

**Hellenic Open University**

**HALF ASSIGNMENT 2**

**HALF MODULE**

**A5/102B**

**The Teaching of Speaking Skills**  
**In a Second/Foreign Language**

**Academic Year: 1997-1998**

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# PART I

Describe and evaluate the teaching of speaking in your current teaching situation. Use the criteria for good practice, which have emerged from units 1 and 2.

## Description of our Current Teaching Situation

Damianos Damianopoulos HOU-Academic Year 1997-1998 Assignment: A5/102b

## In Relation to the Teaching of Speaking

### General Aims

In previous papers we have had occasion to refer to the "**Taskway English**" course books taught in State Secondary Schools from the aspect of listening and reading. In this paper we are going to refer to another linguistic skill, which we consider most daunting for our pupils and yet paramount for their linguistic maturity in the target language: that of speaking.

It is recognised by the leading figures in the field that the purpose of any foreign language textbook or syllabus should be to transform our charges into fluent users of the foreign language. This means that they should in the long run become fluent in all four skills, namely reading and listening as well as writing and speaking. So, there should be a balance among these skills, and unless a learner is learning the foreign language for a particular purpose (ESP), they should be equally effective as writers, readers, listeners and speakers (Canale M. 1983: 18).

### Our Teaching Situation

In our teaching situation, namely the "**Taskway-English**" textbooks, the problem is not the balance so much as the quality of the materials and the way they are exploited. Taking as an example "**Taskway-English 3**", the textbook of our target class, the types of speaking activities are of the following nature:

| Type of Activities                 | Quantity | %   | Description   |
|------------------------------------|----------|-----|---|
| 1. Scripted dialogues <sup>1</sup> | 10       | 33% | Cued without any pre-speaking phase or follow-ups (e.g. integration with other skills). |
| 2. Monologues <sup>2</sup>         | 13       | 43% | No pre-speaking part or follow-ups.   |
| 3. Role-plays <sup>3</sup>         | 3        | 10% | No role instructions or materials, no follow-ups.                                       |
| 4. Guided dialogues <sup>4</sup>   | 3        | 10% | Structure oriented. No interaction.   |
| 5. Debates <sup>5</sup>            | 1        | 3%  | Follow-up writing of a letter.  |

<sup>1</sup> Taskway-English 3, p. 18, 31, 52, 62, 78, 88, 110, 124, 144, 170.

<sup>2</sup> Taskway-English 3, p.54, 68, 95, 125, 127, 135, 137, 154, 159, 169, 172, 173, 174.

<sup>3</sup> Taskway-English 3, p. 34, 53, 111.

<sup>4</sup> Taskway-English 3, p.65, 89.

<sup>5</sup> Taskway-English 3, p. 90.

| Type of Activities | Quantity | % | Description  |
|--------------------|----------|---|--|
|                    |          |   | Sufficiently organised. Requires partial adaptation. |

From this table it is obvious that what is missing is the communicative element in the speaking activities. Although there is balance among the four skills, there is no balance among the various types of speaking activities. Despite the fact that the level of the students and their speaking needs require more debates and role-plays, the emphasis of the textbook lies on scripted and guided dialogues. Besides, although monologues are important in conditioning our pupils for longer turns (Brown G and G Yule, 1997:27-28), we believe that they are disproportionately many, at the expense of role-plays and debates. What is more, the various activities are not designed in such a way as to make full use of their potential with supportive materials.

Lack of variety is another demerit of the activities. Pupils at such a level, namely "Pre-Intermediate" to "Intermediate", should have experience of a wide range of contexts of situations (ibid: 23). In our case the activities allotted to scripted dialogues and monologues account for about 76% of all the speaking activities contained in the textbook with mostly similar topics, while the really communicative activities account for only just over 10%.

It is always declared in the international bibliography that the objectives of a course in speaking a foreign language should be:

- (a) To enable learners acquire the basic skills necessary, when interacting with native speakers of the target language, namely the various amenities and pleasantries like greetings, wishing, thanking etc.
- (b) The basic skills, which will help them in transactional situations like asking for information, requesting services and the like and
- (c) Prepare them in such a way that they will be able to maintain continuous speech by producing much longer turns than the ones employed during situations enumerated previously. (Ibid: 27-28).

