly as dependent upon the audience for its meaning and interpretation as the audience is upon the performer. The audience must supply that which the performer is unable to supply -responsive imagination. It is insufficient for a member of an audience simply to sit and watch interesting movement patterns. He must respond with his imagination to the ideas presented to him through movement and gesture, since what he 'sees' is motivated as much by himself as by any external influence (Alberts, 1972, p. 6).

The audience is encouraged to become involved in the action because the environment is a private one. Each spectator decodes the action in her/his own manner according to what

he/she already knows and what he/she notices:

In mime there is no right or wrong interpretation... Each performer and observer develops his own interpretations, associations, and symbolic references, using his own imagination, relating to what is taking place on stage. In this way, each concept is valid, no matter how simple or elaborate it may be. The essence of mime is in the diversity of interpretations, and in the great amount of 'responsive imagination', in the area of interpretation, that may result from its performance (Alberts, 1972, p. 54).

In addition, "un des grands avantages d'utiliser l'imaginaire est la possibilité de se transporter là où il serait impossible d'aller par d'autres moyens...Les voyages imaginaires stimulent la motivation et impliquent les apprenants dans leur apprentissage" (Williams, 1997, p. 125). Therefore, it appears that Mime complements language teaching, and can help language learners, by adding another dimension to the students' cognitive processes. Mime offers them another perspective and encourages their active participation in a risk free environment, thus increases the chances that the students' confidence level will increase. The students should feel more confident in their ability to orally express themselves in English knowing that there is not simply one correct answer or interpretation of the situation.

3.3 How the spectator's brain processes a mimed sequence

Little research has been done that examines the reaction of an audience watching a mime perform. What is assumed in studies of brain damaged patients is the path that the

information takes in order to be processed within the brain:

...a word spoken by someone else projects from the primary auditory area (called Heschl's gyrus in humans) to Wernicke's area, where it is understood. If a written word is seen, it projects to the primary visual cortex (the striate cortex), then to a visual association area, then to a region called the angular gyrus, which is said to integrate visual and auditory information, and then to Wernicke's area to be understood (Thompson, 1993, p. 399).

It seems that the information not only takes a different route when it is visual but, perhaps the extra step in the processing series compared to the route auditory information takes, enables the student to retain the information longer. According to Lieury, "(l)es dessins sont mieux mémorisés que les mots. C'est parce que l'image bénéficie d'un double codage qu'elle est mieux mémorisée" (1996, p. 53).

Visual information, such as Mime, can also be used to implicate both of the human brain's hemispheres in the language learning process. Basically, "...language is primarily a system of accommodation, to get from one point in time to another point in time and to get from one relationship or situation to another" (Key, 1980, p. 3). However, language is sequential, thus it appeals generally to the left hemisphere of the brain:

Le langage, cependant, exige un traitement sériel. Les sons du langage sont produits en séquence, linéairement... Parce qu'il se base sur des repères acoustiques globaux, l'hémisphère droit est beaucoup moins capable que l'hémisphère gauche de discerner le langage oral du brouhaha ambiant (Williams, 1997, p. 36, 37).

Nevertheless, "l'hémisphère droit est très efficace pour le traitement visuel et spatial, c'est-à-dire celui des images. Sa capacité d'expression verbale est limitée: les mots semblent ne jouer qu'un rôle restreint dans son fonctionnement" (Williams, 1997, p. 17). It appears that:

...for most people the left hemisphere is implicated in tasks that involve the processing of verbal material. In contrast, the right hemisphere tends to be used in tasks that are of a non-verbal nature...Furthermore, within each hemisphere there seems to be some localisation for the sensorimotor sub-systems: visual, auditory, and tactile (Eysenck, 1995, p. 214).

Begg and Paivio seem to agree with Eysenck however, they state that "...although both hemispheres are able to identify nonverbal material such as pictures, the right temporal lobe dominates in memory for such material" (1981, p. 363). Cherry confirms that the right hemisphere is also responsible for intuition, visual imagery and it responds to body language (1989, p. 13). Therefore, the students' minds, while watching a mime perform, are actively engaged in processing the information not only as movement with meaning but as movement which is related to vocabulary so they can translate the movement in their brains. Considering the fact that "l'école doit tenir compte de l'hémisphéricité ou du style cognitif des apprenants pour développer des apprentissages efficaces" (Desrosiers-Sabbath, 1993, p. 14), the use of Mime, which appeals to the right hemisphere in a language classroom, which usually appeals to the left hemisphere, will encourage the students to develop both hemispheres rather than having one dominant hemisphere and increase the coordination and communication between the two hemispheres.

However, "(i)t...appears that gesture may be employed to encode meaning in a way that appears to be much more like words" (Kendon, 1988, p. 134). When a mime performs, "(i)t is this flow of movement which gives the necessary continuity to the sentences. It helps the timing, which supplies in the minds of the audience and the speaker words which are absent. It is only possible to say I - Go, not 'I am going', therefore the flow of arm between the position for I and the position for Go, supplies the rest" (Lawson, 1957, p. 71). It has been found that:

(w)hen speakers are shown pictures of objects and asked to name the objects as quickly as possible, it takes some 600 to 1 200 milliseconds from the picture presentation to the initiation of the vocal response... The speaker will first process the picture visually... The next stage will be to categorize the visually emerging object...This category or concept is the occasion for retrieving the corresponding lexical item...Finally, the articulatory response has to be prepared; only then can the overt naming be initiated (Levelt, 1989, p. 222).

The processing of the information coming from the student's interpretation of the mime's actions is important not only to evoke previous learning, but to add meaning and emotion to the new vocabulary to better comprehend and retain it. "On distingue également la mémoire lexicale (qui se rattache au <par cœur>) et la mémoire sémantique (qui concerne le sens des mots). Cette dernière joue un rôle nettement plus important que la mémoire lexicale" (Silvestre, 1996, p. 38). Williams adds that "(c)hacun peut...améliorer sa mémoire en associant un geste à ce qu'il veut retenir. Une fois que le mot et le geste sont associés, il est possible de retrouver le mot en refaisant le geste" (1997, p. 158).

The action of the mime will also help the student to recall the vocabulary that was previously stored in the memory and learn new vocabulary. Bandura noted that "(r)etention improves by transforming the meaningless into what is already well known" (1986, p. 59). An open-ended activity, such as Mime, enables the student to make their own connections to previous knowledge. This is important as "(i)nfomation is not stored as memory in a specific location in the brain, but rather bits and pieces of information about a particular event, idea or thing are stored throughout the brain" (Cherry et al, 1989, p. 38). According to Tardif "un des rôles importants de l'enseignant est d'augmenter le nombre de choix possibles pour l'élève" (1992, p. 18). An open-ended activity allows the student to find his own personal interest in the topic and makes the learning more meaningful and personal. Associating gestures and words is not only beneficial for the memory, but also for communication:

(v)isual memory plays a prominent role in observational learning during early periods of development when verbal competencies are lacking. Even after linguistic skills have been fully developed, visual imagery continues to serve as a significant retention aid for behavior patterns that are not easily represented in words (Bandura, 1986, p. 58).

The sense of words in an additional language often can be better illustrated than verbally explained. "Bien qu'en général nous n'en soyons pas conscients, nos gestes non seulement nous aident à communiquer, mais aussi facilitent notre réflexion et l'expression de nos pensées" (Williams, 1997, p. 154).

3.3.1 Mime and the triune brain

It appears that both hemispheres are involved in processing the information provided by a mime, as well as the triune brain. By watching Mime, the reptilian-like brain receives the information and sends it to the visual neocortex to be interpreted. The paleomammalian brain becomes involved in the emotional aspect of the unfolding story of the Mime that the neocortex is interpreting. Bandura found that "(s)eeing models express emotional reactions tends to elicit emotional arousal in observers" (1986, p. 50). When teaching an additional language, it is important to find a common method of communication, such as Mime, to bridge the gap between the what the students know and the new material the teacher is presenting. Reaching students on an emotional level creates a universal understanding:

Où que tu sois dans le monde, l'amour, le malheur, la souffrance, c'est universel. Un être humain qui souffre en Afrique, un être humain qui souffre ici, c'est la même souffrance physique. Moi, dans mon spectacle, c'est l'émotion, etcetera, alors la même réaction, la même chose (Claude St-Denis, 1996).

The portrayal of human emotions appeals to the paleomammalian brain of the learner. This is important as all information passes through this part of the brain for it will be treated by the paleomammalian brain, as well as the reptilian-like brain and the neocortex, thus ensuring it is given ample consideration.

In addition, "(l)a motivation scolaire de l'élève est très étroitement associée à des émotions, et celles-ci exercent une grande influence sur son engagement, sa participation, sa persistance dans la tâche" (Tardif, 1992, p. 87). Thus, when a mime

performs, he/she will be reaching the students on an emotional level as opposed to a teacher giving a lecture, which often only reaches students on a superficial level and does not require their emotional involvement. Although all three parts of the brain are involved "(d)e façon générale, le cerveau n'apprend pas en recevant ou en enregistrant de l'information provenant du professeur" (Richard, 1988, p. 16) only. Thus, it is important that the students take an active role in learning. The additional language teacher can encourage the students' participation by using Mime, a universal language, as a technique to invoke their individual interests and common human emotions.

3.3.2 Mime and Gardner's Intelligences

Shope (1989) and Smagorinsky (1991) recognize the importance of students performing Mimes to develop their Body/Kinesthetic intelligence. However, observing a Mime could enable the teacher to touch at least one aspect of each of Gardner's seven intelligences including Intrapersonal intelligence which will help with concentration and the awareness of the emotions of the Mime. This intelligence also allows for the learner to make use of metacognition to analyze the message of the Mime. Interpersonal intelligence is the one that pays attention to the non-verbal communication and takes into consideration the perspective of the mime's character. Mime touches at least one of the intelligences possessed by the learners, thereby engaging the learners' interests as well as attention by providing something that touches them personally. Possessing even only one dominant intelligence of the seven is not a drawback in this exercise as all of the intelligences are integrated in one form or another. "It seems that in mime we have

the key to much that has baffled educational experts in the uniting of physical education with mental development" (Mawer, 1936, p. 201).

3.3.3 Mime, metacognition and sensory learning styles

As previously mentioned, Mime calls upon the right side of the brain to be creative and intuitive and the left side of the brain to be logical. In the additional language classroom, Mime can also call upon both sides of the brain by creating a gap between the learner and the action for it requires that the learner provides "words where there is only air" (Kipnis, 1966, p. 7). It requires complete attention in order for the learner to begin to decipher the action that is unfolding. Due to the nature of Mime, a number of interpretations can be made, thus the learner is encouraged to participate as there is not only one right answer to the problem. The student is encouraged to relax knowing that there are a number of right answers and is able to concentrate on following the action.

The very nature of Mime and the performer's relationship with the audience has been examined in other aspects of learning besides language learning. A program entitled *Counselmime* was developed in order "...to heighten self-awareness, to enhance communication, and to enable viewers to cognitively restructure situations of psychosocial importance to them" (Richmond, 1982, p. 1). In this study, Mime was used to mirror the problems the children themselves were experiencing and, with the help of a mediator, the students were encouraged to become involved in the action, suggesting solutions and courses of action the mime could follow in order to solve his problems. At a cognitive level, the mime presents what is seen by the spectator and at a

metacognitive level, the mime presents a message and subtle clues as her/his story unfolds. Students are encouraged to think at two different levels:

Si l'élève voit bien le document visuel, il tirera deux sortes de renseignements des formes observées. D'abord, il tirera des renseignements à partir de l'identification du signifié, par exemple, il identifiera, sur l'image, un homme en train de courir. Deuxièmement, il tirera des renseignements d'un type différent, à partir des qualités expressives de la forme, c'est-à-dire, la composition, les contours, la couleur, la nuance, le trait, la texture, le mouvement. Par exemple, non seulement il reconnaîtra sur l'image un homme qui court, mais il percevra l'impression de course à travers les qualités expressives du trait (Wright, 1976, pp. 113-114).

The Counselmime study concluded that the students were able to take a more objective look at their own lives and the Mime educated the students:

In general, the use of Mime in counseling is a potent tool that reveals the 'secret story' within people which is frequently not available to consciousness. At the same time, it gives the viewer a firm boundary of time, place, and material so that its parameters are manageable (Richmond, 1982, p. 5).

Students and even their parents were encouraged to get involved as they could talk about the problem objectively, rather than expose their personal problems which were similar to the ones presented by the mime. Thus, Mime encouraged their active participation, such as required by the additional language classroom, and also encouraged them to think at another level:

La métacognition fait explicitement référence à la personne elle-même, à la connaissance et au contrôle que la personne a sur elle-même. En psychologie cognitive, une grande importance est accordée à cet aspect de la métacognition, et il correspond essentiellement à la motivation (Tardif, 1992, p. 60).

Considering the fact that Counsellmime was found to be useful for teaching students who were having personal difficulties, it can also be useful for students experiencing difficulties additional language learning for "la métacognition est une variable qui différencie les élèves qui réussissent de ceux qui éprouvent des difficultés d'apprentissage" (Tardif, 1992, p. 58).

A study by Harvard's Project Zero group compared sixty ten and eleven year old students. The students, who were divided into four groups, were exposed to the Eskimo tale and were asked to retell the story. One group saw the entire film, one group only heard the film, another group heard the story as told by a storyteller, and the fourth group watched the film with the sound turned off. "The results demonstrated the capacity for a strictly visual medium to provide a comprehensible story to children in a format that also allows for diverse inferences and interpretations of its context" (Banker and Meringoff, 1982). They also found that the students who were exposed to the strictly visual medium demonstrated "the most sensitivity to the form in which the story was presented by offering comments and opinions about how it was made" (1982). Consequently, Mime provides an opportunity for the students to enhance the use of their metacognition, within a familiar context, thus, it follows that, the students will be provided with the opportunity to improve their learning techniques, and especially, they will be provided with the opportunity to improve their oral production skills.

