DOCUMENT RESUME

ED 105 734 FL 006 756

AUTHOR Larson, Darlene G.
TITLE From Repetition to Reality: Some Measurable Steps.
PUB DATE 7 Nov 74
NOTE 50p.; Paper presented at the annual autumn meeting of New Jersey Teachers of English to Speakers of Other Languages (Atlantic City, New Jersey, November 7, 1974); Best Copy Available

EDRS PRICE MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Classroom Communication; Classroom Techniques; *English (Second Language); Instructional Improvement; *Language Instruction; *Language Patterns; Language Usage; Pattern Drills (Language); Second Language Learning; Sentence Structure; *Teaching Methods; *Verbal Communication
IDENTIFIERS Communicative Competence

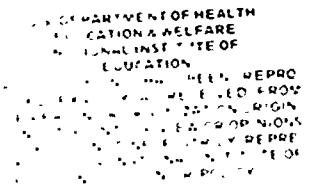
ABSTRACT

This paper argues for a reorganization of the educational procedures in the ESL classroom, in the interest of developing communicative competence. Special emphasis is placed on the use in the classroom of only structural and phonological patterns which are easily transferrable to real-life situations. In the interest of abolishing mechanical language manipulation, three areas of concentration are pointed out. First of all, the classroom organization should lend itself to communication. Secondly, patterns should be presented as they are really produced by native speakers: using normal speed, intonation, pronunciation, and pronoun replacement. Thirdly, classroom cues used to elicit responses or to initiate language should be of the kind that a native speaker would respond to. A lengthy appendix contains 109 behaviorally stated teaching strategies organized in four groups of ascending difficulty for the student of English. (AM)

FROM REPETITION TO REALITY: SOME MEASURABLE STEPS

Darlene G. Larson

New York University



Delivered at the annual autumn meeting of
New Jersey Teachers of English to Speakers of Other Languages

November 7, 1974
Atlantic City, New Jersey

FROM REPETITION TO REALITY: SOME MEASURABLE STEPS

I hope to share with you today some of the notions I've been kicking around about how we can chart a more systematic course for our students for moving them from a sketchy knowledge of English to "communicative competence," the word of the day.

I believe that in order to plan courses, write materials, teach and test and assess progress -- in order to tell students about what they are going to learn and then discuss with them how they think they are doing -- in order to move them one step at a time to free use of the language, we have to re-think, re-do, re-write our entire repertoire of classroom procedures. I don't pretend to have come close to such a goal, to have a thorough understanding of what is to be discarded, nor to have identified with certainty all of the elements that should be added. There is much to be discarded - much to be replaced - and much to be devised afresh.

As ESL teachers, we have been listening for years to the anthropologists, the sociologists, the psychologists, the multiculturalists, the cross-culturalists, the self-awareness groups, the group interaction groups, the grammarians, the speech correctionists, the drama coaches and the lady next door. We have. I think TESOL, on the whole, shares its podium with a wider range of specialists than any other group. Not only do we share the podium, but we listen!

We are aware of the fact and we agree that language learning is far more than pronouncing a string of phonemes. We believe that it is risk-taking behavior.

As teachers, we do not address a classroom filled with mechanisms capable of sound production. We are quite conscious of the fact that all of the points and manners of articulation are housed in a human brain who brings to class his or her ego, age, upbringing, pride, desires, accomplishments, failures, fears, sex appeal, quirks, tics, nerves, worry beads and dictionaries -- as well as Pavlov's dog's hunger and thirst.

But the pressure is on us. Second language learning is no longer a pastime of the wealthy that can be carried out over decades, nurtured with private specialists and trips to far-away lands where the culture can be assimilated as well as the sounds -- all done in relaxation and luxury. No, not at all. Second language learning is more likely a necessity for survival that has to be carried out after a long day's work with miles of subway riding to go before we sleeps.

Or it might be that every day that passes without this new language is one more day of wasting a child's developmental time--one more day of fostering an unhappy, unsuccessful person. Efficiency of instruction has never been more needed than it is now.

The need is felt not only in second language programs, but our entire system of public education is awakening to the fact that it must become more accountable, more precise, more responsive to individual needs, more articulate about what it can do. Program planners long for the day when improved tools of assessment will diagnose a child's needs and improved systems of scheduling will

provide immediately, modules of instruction precisely attending to those needs. Students will master these bits of knowledge at their own speed and move on to the next challenge for which they have been properly readied.

There are numerous fears about, flaws in, and arguments against this proposed wave of educational change. Whether in the end the change be miniscule or major, I for one, would like to see such change be conceived, proposed, and decided by classroom teachers. I believe in and subscribe to the goals which underlie these hopes and dreams of the program planners, administrators and lawmakers. I have been challenged by their proposals and want to see classroom experts play a decisive role in bringing it about.

I am also optimistic. Though we have much to learn, I feel that we know a great deal more about language learning than has yet penetrated the materials and program designs in any systematic way.

Thus, it was in the academic year '72-'73 that I first began attempting to "get it together." My thoughts have undergone continuous revisions since then and my speaking to you today has forced me to arrange them into some presentable fashion. I have no illusions that I have found "the" answers, I do not present to you any sure solutions. And I might change everything tomorrow! But I'd like to share with you some of the plateaus I believe I have crossed.

Many are accustomed to thinking of language learning as a progression of steps outlined in terms of structures. Until now, somehow, a certain structure has belonged in the advanced course

while others are always found on page 1 of book 1.

Yet, when the right conditions are present, every structure is easy! I have become more and more convinced that it is not the structure that determines difficulty as often as it is the task. The language task, the communication task, the classroom task -- I don't know what to call it and labels frighten me, anyway. It is to what teachers have students do with these structures that we must give our attention.

Let us adhere to the old goals of helping students meet success in language learning situations, of avoiding failure situations, and of considering student errors as teacher errors. However, let us demand that an equally careful progression be applied to the kind of language task--rather than to the kind of drill--and let us not become ensnared in the linguist's categorization of structural complexities.

My efforts to outline a progression of difficulty of language tasks seem forever thwarted for any number of reasons. A few of them follow:

A. The difficulty of language tasks doesn't seem to advance in a linear progression.

B. I find it impossible to separate the language performance expected of the student from the amount of assistance given by the teacher.

C. Smaller progressions of difficulty exist within larger ones.

D. Some elements of language behavior seem better learned if they are ever-present--from hour one, day one--and are learned in conditions with transferability to reality.

Let me elaborate.

A. The difficulty of language tasks doesn't seem to advance in a linear progression.

After that once I in Hour 2, there can never again be a single focus. About five years ago, I scrapped the whole idea of "Review." It is never a goal of a teaching segment, and I have tried to remove it from my pedagogical vocabulary. Instead, once I have presented an item, I attempt to incorporate that item continually, or at least regularly, into all future lessons.

By merely attending to meaning, structure, and pronunciation, there is at least a triple focus for any lesson. Usually a teacher has a number of other goals in mind in addition to these three and they're all operating at the same time if the language task has any transferability to reality. In fact, it is precisely when a number of aspects are all alive and operating at the same time that language lessons become real.

A second notion under "never a single focus" is my doubt that we could ever list all of the aspects of a communication task, let alone program them into a progression of difficulty. I further doubt that we'd recognize the list when we had it -- if we could do it. Paper representations of classroom "happenings" are so bland that they seem to have nothing to do with the real class. Once the clock has struck and roll has been called, a kind of Gestalt takes place -- it always seems to me that the whole is far greater than the sum of the parts.