These objectives require that our learners participate in activities that reflect real life, in which they will have to exchange information or opinions with their peers, negotiate and persuade each other with their arguments and engage in conversations, which have meaning and purpose (Canale M. 1983: 18-19). The only way to achieve these goals is by employing "pseudo-communicative" or communicative activities, like discussions, debates, role-play, games and simulations, as they lead our learners to sponta-

neous interaction and genuine communication. (Rivers and Temperley, 1978:5)<sup>6</sup>

Let us, then, have a closer look at the activities displayed before and see how effective they are.

### **The Scripted Dialogues**

As we have already pointed out in a previous paper of ours,<sup>7</sup> having to perform a dialogue following rigidly laid grooves hardly serves the purpose of communication. The speaking produced is inflexible and the only purpose it serves is to blindly reproduce specific structures in an almost mechanical fashion.<sup>8</sup>

As many authorities point out, it is paramount that our learners have the opportunity to speak freely no matter how many mistakes they may make during their speech (Byrne, D. 1997: 2). In real speech we never follow plans. We continuously assess the situation and produce our sentences in relation to our listener, what their responses are, what we have said before, repeating, rephrasing correcting ourselves and starting all over again, if we are not satisfied with what we have just uttered (Bygate, M. 1997: 3, 19). With scripted dialogues these attributes of speech are never encountered. How shall our learners acquire these strategies? We should, then, have authentic, if possible, or natural communication, with all those characteristics of speech, which the learners will have to deal with in real life.

Another drawback of scripted dialogues is the fact that they present no purpose, no objective for the learner to look forward to. Therefore there is no incentive or challenge for them to participate in the dialogue, the acting out of which ends up a tedious reading aloud ceremony without any conscious, productive participation (Brown G and G Yule, 1997: 37).

### **The Monologues**

The monologues seem to be one of the merits regarding the speaking activities of the textbook we are trying to evaluate. Although the instructions are sometimes hazy and there is some tendency to structured language, we find that these activities offer our learners the opportunity to de-

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<sup>6</sup> Cited in Bygate M, 1997: 55.

<sup>7</sup> A5/102A Half-Assignment, "The Activities" p. 6.

<sup>8</sup> Cf. Taskway2, Unit 8, p.99, task 4, Unit 10, p. 126, tasks 2 and 3, Unit 11, p. 136, task 1.

velop free speech in the form of monologue, the importance of which we pointed out earlier in this paper.

### **The Role-plays**

The two role-play activities provided do not give our learners enough scope for interaction and they are not sufficiently designed with support materials. The activities are not multi-staged to increase the amount of speaking, while the roles given are shallow, without perspective or credibility. As a result, the learners cannot identify with the roles, because they do not have any individuality. However, they have turned out to be useful with some adapting and the provision of additional material.

### **The Guided Dialogues**

The first of the dialogues is actually reading aloud practice after completing a dialogue with the help of a restaurant menu. There is hardly any interaction, if the instructions of the textbook are to be religiously carried out. Yet, it is possible to use the material by altering the instructions and adding some more material to make the situation more realistic.

The second of the dialogues has always turned out to be a failure, as it offers no purpose to talk and no real need for interaction, as both parties know what the other will actually say. There is no information or opinion gap, as the pupils are requested to make oral copies of the example dialogue.

### **The Debate**

Although it is the only debate in the textbook, it is a favourite one, as it has always worked beautifully, with a few changes of design. Due to the fact that the topic of the debate touches upon pupils' problems and interests, this debate has at times taken even three or four class sessions including the follow-up writing activity. The activity lends itself to various forms of alterations. Some pupils have taken the discussion so seriously at times, that there has been animosity among interlocutors. The activity is always used in connection with choosing and grading by the pupils of the various issues to be pursued and followed by a letter-writing activity.

### **Some Suggestions**

It is the belief of all authorities in foreign language teaching that the purpose of the foreign language teacher should be to make their pupils independent and effective users of the foreign language. Therefore, we should proceed from the more controlled language teaching situations to less controlled ones. Controlled speech and free speech should be counter-proportionate at all stages of language learning and teaching. In the same way we must proceed from accuracy oriented teaching situations to fluency oriented ones (Byrne D. 1997: 10), from a condition of learning the language to a condition of using the language productively and independently (Wilkins D, 1974: 76).<sup>9</sup>

This can only be achieved by creating a need for our learners to communicate, exploiting to the full the means that we have to increase their interest and involvement. What our learners need are tasks that invite them to use the target language, not for the language itself, but for the reaching of the purpose (Crookall D and R. Oxford, 1990: 38). Our experience has shown that children love impersonations, love games, love having fun, because their spirits are still young and adventurous. They will, therefore, always like to deal with activities which have a purpose, pose a challenge, have meaning, are exciting and connected with their environment, problems, interests and lead to some inviting result. We believe that games, discussions and role-plays, which are well prepared and organised, with sufficient linguistic support, are a way, which can effectively promote our charges' mastery of the art of oral interaction and performance. The second part of this paper is an effort to give two samples of the activities proposed.