In order for the teacher to attract the students' attention, and thus encourage their learning, a multisensory approach such as Mime is required. "Most instruction involves 'teacher talk' while students listen. This style often overlooks students who learn in other ways, such as visually or kinesthetically..." (Grady, 1984, p. 26). Williams adds that:

(p)our les apprenants plus âgés, inclure des expériences kinesthésiques présente trois avantages: fournir un moyen supplémentaire de comprendre un sujet donné, développer un mode de pensée d'une grande valeur, donne aux apprenants kinesthésiques une plus proche chance de réussite dans leur apprentissage...S'ajoutant à l'audition et à la vision, les sens tactile et kinesthésique (mouvement) prennent l'information et contribuent à la mémorisation. Ils constituent un <canal> supplémentaire par lequel on peut atteindre l'apprenant qui a des difficultés dans le domaine verbal (1997, p. 154, 46).

As was concluded by Harvard's Projet Zero and the Counselmime experience, the involvement of the senses, as well as the emotions, provides the learner with the opportunity to access the information in the manner that they learn naturally. Considering the fact that "(c)haque fois que l'on enseigne à partir de l'expérience vécue, les apprenants sont en mesure d'accéder à l'information de la façon qui leur convient le mieux..." (Williams, 1997, p. 158), presenting Mimes, which are based upon common human experiences and emotions, not only activates the students' own life experiences but the way in which they naturally come into contact with the world. The memory evoked by the Mime was quite possibly a multisensory experience which also involved the students' emotions. Eventhough everyone's memory is unique, the basic common emotions and feelings are similar. Considering the fact that it is the teacher who is employed to make learning more accessible to the students, an approach such as Mime

offers the possibility of evoking the common human emotions and experiences which, in turn, can provide the students with a situation which activates their individual yet fundamentally human experiences. These experiences can be used as the basis for improving the students' oral production skills in English.

3.4 Mime and additional language learning

An effective Mime should be simple, precise and familiar to the students in order to encourage them to become absorbed by the action. By leaving a great deal up to the imagination of the students, Mime appeals to almost all styles of learners as the students are able to extract from the performance what is important to them. The students are encouraged to become personally involved in the action as at least one aspect of the performance touches them on an individual level. This, in turn, enables the students to access the information in a manner which is natural for them and makes language learning less of an effort:

Selon Piaget, ... (l)'intelligence se construit grâce au processus d'équilibration des structures cognitives, en réponse aux sollicitations et contraintes de l'environnement. Deux actions y contribuent, l'assimilation et l'accommodation. L'assimilation est l'action de l'individu sur les objets qui l'entourent, en fonction des connaissances et aptitudes acquises par le sujet. Mais il y a inversement une action du milieu sur l'organisme, appelée accommodation, qui déclenche des ajustements actifs chez ce dernier (Silvestre, 1996, p. 39).

Students are encouraged to compare what is being presented by the mime with what they already know. The brain is inundated with information that it is trying to decode and classify. By including in the Mime both a familiar situation, to help the students assimilate

the knowledge using what they already know and a unique dilemma, designed to provide the opportunity to teach an aspect of the language, the brain should engage in both assimilation and accommodation in order for it to be able to comprehend the action, follow the action and be able to speak about what has been seen. The familiarity of the subject should provide the students with the basic reference from which they can speak and the uniqueness of the Mîme enables the teacher to direct the participation of the students according to what he/she wants them to learn.

Considering that "(s)'adapter, c'est survivre, mais vivre, c'est se projeter" (Vassileff, 1996, p. 34) students should be required to put themselves in the action. Piaget's notion of the learner can be seen within two theories of development of the intelligence:

le constructivisme, donnant un rôle primordial à l'activité du sujet dans l'élaboration (la construction) de ses connaissances; et l'interactionisme, qui situe l'adaptation de l'organisme à son milieu comme le résultat de l'interaction entre l'assimilation du milieu à la structure du sujet et l'accommodation de cette structure au milieu (Brochu, 1996, p.193).

Even if the students at college level have reached the stage of formal operations, they are still trying to maintain a balance between what they know and what they are learning, by constructing their knowledge and interacting with their environment to compare and contrast the new information they receive. By being active learners, the students are organizing their new-found knowledge in terms of what they already know and understand and sometimes they are required to modify what they thought they knew and understood as more information becomes available. They are able to construct their own personal schema in their brain according to how they perceive the world and how they relate to each

aspect of what they encounter. By using Mime, the teacher encourages each student to follow her/his own individual schema in order to construct the story while it unfolds before her/his eyes. The teacher provides the student with the opportunity to notice any one of the many 'clues' provided by the mime. The students are free to follow their own paths in their memories to extract pertinent vocabulary without the interference of the teacher and in a relaxed and open atmosphere. The input provided by their classmates can also evoke memories as they are encouraged to see the story from different angles.

Due to the fact that "(l)es connaissances antérieures de l'élève doivent non seulement être respectées, mais également prises en compte" (Tardif, 1992, p.18), in order for the students to learn, teachers can use Mime to evoke previous memories and create new ones without boring the students by repeating what they have already learned. Watching Mime may even help them to clarify vocabulary they thought they knew but did not really understand. Using the student's previous knowledge, makes it easier for the student to relate the new material to the already learned material as "ces connaissances constituent le monde de référence de l'élève, le monde auquel il attribue de l'importance, une signification, et l'enseignant se doit de les réutiliser et d'y associer étroitement et constamment les apprentissages qu'il veut le conduire à réaliser" (Tardif, 1992, p.18). The students' previous knowledge exists because it holds some personal significance to them thus, by evoking this knowledge, it becomes easier for the students to evaluate the

significance of the new material by creating links between old and new information:

Le transfert vertical est l'utilisation qu'une personne fait de ses connaissances antérieures pour acquérir une nouvelle connaissance superordonnée ou subordonnée...
Le transfert horizontal est l'utilisation de connaissances pour résoudre un problème nouveau ou réaliser une tâche nouvelle, peu importe son niveau de complexité (Tardif, 1992, p. 278).

Making use of what the students already know and encouraging them to form links between existing information and new information requires them to be active learners and become mentally involved with the language in an effort to better understand it.

Mime can be used to illustrate the subtle differences between words such as big and large by encoding the word with a visual reference, thus making it easier to remember:

La mémoire sémantique, qui structure les sens des mots en familles est la mémoire la plus puissante. De sorte que lorsque l'apprentissage se fait non par cœur mais en faisant attention au sens des mots, l'effet peut être puissant...La mémoire est bien la base des apprentissages et de la connaissance (Lieury, 1996, p. 54).

Quite possibly the visual reference will not only be the teacher's action but a personal reference. For example, they will recognize the teacher's action as communicating the word "large" in the non-verbal description of a woman, but associate the word large as a description of a large person they know. Thus, Mime encourages the students to increase their fluency as well as their accuracy concerning the language they are learning to speak.

3.5 The role of Mime in the improvement of the students' oral production skills

The mime's task is to attract the students' attention by evoking their common human experiences. Caleb Gattegno has tried teaching "The Silent Way" by encouraging the students to speak more and more in the additional language class and the teacher, less and less. "In Gattegno's approach the silence of the teacher is an inducement for the students to take the initiative" (Oller and Richard-Amato, 1983, p. 72). He uses props to convey his message and has noticed by using this method that "(t)he students will be astonished to find that their teacher stands through much of the lessons, that he keeps them concentrating all the time, that he says less and less and they more and more, that he neither approves nor disapproves but throws them back upon their own tools of judgement..." (Gattegno, 1983, p. 75). He also noticed an interesting phenomena that arose when the students learn to speak the new language in the absence of the teacher's voice:

For the teacher, the technique is a conscious way of affecting his students' unconscious relation to this new speech. As a result of it, the students will gain what cannot be passed on by explanation but can be reached by intuition and the surrender to the traditions absorbed in the spirit of a particular language (Gattegno, 1983, p. 76).

Thus, Mime should be used as a tool to incite the students to speak. The only manner to express what the students have seen while watching the mime perform is to ask them to produce their answers in written or oral form. By asking the students to match a word with the action, something Levelt stated previously is a natural process the brain engages in

when interpreting visual material, the teacher can ensure that the correct meaning has been stored in the students' memory. It seems that:

Apprendre ne consiste pas à empiler des informations, mais à transformer ses 'structures cognitives' pour passer d'une cohérence à une autre; en fait, se former, c'est en grande partie modifier ses représentations. Encore faut-il, soulignent les chercheurs en pédagogie, que les élèves aient l'occasion de les exprimer, lors des séquences de formation ou d'enseignement pour pouvoir les transformer (Silvestre, 1996, p.6).

With so many exceptions to the rule and nuances in the English language, verifying the students' interpretations helps to clarify how they perceive the language. The students, while watching the mime, need to bridge the gap between what they are experiencing and what they already know. Bridge the gap between comprehension and production. Mime is a tool that will enable them to do this for it is "un art de communication(...)communiquer entre êtres humains" (Claude St-Denis, 1996).

"Sans support visuel, il est très difficile au professeur de créer une situation dans laquelle les élèves aient envie de parler" (Wright, 1976, p. 53). Even with the visual stimulation, the students might not be motivated to speak, for "...une activité motivante doit minimalement offrir aux élèves un défi à relever, leur permettre de faire des choix et favoriser la collaboration entre eux" (Viau, 1996, p. 45). Mime allows for the realization of all of these conditions, thereby improving the chances that the students will be motivated by the activity.

In order to learn the students must "savoir apprendre, aimer apprendre et vouloir apprendre" (Berbaum, 1996, p. 41). Mime requires the students to bridge the information

gap, take risks and become involved in the action by touching their sense of curiosity and their desire to figure things out. Having a desire to learn is something that cannot be taught but can be stimulated by the teacher's presentation of the material. As Wright observes through his Pictures for Language Learning theory:

We don't choose to talk to everyone about everything just because they might know something we view differently. Many activities in the 'communicative' methods of recent years, whilst based on the idea of a gap, have ignored the idea that in normal life, we must want to cross a gap in order to bother to communicate. In other words, there must be a reason which we care about. The ideas for activities in this book are organized and presented with this prime need for a 'reason which matters', based on 'Challenges' and 'Opportunities' (1989, p. 6).

Wright goes on to say that "(s)timulating challenges and encouraging opportunities, or both together, are at the heart of every lively activity in teaching and learning the spoken and written language" (1989, p. 9). Mime provides the students with ample opportunity to comprehend the action and the challenge involved in solving the puzzle, figuring out what message the mime is trying to get across. According to Wright (1976, p. 21) the "Objectifs de l'utilisation des documents visuels dans l'expression orale" are as follows:

1. Inciter l'élève à parler.
2. Créer un contexte dans lequel ce qu'il dit aura un sens.
3. Fournir à l'élève des renseignements à utiliser dans ce qu'il dit, y compris des objets, des actions, des événements, des relations.
4. Fournir des amorces non verbales pour le travail de manipulation.
5. Fournir des repères non verbaux pour reproduire ou inventer des dialogues.

The use of Mime as a tool in the learning of an additional language serves to provide a context within which speech and dialogue are natural additions and actual requirements. It is not an artificial situation but brings the learners right into the action. Considering the

fact that the goal is to learn a language and that "(l)es nouveaux éléments linguistiques ont plus de chances d'être compris s'ils sont absolument essentiels au contexte dans lequel ils sont introduits" (Wright, 1976, p. 11), Mime becomes an ideal tool because the students need nothing else but their own knowledge and experience to figure out the action.

Mime provides the context for which the words are needed. It can even be said that Mime evokes the students experiences with the language being learned and that they will begin to think in the additional language. They are looking for references in order to understand the Mime and, when asked to provide a sort of running commentary about what is taking place, they are required to visually process the information, find the reference in their mother tongue, find the appropriate reference in the language being learned and then speak the word in a very short period of time.

The Stroop effect illustrates that "...a visual characteristic of the stimulus itself, namely the color of the ink, was at variance with the verbal response required of the subject" (Spoehr and Lehmkuhle, 1982, p. 242). Stroop printed names of colors in the colors corresponding to the name printed and asked the subjects to name the colors. He noticed an increase in the time between the presentation of the name and the overt naming of the color when the color the name was printed in did not match, thus the word blue was written in yellow ink and the subject was required to say yellow. Vygotski claimed that "(t)hought has its own structure, and the transition from it to speech is no easy matter...Thought is not merely expressed in words; it comes into existence through them" (as cited in Slobin, 1971, p. 101).

Mime incites the spectators to express themselves. Claude St-Denis (1996) stated that, based upon his experience, "(i)l y a des gens qui vont faire des commentaires...des gens qui décrivent ce qu'ils voient à haute voix. Mais c[e n']est pas pour expliquer aux autres, c'est pour eux-mêmes...si elle a dit cette chose que je viens de faire, donc elle était vraiment prise par le jeu". Mime provides the spectator with a context that they are required to enter into and become part of the action:

Mime also presents situations that otherwise could not or might not exist, for the express purpose of posing questions, or offering a perusal and perspective of that which could or might happen, given a number of alternative situations which are limited only by imagination.... Mime deals with the physical world, its implications, and its interpretations (Alberts, 1972, p. 55).

Asking the students to speak while the story is unfolding or to speak about what they have experienced, learned, witnessed, provides the context for conversation that is accessible to all learners. Considering the fact that "(i)n school, children must learn to use language in the absence of immediate context" (Slobin, 1971, p. 112), Mime provides a basis for conversation in the absence of the actual situation to help the additional language learner understand what he/she is unable to ascertain from reading and listening. It brings the language alive for them and can help them to think in the additional language rather than translating, as the speed of the Mime requires them to think spontaneously in order to match what they are seeing with a reference before the next reference appears.