B. One cannot separate the language performance expected of students from the amount of assistance given by teachers.

Have you ever participated in a faculty meeting in which the level 5 teacher expresses how well her students are finally doing in writing paragraphs -- whereupon the level 2 teacher sniffs that her students have been writing paragraphs for 6 weeks. That's right, the students are performing the same task. But on inves-

tion, the level 2 students are doing it with a complete model from which to write and are merely changing the singular model to a plural form. The level 5 students are producing their paragraphs with only a choice of topics as assistance. That's what I mean when I say that we cannot assess the difficulty of a language task until we know what assistance the students have been given. And this leads to item C.

C. Smaller progressions of difficulty exist within larger ones.

Requiring the performance of the same task, but giving less assistance can provide a whole series of steps, each one of which contributes to the student's ability to perform a singular task.

D. An ever-present goal: Transferability to reality.

1. The arrangement of the classroom must have transferability to reality.

Create in the classroom a physical setting that permits eye contact. Rigid rows make students look at the backs of other students' heads. Even native speakers rarely feel the desire to communicate with the back of the heads in front of them. Why should we expect genuine communication to take place in this situation with speakers of English as a second language?

2. Pronunciation in the classroom must have transferability to reality.

I'm talking about normal speed, intonation and pronunciation as opposed to word-by-word production. Word-by-word production, by the way, is an achievement. And, it's our trap.

We feel gratified when the student finally gets there . . . as does he . . . and we rejoice in his accomplishment with him. When students who didn't know the structure on entering the class, know what to say at the end of class, it's worth celebrating. But

you're celebrating a hit to third. He's not home yet. And if you don't get to home plate, you never score a run. Oh, sure, you pile up statistics: He attended class. He satisfactorily participated in the exercises. But you don't even get one tally towards winning the game. Even when you're not around, he'll be listening for all of those words that he knows so well and can line up like little tin soldiers. And he'll never hear them. Oral language doesn't occur in that form. Your students will feel discouraged and gradually come to believe either that everyone speaks sloppy English but his teacher--or that he just can't learn.

One more step is needed in the classroom. On hearing a student perform with every word correct and in the right place, I often hear myself rejoicing with the student with something like: "Good for you. You've got every word correct. Now, here's the way you say it," and I am convinced more and more that here is the place where I teach pronunciation. Never, never in a separate time-slot called, "Pronunciation," but rather, at the end of a communication task with, "Now, here's the way you say it."

We still need all of the knowledge we have about speech sounds and their production. But employ it, stress it, use it while the students are achieving some kind of communication in the language . . . not just exercising their jaws and making noises. All of the reductions and blendings need to be pointed out to them. Sometimes they laugh out loud when they know what they're hearing and hear it in its normal pronunciation.

I teach a lesson that consists of a two-utterance sequence in which I tell my students what I collect, what my nephew collects and what my grandmother collects and where each of us keeps his collec-

tion. After I tell them, I ask them to tell me and to add the same kind of information about themselves, their friends, and relatives. I get utterances like:

Your nephew collects post cards.

Your nephew keeps his post cards in an album.

Once done, I congratulate them on their accuracy and then ask them to listen. Listen:

My-nephew-collects-post-cards.

My-nephew-keeps-his-post-cards-in-an-album.

Listen again:

My nephew collects post cards.

He keeps 'em in'n album.

Employing the pronoun replacement in the second utterance and producing it at normal speed, intonation and pronunciation usually produces a little shaking of heads. Requiring them to produce it--to mimic me--usually results in all-out laughter at themselves. But, at the same time--and this is important--it has often led to a glimmer in the eye that says, "So this is what I've been hearing!" This glimmer is bridging the gap between classroom English and reality.

After all, where else would you hear the first example: My-nephew-collects-post-cards. My-nephew-keeps-his-post-cards-in-an-album? Where else, I ask you, but in an ESL classroom?

With native speakers, once the topic has been announced and understood, it is forever replaced by pronouns. We do not continually name the thing about which we are talking, nor the person, nor the place. We shouldn't do that in an ESL classroom, either.

Thus, normal speed, intonation and pronunciation has a subcategory of pronoun replacement.

3. A third category of items that must have transferability to reality and which should be ever-present has to do with classroom cues.

Instead of attempting to label the kinds of drills one does, I prefer to think in terms of the cue and the expected behavior. And I make a further distinction between an expected behavior being a response to language as opposed to those occasions in which the expected behavior will be an initiation of language.

When I am expecting the students to respond to language, to my way of thinking, the one and only acceptable kind of cue is one that a native speaker would respond to with the same structure that I'm expecting the student to use. There is, however, one exception to this rule.

The one exception is repetition. Repetition does not transfer to reality. Repetition is mechanical and non-communicative. It can be deadly dull or devilishly difficult. If repetition is also the place where, with backward build-up, the student is supported until he can repeat at normal speed, intonation and pronunciation, then it is devilishly difficult and that's when it's worth doing.

That's the starter--and it is the only mechanical cue that I currently allow myself to use. Once I know that the students can produce the utterance, I force myself to elicit it from them subsequently with the same kinds of cues that would elicit it from me.

It's easy to decide which exercises fit this category. On a given day, a teacher enters a classroom with the intention of saying X . . . to which the students will be expected to respond with Y.

The question to ask is: Would a native speaker ever, on hearing X, respond with Y? If the answer to this question is, "Yes," then this X and Y sequence is worth taking class time to practice.

This criterion eliminates forever any more of the "long answers" expected as responses to yes/no questions. I'm thinking of the pages of text book material that promote language behavior similar to this:

S_1: Is San Francisco in California?

S_2: Yes, San Francisco is in California.

OR

S_1: Are the envelopes in the top drawer?

S_2: Yes, the envelopes are in the top drawer.

There is no time for this kind of artificial code manipulation in the classroom. Let's not force any more speakers and writers to make the case against mechanical exercises. It has long been made. We see their point and agree with it. I am all for declaring an end to such a waste of classroom time forever. It prepares the students for no real life situation that I can imagine.

Or think, if you will, of two friends meeting at their usual 9 a.m. class on Monday morning. Jean asks, "What'd you do over the week-end?" and Joan replies, "I cleaned my closets." On hearing this, Jean comes back with, "O.K. Joan, let's hear it in the past perfect."

NEVER.

Upon applying my "reality test", I rarely have any trouble deciding whether or not a certain cue is justifiable. And if it doesn't meet this standard, it goes. A cue must meet this test or it isn't used. Go through the text you are presently using and

apply this test.

It is true that native speakers do have conversations that do little more than change tenses. What are the cues in these conversations that cause the change of tense to happen? Employ the same ones in the classroom in order to signal students that they need to switch forms.

For instance: Do you drive? Yes, I do.

How long've you been driving? I've been driving for . . .

Do you work in Brooklyn? Yes, I do.

How long've you been working there? I've been . . .

I have a feeling that all of the "Do you . . ." questions are asked together somewhere in the second unit. All of the "How long've you been doing" questions are asked together somewhere in the 14th unit, but they are never put together systematically. It is often in the mix of questions that native speakers find the cues that signal a change of tense. Our students need this kind of practice incorporated systematically into their classroom exercises.

What about cues for initiating language?