(Number of words: 1.585.)

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<sup>9</sup> Cited in Bygate M. 1997: 6.



## PART II

Describe and justify a framework for teaching speaking, which could be relevant for a particular class or group in your current teaching situation. Explain your objectives, justify them and show how you would attempt to achieve them by producing **original** materials for two speaking lessons. These materials should be trialled with at least one class.

## Sample Materials For the Teaching of Speaking in English as a Foreign Language

### The Target Class

The class with which we trialled the material to be presented is at the “Pre-Intermediate” to “Intermediate” level and it is a class of the Second Form of the 2<sup>nd</sup> Junior State High School of Corfu.

It is one more of those ubiquitous mixed ability classes, although the difference among the pupils is not so pronounced, thanks to some small scale streaming. There are 19 pupils between 13 and 14 years of age in almost equal numbers. They are eager, their attention and commitment levels are quite satisfactory and as regards discipline, they are well behaved and quite manageable.

The pupils are not learning English for any particular purpose and they are not trying to satisfy any specific needs, so the kind of teaching might be identified as “Teaching English for No Obvious Reason” (Abbot G. et al. (eds.) 1981: 12).

The textbook used during this year, was the second half of “Taskway-English 2” and some units of “Taskway-English 3”, which has not been enough due to the loss of a considerable number of lessons during the school “occupations”. Another reason was the fact that the frequency of the class is only twice a week with sessions of not more than 45 minutes at the most.

The class have written newspaper articles, advertisements and letters of application for a job and as regards speaking they have role-played journalist interviews,<sup>10</sup> made announcements,<sup>11</sup> and role-played job interviews.<sup>12</sup>

Tape recorders are the only equipment available in connection with the teaching of speaking. However the brevity of the teaching session and the low frequency of the class with all the obstacles referred to previously have rendered the recording of speaking classes for later evaluation and feedback a sheer luxury. Besides, there is not any video equipment for the

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<sup>10</sup> Taskway-English 3, p. 53, task 1.

<sup>11</sup> Taskway-English 3, p. 54.

<sup>12</sup> Taskway-English 3, p.34, task 2.

teaching of the paralinguistic elements of speech, such as gestures, grimaces etc.

### **Aspirations**

As we pointed out in the first part of this paper, the objectives of a speaking course should start with the consideration of the learner's needs, which may not be fixed, but fluctuate according to our learners' objectives and interests in life. These needs must be projected in a wide range of activities, which must have meaning, be close to real life and communicative in nature, with forms of speech, which are suitable for different and varied contexts (Canale M. 1983: 18-19). These activities must also have spontaneity and help our learners develop mastery of all those discourse strategies, which are necessary to engage in fruitful and rewarding oral communication. We certainly believe that the activities displayed below are of such nature.

### **The Techniques**

In our effort to develop the materials for the two speaking sessions required, we have borrowed Jordan's technique of "**pyramid discussion**" (Jordan R. 1990) for the first one and in the second we have used the technique of "**role-play**".

In selecting these techniques, our intention has been to offer ample opportunity to our pupils to communicate meaningfully in the target language within a context of situation, which is familiar to them and which they have had strong feelings about for quite some time now. In a way these activities have also been an opportunity to give vent to their feelings, as it were, hoping to secure in this way a certain level of motivation.

Yet, and perhaps more importantly, we have also been aiming at the improvement of the quality of their discourse with the implementation of pair-work and group-work activities, as we believe they are more effective, since they offer more opportunities for practice.

Besides activities of this nature create a more relaxed atmosphere, which is essential, if we want our learners to fully develop their potential, without any psychological constraints, which inhibit free linguistic production.

Another advantage is the fact that pair or group-work activities enable the teacher to pay individual attention to certain learners, who may require additional assistance, and we trust we have made sufficient use of this measure.

Last, but not least, we have intended our learners to learn from all this experience: we have meant them to learn how to participate in a civilised discussion in a constructive and co-operative way, and how to use reason and argument in convincing their interlocutor (Ur P. 1985: 3). Having outlined a framework of action, let us now zoom into the activities themselves.