Like a picture, Mime provides the missing context since one cannot, for example, mime "fat" without miming a body. "If this state can be induced in L2 learners via drama, the usual gap between thought and expression which ceases to exist in the native language might cease to exist in the second language as well" (Stern, 1983, p. 214) and will hopefully cease to exist as an interlingual phenomenon. Mime can solve this problem, according to Richy and de Muraige:

Le Mime, de quelque côté qu'on le considère, évite ces écueils. Chez lui la transmission est directe, et pour ainsi dire immédiate. Il est net, il est logique, instinctif, et raisonnable à la fois. Il utilise la mémoire, l'observation, l'imagination, et habitue à en faire physiquement l'application. Ses gestes sont en général volontairement <cassés>, bien qu'il sache utiliser aussi la souplesse. De tous les moyens d'expression, il est le plus complet...Le Mime si l'on n'y prend garde, peut être plus bavard que la parole. Il l'est lorsqu'il explique ses douleurs ou ses joies ou des événements (1968, pp. 12, 24).

The way that Mime may avoid the problem of translation can be seen in the way the message is presented. What is interesting about language teaching is that "...la langue enseignée est à la fois la fin et le moyen - we teach English through English" (Julié, 1994, p. 35). Mime is a universal language which does not require the translation that words do, it simply requires the learner to find a reference for what is being seen, a word in any language that matches what the learner has experienced. As students interact with the world through their senses, bringing the outside world into the classroom puts the students in a simulated yet realistic situation. As Chastain mentions "(t)he second language becomes more real because they can see [it used] in situations with which they are familiar and to which they can relate" (1988, pp. 366-367).

Besides improving the learner's speech, it is also believed that the student will learn a lot more than the language while watching the mime. "L'Étude du Mime ne devrait pas seulement être réservée aux professionnels mais à tous ceux dont le métier est pédagogique: la formation du geste est indispensable à la culture et la sensibilité humaine" (Richy and de Muraige, 1968, p. 3). Learning about the culture of a language is as important as the vocabulary and the grammar. A study by Liu (1994) demonstrated that there was a high correlation for non-native speakers, between knowledge of American customs and knowledge of spoken English. "To interpret and account for a gesture is to unlock the whole social and cultural system of which it is a part" (Thomas, 1991, p. 11). By using Mime to teach English in a French environment, the teacher is able to bring the student into an English environment and put the student in the middle of the action. "Those who do not have any immediate use for their English outside the classroom can have the language made more real for them through a number of activities which can conveniently be grouped under the heading of 'drama'" (Holden, 1981, p. 1). Being in an English environment, albeit created by their imagination, will make it easier for the students to adapt their previous knowledge as well as transfer their unrelated learning to real life situations.

As Tardif notes, "(i)l est souvent souligné que les apprentissages réalisés à l'école sont déconnectés de la vraie vie technique ou professionnelle et que ce que les élèves apprennent ne quitte pas les murs de la classe" (1992, p. 271). Students experience difficulty with the English language as the artificial fill-in-the-blank exercises and the

prepared questions which accompany their reading or listening material are far removed from their real life experiences with the language and the use of the language, in general, outside of the classroom. It is no wonder that very little knowledge is transferred from the classroom into authentic situations as students often fail to see the link between what they are learning in an artificial context and what they require in a real life context. Through the decoding of the Mimes, students will be encouraged to see how their English skills can be applied in real life situations, thus they will be more motivated to engage in the activity as they can relate to what is happening and they can see the importance of what they are learning in their own lives. Stern found that "(t)he purposefulness of dramatic activity can provide a strong instrumental motivation for language learning" (1983, p. 208), for becoming involved in the action allows the students to forget themselves. "Loss of sensitivity to rejection and heightened self-esteem, which also appear to be significant factors in speech improvement, are fostered by dramatics" (Stern, 1983, p. 215).

It is also important to establish a relationship between what happened before the students arrived in college. The students come from various backgrounds and have had numerous experiences during their lifetimes. An open-ended activity such as Mime encourages them to make use of their previous experiences in order to apply what they know to this new

situation. According to Tardif, cognitive psychology:

...insiste énormément sur le fait que la connaissance est quelque chose qui se construit graduellement et que les connaissances antérieures de l'élève exercent un rôle prépondérant dans l'acquisition et l'intégration de nouvelles connaissances...l'apprentissage est un processus actif et que plus les connaissances de l'élève sont organisées, reliées entre elles, plus elles sont significatives et réutilisables fonctionnellement (1992, p. 19).

Even though we insist upon the process of learning as being more important than the final product, as teachers all that we can evaluate is what is produced by the learners; thus it is our job to help to facilitate their oral production abilities to help them better demonstrate what they have learned.

The teacher's voice should not be the only voice heard in the classroom. If we want students to improve their oral production abilities, they should be encouraged to speak. "Pour que la langue soit acquise, elle doit être utilisée, et elle ne peut l'être que si les élèves parlent et communiquent dans des situations authentiques" (Julié, 1994, p. 35). Students should be encouraged to become active participants in the classroom, especially when learning an additional language, where the vocabulary and structures are difficult for many to comprehend.

Mime is an open-ended activity that is flexible enough to appeal to any topic and any style of learner of any subject, not just language learners. "It could be that nonverbal behavior is where physiology and psychology or linguistics meet; nonverbal behavior is the interface

where body and language blend" (Key, 1980, pp. 28-29). Rather than giving them the necessary information, Mime encourages the spectators to uncover their previous knowledge and build upon it in order to develop skills and understanding which will last even when the course is finished.

According to Krashen, "(t)he solution to our problems in language teaching lies not in expensive equipment, exotic methods, sophisticated linguistic analysis, or new laboratories, but in full utilization of what we already have, speakers of the language using them for real communication"(1987, p. 1). He believes that "...language acquisition occurs when language is used for what it was designed for, communication" (1987, p. 1). This statement applies to the teaching of any additional language. It appears that the process of learning an additional language is a difficult and complex undertaking for any student who is presented with the target language in an artificial context. Many methodologies have been tried, yet none seem to provide the magic solution which will enable the language learner to obtain fluency as easily as the infant does in any language he/she is exposed to for a period of time. Speaking appears to have been a natural occurrence for humans for centuries yet the methodologies applied in the language classroom appear to be far removed from the natural tendencies of the learners. Due to the stress the learners experience by being graded on their performances, the lack of motivation being forced to learn the language and the fear of making a mistake, many psychological barriers have been erected in the minds of the learners which inhibit their natural language learning tendencies. Mime appears to touch upon basic common human emotions and experiences thereby giving the students something familiar to base their language learning upon. It attempts to

motivate the students by providing a context that is subject to interpretation, thus a variety of answers are possible in this risk-free environment. Not only does it involve the students emotions, it can capture their curiosity which will help to open their minds to the target language. Each student is able to approach the Mime in her/his individual manner based upon her/his learning preferences and previous experiences, thus personalizing the instruction and giving it a better chance to be retained by the learner. At this stage of the students' education, Mime can help the teacher to activate what was previously stored in the memory in a manner which is not repetitive and inefficient, and he/she can also encourage the students to approach the language in a more receptive manner. This will, in turn, lead to the students becoming more receptive to continue their learning of the language and to not be afraid to apply what they have learned outside of the classroom which is, in fact, one of the goals of the Ministry of Education: to produce active members of society who are well-equipped to contribute to the evolution of their world.

CHAPTER IV

Methodology

As the previous chapters suggest, a wide range of work has been produced regarding the methodology of learning in general as well as the learning of an additional language. Cognitive psychology has been chosen for this thesis for it lends itself to the natural instincts of the learner, as does Mime:

Dans ce courant pédagogique [la tendance cognitive], on insiste surtout sur le processus intellectuel d'apprentissage et de production. On souligne le fait que le sujet doit demeurer l'acteur principal, qu'il doit manipuler son environnement présenté de sorte qu'il doive le réorganiser ou le transformer avant d'arriver à la conclusion désirée. On invite le sujet à utiliser ses connaissances et ses expériences face à un problème ou devant l'inconnu... Les principaux effets escomptés sont une plus grande prédisposition à la résolution de problèmes, les méthodes actives habituent les élèves à une démarche intellectuelle autonome, une plus grande capacité de transfert et une plus grande motivation intrinsèque, le sujet étant satisfait de (re-) découvrir quelque chose par lui-même (Amégan, 1993, p. 4).

After having been exposed to four hundred and fifty hours of English as an additional language instruction, the students at the CEGEP level are quite possibly enrolled in their final English course. The teacher should facilitate the language learning process by encouraging each student to activate what he/she has already assimilated about the language in order to add to the student's body of knowledge rather than simply reteaching what the student should have already learned. Not only will this approach be more interesting and challenging to the student, it requires each student to become involved by personalizing the learning, thereby making each student responsible

for her/his performance in the course. The focus of cognitive psychology encourages the student to become a lifelong learner by providing each one with the confidence and skills to become an autonomous learner able to solve problems and demystify the unknown. The students are taught to rely on their experiences and their abilities rather than to simply regurgitate what the teacher has said. As active members of the classroom, the students become active language learners, and thus increase their chances to improve their oral production skills.

Mime requires the audience to participate actively in the performance, on an individual basis, as it is the audience that brings the Mime to life. Mime, as well as a cognitive teaching approach, requires the participation of the audience. Both techniques ask the learner to resolve a problem and transfer their knowledge in order to discover something new or make a new connection between things they already know. As there has been little to no research published pertaining to the reaction of spectators to Mime in regards to learning an additional language, the experimental focus of this research has been designed to begin to clarify this connection in order to examine how effective Mime can be in an additional language classroom.

Considering the fact that "(e)xpploratory studies are often done to...test the feasibility of undertaking a more detailed and precise study...such research is undertaken as a pilot study to determine whether subsequent research is likely to be fruitful" (Keppel and Zedeck, 1989, p. 5). This study was undertaken in order to begin to illuminate the reaction of the spectator to a Mime in an effort to bring Mime into the English as an additional language classroom. The use of Mime as a teaching tool appears to be a solution to the problem which is a frequent occurrence in the CEGEP English as an additional language classrooms. The students, after many years of

instruction, arrive at the CEGEP with very minimal knowledge of the language. The students appear to retain little of what was previously taught and are unable, or unwilling, to transfer the knowledge from one course to the following course in order to build upon their previous exposure to the language. At the CEGEP level, the teachers require a methodology which encourages the students to evoke their previous experiences and become active participants in the learning process. This study began by examining how such students learn naturally by administering a learning styles test. After, this study sought to ascertain the students' perception of and attitudes towards the English language, in general, and the four language skills. The third step examined the methodology used with the groups to draw a link between the methodology and the students' performance on an exam designed to evaluate their oral production skills. The teacher of group A used the traditional auditive approach where the teacher presents the lesson orally and the students take notes and complete exercises (the teacher speaks and the students listen). The teacher of group B used a more visual and kinetic approach where the lessons were presented as Mimes and non-verbal gestures. For example, when a student did not understand a vocabulary word or the difference between grammar points, the teacher responded non-verbally with the students providing the response verbally (the students were speaking for the teacher).

4.1 Hypothesis

If:

- i) The majority of CEGEP students in the transitional level English as an additional language class respond that their style of learning is visual or kinetic as opposed to auditory.

And:

ii) Out of the four required competencies (listening, speaking, reading and writing), the majority of CEGEP students in the transitional level English as an additional language class find that speaking in English is their weakest skill.

Then we hypothesise that:

iii) The use, by the teacher in an English as an additional language classroom, of a non-verbal method that favors visual and kinetic learners, such as Mime, has a positive effect on the oral production results of the majority of the CEGEP students in the transitional level English as an additional language class, as compared to a primarily auditory method.

4.2 Type of research

This exploratory study was designed to measure the impact of two different teaching techniques on the oral production performance of the transitional level students. "Experimental psychology has traditionally focused on differences among average levels of performance obtained from groups of subjects receiving different treatment and has essentially ignored the performance of individuals making up each group" (Keppel and Zedeck, 1989, p. 3). Therefore, the experimental research model was examined for its feasibility. Keppel and Zedeck go on to explain that:

(e)xperiments, as defined here, are special procedures designed to permit inferences about causes and effects. Four basic elements are typically viewed as critical to an experimental design: random selection of subjects, random assignment of subjects to the different treatment conditions, experimenter manipulation of the treatments, and experimenter control over the conduct of the experiment (1989, p. 11).

The difficulty this study has with the definition of an experimental design lies in the inability of the experimenter to control all of the variables surrounding this study, including the random assignment of the two groups. The groups are, unfortunately, unable to be evenly matched as, although the students are at similar levels of competency in the language (determined because of the similarities of their performance on the classification test), they were chosen as a group, not as individuals. Further exploration uncovered the flexibility of the quasi-experimental design. This format allows for flexibility in the selection of the subjects "...because subjects are not randomly assigned to the two groups...(t)he two groups cannot be assumed to be equivalent prior to the experiment. Rather, the groups are intact and may already be formed before the researcher becomes interested in them as groups to study" (Keppel and Zedeck, 1987, p. 22). It follows, then, that one of the independent variables is the teaching method employed by the teacher and the dependent variable is the final exam results indicating the transitional students' oral production performance. Indeed, there are other independent variables which "...cannot be altered by the experimenter...but the experimenter can decide to include them or remove them as variables to be studied" (Best and Kahn, 1993, p. 137). This researcher has chosen to use the subjects' gender and program as a basis of comparison between the two groups and has also chosen to examine the subjects' ages and experience with the language in order to better understand the results of the experiment.

4.3 Subjects

Three classes of transitional level students were chosen for this study. The students had been placed in this level according to their results on a standard classification test

administered by the CEGEP upon their admittance. Two classes that worked with teacher A were chosen and one under the guidance of teacher B. They all used the same textbook and workbook throughout the semester and their course consisted of thirty classroom hours and fifteen hours in the language laboratory. Both groups were composed of members of both genders and students who were enrolled in a pre-university or technical program, or had yet to enroll in a specific program.