First, we must remember that this is, after all, an unreal exercise. We are deciding that they should initiate language. One initiates language when one feels the need--not when one is told to say something. Furthermore, on those rare occasions when one is requested to say something, there is often at least a momentary block of all initiating processes, and one wonders if he'll ever be able to utter a sound again, let alone say something. Thus, telling students to ask something, describe something, say something is an unreal command in itself, and, furthermore, a stifling one.

So the teacher attempts to program into the students some reason for them to ask questions. Unreal cues have to be allowed at first. Sometimes they are merely repetition. Sometimes they consist of cue cards or symbols for certain WH questions. All of this is preparation, one hopes, for giving them the appropriate question forms to put into use when and if they should ever want to. But this is not enough. One can never be sure that students will bridge the gap--on their own--from unreal conditions to real conditions.

Thus, one step closer to reality is putting them into some kind of situation in which they will need to seek information or describe something or explain something or discuss something. Task-oriented exercises seem to be the most useful ones of which I know. In order to complete the task, the students will have to employ language -- initiate language.

If you send them out of the classroom to get information, the chances are that you will have no real check on whether or not they do, in fact, employ information-seeking language forms. Thus, a beneficial follow-up in the classroom would provide a way for the students to ask each other the questions that supposedly it had been necessary for them to address to someone else.

There is no way that students can jump into this kind of language initiation task on the first day. Some unnatural kinds of cues have to be used to prepare them for uttering these questions. Repetition is certainly the first step. The important consideration in the steps that follow is that we be aware of the fact that our strategies are still contrived. When one uses a cue that does not transfer to reality, the important thing is to be aware of the implications of that non-transferability.

And the last thing I have to say regarding cues is that in all cases, when expecting the students to switch from one structure to another, there must be an accompanying change in the rods or the pictures or the situation--in the cues. In fact, it is this change in the real world that should cue the change of the structure in the student. When this criterion isn't met, students are merely mouthing sounds in different patterns.

Eventually one moves away from speaking about observable objects. Adverbs of time, time expressions and tenses of questions then become the cues for changing the structure of the response.

KINDS OF TASKS et. al.

Setting the conditions for communication to take place is part of our new job description. I have sometimes felt that as a language teacher, I am, in fact, a conditions engineer. As such, my challenge is to design conditions and manipulate them in such a way that students would recognize the matching of conditions and structures

would learn to change structures as I changed conditions

and would eventually recognize analogous changes in conditions in their lives and employ those English structures even when I wasn't there.

So the question was/is: How would I manipulate classroom conditions in order for this transfer to take place? One of my primary concerns has been in assuring the best possible chances for a transfer to reality to occur. Another has been in identifying kinds of language tasks.

One of the seemingly most basic communication tasks with direct transferability to reality is that of questions and answers. However, questioning and answering can increase in difficulty endlessly. Thus, what are some elements that increase the difficulty of question/answer tasks?

A. Decrease in assistance. The difficulty of any step can be increased a second time around by removing the former props, rods, realia, pictures, whatever. Change the subject, give a new set of realia and instruct the students to apply the same questions and answers.

B. Questions and answers, but in more than one structure.

After a structure is presented individually, it is best learned when incorporated systematically into subsequent lessons. At first this combining happens purposefully on the part of the teacher. At times, one even says to oneself, "I've asked Ben four questions in the present tense. The next time I come to him, I'll have to try a past tense question."

Despite my urging systematic combinations of structures, I must state that I do not have in mind the services of an enthusiastic mathematical linguist running to his computer this afternoon to produce a print-out of all the possible combinations of structures. It is neither necessary nor desirable to practice all of the previously acquired structures in every communication task. There is nothing worse than lessons which were designed to "get everything in that we've studied."

Which ones go where and in what combinations can only be determined by employing the standards of judgment and choice of structures that native speakers would use when performing that task.

C. A new step of difficulty is added when conditions are set and language is employed regarding them without the conscious effort to alternate structures regularly. This might be referred to as a random integration of taught structures. Forget whether or not Ben has had four opportunities to answer in the present tense. By now he should be familiar enough with it to handle it with success anytime he meets it. If it's been studied in class--at first individually, then in combinations--it should then occur as it would in a conversation with native speakers.

I admit that I find these combination lessons intriguing. One I use that is easily described is a combination of the vague present perfect and the precise past initiated with: Have you ever done X? As soon as we get a, "Yes, I have," the goal is to find out as much exact information as possible. When did you go there, or do that? How long did you stay? Where did you stay? Did you go alone? What did you do? Where did you eat? What did you eat? . . .

Two reactions I'd like to share with you.

1. The comment of one teacher could be summarized as a remark, offered in a tone combining perplexity and pique, that one part of the lesson was from chapter 2 whereas the other part was from chapter 10.

Precisely!

Textbook organization is another trap that we fall into. Authors have to divide the language into some kind of identifiable units and present these units in some organized way. But the students don't meet the language in these units at any other time. We have to mix the units--integrate the structures--to get the language back

to reality. Our mistake is that we now and then allow ourselves to think that we have "finished a unit." No unit is ever finished. Once taught, it must be incorporated into future lessons as often as it is meaningfully and naturally possible.

2. The second reaction is from the students. They liked it. This is significant only in that it occurred about a week after I had attempted to give them additional practice with past forms. I was told by them, "We've had this."

True. They had. But we all know that just because students "have had" a linguistic item, it doesn't mean that they know it, have achieved fluency with it, need no more experience with it. They must meet it again. However, meeting that item again, all by itself, gives students the feeling that they're not getting anywhere. Adding one more element--the newness of that present perfect form which only occurred at the beginning--and they participated enthusiastically in all of that past tense language.

Moving from the tasks related to questions and answers, a second kind is to apply some organization to a small unit of the language . . . to shape it in some way.

A third kind of task might be described as: Given a wide knowledge of structures on the part of the students, they will have to select particular structures for particular purposes.

A fourth kind of task is in learning how not to say something. These tasks are elaborated upon in a hand-out that I have for you. Could we turn to it now? On the page after the cover sheet, you

can see that the tasks I've just mentioned are the broad divisions of this series of Two-Part Teaching Strategies.

I'd like to mention that one would never introduce all of the structures in isolation in Part A before moving to Parts B and C. A new structure might be practiced with the strategies suggested in Part A while structures that students have had earlier would be met in strategies in Parts B and C.

Also, the farther you go, the more specific it gets. First steps are the most general--to be applied to any structure when it is new. This is different from thinking of the first step as being applicable when the student is new. Whether the student is advanced or beginning, if the structure is new his acquaintance with it would be benefited if it began at A/O step 1. Every form of a new language needs to be repeated excepting, perhaps, those forms that customarily occur in the written language exclusively.

Consider the following:

A/O 3 yes/no answers about the pictures

A/O 5 yes/no questions and answers about the pictures

A/O 7 WH answers about the pictures

A/O 9 WH questions and answers about the pictures

A/O 18 answers about the students

A/O 19 questions and answers about the students

There is currently some attempt to label some exercises as meaningful and others as communicative. I do not wish to clarify labeling. The important thing is to rid ourselves of mechanical exercises, and replace them with both meaningful and communicative ones. I find that the above progression charts a course which results in the students applying the structure to themselves. That is my goal, and someone else can label the various tasks if they feel it necessary to do so.

Parenthetically, another progression occurs to me. That is to 1.) drill with real, famous, or common knowledge kinds of information. 2.) Analogously move to the students' personal frame of reference, and 3.) move to fictitious or written information. For instance, take the vocabulary and structures about the Family. Yes, every student has a family and he knows them all thoroughly and well. But he doesn't know how to express information about his family in English. His textbook talks about the Melody family on Harmony Lane in Happy Corners U.S.A., and they couldn't be further from his understanding.