## **The Activities**

From the materials displayed in the appendices, it is obvious that the same rationale underlies both speaking sessions. Both have stemmed from public life, where people need to discuss various issues, negotiate, argue, convince and finally arrive at some consensus: the quintessence of democracy, in other words. Both activities call for purposeful speech, both are founded on a reasoning and opinion gap, and their purpose is a specific result, an outcome. For the first activity, the *Pyramid Discussion*, the result is a common list of ordered items, on which some social action (actually an *Appeal*) will be based afterwards. For the second one, the *Role-play*, the outcome is a common proposition regarding a problem, which has arisen due to the outcome of the former activity. In this way, the two speaking sessions are closely linked and the pupils may have the impression that they are experiencing an actual situation rather than impersonating it, especially when these two speaking activities are linked with writing sessions, which also maintain the same angle of impersonation. But, let us approach the activities even more.

### **THE PYRAMID DISCUSSION**

#### **Objectives**

The purpose of this activity is to give the learners the opportunity to talk freely in the target language in an organised way, but without any grammatical or structural constraints, aiming at some outcome. The pupils should reach this outcome using their abilities in argument and persuasion.

#### **The Process**

The starting point is some reading work the pupils do at the beginning, after they are handed out the “*Address of the Chairman of the Student Council*” (Cf. Appendix I, pp. 14-26) and are asked to produce a list of five issues to be discussed by the Council. Those lists are the objects of the first discussions and revisions of opinion, which will generate talk between partners and further talk among groups.

When the situation has ripened among the members of groups and after the decisions of groups, written on the *Group lists*, have been pinned up on the board, the procedure moves on to a general whole-class discussion. Individual pupils put forward their ideas in a form of **public presentation**. This skill goes beyond the one-to-one or group negotiations, as it calls for self control in front of an audience, linguistic confidence and extempore production of speech in longer turns and possibly in the form of a short speech.

In the end the decision to write out an *Appeal* smoothly leads into a writing session, in this way integrating the two productive linguistic skills, speaking and writing. The *Appeal* is also used as a springboard by the teacher to launch the second speaking session, the role-play, later on.

## THE ROLE-PLAY

### Objectives

In this simulation of a debate our purposes are:

- a. To give the pupils the chance to talk in the target language, taking part in a situation, which has real life characteristics and use language, which is suitable for the situation they are trying to reproduce.
- b. To teach the pupils the mechanics of a debate, which arrives at some decisions, using democratic procedures, namely a vote. In this case we wish our learners not only to draw linguistic knowledge, but also learn from the whole procedure.

### The Process

The lesson is connected with a previous speaking session, namely that of the “*Pyramid Discussion*”. This is the reason that necessitates some connection with that, on the outset of the lesson.

The actual role-play chunk is preceded with an activity, which has a twofold objective: First to familiarise the learners with the situation and secondly to present them with examples of the style of language, which is used in debate situations.

The distribution to the learners of the answer-sheet to the pre-speaking activities cancels any test-situation anxieties and clarifies the actual objectives of the activities. This alleviating effect is strengthened by the fact that the learners are asked to deal with the activities in groups rather than individually.

During the role-play, the pupils have to combine the information they find in the distributed materials, namely (i) The “*Headmaster’s Report on the Housing Problem*”, (ii) The “*Details of the Available School Buildings*” and (iii) The information on their *Profile Cards*. (Cf. Appendix II, pp. 33-36). Then they act out their roles following the directions on the *Profile Cards*. This procedure is a combination of two language skills, actually, reading and speaking. The pupils have to do a substantial amount of reading, both during the pre-speaking phase and just before the role-play, while they study their *Profile Cards*.

Subsequently, the pupils engage in a discussion, which, of course, is pre-determined as to the duties they have to carry out and points of view, which they will have to support, but the pupils themselves will choose what to actually say, how to say it and in what order.

The final voting procedure does not have any linguistic benefit, as it does not involve speech, apart from the announcement of the outcome. Yet, learners should learn from the activity, and no debate would be complete without a decision; and decisions naturally require a voting procedure.

Immediately after the role-play, there arises the need to inform the public of the outcome. Still functioning in a pseudo-realistic fashion, the pupils undertake some written tasks, which will be the object of another lesson of the class, due to time constraints.<sup>13</sup>

## **Evaluation of the trials**

### **Pupils Response**

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<sup>13</sup> This writing session is part of the A5/101B Half-Assignment.