4.4 Data collection

Throughout the three parts of this experiment, Group A consists of two classes that worked with teacher A and Group B consists of the one class that worked with teacher B. Firstly, the students were asked to complete a test (appendix 2) designed by Lynn O'Brien and translated into French, which determined their style of learning (visual, kinetic or auditory). The results of this test will confirm that the students would respond well to a visual and kinetic approach, such as Mime, as they themselves are, by majority, visual and kinetic learners as opposed to auditory learners. This test was given to the students on the first day of class of the Winter session, 1997.

Secondly, the students in Group A and Group B were asked to complete a questionnaire (appendix 3) which was designed to provide some insight into their backgrounds, routines and attitudes. "For certain types of information the closed-form questionnaire is entirely satisfactory. It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective..." (Best and Kahn, 1993, p. 231). The students completed the questionnaire on the final day of exams in the Winter session, 1997. This questionnaire

sought to distinguish the variables between the two groups in order to aid the interpretation of Part Three of the experiment as well as to determine if speaking was considered as one of the weakest skills by the students.

Thirdly, all of the students completed a final oral exam (appendix 4) in order for the researcher to examine if, in fact, the group (Group B) that was exposed to non-verbal jests fared better on the oral exam than the group (Group A) that was not exposed to such a visual and kinetic teaching method.

CHAPTER V

Presentation and Analysis of the Data

Part One

In order to support the literature and this researcher's observations, a learning style test was administered to the two groups on the first day of class.

Hypothesis

The majority of CEGEP students in the transitional level English as an additional language class respond that their style of learning is visual or kinetic as opposed to auditory.

Material

French translation of Lynn O'Brien's learning style test (appendix 1). This test asks students to rate their reactions to the given statements which are categorized under the headings Visual, Auditory or Kinetic as follows 1- rarely or never, 2- sometimes and 3- often. The 10 statements are different for each heading for they are designed to represent the style of learning. Therefore, it follows that, the closer the student is to the possible total of thirty illustrates her/his preference for that style of learning.

Subjects

The test was administered on the first day of class in the Winter session to the two transitional level groups previously chosen. Group A was composed of 16 students and Group B, 25 students. The subjects were asked to respond anonymously, to ensure confidentiality. Although both groups included a mixture of males and females, the

learning styles of the sexes cannot be determined as the students did not include their name or any identifying characteristics.

Method

In order to examine its validity, this questionnaire was distributed to students in their third year secondary school English as an additional language class. The results reflected the results at the CEGEP level with the majority of students preferring either the visual and/or the kinetic learning style.

The students were asked to rate their learning in general, not as it applies to their learning of English as an additional language.

Results

Table 1A

Rank of responses to Lynn O'Brien's learning style test: Group A

Learning styles	Rank of Responses:					
	First		Second		Third	
Visual	3	19%	4	25%	6	37%
Auditory	3	19%	5	31%	5	31%
Kinesthetic	10	62%	4	25%	2	13%
Visual/Kinesthetic						
Visual/Auditory			3	19%	3	19%
Auditory/Kinesthetic						
Total	16		16		16	

Table 1B

Rank of responses to Lynn O'Brien's learning style test: Group B

Learning styles	Rank of Responses					
	First		Second		Third	
Visual	10	40%	8	32%	4	16%
Auditory	3	12%	4	16%	13	52%
Kinesthetic	10	40%	6	24%	3	12%
Visual/Kinesthetic	2	8%	2	8%		
Visual/Auditory			1	4%	1	4%
Auditory/Kinesthetic			4	16%	4	16%
Total	25		25		25	

Resume of the results: Table 1A and 1B

In Group A, the majority of the students rated their style of learning as being kinetic whereas the majority of the responses were evenly divided between kinetic and visual for Group B. Half of the students in Group A rated the visual and kinetic style second with 31% rating the auditory style and 19% rating the visual/auditory style as their second choice. Group B rated the auditory style in a distant third place, thus their least preferred style of learning.

Two styles have been placed in the same category (ex. Visual/Auditory) for the total of the student's answers to the questionnaire resulted in a tie between the two skills.

Analysis of the results: Part One

It can be seen from the students' responses to the questionnaire that the vast majority of students rate themselves as having a preference for the visual and/or kinetic learning style,

naturally they would respond well to a visual and kinetic presentation of information by the teacher, such as provided by Mime. Yet, the questionnaire was filled out for their learning styles, in general, thus these students are not necessarily visual and kinetic additional language learners. The school system has trained them to adapt to the style of the teacher and to be primarily passive, auditory learners. The questionnaire allows for this by presenting the student with a variety of situations and reactions according to the learning style. The questionnaire, however, does not allow for other learning styles such as olfactory and tactile and provides the students with a response that is left up to their interpretation. While the results do not depend upon the interpretation of the examiner, one is left to question how the student interpreted the statement and for which context their answers are valid.

Part Two

It is believed that transitional level students find that their weakest skill is orally producing the additional language and they do not feel comfortable speaking the language at the transitional level (their level of development). Thus, a questionnaire was composed to differentiate between the two groups, in order to examine if this is, indeed the case. The questionnaire was designed to provide insights into the students' backgrounds and examine their self-perceived abilities and habits. As well, the questionnaire was used to indicate that the students felt that there was indeed a problem with their oral production of the English language as compared to the other language skills (reading comprehension, writing and listening comprehension) in both English and French. The questionnaire also measured the students' attitudes towards verbally producing the English language.

Hypothesis

Out of the four required competencies (listening, speaking, reading and writing), the majority of CEGEP students in the transitional level English as an additional language class find that speaking in English is their weakest skill.

Material

The questionnaire (appendix 2), in addition to providing insight into the hypothesis for Part Two of the experiment, also helped to identify the differences between the two groups in order to clarify the results of Part One and Part Three of this experiment. Questions two and three provided some insight into the characteristics of the two groups and a basis for comparison based upon gender and program. Questions seven and eight sought to

examine the opinion the students had of their abilities in English, in general, and, more specifically the four language skills (reading, listening, speaking and writing). The students were asked to rate their abilities on the following scale: 1 -exceptional; 2 -very good; 3 -good; 4 -weak. Questions four and twelve were designed to examine the difference between the language habits of the students in their mother tongue (French) and in their additional language (English) as divided into the four language skills (reading, listening, speaking and writing). They were asked to rank their habits on a typical day from 1 (-a lot) to 10 (-not at all). The ranking of the four skills in French on a typical day was on the front of the questionnaire with the order of the four skills in English on the back of the questionnaire so as to avoid an immediate comparison. The scale was left large and subject to interpretation as the order of the frequency of use of the four skills in both languages is more important than the discrepancy between the interpretation of the translation of or corresponding adjective for, for example, 6 and 7 on the scale out of 10. Questions thirteen through sixteen sought to uncover the students comfort level with the English language as it pertains to each of the four language skills. The students were asked to circle whether they felt at ease, confident, confused or incompetent when asked to perform each skill (listening, reading, speaking and writing) individually. Question seventeen asked the students to determine whether their knowledge of the English language is essential, useful or not useful at all to their lives now and in the future. Finally, the students were asked to predict their final mark in the course. They were provided only with a blank space and a percentage sign, thus they were free to write any mark.

Subjects

For this section of the experiment, although they were the same groups as the ones chosen for Part One of the experiment, due to fluctuating attendance levels, Group A was composed of twenty-seven students (nineteen male and seven female) while Group B was composed of twenty-one students (ten male and eleven female), although one male technical student did not respond to all of the questions. Group A worked with teacher A and Group B worked with teacher B. Although the two groups used the same textbooks, workbooks and listening material, and they wrote the same exams, Group A was exposed to a teaching method which included a mainly auditory method that included verbal translation by the teacher into French while Group B was exposed to a visual and kinetic method which consisted of non-verbal jests and Mimes.

Method

The students were asked to complete the questionnaire during the final week of classes.

They were asked to remain anonymous and to answer honestly.

Results

Table 2A

The transitional students' self-perception of their abilities pertaining to English in general and the four specific skills: Group A

Gender/ Program	Skill / Self-perception																			
	General				Reading				Listening				Speaking				Writing			
	E	V	G	W	E	V	G	W	E	V	G	W	E	V	G	W	E	V	G	W
Male/P-U	0	0	1	2	0	0	2	1	0	2	1	0	0	0	1	2	0	1	2	0
Male/Tech.	0	0	6	7	1	8	4	0	0	4	8	1	1	4	3	5	0	5	6	2
Male/other	0	0	2	1	0	2	1	0	0	1	2	0	0	1	1	1	0	1	2	0
Female/P-U	0	0	1	2	0	2	1	0	0	3	0	0	0	0	1	2	0	0	1	2
Female/Tech.	0	0	1	2	0	0	1	2	0	1	1	1	0	0	0	3	0	0	2	1
Female/other	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	1	0	0
Miscellaneous	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0
Total	0	0	13	14	1	14	9	3	0	12	13	2	1	5	7	14	0	8	14	5

E= Exceptional V= Very Good G= Good W= Weak

Table 2B

The transitional students' self-perception of their abilities pertaining to English in general and the four specific skills: Group B

Gender/ Program	Skill / Self-perception																			
	General				Reading				Listening				Speaking				Writing			
	E	V	G	W	E	V	G	W	E	V	G	W	E	V	G	W	E	V	G	W
Male/P-U	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Male/Tech.	0	0	8	2	0	6	3	0	0	4	4	1	1	4	3	1	0	4	2	3
Male/other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female/P-U	0	0	1	2	0	0	3	0	0	1	0	2	0	1	0	2	0	0	3	0
Female/Tech.	0	0	4	4	0	3	5	0	1	4	2	1	0	3	2	3	0	5	0	3
Female/other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total (n)	0	0	13	8	0	9	11	0	1	9	6	4	1	8	5	6	0	9	5	6

E= Exceptional V= Very Good G= Good W= Weak

Other, as a program, has been used for students who are undecided, thus they are neither pre-university or technical and miscellaneous has been used for a student who did not indicate her/his gender on the questionnaire, perhaps by having not seen the question due to the rapidity with which he/she responded to the questionnaire, but did indicate that he/she is a technical student. Tech. means that the student is registered in a technical program and P-U indicates a pre-university program. The total number of student responses from Group A is twenty-seven and the total number of student responses from Group B is twenty-one although one male, technical student did not respond to all of the questions.

Resume of the results: Table 2A and 2B

In question seven, students were asked to rate their own abilities in English, in general. Group A's results were closely divided between good (48%) and weak (52%). In Group B, the majority rated themselves as being good in English (62%) and the remaining 38%, weak. None of the students demonstrated much confidence in her/his abilities, in general, as not one chose exceptional nor very good.

Question eight asked the students to rate their abilities pertaining to their understanding and production of the English language from 1 (exceptional) to 4 (weak). In Group A, the students considered reading to be their best skill (2.52/4), followed by listening (2.63/4), then writing (2.74/4), and finally, speaking (3.26/4). In Group B, the results are almost identical, reading (2.55/4), listening (2.65/4), writing (2.75/4) and speaking (2.8/4). Although speaking is rated as the weakest skill of the four, Group B rated their ability higher than Group A.

In general, males rated themselves as being, by majority, weak in Group A and good in Group B whereas females rated themselves as being weak in general in both Group A and Group B females in a technical program. The female pre-university students in Group B rated themselves as being 'good' in English, in general. In Group A, the majority of males in the technical stream rated themselves as being "very good" in reading. In Group B, the males rated themselves, by majority, as being "very good" in reading, speaking, writing. The responses to listening were tied between "very good" and "good". Females in Group A rated themselves stronger in listening, by majority, yet they rated themselves as being "weak" in general, and weak in speaking. In Group B, the pre-university females rated themselves as being "good" in reading and writing and weak in the other skills while the female technical students rated themselves, by majority, to be "very good" in listening and writing. For speaking there was a tie between "very good" and "weak" and reading and in general, "good".

Table 3A

Language habits of the transitional students in French and English pertaining to the four skills:
Group A

Gender/ Program	Skill/ Language							
	Reading		Writing		Listening		Speaking	
	F	E	F	E	F	E	F	E
Male/P-U	7	8	4	7.7	2	3.3	1	9
Male/Tech.	6.1	6.5	5.4	8.2	2.6	6	2.8	8.1
Male/other	7.3	8.3	4	9.3	3.3	4.3	4	9
Female/P-U	6	8	4.7	9.7	1	3.3	1.3	8.7
Female/Tech.	3.3	8	2.7	8	3.3	8	3	8.3
Female/other	5	6	5	9	3	6	2	8
Miscellaneous	7	7	7	8	1	9	2	8
Total	5.96	7.4	4.7	8.56	2.3	5.7	2.3	8.44

F= French E= English

Table 3B

Language habits of the transitional students in French and English pertaining to the four skills:
Group B

Gender/ Program	Skill/ Language							
	Reading		Writing		Listening		Speaking	
	F	E	F	E	F	E	F	E
Male/P-U	0	0	0	0	0	0	0	0
Male/Tech.	6	6.6	5.3	6.5	3.3	6.2	3.7	6.3
Male/other	0	0	0	0	0	0	0	0
Female/P-U	3.3	8.67	3	9.3	4.3	7.3	3.3	8.67
Female/Tech.	4.75	7.6	4	7.6	2.25	6.4	3.1	7.5
Female/other	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0
Total	4.68	7.62	4.1	7.8	3.28	6.6	3.37	7.49

F= French E= English

Resume of the results: Table 3A and 3B

The students were asked to rate their language habits in their mother tongue, French, in general, on a regular day from 1 which was equivalent to 'a lot' to 10, 'not at all'. For Group A, listening was rated as the most used skill (2.3) as well as speaking (2.3), writing follows (4.7) and finally, reading (5.96). For Group B, the rating is almost identical, listening (3.28), speaking (3.37), writing (4.1) and reading (4.68). In general, Group A listens more and speaks more than Group B. For both groups, the two genders rated the four skills in the same order.