I like to begin with a famous family. A first family of the U.S. or Canada or the Governor's family of the State in which you teach. The Press will take care of your picture needs during any campaign if you will but clip them.

Then I present the structures I want practiced, using this famous family for content. I don't know if it classifies as meaningful or communicative, but it works. And the chances are good that the students will hear again about these people--about whom they've all been required to talk. Then I apply the same questions to the students regarding their own families. That's what I mean by A/O 18 and 19.

If writing is a goal of the course and a textbook has been assigned, the chances are good at this point that the students will be able to read about the fictitious family presented in the text--will be able to comprehend the information given--and will be able to produce correct written information about them.

A fourth comment regarding the hand-out: The Complete Negative Statement.

I've repeatedly stressed the importance of transferability to

reality. I am usually appalled at the way in which textbooks elicit practice with the complete negative statement. I believe that I have identified an occurrence of it with native speakers and have found a routine way to incorporate it into the classroom. (See page 5, A/O 22 and 23, as well as notes, page 21a)

Tasks that we know of but haven't incorporated into a syllabus:

1. Significant contributions are being made in the identification of gestures, use of space, paralanguage in general which accompanies linguistic features. This paralanguage is being described in kind as well as occurrence. Thus, it can be incorporated into communication tasks systematically--it needs to be--as yet, it hasn't been.

2. A variety of materials needs to be developed for each strategy. Teacher-made materials are often the most relevant. But teachers cannot write every lesson. We need new kinds of materials. We don't need whole courses and 100 volume series. We need materials to compliment language tasks--instead of materials to compliment linguistic descriptions of structures.

3. Question-answer tasks involving three speakers.

I've made a start, but it is not included in the hand-out.

Incorporating two speakers and pronoun replacement in the second utterance has led to an interesting kind of task. For instance:

S_1 What did you do last Saturday?

S_2 I cleaned my closets.

S_1 Oh, how often do you do that?

Whereupon S_3 comes within conversational distance and doesn't know the referant of "do that." Thus, he asks,

S_3 Do what?

He addresses this to S_1 since this is the student who asked the question with the pronoun, but either student might provide:

clean her/my closets

and S_2 still needs to answer with, perhaps: about every six months.

Variations of the same kind of task can employ, as well as "Do what?"--"Go where? Said what? Went when? Told whom?"

This leads to the idea of programming interruptions. It's a perfectly valid task. Our students often need to interrupt for clarification, but haven't the skill nor the courage--which usually comes with skill--to do so. But before we teach them to interrupt too well, we need to answer some questions. This lesson has not incorporated any excuse or apology for the interruption. Is it because of its brevity that it seems to need none? Which ones need a polite apology first?

A second part of this task begins with the very same linguistic features--only S_3 is within conversational distance the entire time and hears every word. In this instance, when S_3 says, "Do what!" the intonation is much different and it says that I can't believe you would allow yourself to do such a mundane chore on a Saturday afternoon, and furthermore, that you would ever admit to it if it were true that you had!

In responding to such an utterance, under no circumstances would either S_1 or S_2 supply "clean her/my closets" in an information-giving manner. Instead, one would offer some plausible, acceptable, reasonable, or justifiable reason for cleaning one's closets on a Saturday afternoon. Or, one <u>might</u> repeat the original

information in a defiant tone--one that would add, "Yes, you heard me right. I cleaned my closets. And I'm saying it again and what do you think you're going to do about it?"

We've never approached this kind of language instruction in an organized way. We've hoped and prayed and crossed our fingers that somehow, someday, students would "pick it up along the way," but we didn't know how nor when nor where.

I think we do know how. Where, is in the classroom. And when? is just as soon as we decide to "get it together." Won't you join me?

I would like to express my appreciation to several colleagues who have played a role in the preparation of this paper. I would first like to acknowledge my gratitude to Mary Elizabeth Hines who critically read an earlier report on a similar topic and allowed me to bounce notions in and out of her perceptive mind. To Rudolph Bernard and Fred Malkemes of the American Language Institute, I am indebted for many hours of listening time and not a few of the right questions at the right places--as well as to the Institute for generously providing the hand-outs for us today. I accept the responsibility for these remarks with all of their gaps and unanswered questions in the hope that they will, perhaps, prod others to solve the problems.

TWO-PART TEACHING STRATEGIES

A series of two-part strategies each one of which describes both the amount and kind of teacher assistance as well as the expected student behavior. The progression of strategies is designed to set conditions for the performance of increasingly difficult language tasks.

This statement is an appendix to a presentation entitled "From Repetition to Reality: Some Measurable Steps" made by Darlene Larson at the annual autumn meeting of the association of New Jersey Teachers of English to Speakers of Other Languages on November 7, 1974.

The statement is adapted from a report on course and program goals prepared by

Darlene Larson and Fred Walkemes

The American Language Institute
New York University
Issued in Summer 1974

Part A. Language tasks composed of questions and answers while isolating structures.

A/O 1. Given an English statement at normal speed, intonation and pronunciation (with accompanying pictures or realia, or in a context or situation so that the students understand the content of the utterance)

the students will repeat it at normal speed, intonation and pronunciation.

A/O 2. Given affirmative and negative yes/no answers separately (appropriate to the structure introduced in A/O 1)

the students will repeat them separately.

A/O 3. Given a transformation of the statement in A/O 1 to a yes/no question and addressing it to the students (about the pictures or realia or situation)

the students will choose which yes/no answer is true to the picture or context and will produce it in response to the question.

A/O 4. Given the same yes/no question

the students will repeat it at normal speed, intonation and pronunciation.

A/O 5. Given a direction or cue (a picture, pointing, nodding, spoken directions . . .)

the students will ask the yes/no question, addressing it to other students other students will give the true yes/no answers.

A/O 6. Given an OR question, based on the structure of the utterance in A/O 1

the students will produce the statement from A/O 1 as a truthful, meaningful answer to the OR question at normal speed, intonation and pronunciation.

A/O 7. Given a WH question (to which the statement from A/O 1 is a truthful, meaningful answer)

the students will produce the statement from A/O 1 as a truthful, meaningful, complete answer to the WH question.

A/O 8. Given the same WH question as in A/O 7

the students will repeat it at normal speed, intonation and pronunciation.

A/O 9. Given a direction or cue

the students will ask the WH question, addressing it to other students, about the pictures, realia or context
other students will produce the complete statement from A/O 1 as the truthful answer to the WH question at normal speed, intonation and pronunciation.

A/O 10. Given yes/no questions alternated regularly with WH questions

the students will choose between the yes/no answer and the complete statement
and will produce the appropriate answer at normal speed, intonation and pronunciation.

A/O 11. Given a direction or cue

students will ask both yes/no and WH questions about the pictures, realia, or situation addressing them to other students
and other students will choose the appropriate answer and produce it at normal speed, intonation and pronunciation.

A/O 12. Given the same OR question from A/O 6

the students will repeat it at normal speed, intonation and pronunciation.

A/O 13. Given a direction or cue

students will ask yes/no, WH or OR questions addressing them to other students.
Other students will choose the appropriate answer and produce it at normal speed, intonation and pronunciation.

A/O 14. Given the statement in A/O 1 with an added tag question

the students will repeat the complete utterance at normal speed, intonation and pronunciation.