The discussion session was the first one to be trialled. During the activity the learners were very excited, partly due to the novelty of the situation and partly because of the recording equipment, which they had seen for the first time in any of their classes. Later on, and as the activity progressed, the learners displayed strong feelings about the issues, as we had hoped they would do, and their involvement was very satisfactory. Progressively they lost any self consciousness as regards accuracy in speech and what interested them was to get the message through, namely communication. This development was observed in both trial sessions.

During the role-play session, however, the pupils were still excited, but less so, as the procedure was more familiar now. During the time between the two trial sessions they asked when they would have another lesson like that, which was a sign that they had liked it enough.<sup>14</sup> The learners were also very involved in the choice of the most appropriate building for their school to move in, as they knew the locations and they were in a position to put forward original ideas bypassing the instructions on their *Profile Cards* in certain cases.

### Practical Problems

One of the most serious practical problems was the issue of time in both sessions, as the teaching period is 45 minutes, but some minutes were lost while the pupils were coming up to their classroom.

An oversight, which could have spoilt the trial of the discussion, was that the *Group Lists* were not large enough to accommodate large lettering. Despite the fact that the pupils were provided with thick felt tip marker pens, when the *Group Lists* were pinned up on the board we found out that the class were not able to make out the handwriting on them. So, to correct the situation, we made use of the board.

Another problem was that there was not enough time left for the feedback discussion, so feedback was short and ineffective. Nevertheless, the evaluation forms distributed to the learners were filled in properly in order to be discussed in a later session.<sup>15</sup>

### Evaluation of the teacher's role

Before the trial sessions we hoped that our efforts in their planning would be rewarded with a good result. As such we would consider our pu-

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<sup>14</sup> Statistical measurements as to the learners' responses are displayed at the end of each respective appendix, Appendix I: Discussion session, Appendix II: Role-play session.

<sup>15</sup> Statistical measurements were based on those filled in evaluation forms.

pils' satisfaction for taking part in a worthwhile activity and their feeling of fulfilment. After the inspection of the *Students' Evaluation Sheets* we found out that our expectations were only partially realised.

In retrospect, and after listening to the recordings of the trial sessions, we believe that our role as "manager" was a little bit marred. The cause were small oversights, which may have caused difficulty to our pupils, without our noticing it, all the more so since the time factor hindered sufficient feedback from them.

Nevertheless, we trust that we performed quite satisfactorily as a "resource" providing our pupils with the necessary assistance in terms of vocabulary during the *Language Input Activities*. We also believe that we performed quite successfully managing the class in terms of pair/group-work. Our recordings have disclosed that the monitoring of the class was quite effective in our efforts to dissuade our pupils from using the mother tongue, while our role as motivator (Ur P. 1997:3) or stimulator (Crookall D. and R. Oxford, 1990: 44) of our pupils is, we hope, obvious. We have also traced ourselves acting as an intermediary between two pupils during the role-play, when they had a strong disagreement over which roles to assume. (Cf. Recording and Guide in Appendix III).

Yet, what the teacher believes about his performance during a class is of no consequence. What matters really is if our pupils have had a good time learning something out of the process and if they left the classroom with a feeling of fulfilment and satisfaction, as we hope may be the case with the reader of this paper.

(Number of words: 2.280).



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## APPENDIX I

### PYRAMID DISCUSSION<sup>16</sup>

#### Preparation for an Appeal

#### Objectives:

Give a chance to the learners to talk in the target language and engage in a discussion, in an effort to decide on a course of action, using their skills of argument and persuasion.

#### Method:

Pyramid discussion, namely moving from a) **individual study** to b) **pair-work**, c) **group-work** in 4s and d) reaching final decision with **whole class discussion** and class consensus.

#### Procedure:

**a. Individual Study:** The chairperson<sup>17</sup> distributes the "*Address of Chairman of the Student Council*" with the proposed topics to be decided upon. Then they advise the participants to read it carefully and make a **list of five issues**, which they consider most urgent to be dealt with, **in order of importance**. The lists are to be made on the forms provided. (Suggested duration: 5').

**b. Pair work:** Then each pupil consults with their partner, **comparing lists** and trying to present a common one **negotiating** on the issues proposed and the order of importance. (Suggested duration: 5').

**c. Group work:** Each pair consults with a neighbouring one, forming a group of four, to formulate a common list of the five most urgent issues. (Suggested duration: 8-10').