The same question was asked on the reverse side of the page seven questions later about their daily habits undertaken in the English language (an additional language). The answers ranged from 1 which signifies 'a lot' to 10, 'not at all'. Group A rated the skills from listening (5.7) to reading (7.4) to speaking (8.44) to writing (8.56). Group B's results are as follows: listening (6.6), speaking (7.49), reading (7.62) and writing (7.8). It appears that Group B speaks English more frequently than Group A in English. For Group A, the females rated writing as their least used skill as compared to the majority of males who rated speaking as their least used skill. In Group B, the males' answers demonstrated an equality between the four skills, however, the females ranked writing as their least used skill and then rated reading and speaking equally with listening as their most used skill. A closer examination also illustrates a difference between the male technical students, in writing, listening and speaking. Group A responded that they write on average 8.2 in English, listen, 2.6 in French and speak, 8.1 in English and 2.8 in French. Group B

responded 6.5 for writing in English, 3.3 for listening in French and 6.3 and 3.7 for speaking.

Table 4A

The transitional students' attitudes towards the four skills in English: Group A

Gender/ Program	Skill/ Attitude															
	Listening				Reading				Speaking				Writing			
	Cf	Co	Cn	In	Cf	Co	Cn	In	Cf	Co	Cn	In	Cf	Co	Cn	In
Male/P-U	0	0	3	0	0	2	0	1	0	0	1	2	0	1	1	1
Male/Tech.	2	5	5	1	3	7	2	1	1	4	3	5	1	5	6	1
Male/other	0	3	0	0	1	2	0	0	0	1	1	1	0	0	3	0
Female/P-U	0	3	1	0	1	3	0	0	0	0	2	2	0	1	1	2
Female/Tech.	0	0	1	1	0	1	0	1	0	0	1	1	0	1	0	1
Female/other	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0
Miscellaneous	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0
Total	2	12	11	2	5	17	2	3	1	6	8	12	1	10	11	5

Cf= Comfortable Co= Confident Cn= Confused In= Incompetent

Table 4B

The transitional students' attitudes towards the four skills in English: Group B

Gender/ Program	Skill/ Attitude															
	Listening				Reading				Speaking				Writing			
	Cf	Co	Cn	In	Cf	Co	Cn	In	Cf	Co	Cn	In	Cf	Co	Cn	In
Male/P-U	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Male/Tech.	0	4	4	1	0	7	2	0	0	4	5	0	1	4	4	0
Male/other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Female/P-U	0	2	1	0	0	2	1	0	0	1	0	2	0	2	1	0
Female/Tech.	0	3	5	0	1	1	6	0	0	4	1	3	2	2	3	1
Female/other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	9	10	1	1	10	9	0	0	9	6	5	3	8	8	1

Cf= Comfortable Co= Confident Cn= Confused In= Incompetent

Resume of the results: Table 4A and 4B

For these questions (thirteen through sixteen), students were asked to rate their personal feelings when they are exposed to the English language in order to determine their comfort level with the four aspects of the language. In general, Group A felt, by majority, confident with the skills that are passive (reading and listening) than when asked to produce the language. Group B, on the other hand felt, by majority, confident when asked to actively produce the language orally and in writing, as well as read. They felt less confident when asked to listen. It is interesting to note that the students have varying attitudes towards each of the four skills. They are able to express their comfort level as it pertains to each skill, perhaps due to the fact that each skill is tested separately in class. Their attitudes might be a reflection of their results obtained for each use of the language as well as a reflection of the time spent in class perfecting each of the four skills.

More specifically, for the question pertaining to listening, Group A felt confident (44%), confused (41%), comfortable (7.4%) and incompetent (7.4%). Group B found that half of them felt confused (50%), 45% felt confident and 5% felt incompetent. For reading, the results for Group A are as follows: confident (63%), comfortable (18.5%), incompetent (11%) and confused (7.4%). Group B's results are as follows: confident (50%), confused (44%) and comfortable (6%). The speaking results for Group A: incompetent (44%), confused (30%), confident (22%) and comfortable (4%). Group B: confident (45%), confused (30%), incompetent (25%). The results show that Group B feels more confident speaking English than Group A. For writing Group A's responses are as follows: confused

(42%), confident (35%), incompetent (19%), and comfortable (4%). Group B feels confused (42%), confident (37%), comfortable (16%), and incompetent (5%).

For both groups, the respective responses of the male and female members were similar. For listening, the responses were divided between confident and confused. For reading, the majority claimed to feel confident, except for the females in Group B who felt confused. For speaking, both genders in Group A answered that they felt, by majority, incompetent whereas the males in Group B were closely divided between confident and confused and the females were evenly divided between confident and incompetent. For writing, the answers varied from the males feeling confused in Group A and confused and confident in Group B to the females feeling confident and incompetent in Group A and confused and confident in Group B.

More specifically, the 1 male technical student in Group A rated himself as feeling "confident"; 4 male students, "comfortable"; 3 male students, "confused"; and 5 male students, "incompetent" while speaking English whereas four male technical students in Group B rated themselves as feeling "comfortable" and five rated themselves as feeling "confused".

Table 5A

The transitional students' prediction of their final mark in their English course on the last day of exams: Group A

Gender/ Program	Final Mark						
	60%	65%	70%	73%	75%	80%	82%
Male/P-U	1	0	0	1	1	0	0
Male/Tech.	1	3	5	0	2	2	0
Male/other	1	0	1	0	0	0	0
Female/P-U	1	0	2	0	0	0	0
Female/Tech.	2	0	1	0	0	0	0
Female/other	0	0	1	0	0	0	0
Miscellaneous	0	0	0	0	1	0	0
Total	6	3	10	1	4	2	0

Table 5B

The transitional students' prediction of their final mark in their English course on the last day of exams: Group B

Gender/ Program	Final Mark						
	60%	65%	70%	73%	75%	80%	82%
Male/P-U	0	0	0	0	0	0	0
Male/Tech.	0	2	1	0	2	3	1
Male/other	0	0	0	0	0	0	0
Female/P-U	0	1	1	0	1	0	0
Female/Tech.	5	0	2	0	0	1	0
Female/other	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0
Total	5	3	4	0	3	4	1

Resume of the results: Table 5A and 5B

This question (eighteen) asked students to predict their final mark in their English course.

Both groups had already completed the course and the exams when this questionnaire was filled out. Group A's average is approximately 69.12% and Group B, 74.2%. Both genders in Group A, by majority, responded that they expected to obtain 70% while the

answers were divided within Group B with the majority of males expecting 80% and the females, 60%. All of the students believed they would pass the course (the passing mark is 60/100).

Analysis of the results: Part Two

For this section of the experiment, Group A was composed of twenty-seven students (nineteen male and seven female) which included six students who were enrolled in a pre-university program and seventeen who were enrolled in a technical program. Four students were not enrolled in a specific program. The male technical students tended to have a higher opinion of their abilities, in English, than the other students (Table 2A) yet, they rate themselves in a similar manner than their classmates when asked about their daily language habits pertaining to writing and speaking in English (Table 3A). It appears that they have been trained to be passive learners in the English as an additional language context as they rate themselves to be, by majority, confident when asked to read and listen (Table 4A). Not only the male technical students, but the students in Group A, in general, appear to not have been encouraged to produce the language, perhaps due to a lack of context or experience with the language. In their daily language, French, they tend to take a more active approach rating listening and speaking far above reading and writing. One is left to wonder why, if they believe themselves not to be auditory learners (Table 1A), they approach their own language in an auditory manner.

Group B was composed of twenty-one students (ten male and eleven female), although one male technical student did not respond to all of the questions. Eighteen students were

enrolled in a technical program with three female students enrolled in a pre-university program. The pre-university students had a lower opinion of their abilities in English as compared to their classmates (Table 2B). Although they rated themselves lower in English, in general, their responses demonstrated more confidence than Group A when they were asked to produce the language. The differences in habits between the two languages is greatest under the category of speaking. The male technical students in Group B rated the four skills almost equally, indicating that they did not have a preference for one specific ability (Table 3B). As a group, they rated speaking (in English) above reading as well as writing and they showed a marked difference in attitude when compared with Group A. When asked about speaking, Group A felt incompetent (44%) and confused (30%), while Group B felt, by majority, confident (45%). This is interesting as, in general, males had a higher opinion of their abilities than females, except for the female pre-university students, and the males in Group B had a higher prediction of their final mark than the other students in their group as well as the other group, when there were more male students in Group A. The differences in attitude towards speaking could be attributed to the amount of time they were given to actively participate in the English classroom and the strategies employed by the teachers. The group that was exposed to Mime had a better attitude, in general, and responded that they spoke more in English than Group A.

Part Three

After observing that the students, in general, feel that they have difficulty producing the English language, an examination of the difference in the teaching methods shall provide valuable insight in answer to the main question that is the focus of this thesis. During the forty-five hour long course, both groups used the same textbook, cassettes, and workbook. They wrote the same exams and covered the same material. The teacher of Group A used translation into the students' mother tongue (French) in answer to vocabulary and grammar questions and to teach vocabulary and grammar whereas the teacher of Group B relied on Mime and jests when asked vocabulary or grammar questions or to teach grammar and vocabulary. Thus, the students in Group A were exposed to a primarily auditory approach where the teacher spoke the majority of the time in the classroom and assigned the students exercises which involved answering questions in writing, fill-in-the-blank grammar exercises and written translation exercises. Group B was exposed to a more interactive approach where the teacher did not speak often in the classroom, other than to give assignments. The students were encouraged to work in pairs or groups to discuss the exercises in the textbook and to present their findings to their classmates. The teacher taught grammar and vocabulary, and also answered questions by translating the responses into Mimes and non-verbal jests which required the students verbal interpretation and deductions.

Hypothesis

The use of non-verbal method that favors visual and kinetic learners, such as Mime, by the teacher in an English as an additional language classroom, has a positive effect on the oral production results for the majority of the CEGEP students in the transitional level English as an additional language class, as compared to a primarily auditory method.

Material

An oral exam designed to test the students speaking abilities (appendix 3). The first part asked the students to record on audio cassette a sustained monologue (duration of two minutes) about a familiar subject. They were given five minutes to prepare their resume of a book they had read, a television show they had seen or movie they liked for this section which was worth ten marks. The second part gave the students the answers and asked them to pose the appropriate questions (two marks) and the third part engaged the students in a dialogue (three marks). The three parts contained different subject matter so as not to influence the results.

Subjects

Although the final exam was administered to the same two groups that completed Parts One and Two of this experiment, due to the lack of consistency in the attendance rate, thirty-six students completed the exam in Group A and twenty-two students in Group B.

Method

Throughout the semester, the teacher of Group A used the same textbook and workbook as the teacher of Group B, however, she often used translation in French (their mother tongue) to explain vocabulary and grammar. On the other hand, the teacher of Group B used only English in the classroom and would use gestures to illustrate the meaning of vocabulary and grammar. Both teachers started teaching English to this level at the same time. They planned their lessons together and gave the same exams. They also used the same marking scheme.

Results

Table 6A

Transitional students' final oral exam results: Group A

	Parts of the oral exam:					
	Two minute monologue		Questions		Dialogue	
	/10	frequency	/2	frequency	/3	frequency
	0.0	5.6%	0.0	11.1%	0.0	5.6%
	4.0	2.8%	0.5	41.7%	1.0	11.1%
	5.0	2.8%	1.0	36.1%	1.5	16.7%
	5.5	22.2%	1.5	11.1%	2.0	22.2%
	6.0	5.6%			2.5	27.8%
	6.5	22.2%			3.0	13.9%
	7.0	16.7%				
	7.5	8.3%				
	8.0	13.9%				
Mean	6.15		0.74		1.97	
S. D.	1.77		0.42		0.76	

S.D. = Standard Deviation

Table 6B

Transitional students' final oral exam results: Group B

	Parts of the oral exam:					
	Two minute monologue		Questions		Dialogue	
	/10	frequency	/2	frequency	/3	frequency
	4.0	13.6%	0.0	13.6%	0.0	0%
	4.5	4.5%	0.5	31.8%	1.0	18.2%
	5.0	9.1%	1.0	31.8%	1.5	22.7%
	5.5	22.7%	1.5	18.2%	2.0	22.7%
	6.0	18.2%	2.0	4.5%	2.5	18.2%
	6.5	13.6%			3.0	18.2%
	7.0	9.1%				
	7.5	4.5%				
	8.0	4.5%				
Mean	5.77		0.84		1.98	
S. D.	1.07		0.53		0.68	

Resume of the results: Table 6A and 6B

Group A fared better with the first part of the exam pertaining to sustained conversation with a larger standard deviation than Group B. Group B fared better on the question forming section and the dialogue section results indicates a tie between the two groups. For Group A, the most frequently obtained marks for the monologue section were 5.5/10 and 6.5/10 with the mean indicating a mark that barely passes (61.5%). For Group B, the most frequently obtained mark was 5.5/10 with barely 50% of the students receiving a passing mark in this section. The results of the question posing section of this exam indicates the weakness in Group A's performance with only 11.1% of the students receiving a passing mark. The mean indicates a mark totalling 37% (0.74/2) whereas Group B produced a mean mark of 42% (0.84/2) with 22.7% of the students receiving a passing mark for this section of the exam. The dialogue section was successfully completed by both groups. In Group A, 63.9% of the students received a passing mark and 59.1% of the students in Group B passed this section of the exam. Both groups received a mean mark of 66% for this part of the exam.

Overall, the marks were not very high for this section considering the fact that the passing mark for this exam, as determined by the CEGEP and the Ministry of Education is set at 60% and that the students are required, by the CEGEP, to pass all four competencies (reading, listening, speaking and writing) in order to pass the course. The average mark for Group A, for this exam, was 8.86/15 (59%) and the average mark for Group B was 8.59/15 (57%).