A/O 15. Given the information that the same yes/no answers from A/O 2 are used to respond to the tag question

and given a tag question

the students will produce a truthful yes/no answer.

A/O 16. Given a direction or cue

the students will produce tag questions, addressing them to other students about the pictures, realia or situation.
Other students will respond with the appropriate short answer.

A/O 17. Given A/O 7 as review
and given the information that WH questions can be answered with partial statements

the students will choose that part of the statement which answers the question
and produce it at normal speed, intonation and pronunciation.

A/O 18. Given practice in any (and/or all) of the question and answer forms while talking about the pictures, realia or classroom situation
and given questions in the same structures about themselves

the students will give communicative information about themselves instead of the pictures and realia
at normal speed, intonation and pronunciation.

A/O 19. Given a direction or cue

the students will ask yes/no, WH, OR, or tag questions in the structure being practiced addressing them to other students about other students' home-towns, apartments, jobs, friends, hobbies, environment.
Other students will produce communicative, appropriate answers about themselves.

Reading

* R 1. Given a written copy of English questions and answers that the students have pronounced orally
and given a native speaker's voice to listen to -- one who is reading at normal speed, intonation and pronunciation

the students will follow the copy with their eyes as they listen to the voice.

Writing

W 1. Given oral practice in a structure as outlined in A/O 1-19
and given the written form of the same structure

the students will copy it without error.

* See Notes page 21a.

W 2. Given oral practice of a structure and given its written form to read and given a rewrite instruction

the students will rewrite the model with all necessary changes without error.

W 3. Given oral question and answer practice as outlined in A/O 1-19

the students will produce the written form of the same oral utterances without error.

W 4. Given a yes/no question (or tag question) in written or in spoken form

the students will produce the truthful answer in its written form.

W 5. Given a WH question (or OR question) in written or in spoken form

the students will produce the appropriate complete statement in its written form without error.

W 6. Given a written statement

the students will make necessary changes in it to produce a new written statement which tells about himself, without error, except for the spelling of new vocabulary.

Part B. A second plateau of difficulty is still performed with questions and answers, but instead of isolating structures, there is a conscious mixing of structures in a context. The possibilities are endless.

The primary goal for the student is to enable him to alternate between the structures he has studied individually, producing them successfully in relevant, meaningful, communicative use.

Other benefits are that new vocabulary can be added while gaining additional practice in old structures. Normal speed, intonation and pronunciation should be an objective. Students should know what they're talking about, say it without error, and be able to recognize an error when one is made.

A/O 20. Given practice in A/O 1-19 with two or more structures done separately
meaningful questions and answers in both (or all) structures will be given in combinations in a context

the students will recognize the different structures as well as the different kinds of questions
will choose the appropriate reply
and will produce it at normal speed, intonation and pronunciation.

A/O 21. Given A/O 20
and given a context -- same one at first, different later

the students will initiate questions in the structures being practiced
addressing them to other students
who will answer them without error according to the structure, kind of question, and truth of the matter.

A/O 22. Given a complete negative statement in whatever structure is being taught

the students will repeat it at normal speed, intonation and pronunciation.

* A/O 23. Given a WH question in a situation in which the assumed answer is not appropriate

the students will respond with a complete negative statement.

*A/O 24. Given a shared (in class) or common(out of class) experience or situation

the students will ask and answer questions about it using structures covered in A/O 1 - 19.

* See Notes page 21 a.

A/O 25. Given a specific established shared classroom situation

the students will re-construct/re-state/summarize/tell/report the situation for a class member who was absent.

Reading

R 2. Given information in written form, using only English structures that have been presented and practiced orally

the students will read it to themselves and will answer and ask yes/no, WH, OR, and/or tag questions about the reading.

R 3. Given pronouns/relative words in context

the students will recognize references.

R 4. Given a paragraph as they enter the class which includes a greeting and introductory remarks for the day and the lesson

the students will read it silently and will begin the tasks of the lesson -- oral or written -- without an oral instruction.

R 5. Given a paragraph or paragraphs describing a person, place, or event and given WH questions and yes/no questions about the paragraph (all of which structures have been practiced orally and have been met in writing previously)

the students will answer the questions correctly without the benefit of oral discussion of the same paragraph.

Writing

MEH W 7. Given a series of oral WH questions about a friend

the students will write the questions after listening to them and then they will write complete answers to these questions.

MEH W 8. Given a shared classroom experience and given an oral discussion about it consisting of the various kinds of questions and their answers

the students will write the same questions and their answers about this real class experience.

MEH W 9. Given the oral model of a short, fictitious conversation between S1 and S2
and given a written model of the same conversation

the students will adapt the model in fact and in vocabulary to a conversation between himself and a classmate
and will rewrite it without error except for the spelling of new vocabulary.

MEH W 10. Given a list adaptation of the two sets of facts from the original conversation in W 9 (S1 and S2) in written form

the students will list in complete sentence form, two sets of facts -- one about himself and the other about his classmate -- as derived from the written conversation he wrote in W 9.

MEH W 11. Given the list adaptation of the two sets of facts re: S1 and S2 from W 10
and given models connecting these facts with AND and BUT

the students will copy the model sentences.

MEH W 12. Given the model from W 11
and given the students' own two lists from W 10

each student will write similar sentences about himself and a classmate using AND and BUT.

MEH W 13. Given the original information about S1 and S2
and given a model which combines two or more of these facts, imbedding one fact in a subordinating clause

the students will copy it without error.
They will then analogously combine two or more facts about themselves and their classmates, imbedding one in a subordinating clause.

MEH W 14. Given the original information about S1 and S2
and given a model which combines two or more of these facts, imbedding one fact in a subordinating phrase,

the students will copy it without error.
They will then analogously combine two or more facts about themselves and their classmates, imbedding one fact in a subordinating phrase.

MEH W 15. Given two facts in two oral statements

the students will pproduce one written statement which includes these two facts.

MEH W 16. Given a list of statements about his friend -- similar to the one he produced in W 7
and given a model derived from the list consisting of two or more sentences in which imbedding of facts occurs in both subordinating clauses and phrases

the student will copy the two or more sentences without error.
He will then write two or more new sentences using different facts from the original list.
He will compound sentences and/or use either kind of imbedding.

MEH W 17. Given a transitional expression or word (perhaps one that shows that b is the result of a)
and given several pairs of sentences, only one pair of which could appropriately be connected with a transitional word showing result

the student will select the pair of sentences that is appropriate to the expression
and will rewrite them with the transitional element properly placed.

MEH W 18. Given other kinds of transitional expressions (those showing something more, in addition, moreover, besides)
or (those similar to although)
and given pairs of statements as described in W 17

the students will use these connecting words and expressions without error as described in W 17.

W 19. Given several transitional expressions
and given several pairs of sentences

the student will select the appropriate expression to go with each pair
and will demonstrate his selection in oral or written form.

Part C. A third ingredient of difficulty might be expressed in the word, organization. This step moves beyond questions and answers but does not exclude them. At this point, whether a variety of structures is given or assumed, students have to deal with a small body of the English language and shape it in some way.

A/O 26. Given a classroom situation in which students have conversed about each other's situations and given practice in a number of structures through steps A/O 1-25

the students will describe to each other the similarities and differences of their particular routines/habits/circumstances.