Table 7A

Age of transitional students as of May 12, 1997 according to their gender and program: Group A

Gender/ Program	Age in years									Total
	17	18	19	20	21	22	23	24	33	
Male/P-U	0	2	0	1	0	0	0	0	0	3
Male/Tech.	1	4	1	3	1	1	1	1	0	13
Male/other	0	1	0	2	0	0	0	0	0	3
Female/P-U	0	2	0	0	0	0	1	0	0	3
Female/Tech.	0	0	3	0	0	0	0	0	0	3
Female/other	0	1	0	0	0	0	0	0	0	1
Miscellaneous	0	1	0	0	0	0	0	0	0	1
Total	1	11	4	6	1	1	2	1	0	27

Table 7B

Age of transitional students as of May 12, 1997 according to their gender and program: Group B

Gender/ Program	Age in years									Total
	17	18	19	20	21	22	23	24	33	
Male/P-U	0	0	0	0	0	0	0	0	0	0
Male/Tech.	1	5	2	1	0	0	0	0	1	10
Male/other	0	0	0	0	0	0	0	0	0	0
Female/P-U	0	1	2	0	0	0	0	0	0	3
Female/Tech.	1	6	1	0	0	0	0	0	0	8
Female/other	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0	0	0
Total	2	12	5	1	0	0	0	0	1	21

Resume of the results: Table 7A and 7B

The above tables display the answers the students provided to questions one through three on the questionnaire. It can be seen that the students in Group A, on average, were approximately half a year older than the students in Group B. In Group A, approximately 26% of the students were females as compared to 52% for Group B. Group A was composed of a majority of technical students (Tech.) (63%) and only 22% were pre-

university students (P-U). Group B also had a majority of technical students (86%) with only 14% of the group enrolled in a program designed to prepare them for university. Both Group A and B contained a majority of male technical students who were eighteen years old. The majority of female pre-university students were eighteen years old in Group A as compared to nineteen in Group B. The opposite is true for the female technical students (Group A is nineteen and Group B is eighteen).

Table 8A

The students' most recent English as an additional language course (before the transitional level course): Group A

Gender/ Program	Experience				Total
	Sec. 4	Sec. 5	Mise à niveau	Other	
Male/P-U	0	1	1	1	3
Male/Tech.	0	11	2	0	13
Male/other	0	3	0	0	3
Female/P-U	0	2	1	0	3
Female/Tech.	0	1	1	1	3
Female/other	0	1	0	0	1
Miscellaneous	0	1	0	0	1
Total	0	20	5	2	27

Sec. = Secondary

Table 8B

The students' most recent English as an additional language course (before the transitional level course): Group B

Gender/ Program	Experience				Total
	Sec. 4	Sec. 5	Mise à niveau	Other	
Male/P-U	0	0	0	0	0
Male/Tech.	0	6	4	0	10
Male/other	0	0	0	0	0
Female/P-U	0	0	3	0	3
Female/Tech.	1	1	6	0	8
Female/other	0	0	0	0	0
Miscellaneous	0	0	0	0	0
Total	1	7	13	0	21

Sec. = Secondary

Resume of the results: Table 8A and 8B

This table displays the students' responses to question six. It can be seen that the majority of students in Group A (74%) successfully completed secondary five English before taking this transitional course (15 males and 3 females) whereas the majority of students (62%) in Group B (4 males and 9 females) completed the 'mise-à-niveau' CEGEP course, yet the majority of males (6) did complete secondary five English. The 'mise-à-niveau' course is designed to prepare the students for the transitional level but, as it is considered to be a beginner's course, it is not considered as one of the two obligatory English courses. Students are placed in the 'mise-à-niveau' group according to their scores on the classification test given to all students upon admittance to the CEGEP. In Group B, the majority of students who took secondary five English were male technical students, as with Group A, while the female technical students in Group B, by majority, took the 'mise-à-niveau' English course, as did the female pre-university students. The experience of the

female students in Group A was more uniform with only a slight difference between pre-university and technical students (four out of the seven took secondary five English). Thus, based upon their experience, Group B appears to be weaker in English than Group A as they were obliged, by the CEGEP, to take a pre-requisite course ('mise-à-niveau') before enrolling in this English course.

Table 9A

Degree of motivation of the transitional students towards their English class with regards to attendance, completion of homework and study habits for exams: Group A

Gender/ Program	Motivation / Degree											
	Attendance				Homework				Study Time			
	A	O	S	N	A	O	S	N	A	O	S	N
Male/P-U	1	2	0	0	0	1	2	0	1	0	0	2
Male/Tech.	8	5	0	0	1	9	2	1	2	4	3	4
Male/other	0	1	2	0	0	0	2	1	0	0	2	1
Female/P-U	0	2	1	0	0	2	1	0	0	1	2	0
Female/Tech.	1	2	0	0	1	2	0	0	1	1	1	0
Female/other	0	0	1	0	0	1	0	0	0	1	0	0
Miscellaneous	0	1	0	0	0	0	0	1	0	0	0	1
Total	10	13	4	0	2	15	7	3	4	7	8	8

A= Always O= Often S= Sometimes N= Never

Table 9B

Degree of motivation of the transitional students towards their English class with regards to attendance, completion of homework and study habits for exams: Group B

Gender/ Program	Motivation				/ Degree				Study Time			
	A	O	S	N	A	O	S	N	A	O	S	N
Male/P-U	0	0	0	0	0	0	0	0	0	0	0	0
Male/Tech.	6	3	1	0	4	4	2	0	3	2	3	1
Male/other	0	0	0	0	0	0	0	0	0	0	0	0
Female/P-U	1	2	0	0	1	1	1	0	0	2	1	0
Female/Tech.	4	3	1	0	3	4	1	0	4	2	1	1
Female/other	0	0	0	0	0	0	0	0	0	0	0	0
Miscellaneous	0	0	0	0	0	0	0	0	0	0	0	0
Total	11	8	2	0	8	9	4	0	7	6	5	2

Resume of the results: Table 9A and 9B

In order to examine the work habits and interest level in their English as an additional language course, question nine asked the students to rate their attendance in their English course. In Group A, 37% of the students say that they are always present, 48% are often there, and 15% are there occasionally. In Group B, 52% of the students are always present, 38% are often present, and 10% are there occasionally. It appears that, because attendance in college level classes is not mandatory, the students in Group B, according to their responses, came to class more often than the students in Group A. In Group A, the majority of males rated themselves as always attending class and the majority of females often attend class. The results from Group B also illustrate that the majority of males responded 'always' and the responses from the females demonstrate a tie between 'always' and 'often'.

In order to further examine the question of their motivation, the students were asked to rate their habits concerning the completion of their English homework (question 10). In Group A, only 7% always do their homework, 56% often do their homework, 26% occasionally do their homework and 11% never do their homework. In Group B, 40% always do their homework, 40% often do their homework, and 20% occasionally do their homework. In Group A, the majority of both males and females responded 'often' whereas in Group B there was a tie between 'always' and 'often' for the males.

Question eleven asked students to rate their study habits when it comes to preparing for English exams. In Group A, 14.8% always study, 25.9% often study, 29.6% occasionally study, and 29.6% never study. In Group B, 35% always study, 30% often study, 25% occasionally study, and 10% never study. The majority of males in Group A admit that they study 'sometimes' while the majority of males in Group B were evenly divided between 'always' and 'sometimes'. Thus, it could be concluded that, according to their answers to questions nine, ten and eleven, Group B is more motivated to work on improving their English skills by attending class, doing their homework and studying for exams than the students in Group A.

Table 10A

Transitional students' results for the first part of the oral production exam by gender and program:
Group A

Gender/ Program	Two minute monologue mark /10																				Total Mean		
	0.0		4.0		4.5		5.0		5.5		6.0		6.5		7.0		7.5		8.0				
	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F			
Male/P-U																	2	50	2	50	4	7.8	
Male/Tech.									6	40				4	27	3	20			2	13	15	6.4
Male/other	1	20	1	20										2	40	1	20					5	4.8
Female/P-U							1	20	1	20	2	40								1	20	5	6.1
Female/Tech.	1	20							1	20				2	40	1	20					5	5.1
Female/other																1	50	1	50			2	7.3

N = Number of responses F = Frequency

Table 10B

Transitional students' results for the first part of the oral production exam by gender and program:
Group B

Gender/ Program	Two minute monologue mark /10																				Total Mean		
	0.0		4.0		4.5		5.0		5.5		6.0		6.5		7.0		7.5		8.0				
	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F	N	F			
Male/P-U																							
Male/Tech.									4	40	2	20	1	10	1	10	1	10	1	10	10	6.3	
Male/other																							
Female/P-U							1	33			2	66										3	5.7
Female/Tech.			3	33	1	11	1	11	1	11				2	22	1	11					9	5.2
Female/other																							

N= Number of responses F= frequency

Resume of the results: Table 10A and 10B

The male technical students in both groups received the same average mark. The male pre-university students received the highest mark on this part of the exam (7.8/10) while the female pre-university students received, on average, a higher mark in Group A (6.1/10)

than the female pre-university students in Group B (5.7/10). The female technical students received the same average mark, however their marks were significantly lower than the male technical students, in both groups.

Table 11A

Transitional students' results for the second part of the oral production exam by gender and program: Group A

Gender/ Program	Formulating questions /2										Total	Mean
	0		0.5		1.0		1.5		2.0			
	N	F	N	F	N	F	N	F	N	F		
Male/P-U			1	25	3	75					4	0.9
Male/Tech.	1	7	5	33	7	47	2	13			15	0.8
Male/other	1	20	3	60	1	20					5	0.5
Female/P-U	1	20	3	60	1	20					5	0.5
Female/Tech.	1	20	3	60			1	20			5	0.6
Female/other					1	50	1	50			2	1.3

N= Number of responses F= Frequency

Table 11B

Transitional students' results for the second part of the oral production exam by gender and program: Group B

Gender/ Program	Formulating questions /2										Total	Mean
	0		0.5		1.0		1.5		2.0			
	N	F	N	F	N	F	N	F	N	F		
Male/P-U												
Male/Tech.	1	10	1	10	5	50	2	20	1	10	10	0.9
Male/other												
Female/P-U	1	33	1	33	1	33					3	0.5
Female/Tech.	1	11	5	56	1	11	2	22			9	0.6
Female/other												

N= Number of responses F= Frequency

Resume of the results: Table 11A and 11B

Overall, the female/other students received the highest marks, followed by the male pre-university students. The male technical students received, on average, a slightly higher mark (45%) in Group B than Group A (40%). The female pre-university and technical students received the same mean mark in both groups. Their marks were significantly lower than the male students' average mark.

Table 12A

Transitional students' results for the third part of the oral production exam by gender and program:
Group A

Gender/ Program	Dialogue /3												Total	Mean		
	0		0.5		1.0		1.5		2.0		2.5				3.0	
	N	F	N	F	N	F	N	F	N	F	N	F	N	F		
Male/P-U									1	25	2	50	1	25	4	2.5
Male/Tech.					1	6	3	20	4	27	4	27	3	20	15	2.2
Male/other					1	20			2	40	2	40			5	2.0
Female/P-U					1	20	2	40	1	20	1	20			5	1.7
Female/Tech.	2	40					1	20	1	20	1	20			5	1.2
Female/other					1	50							1	50	2	2.0

N= Number of responses F= Frequency

Table 12B

Transitional students' results for the third part of the oral production exam by gender and program:
Group B

Gender/ Program	Dialogue /3												Total	Mean		
	0		0.5		1.0		1.5		2.0		2.5				3.0	
	N	F	N	F	N	F	N	F	N	F	N	F	N	F		
Male/P-U																
Male/Tech.					1	10			3	30	3	30	3	30	10	2.4
Male/other																
Female/P-U					1	33			1	33	1	33			3	1.8
Female/Tech.					2	22	5	56	1	11			1	11	9	1.6
Female/other																

N= Number of responses F= Frequency

Resume of the results: Table 12 A and 12B

Overall, the male pre-university students received the highest mark. The male technical students in Group B received a higher mean mark (80%) than the male technical students in Group A (73%) as did the female pre-university students in Group B, 60% compared to 57% in Group A, and the female technical students in Group B, 53% compared to 40% in Group A.

Analysis of the results: Part Three

For the results of the questionnaire, Group A was composed of twenty-seven students (nineteen male and seven female) while thirty-six students wrote the final exam (twenty-four male and twelve female). For Group B, the attendance was similar for both the questionnaire (ten male and eleven female) and the final exam (ten male and twelve female). Hence, one can see that Group B was more motivated to attend class, even considering that there were sixteen responses to the Lynn O'Brien test distributed at the

beginning of the session in Group B and twenty-five in Group A. Perhaps, as the two groups used the same textbook, workbook and followed the same course plan, it was the teaching style that motivated Group B to attend class as their presence was considered an essential part of the lesson given by the teacher. As was previously discussed, Mime is dependant upon the participation of the audience, thus the students may feel more motivated to attend class than the students in Group A. Naturally, the more exposure the students have to the language increases the chances that learning will take place hence, the motivation to attend class could be considered a precursor to success.

The responses to the questionnaire indicated that Group A is older, on average, by half a year and contains more male students than Group B (Table 7A and 7B). Both groups contain a majority of students in the technical programs with Group B having the largest majority (Table 7A and 7B). For the majority of students in Group A, this course is their first course at the CEGEP whereas the majority of students in Group B come from the 'mise-à-niveau' level (Table 8A and 8B). It would appear that the students who completed secondary five English at their high school recognize the importance of learning English as they chose to take it as an optional course during their graduating year. However, even with the extra year, they still were classified as being at the transitional level, which is the lowest level that counts as one of the two required English courses. In Group B, the majority of the students scored very low on their classification test, and thus had to take a prerequisite course before enrolling in the transitional level course. For many of these students, the last time they had taken an English course was the previous winter, thus the

minimum time span is similar for the majority of the participants despite the difference in average age.