A/O 27. Given a statement stimulus which demands a response because of its lack of neutrality (perhaps the statement that X has been arrested for _____ -- a minor offense, or news that there is a fire at the local subway station, or reporting that a loud group of people are causing a terrible commotion at the main entrance to the classroom building)

and given models of responses which express emotion, * an opinion, or neutral conversational responses

then, given an analogous statement stimulus

the students will express an opinion, a feeling, a reaction of some type, even if it is merely a conversational addition.

A/O 28. Given a picture or series of pictures and given a model describing it/them in an ordinal sequence

the students will recreate the description in the same order as the model.

A/O 29. Given a similar picture or series of pictures but no oral model

the students will describe the new picture or pictures using phrases that express ordinal sequence.

* A/O 30. Given a picture and an oral model describing it which employs positional/organizational phrases

the students will recreate that description, making similar divisions in their descriptions, but not necessarily expressing them in the same order.

A/O 31. Given a similar picture but no oral model

the students will describe the new picture employing positional/organizational phrases.

* See Notes, page 21b

A/O 32. Given a new picture or pictures
and given guiding questions but no oral model

the students will select the appropriate type of organization (ordinal or positional) for their descriptions
and will describe the pictures orally.

* A/O 33. Given an oral model explaining how to do something (with an accompanying series of pictures)
OR
Given "how to" guiding questions to help organize a "how to" explanation

the student will explain how to do something that he knows how to do -- at the following class meeting.

*A/O 34. Given a picture of a geometric shape or shapes
and given an oral description of it employing elementary geometric vocabulary
OR
Given a picture and
given guiding positional/organizational yes/no and WH questions employing geometric vocabulary
AND
given a different but similar picture

the students will describe the new picture using the same vocabulary but not necessarily in the same order
OR
the students will ask yes/no and/or WH questions of other students

and other students will create a description of the new picture in response to classmates' questions.

A/O 35. Given a series of non-sequential oral "facts" in a loose oral model

the students will select an arrangement or organization
and will restate the "facts" in an organized description/explanation/or problem and solution.

* See Notes page 21c

A/O 36. Given a series of utterances containing a sequential development (but not in a question/answer relationship)

and given guiding questions about an analogous situation, the answers to which could be shaped according to the model

the students will select the information that will answer the questions
will choose some kind of organization
and will produce orally a series of utterances which contain the requested information as well as a coherent shape or organization.

* A/O 37. Given a picture
and given an oral model describing the picture which includes comments about what isn't obvious, what isn't there, what isn't done, as well as what is

the students will repeat the model at normal speed, intonation and pronunciation.

A/O 38. Given an analogous picture to A/O 37

the students will describe it, including in their description some statements about what it isn't as well as what it is.
AND/OR
the students will ask new questions of each other about what's there as well as what isn't.

Reading

R 6. Given a reading selection which employs the phrase, "under such circumstances"
and given a class discussion in which the teacher points out the references of the phrase
and given a second, analogous reading selection

the students will identify those statements which express the circumstances to which the phrase refers

R 7. Given R 6, the same task will be repeated with other expressions that refer to previously stated names, qualities and/or ideas.

R 8. Given an article which has unusual sequence, but has verb tense cues to time order and transitional expressions

the students will recognize the order of events and will support their recognition by identifying verb tense and transitional expressions.

MEH R 9. Given practice with core parts of a sentence
and given a statement which contains expansion

the students will recognize expansion
and will select the core parts.

* See notes, page 21c

R 10. Given a paragraph or paragraphs as a unit and given the information that in written English, writers often restate the same idea in different words

the students will identify those sentences which are restatements of previous sentences.

R 11. Given a paragraph containing known structures, coordinators and/or transitional expressions and brand new vocabulary items

the students will be able to make certain statements about what each new word is or is not before they consult a dictionary.

R 12. Given sequential detail to a point

the students will infer the consequent action of a character.

R 13. Given a variety of written statements which employ a changed word order from oral English

the students will express them aloud in the conversational word order.

R 14. Given written structures which combine ideas

the students will express the included ideas orally in more than one utterance.

Writing

W 20. Given several individual conversational English utterances

the students will combine them and produce them in fewer written statements.

GG W 21. Given a paragraph and given the instructions to change the paragraph to a possible conversation

the students will delete expressions customarily employed in the written form
will write questions that the paragraph statements answer
will retain certain of the paragraph statements and will order the questions and statements in some sequential manner.

W 22. Given a list of related sentences

the students will reorganize them into a paragraph.

LR W 23. Given a paragraph of questions

the students will write affirmative answers to these questions in statement form and will organize the statements into paragraph form.

W 24. Given a paragraph and given a rewrite instruction

the students will make all necessary changes and will produce a correct paragraph according to the rewrite specifications.

W 25. Given a model paragraph about New York which is organized in an ordinal or chronological sequence

the students will write paragraphs about the largest city in their countries, employing similar organization.

GG W 26. Given a topic sentence and given several details listed in phrases and partial structures

the students will put the details into complete structures and will arrange them following the topic sentence in paragraph form.

W 27. Given a question to which there can be several answers or a series of answers

the students will write several statements in answer to the one question and arrange them in paragraph form.

W 28. Given a topic sentence and given several details listed in phrases and partial structures and given several details that are the result of other details and given a conclusion

the students will connect the details which result from each other and will organize all of the given information into paragraph form.

W 29. Given related questions, each of which can be answered with a series of statements

the students will answer each question with several statements and will arrange each group of answers into a paragraph.

XEH W 30. Given orally a set of details describing the physical characteristics of a person

the students will list them in sentence form and will organize these descriptive statements into a paragraph including a topic sentence.

XEH W 31. Given a picture of a person whose physical characteristics are mostly different from those of the person in W 30

the students will orally describe the pictured person and will write a new but analogous second descriptive paragraph.

XEH W 32. Given the two paragraphs of W 30 and W 31

the students will list the differences and similarities of the two people and will write a third paragraph comparing the two.

W 33. Given a transitional expression and given several pairs of paragraphs

— the students will select one pair of paragraphs that is appropriate to the expression and will re-write the paragraphs with the transitional expression properly placed.

W 34. Given the three paragraphs of W 30, W 31, W 32, or an analogous set

the students will re-write them will add transitions and will arrange them into a three paragraph composition concluding with the paragraph of contrast and difference.

W 35. Given several pairs of questions and given a transitional expression

the students will choose one pair of questions will write a paragraph of statements in answer to each question and will employ transitional expressions.

W 36. Given a variety of transitional expressions
something more: in addition, moreover, besides . . .
those similar to although, even though, despite . . .
ordinal: first, next, after that, finally . . .
and given a variety of pairs of paragraphs

the students will match the connecting words and expressions with the appropriate pairs of paragraphs without error.

Part D. A fourth level of difficulty definitely assumes that the students know many of the basic structures of the English language. The new ingredient involves a greater degree of choice or selection than Parts B and C.

True, students should have been making choices all along. In Part B, combinations of structures, it might be said that students had to learn to choose responses that matched the structures presented to them. Choice in Part C was guided by the kind of organization being used.

Choice in Part D is less well-defined. Cultural and psychological principles would determine some choices. Others might be determined according to one's opinion, point of view, or purpose.

This is not to say that the teaching of culture with language can wait until advanced levels. One can't avoid cultural aspects while dealing with the daily routines and family matters at the very beginning levels. The teacher must always be aware of cultural aspects entering into a language lesson.

But in Part D, in dealing with language of opinion, language of emotion, language of persuasion . . . the entire class meets and deals with cultural and psychological topics more consciously than before.

A/O 39. Given a problem and a solution in an oral model, in a series of pictures, and/or in a newspaper article and given guiding questions

the students will restate or summarize the same problem and solution
OR
the students will reject that solution and generate a different one
OR
they will describe an analogous problem and solution -- at least analogous in their minds -- (That sounds like the time I . . .)

*A/O 40. Given a brief oral description of OR a series of pictures which illustrate a disturbing situation, a failure, or a disappointment of some kind

the students will describe their reaction to it/ feeling about it
OR
they will role play their efforts to console the person involved in the disappointment, using reassuring phrases and expressing appropriate sympathy and understanding
OR
they will discreetly change the subject to a different topic to get the other's mind off his or her problem.

* See Notes, page 21c

* A/O 41. Given the direction to describe some place in the student's country that few, if any, of the class members have ever seen
* and given guiding questions
and given the direction to advise his classmates on whether or not they would want to visit this place.
and given fifteen minutes of preparation time

the students will each give an organized description of the place of their choice
and will end with a recommendation that members of the class should or should not attempt to visit it.

* A/O 42. Given a selected radio or T.V. program
* and given a set of questions to guide their listening

the students will listen to or watch it outside of class and will discuss it at the following class meeting.

A/O 43. Given a variety of types of music, portions of which can be brought to the classroom through records or tape
and given English vocabulary commonly used to describe each kind

the students will listen to each kind of music
will describe it in English
and additionally express their reactions to it.

A/O 44. Given some problem to discuss and a suggestion solution -- either orally or in a newspaper article, letter to the editor, . . . and given a model commentary which concurs with the opinion, elaborates on the solution, and re-states the original idea

the students will re-state the same kind of concurring.

A/O 45. Given an analogous problem and solution as A/O 44

the students will concur in the same elaborating and re-stating manner without a model.

A/O 46. Given a problem and solution analogous to A/O 44 and A/O 45 or even the same ones used in A/O 44 and A/O 45

the students will re-state it and elaborate on it, but will not concur. They may admit the problem but disagree about the solution. An alternative solution may be offered, or just a statement that they don't know what to do about it despite their rejection of another's solution.

A/O 47. Given a desire that <u>may not be stated</u>
For example: George has a good job at a factory which is hiring a few new employees. His brother-in-law Sam is out of work. However, George knows that Sam isn't qualified for the jobs and there'll be no on-the-job training. George just doesn't want to discuss this with Sam at all.

* See Notes page 21d

Sam only knows that there are job possibilities where George works, but he doesn't really want to come right out and ask for help. He hopes that if he brings up the topic of work or jobs, George will offer information of the new possibilities. He is so desperate for work that he can't let an opportunity go by and will continually bring up the subject of work and jobs, while/ will continually find something else to talk about. George

and given a few minutes to organize their thoughts individually

two students will role-play the parts of Sam and George, choosing appropriate comments and questions.
George will probably attempt to start conversations on every topic but that of work
while Sam will always bring the conversation back to work and jobs
but never directly about George's job.

A/O 48. Given another role-playing situation.

Joe and Martin are 17 year-old friends. Martin wants Joe to come to his house this afternoon. Joe could decide whether or not to accept the invitation if he knew that Martin's 16 year old sister was home -- but he doesn't want to ask Martin directly. Martin doesn't suspect.

Two students will role-play this conversation.
Joe will attempt to lead the topic to girls in general and sisters in particular, but not so that Martin suspects it's his particular sister.
Martin will try to set a time and make specific plans for the afternoon as to what they'll do or where they'll go. Joe will not commit himself to an exact time or a definite, "Yes, I'll be there," but he won't say, "No", either.

Reading

R 15. Given a written selection

the students will read it to themselves
and will discuss it statement by statement.

The important question that will be asked of each new statement is: Does this add something different from what has already been stated?
If it does not, further consider: Is the idea repeated exactly or in different words? (compare the different ways of saying the same thing.)

R 16. After examining several writing selections according to R 15, the class will also consider: Position.

The students will point out where the repetitions occur in the paragraph/article. beginning and end? middle? all over?

R 17. Given the ideas expressed in the selections in R 15 and R 16 which are not repeated . . . in other words, all statements which are new

Students will identify from among them which are main ideas and which are not.
General considerations will be: Where are the main ideas found? Where are the supporting details found? Where are the redundant and restated ideas found?

R 18. Given a reading selection which states a topic and adds supporting details
and given a couple details connected with also
and given a copy of this reading selection up to and including the word also -- but no more --

the students will determine/predict whether or not the following structure contains a detail or a main idea.

R 19. Given a variety of utterances expressed orally

the students will write exactly what they hear and will write one possible changed order that they might expect in written English.

R 20. Given a paragraph with sufficient detail

the students will infer a conclusion.

VFA R 21. Given a group of subjects of sentences

the students will suggest the kinds of predication which might follow.

VFA R 22. Given groups of written selections which are minus their conclusions

the students will predict reasonable conclusions that might follow.

VFA R 23. Given opening sentences of written selections

students will predict evidence that might support the opening statements.

Then given a phrase like: on the other hand

the students will predict evidence that might follow the latter phrase.

R 24. Given opening sentences of written selections which state a view

the students will suggest other ways to restate the same idea in a conclusion.

Writing

W 37. Given a picture or an event
and given a class discussion which elicits student descriptions, interpretations, conclusions, imaginings . . .

the students will select from all of this unorganized discourse some unit of information
will select a type of organization
and will write a paragraph about one aspect
of the original oral discussion.

W 38. Given X's opinion on a subject

the students will write their opinions in paragraph form.

W 39. Given a model "how to" paragraph

the students will write their own process paragraphs.

W 40. Given a topic

the students will write a free paragraph.

W 41. Given a subject matter topic that clearly divides into:
a beginning, a middle, an end
a left, a center, a right
a past, a present, a future
a vertical, a horizontal, a diagonal
a plus, a minus, a neutral
a real and an imaginary
a possible and an impossible . . .
and given transitional expressions

the student will write about the topic
will divide his writing into paragraphs which reflect
the clear divisions of the topic
and will use appropriate transitional expressions.

W 42. Given any shared classroom oral experience

the students will produce a written description/report
of what happened in class
and will organize this writing into paragraphs.

W 43. Given a fictitious letter from a friend asking many
C & B questions about the students' new life in this country

the students will answer the letter, answering
all of the questions that were posed.
Whether or not the letter of questions is organized
around topics, the letter of answers should be, placing
all of the answers to questions on the same topic
in the same paragraph.

W 44. Given pictures of sequenced events
and given a class discussion eliciting student descriptions, interpretations, conclusions, imaginings, etc. about them

the students will write several paragraphs of related events
and will employ transitional expressions which show how the events are related.

W 45. Given a brief description of a place to write about, for instance, an old but dangerous and dirty part of the city
and given divisions "on my left, straight ahead of me," and "on my right"
and given the restriction that they may not use the given words: old, dangerous and dirty

the students will describe what he imagines without stating that it is an old, dangerous and dirty part of the city.

W 46. Given the following kind of exercise done orally with an analogous article
Then given the first paragraph of another article to read, one which stops after it has presented only one side of the matter
and given a concluding statement in favor of that side
and given guiding questions such as the following:

a. According to his description of the problem, do you think that the writer came to a logical/reasonable conclusion?
b. Do you feel that the author described the problem adequately? Are there any details that you can think of that he didn't mention? Is there another point of view that he ignored?
c. Do you agree with him?

the students will write the "other side" by answering the guiding questions, creating their own second paragraphs and will organize the given first paragraph, their own second paragraph, and the given conclusion into a three-part written presentation.