The internal motivation of the participants can be seen by examining their answers to the questionnaire. Group A rated themselves as being, by majority, weak in English (Table 2A), thus they present themselves to fewer classes, do their homework less often and study less frequently (Table 9A) than Group B who perceive themselves as being, by majority, good in English (Table 2B). It is, therefore, surprising that Group A would have chosen to take English as an option in their final year of high school and would rate English as being an essential part of their lives presently and in the future (question 17). Perhaps they feel that they are natural learners who prefer to work at their own pace, or they simply were not interested in this course. This attitude could have started with their results on the classification test which perceived their abilities in a different way than they perceive themselves or perhaps the course was harder than they expected.

There might have been too much freedom in the college course than in the high school course where attendance was mandatory and the marking schema was different. The difference in work habits pertaining to their English courses might have been encouraged by the competency based marking scheme used by the CEGEP. The Modern Languages Department's interpretation of this approach has resulted in the following structure being given to the English courses, including the transitional level course. Two formative exams are given during the course of the semester. These exams test all of the four skills (reading, writing, speaking and listening) but do not count in determining the final mark the

student receives. It is during the final two weeks of class that the summative exam is administered and counts for one hundred percent of the final mark. Thus, students do not receive recognition in terms of grades throughout the semester and are not motivated to study for the formative exams which indicate their progression. Even when the results of the formative exam indicate that the student is failing, the students are rarely concerned as they are not immediately affected by the result. It is only during the final weeks of class that, according to their answers to the questionnaire, they apply themselves to learning the material that is going to be tested (Table 9A and 9B). It is interesting to note that the students admit to not attending class, not doing their homework and not studying for exams (Table 9A and 9B), yet all of them expect to pass the course with a final mark above sixty percent and many as high or higher than seventy percent (Table 5A and 5B). They seem to have missed the connection between application and performance, and unfortunately, many of the students see their predictions realized and pass the course having put in little effort, thus seeing little improvement to their skills.

The design of the final oral exam seems to have favored the passive approach preferred by Group A. Ten out of the fifteen marks were assigned to the monologue section where the student was asked to speak into an audio cassette for a minimum of two minutes and give a resume of a movie, book or television show. Although they were able to speak from their own experiences, and this was an exam designed to evaluate their oral production skills, the students were given five minutes to prepare their monologue. Therefore, the majority had the time to write out their monologue and read it into the tape recorder. The male technical students in Group B performed above their group's average while the male

technical and pre-university students were above their group's average in Group A. The students were marked according to the length (two marks), their intonation (two marks), their pronunciation (three marks) as well as form (three marks) (which includes both grammar and vocabulary). All but length is left up to the teacher's interpretation, as well as being left open to a comparison between themselves and their classmates' performances.

The second section is more precise with students being asked to provide the appropriate question for the given answer. This section was worth only two out of the total of fifteen marks and was corrected for grammatical accuracy only. Once again, in Group B the male technical students were above their group's average and, in Group A, the male technical as well as pre-university students were above average, however the highest mark was recorded by the students in the female/other category. In this section of the exam, however, the male technical students in Group B, on average, performed slightly better than the male technical students in Group A.

The third part of the oral exam was marked out of a possible total of three. The students participated in a dialogue by speaking with a pre-recorded cassette. They were given the gist of the conversation and were told, in French, of the questions that would be posed by the voice already recorded on the cassette, as the exam was not designed to test their oral comprehension skills. The male technical students performed, on average, above their classmates' average in both groups as well as the female/other students in Group A. The male technical students in Group B received a better average than the male technical students in Group A. The female technical students also received a better average mark in

Group B when compared with the female technical students in Group A. The same is true for the female pre-university students in Group B when compared to the female pre-university students in Group A.

It appears that the students that were exposed to Mime performed better than the students that were not exposed in the second section of the final exam as they were asked to pose questions. The use of Mime did not appear to have helped the students perform a sustained monologue but they were equal to Group A when asked to participate in a realistic dialogue. Mime encourages students to pose questions and solve problems while reacting to the action they are witnessing. It helps to put the students in a context and make the language come alive by inciting the active participation of the audience. Although the difference in teaching methods employed throughout the semester cannot be the sole reason to explain the difference in oral production performance between the two groups, Group B's exposure to Mime certainly did not hinder their performance on the second and third parts of the final oral exam. Perhaps more time and longer exposure to Mime would provide more conclusive results.

CHAPTER VI

Summary, Conclusions, and Recommendations

6.1 Summary

After approximately four hundred and fifty hours of instruction in English as an additional language, a remarkably large percentage of students arrive at the CEGEP level unable to form the affirmative, negative and interrogative in the simple present tense and are placed in the transitional level. It appears that these students transfer very little knowledge of the language from one school year to the next and, according to their responses to the questionnaire distributed to students at this level, many of them feel confused and incompetent when asked to produce the language orally (Table 4A and 4B). Many students responded that they seldom study for exams (Table 9A and 9B), yet they all realize that English is very useful and even essential to their future endeavors. For question seventeen, students were asked to rate the role of English in their lives presently and in the future. Group A responded that English is essential (56%) or useful (44%). Group B also responded that English is essential (40%) or useful (60%). These students have varying interests, learning styles and habits which are not taken into consideration by the teachers who choose the textbook based upon their own preferences without ever having met the students. The textbook can be used as a guideline for the course but the teacher must vary her/his methods in order to appeal to the natural tendencies of the learners, to encourage the students to recall what they have previously learned and to motivate the students to continue learning.

Considering the fact that the results of the Lynn O'Brien test, presented as Part One of the experiment, illustrated that many of the students learn best in a primarily kinetic mode, they will be attracted to Mime which helps people to understand through visualization and movement, the way the majority of these students learn naturally. In order to communicate in another language than the student's mother tongue, the teacher should use a back to basics approach where the natural instincts of the learner can be used as a basis to build new knowledge upon. A strictly auditory or visual approach employed by the teacher does not encourage the English as an additional language student to engage in the communicative approach promoted by the Québec Ministry of Education as being the way English should be employed in the classroom. Even when the teacher employs Mime and the students are placed in the position of observers, they are better able to understand the action as they have had real life experience with the movements or the idea that the movements represent. Mime is a universal language which creates an informational gap between the actor and the audience. As the audience, the students are encouraged to become personally and emotionally involved in the action unfolding before them; to bring meaning to the story by relating what they are seeing to what they have already experienced. Mime brings the outside world and additional language culture into the classroom to give the students a realistic portrayal of the language and bring meaning to the words by clarifying vocabulary and grammar. As students experience life via their senses, stimulating their senses and their imaginations helps to motivate them and capture their attention. Once their attention is focused, they can begin to learn.

The questionnaire used in the second and third parts of the experiment was designed to examine the individual characteristics of the two groups as well as their attitudes and self-described aptitudes towards learning English. The external motivation provided by the teacher and the methodology might account for the marked differences between the two groups concerning their motivation and their views of the four skills. Although both groups used the same textbook, workbook and wrote the same tests, they had two different teachers with two different methods. The teacher of Group A translated much of the course into French while the teacher of Group B translated much of the course into non-verbal gestures and Mimes in order to clarify vocabulary, the meaning of grammatical points and instructions. Mime was also used to encourage the students to speak. The differences in teaching style, considering that both teachers used the same material, were female, young and had little teaching experience with the transitory level, could account for the differences in the students' responses to their use of and attitudes towards English on the questionnaire.

For all students, this transitory level course is a required course in order to obtain their college diploma. Thus, students who are determined to graduate from CEGEP, would recognize the importance of passing this course in order to fulfil the college's requirements for their program. However, not all students subscribe to the belief of a liberal education and do not see the role that the English courses play in their development as an educated member of society. These two groups, however, recognize that English is essential and useful, when asked by their English teacher to fill out this questionnaire at the end of the

session. Possibly, because of the limited choice of answers to this question, two being positive and one negative, the students were coerced into responding accordingly. However, regardless of the wording of the question, this was also the last session where students were allowed to repeat a course without penalty. In the following session, a new system was put into place which requires students to pay for the courses they are repeating due to failure or simply dropping the course after the official deadline. This can be considered an external motivation for students that encouraged their success.

The fourth question asks the students to reflect upon their routine use of their own language during an average day. The students in Group A (Table 3A) rated listening and speaking higher than the students in Group B (Table 3B) although all of the skills were ranked in the same order of use by the students. A comparison of their answers to this question and their answers to the same style of question but pertaining to their daily habits with the English language indicated a change in the ranking for the groups. It appears that Group A rarely produces the language, thus they placed writing in the same position as the question pertaining to general language use, but speaking has been moved from second place to last place. Group B, on the other hand, inversed only reading and writing leaving speaking up in second place. Group B also rated speaking higher than Group A when responding to question 8 (Table 2A and 2B). Although both groups rated speaking as their weakest of the four skills, Group B's rating of their ability is higher than Group A's rating. It appears that Group B seems to view themselves as being more capable of producing the language orally than Group A. Thus, the more comfortable they are, the more they will speak the language and the more they will improve. One can assume that

Group B has more confidence in their abilities and this is confirmed by examining the two groups' responses to question fifteen (Table 4A and 4B). The majority of students in Group A rate themselves as feeling incompetent when asked to speak the English language whereas the majority of students in Group B rate themselves as feeling confident in orally producing the language. One of the factors that contributes to the level of comfort that the students feel at the end of the course and expressed through their answers to the questionnaire is that the more students in Group B appear to feel confident about speaking English possibly because of the methodology employed by the teacher. Removing the teacher's voice from the classroom enabled the students to speak English more in class and thus, build up their confidence. The students were encouraged to bridge the information gap by providing a running commentary to accompany the action. Responses to the students' queries in Group B pertaining to instructions or vocabulary were translated by the teacher into visual, non-verbal actions unlike the responses to Group A's questions which were translated by the teacher into their mother tongue. The simple non-verbal gesture as a response encourages the students to recall their previous experiences or knowledge of the language to provide the necessary word that accompanies the action.

The results of the final oral production exam, presented in Part Three of the experiment, illustrated that the students, on average, did not receive high marks for this section of the exam. Further examination illuminated a difference in performance depending upon the gender of the student. The male students, on average, performed better than the female students on all three sections of the exam. Numerous studies, including those by Hyde and

Linn, and Wesson and Holman, illustrated that "there is a clear consensus that there are gender differences in verbal ability favoring females (Hyde and Linn, 1988, p. 6).

It has been noted that "(v)erbal fluency is believed to be dependent upon processes of the left hemisphere of the brain" (Rickman, 1996, p. 3). Considering that "(t)he left hemisphere specializes in verbal, analogical, temporal and digital materials" and "(t)he right hemisphere specializes primarily in nonverbal, concrete, spatial, analogic, emotional and aesthetic materials" (Gadzella, 1991, p. 3), one would think that the females would have performed better than the males on the verbal fluency exam. However, it appears that the males were better able to integrate the non-verbal, emotional hemisphere of their brain, which was affected by the teaching method employed in Group B and the left, verbal hemisphere. The males in Group A performed better on the sustained monologue section, perhaps because the task consisted of reading into the cassette rather than actually speaking in a realistic context. In her book entitled L'enseignement et l'hémisphère cérébral droit, Desrosiers-Sabbath confirms that the components of Mime do appeal to right brain dominant individuals:

(l)es stimuli privilégiés font appel à l'imagination, à l'émotion et non pas seulement à l'intelligence. Les questions ouvertes sont fréquemment utilisées et l'on vise avant tout au questionnement qui prend sa source chez l'apprenant lui-même. Pour le susciter, l'enseignant a recours à une pédagogie de résolution de problèmes basée sur le transfert des savoirs, des savoir-faire et des savoir-être (1993, p.15).

However, when a teacher employs Mime in the classroom, he/she could be excluding the majority of the female students' natural tendencies. A study designed by Gadzella (1991)

measured the recall ability of males and females. The subjects were presented with either a picture of a concrete noun or the word. It was concluded that women who had a dominant left hemisphere were able to recall more words than women who had a dominant right hemisphere and that, in general, the pictures were recalled "much better" than the words (1991, p. 5). It was also noted that the two older groups (ages 21-29 and 30-54) recalled more pictures than words. In addition, Baker notes that "(f)or dynamic visual acuity (detecting a stimulus in an array containing movement) males under 40 years of age have also been found to be better than females. The tendency for males to have better acuity begins by six years of age" (1987, p. 11). Therefore, it follows that "women maintain after images for a significantly shorter time than men" (Baker, 1987, p. 12). Thus, it appears that the use of a visual, non-verbal teaching method favors male learners, in general, and females who have a dominant right hemisphere or can lateralize easily.

6.2 Conclusions

This exploratory study has been classified as being quasi-experimental "...because random assignment to experimental and control-treatments has not been applied, the equivalence of the groups is not assured" (Best and Kahn, 1993, p. 151). The study followed the "Equivalent Materials, Pretest, Posttest Design" (Best and Kahn, 1993, p. 155) where:

01 Xma 02 03 Xmb 04

01 and 03 = pretest

02 and 04 = posttest

Xma = teaching method A

Xmb = teaching method B

Although the students began the semester with the same textbook, workbook and course plan, their attitudes differ concerning the oral production skill. The students followed the same course plan, used the same textbook and workbook and wrote the same exam. Two variables could have affected the difference in the two groups' attitudes towards oral production: their previous experience with the language and the teaching style employed by their respective teachers. Their previous experience, however, did not result in a strong performance on the placement test and the majority of the students are about the same age and come from the same region of the province. In general, those students who go on student exchanges or use English outside of the classroom usually perform better on the classification test and thus take a more advanced course.

The results of Part One of the experiment help to prove the need for a method centered on a kinetic approach as the majority of learners in these classes believe that they learn best through movement and require examples based upon their life experience. It has been shown that the use of a non-verbal method by the teacher encourages students to be active learners and that Mime is a visually and kinetically stimulating way to present information. In addition, Mime dictates the removal of the teachers voice which, in turn, creates an information gap between the teacher and the student. Thus, the actions of the Mime encourage the students to bridge the gap for Mime is a universal language. It follows, then, that for these students, the utilization of a method that favors visual and kinetic learners, such as Mime, by the teacher would help to increase their oral production skills which, the students themselves realize as being their weakest skill in English (Table 2A and 2B). Mime can be used by the teacher to encourage students to speak, to provide the

missing information verbally. The more the students speak in a target language, the more confident and comfortable they will become. The majority of the students themselves admit that speaking in English is their weakest skill of the four skills. The results show that, in their mother tongue, these students take a more active and involved approach (Table 3A and 3B). Their responses indicate that they speak and write more than they read and listen during a typical day. Yet, during a typical day using English, they are very passive, spending most of their time listening. They lack confidence, rating themselves to be only good or weak in the language.

After approximately 450 hours of instruction, quite a few students still feel confused and incompetent when asked to use the language (Table 2A and 2B). The group that was exposed to Mime seemed to be more confident (Table 4A and 4B) and motivated (Table 9A and 9B) than the group that was exposed to translation into their mother tongue. According to the results of Parts Two and Three of the experiment, the group of students that was exposed to Mime in class viewed oral production in English more positively than the group of students that was exposed to translation into their mother tongue. The group that was exposed to Mime fared better in the section where they were asked to pose questions, and in the dialogue section, they were tied with Group A.

Considering the students in Group B's performance as a group, they performed better on the sustained monologue section, obtaining an average mark of 57.7%, than they did for the section where they were asked to pose questions (average mark: 42%). Comparatively, they performed best, as a group, in the dialogue section where they

obtained an average mark of 66%. Thus, it appears that the visual and kinetic teaching method used with Group B, could be partly responsible for their performance on the final exam where, as a group, their strength lies in the dialogue section which requires their interaction with another person in a realistic situation. In addition, when compared to Group A who was exposed to a primarily auditory teaching method, Group B performed better on the question forming section of the exam which required them to become actively involved in the situation. Therefore, the use of a non-verbal method that favors visual and kinetic learners, such as Mime, by the teacher in an English as an additional language classroom, has a positive effect on the interactive aspects of the oral production results for the majority of the CEGEP students in the transitory level English as an additional language class, as compared to a primarily auditory method.

The students filled out the learning styles test, designed by Lynn O'Brien, anonymously, therefore one is left to question if the differences in gender or career path have any influence on the tendencies of the groups.

The questionnaire used for Part Two of the experiment was designed to provide reliable results. The anonymity of the subjects was kept in order to encourage them to answer honestly and "(s)ince individual survey questions are not asked in isolation, but as part of a continuous flow of items, the context in which any question appears, or its position in a sequence of items, may conceivably influence the answers given to it" (Schuman and Presser, 1981, p. 24). This should have been avoided as the survey was presented as a two-sided questionnaire with question four on one side and the similar question twelve on

the opposite side, and the questions were pre-tested for clarity. The respondents were able to ask for clarifications, but none seem to be required. There were some difficulties as, although it was the same groups that completed all three steps of the experiment, attendance was a problem for Part One and Part Two so not all students who did the final exam were able to do Part One and Part Two of this experiment. The total number of students was not so great as to affect the tendencies of the groups per say.

The posttest results could differ based upon the teacher's evaluation of the student's performance. Although a specific marking scheme was assigned, the teacher's expectations of the students' abilities might change depending upon time of day, energy level and the position of the test in the pile to be marked. The students' performances on the test might have varied because of the way they prepared for the test, the time of day when they took the test, their familiarity with the topic of the monologue and their management of the time they were given to prepare the exam in class. The frequency of the results of the different parts of the posttest seem to be consistent. On the first question, the mark that was most frequently obtained by both groups was 5.5/10, question two 0.5/2 was the mark most frequently obtained by both groups. Question three shows a diversity in most frequently obtained mark.

A number of variables could have influenced the students' performance on the pretest and the posttest. The groups were not equated according to gender nor matched according to predefined characteristics. The teachers' characteristics and abilities were not equated before the experiment, yet the tendencies uncovered by this exploratory study show a

possible connection between the use of Mime in the English as an additional language classroom and the oral production performance of the students. Although the use of Mime cannot be held directly accountable for the attitude and abilities of the students, it certainly can contribute to the improvement of their oral production, thus directly affects their attitude and abilities in a positive way. According to Campbell and Stanley, "(i)n a very fundamental sense, experimental results never 'confirm' or 'prove' a theory - rather, the successful theory is tested and escapes being disconfirmed...The results of an experiment 'probe' but do not 'prove' a theory" (1963, p. 35). Therefore, a series of recommendations follow in order to further examine the relationship between the students' observation of Mime and the improvement in their oral production skills in English as an additional language.

6.3 Recommendations

An approach such as Mime which requires the students who are learning an additional language to become active participants in the learning process is needed but is difficult to adopt due to the class sizes and the age of the students. These students are past the ideal age for learning a language and thus need to have their experiences taken into account by the language teacher. However, it is difficult for the teacher to fulfill individual needs and clarify each individual's previous knowledge and assumptions when there are so many individuals and such little time. Teachers should be encouraged to use drama to embellish their lessons and to take up less room and focus in the classroom. The focus should be placed on learning and active personal involvement, not on passive lectures.

Further exploration, based upon the findings of this study, could include having the students' improvement in their oral production skills measured by an identical pretest and posttest, thus increasing the chance of having the groups as evenly matched as possible at the beginning of the experiment and being able to control all of the variables. The time period of the experiment should be lengthened so the experimenter can examine the long term effects of the teaching method employed, perhaps by increasing the length of the experiment to cover both mandatory courses rather than simply one semester. The students should also be asked to identify themselves on all parts of the experiment so the experimenter is able to link each participant's perception to her/his actual performance on the exam and also be able to control the number of participants in the experiment.

As this was an exploratory study, it is recommended that directions for further research include determining whether Mime encourages the students to think in the additional language because of the speed required for the students' reactions do they have time to translate the information from what they see, to their mother tongue, to the additional language in order to speak? Also, examining the results when the students themselves use Mime to learn an additional language to further understand the aspect of culture, and the comparison of Mime with other teaching styles. Further study is also needed to examine the link between oral production in an additional language the age of the learner to try and encourage an earlier start to additional language learning in the Québec public school system.

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Les canaux d'apprentissage:
visuel - auditif - kinesthésique

Traduction du test de LYNN O'BRIEN
dans
S.O.S. STRENGTHENING OF SKILLS
SPECIFIC DIAGNOSTICS
Alexandria, Virginia, U.S.A.

Test d'évaluation: Visuel - Auditif - Kinesthésique
afin de déterminer les préférences de canaux d'apprentissage.

Nom

Lisez chaque phrase attentivement et déterminez si elle s'applique à vous.

Sur la ligne correspondante, écrivez: 3- souvent
 2- quelquefois
 1- rarement ou jamais

Visuel

- _____ 1) J'aime griffonner de petits dessins et même mes notes contiennent des dessins, des flèches etc...
- _____ 2) Je mémorise mieux une chose lorsque je l'écris.
- _____ 3) Je me perds ou j'arrive en retard si quelqu'un m'indique oralement comment me rendre à un nouvel endroit et que je n'ai pas noté les directives sur papier.
- _____ 4) Lorsque j'essaie de me rappeler un numéro de téléphone ou une autre information de ce genre, ça m'aide de l'imaginer visuellement dans ma tête.
- _____ 5) Lorsque je fais un examen, je peux voir dans ma tête la page du livre et l'endroit où se trouve la réponse.
- _____ 6) Lorsque j'écoute, ça m'aide de regarder la personne qui parle. Je demeure plus concentré(e).
- _____ 7) J'ai eu une thérapie du langage.
- _____ 8) C'est difficile pour moi de comprendre ce qu'une personne dit, lorsque d'autres gens parlent ou que la musique joue.
- _____ 9) J'ai de la difficulté à comprendre les farces lorsque l'on m'en raconte.
- _____ 10) Je travaille mieux dans un endroit tranquille.

Total visuel: _____

Lisez chaque phrase attentivement et déterminez si elle s'applique à vous.

Sur la ligne correspondante, écrire: 3- souvent
 2- quelquefois
 1- rarement ou jamais

Auditif

- _____ 1) Mes travaux écrits ne me semblent pas propres. Mes feuilles contiennent beaucoup de mots biffés et effacés.
- _____ 2) Pour garder ma place lorsque je lis, ça m'aide d'utiliser mon doigt comme pointeur.
- _____ 3) Il est difficile pour moi de lire des feuilles qui contiennent de très petits caractères, des tâches ou qui sont des photocopies de mauvaise qualité.
- _____ 4) Je comprends mieux comment faire une chose lorsqu'une personne m'explique la procédure plutôt que lorsque je dois la lire.
- _____ 5) Je mémorise mieux les choses que j'entends que les choses que je vois ou lis.
- _____ 6) Ecrire est fatigant. Je mets trop de pression sur mon crayon ou mon stylo.
- _____ 7) Mes yeux se fatiguent vite même si l'optométriste dit que ma vision est bonne.
- _____ 8) Lorsque je lis, je mêle des mots qui se ressemblent comme "nouille" et "nouille", "don" et "bon".
- _____ 9) Il m'est difficile de lire l'écriture des autres personnes.
- _____ 10) Si j'avais le choix d'apprendre de nouvelles informations à partir d'une conférence ou de la lecture d'un texte, je préférerais écouter plutôt que de lire.

Auditif total: _____

Lisez chaque phrase attentivement et déterminer si elle s'applique à vous.

Sur la ligne correspondante, écrivez: 3- souvent
2- quelque fois
1- rarement ou jamais

Kinesthésique

- _____ 1) Je n'aime pas lire les consignes; je préfère commencer tout de suite.
- _____ 2) J'apprends mieux lorsque l'on me montre comment faire une chose et que j'ai la chance de l'expérimenter.
- _____ 3) Etudier derrière un bureau ne me convient pas.
- _____ 4) J'ai tendance à résoudre des problèmes selon la méthode des essais et erreurs plutôt que de procéder par étapes.
- _____ 5) Avant d'exécuter une directive, ça m'aide de voir quelqu'un le faire avant moi.
- _____ 6) J'ai besoin de plusieurs pauses lorsque j'étudie.
- _____ 7) Je ne suis pas habile à donner des explications ou des consignes verbales.
- _____ 8) Je ne me perds pas facilement, même dans des endroits inconnus.
- _____ 9) Je réfléchis mieux lorsque j'ai la liberté de me déplacer.
- _____ 10) Lorsque je ne peux me rappeler un mot spécifique, j'utilise beaucoup mes mains et je nomme l'objet ou la notion par des expressions imprécises ou inventées, comme "patente", "chose", "gigodon", un "comment-t'appelles-ça-donc".

Kinesthésique total _____

11. J'étudie pour les examens d'anglais: toujours souvent parfois jamais

12. Indiquez vos habitudes encerclant un des chiffres, 1 (beaucoup) à 10 (pas du tout).

a) Lors d'une journée régulière, j'écoute l'anglais : 1 2 3 4 5 6 7 8 9 10

b) Lors d'une journée régulière, je lis en anglais: 1 2 3 4 5 6 7 8 9 10

c) Lors d'une journée régulière, je parle en anglais: 1 2 3 4 5 6 7 8 9 10

d) Lors d'une journée régulière, j'écris en anglais: 1 2 3 4 5 6 7 8 9 10

13. Quand j'écoute l'anglais je me sens: à l'aise confiant confus incompetent

14. Quand je lis l'anglais je me sens: à l'aise confiant confus incompetent

15. Quand je parle anglais je me sens: à l'aise confiant confus incompetent

16. Quand j'écris l'anglais je me sens: à l'aise confiant confus incompetent

17. Maintenant et dans l'avenir, pour moi l'anglais est: essentiel utile inutile

18. A la fin de cette session dans ce cours d'anglais comme langue seconde, je m'attends à avoir _____% comme résultat final.

Name : _____ Group : _____

A) **Compétence :** À l'occasion d'une production orale d'un minimum de 2 minutes, résumer sur cassette soit un film, un livre ou une émission de télévision.

NOTES

Length = de 0 à 30 secondes	0
de 31 sec. à 1 minute	1
de 1 min. à 2 minutes	1.5
+ de 2 minutes	2
Intonation =	/2
Pronunciation =	/3
Form =	/3
Total :	/10

B) **Compétence :** En se basant sur des réponses déjà énoncées, formuler sur cassette des questions de façon grammaticalement correcte.

01 - _____	? I was watching TV at 7 o'clock.	/0.5
02 - _____	? Yes, John called me last night.	/0.5
03 - _____	? No, he won't come to the party.	/0.5
04 - _____	? The party is at Dany's house.	<u>/0.5</u>
Total :		/2.0

C) **Compétence :** L'enregistrement qui va suivre est à sens unique, c'est-à-dire qu'une seule personne a été enregistrée. Vous appelez une agence de voyage, la «Fun, Fun, Fun Travel Agency», et voulez obtenir des informations. Il s'agit de compléter la conversation en répondant aux questions de la dite personne. Pour ce faire, il faut se préparer (mentalement) à expliquer que vous voulez aller en voyage, dire où vous voulez aller, quand vous voulez y aller, combien de temps vous voulez être parti, dans quel type d'hôtel vous voulez rester et quand vous pouvez passer à l'agence. Terminez la conversation par une expression de politesse.

Réponses	1.	/0.5
	2.	/0.5
	3.	/0.5
	4.	/0.5
	5.	/0.5
	6.	<u>/0.5</u>
		/3.0