W 47. Given the following kind of exercise done orally with an analogous article
and given a different article to read which presents a problem and advocates a solution or point of view
and given guiding questions for his first paragraph such as the following:

a. Who wrote the article? Name, title and/or qualifications
b. To whom did he address it? Was it written for the magazine or journal in which it appeared? Or was it a reprint from a public speech?
c. What was his topic?
d. Was he for it or against it?

Then given the guiding questions from W 46 for his second paragraph

the students will read the second article
and will write about the article, organizing
their writing into two paragraphs.

W 48. Given the following kind of exercise done together in class with analogous articles
and given such guiding questions as those in W 47 for paragraph 1 and W 46 for paragraph 2
and given more questions that elicit a comparison of two articles

the students will read the new articles
and will write similar paragraphs (W47 and W46) about them
and will add a third paragraph that compares the first two
before reaching a conclusion.

W 49. Given a topic

the students will write a series of related, interwoven paragraphs.

Key:

A/O - Aural/Oral R - Reading W - Writing

Certain lesson strategies which come directly from colleagues or authors are indicated as follows:

MEH - Mary Elizabeth Hines
Assistant Professor of English as a Second Language
LaGuardia Community College, New York City

GG - Gloria Gallingane
Assistant Professor of English as a Second Language
LaGuardia Community College, New York City

LR - Lois Robinson, author of GUIDED WRITING AND FREE WRITING, Harper & Row

VFA - Virginia French Allen, strategies suggested in her talk to NJTESOL, Trends in the Teaching of Reading, November, 1972.

C&B - Campbell and Bracy, authors of LETTERS FROM ROGER, Prentice-Hall

Re: R 1. page 3

It appears that Reading is being given short shrift.

Quite the contrary. This exercise should be done early and regularly. It might have been written as the last step of every other task. In other words, at the end of an oral lesson, show the students what the same oral language looks like in its written form.

Re: A/O 23. page 5

My effort to express the place of occurrence in which I have noticed that native speakers do utter complete negative statements will, no doubt, need some elaboration.

Upon entering a group and learning that they're talking about traveling in Europe, that X was in Europe for 10 weeks last summer and Y was in Europe for 6 weeks last summer, it is possible that one might address Z with the question, "And how long were you in Europe last summer?"

One is leading with a WH question without first ascertaining with a yes/no question whether or not Z was, in fact, in Europe last summer. This is based on the erroneous assumption that everyone in the group was there last summer.

It is quite possible that Z would answer, "I wasn't in Europe last summer."

This set of conditions is easily arranged in beginning ESL classes. Often exclude one student from a common activity, but ask the same questions about all students. The WH question, applied to the student who was excluded, will often provide a natural place for the practice of the complete negative statement.

This is instead of eliciting it from a yes/no question which textbooks often do and native speakers never do.

Re: A/O 24 page 5

Shared situations are classroom ones. They vary to the degree that different teachers' imaginations vary and the personalities of different classes vary. But they are real experiences about which to communicate and make the structures meaningful. Some possibilities might be:

Realia and pictures that have been used in class.
The way these things were used -- were thrown, hidden, stepped on, crushed, broken, exchanged, torn, cut, passed around, eaten -- and what was said about it. Were these things supposed to happen or did they occur by accident?

A story that was read and discussed in class. (Some story characters can become well-known personalities to the class.)
A movie that was shown.
A classroom mishap, accident, or humorous incident.
Impossible homework that was assigned but caused a trauma.
An observer/visitor who attended.
A lesson that no one liked.
A test that was so difficult that no one passed.

Common situations are those that the students (or most of them) know of just by being alive in that town on that day and attending that class. Some examples would be:

Transportation systems that students can/have to use to reach the classroom.
Registration systems that students must survive to reach the classroom.
The current problems and politics of the town/country/world.
The shopping facilities available to people in that area.
The entertainment facilities available to people in that area.
The history of the area and holidays.
The geography of the area.
Famous people of the town, country, world.
Youth/age/diet/illnesses.
Care of infants and pets.
Campus routines, elections, regulations.
Availability of services: laundries, dry cleaners, shoe repair, appliance repair, banks, P.O.
Laws and regulations: Parking, speeding, voting, marriage, smoking, drinking, emergency exits, fire precautions . . .

Re: A/O 27 page 9

There are times when one has to respond to news received -- even though the news didn't generate any particular emotion or concern whatsoever. It just didn't "grab" you.

But another human being has addressed you, regarding something newsworthy in his/her opinion. One manages a response, no matter how bland it might be. I've called this a "neutral conversational response" or "addition." Examples: Gee, I hadn't noticed, myself.
Oh, is that a fact?
Really?
Oh? How come? . . .

Re: A/O 30 page 9

positional/organizational phrases:
in the middle, on the right, on the left
in the background/foreground
at the top/bottom
on the left side, on the right side
in the upper left corner, upper right corner, lower . . .
In the lower half/upper half
in the center

Re: A/O 33. page 10

What equipment do you need?
What precautions are necessary?
What should you do first? next? after that?

Suggested topics: How to operate a cigarette machine
How to bait a hook
How to make tuna fish salad
How to load a camera
How to bandage a cut finger

Re: A/O 34. page 10

elementary geometric vocabulary such as:

a square, a triangle, a rectangle, a circle . . .
a diagonal/horizontal/vertical line
a straight/dotted/broken/wavy/crooked line
a star, a dot . . .
a radius, diameter, circumference
a cube, a cone, a cylinder, a sphere, a rectangular solid

Re: A/O 37. page 11

Some pictures that look lonely work well. Lonely people, deserted streets, ghost towns, Antartic scenes . . .

A lot of complete negative statements are naturally used: The boy doesn't have anyone to play with. He doesn't have any place to go. Maybe he doesn't have any money. Maybe he doesn't know how to play baseball . . .

OR

There aren't any trees. There aren't any bushes or flowers. There aren't any birds. There isn't any grass. There's only snow.

Re: A/O 40. page 15

Unpleasant situations about which nothing can be done:

the failure of an exam in school
the failure of an exam for a driver's license
a paid doctor bill that leaves one broke -- takes away all vacation money
a bus/train/plane ride he missed and thus missed an important meeting/appointment/party/date
a job that he didn't get

Reassuring phrases and expressions:

Don't feel so bad. You did your best.
That's all anyone can do. That's the most anyone can do.
Now that you've tried the exam, you know what it's like. You'll do better next time.
Just be glad you were able to _____. You'll make up for it soon.

Money isn't everything. Come on, let's have a cup of coffee.
So you missed the _____ and you won't be at the _____.
Give them a ring and then let's go to the beach.
Don't let it get you down. There're other jobs in the world.
You'll find a better job than that one, anyway.
Let's go get today's paper and look at the ads.

Re: A/O 41. page 16

What kind of place is it? public, private, historic, modern
Where is it? How can tourists reach this place?
Why is it important or interesting? What happened/happens there?
How do people in your country feel about this place?

Re: A/O 42. page 16

Who/When/Where/What questions -- the specifics of the program
Ideas expressed in the program
Purpose of the program
Value of the program
Was the program especially for children? Give three quotes from the program to support your answer.
What is said about the popularity of the program?
Opinions - Impressions - What did/do you think? How did you feel? Were you sorry or glad when it ended? enlightened? informed? bored?