**d. Whole class discussion:** The lists of the five groups are displayed on the board. **Whole class discussion** ensues **with individual public propositions** to reach agreement. If agreement is not reached on all five issues required, then the assembly adopts the promotion only of the common issues contained in the lists of all five groups. (Suggested duration: 15').

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<sup>16</sup> Jordan, R. (1990).

<sup>17</sup> In this case the teacher, due to the novelty of the activity on the part of the pupils.

**e. Bridging with a writing session:** After the discussion has been concluded, the assembly decides to carry on with **the writing out of the Appeal** to the Head of the School and decides to have a **new session** for this purpose.

**Feedback:**

Subsequently the teacher introduces a discussion of the whole procedure with the pupils, asking about the difficulties they faced during the activity, accepting criticism, making suggestions and possibly providing solutions to problems. Then they hand out the evaluation sheets to the students, who fill them in. (Suggested duration: remaining time).

**ADDRESS OF CHAIRMAN OF STUDENT COUNCIL**

*Dear friends and colleagues,*

*We have gathered here to talk about the condition our school is in and decide upon an appeal to the headmaster.*

*You all know the problem, which our school faces, but I think it is useful to enumerate them here, so that there may be a written record of them, to which we may refer from now on.*

*As you all have seen, **the computer room** is in a terrible state. Many computers are not working, while those, which are in operation, are not enough for all pupils. **The doors and windows** throughout the school are falling apart and **the roof leaks** through several points whenever it rains. Another serious problem after the recent occupations of our school is that of **the chairs**. There are not enough of them and sometimes we have to borrow from other classrooms, which are not occupied at the time. **The toilets** are another issue, which has to be discussed, since they are not enough to accommodate such a large number of pupils. The creation of **the art and craft workroom** is also something, which, I believe, must be given attention, and the fact that our **school yard** has been reduced, since more than half of it was lost to the neighbouring Ionian University building, must also be examined. **The central heating** and its irregular operation must also be put on the table, while we must not forget to protest, as nothing has been done about **the deafening noise**, which comes from the neighbouring roads. I should like to suggest that **the high prices of the canteen** and **the broken card phones** must also be an object of discussion. The issue of **excursions** and **Saturday supplementary classes** due to the loss of lessons during the occupations are two matters, which have caused us a lot of displeasure lately and they should not go unobserved, while **the excessive homework** and the refusal of the headmaster to allow a **part** in the school premises should also be considered once more.*

*It is clear, of course, that we cannot press so many issues at one go, so we may have to choose the most important and urgent ones, and this is the first objective of the present session of the School Council.*

*As soon as a decision has been reached, we shall, of course, go about the business of writing out the Appeal, which the Chairperson will have to hand to the headmaster as soon as it is ready and properly signed by the members of this Assembly.*

*Thank you for your attention.*

## Personal List

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Pair List

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **Group 1 List**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **Group 2 List**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



### **Group 3 List**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **Group 4 List**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## **Group 5 List**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Class List

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

| STUDENT EVALUATION SHEET <sup>18</sup>                 |  |       |   |          |   |   |
|--|--|-------|---|----------|---|---|
| Language You Learnt<br>(Tick ✓)                        |  | Agree |   | Disagree |   |   |
| <b>a</b>   | I hardly learnt anything; not interested.  |       |   |          |   |   |
| <b>b</b>   | I made a little progress, but I have to improve much more.   |       |   |          |   |   |
| <b>c</b>   | I made good progress.  |       |   |          |   |   |
| <b>d</b>   | I learnt most of the things the lesson had to give me.   |       |   |          |   |   |
| <b>e</b>   | I did not learn much, as I already knew most of it.  |       |   |          |   |   |
| How You Felt and Acted<br>(Tick ✓ one number from 1-5) |  | 1     | 2 | 3        | 4 | 5 |
| <b>a</b>   | I put a lot of effort and interest in this oral activity.  |       |   |          |   |   |
| <b>b</b>   | I participated well in the oral activities in class.   |       |   |          |   |   |
| <b>c</b>   | I participated well in the rest of the class activities (working in pairs, groups etc.)                        |       |   |          |   |   |
| <b>d</b>   | I helped other people and looked for the help of others in the oral activities (working in pairs, groups etc.) |       |   |          |   |   |
| <b>e</b>   | My attitude does not cause problems to the development of the class or to the work of other pupils.            |       |   |          |   |   |

<sup>18</sup> Adapted from Guitian 1988, cited in R. West 1990/5, A5/102b, Unit 5.

### Pupils Response Statistics

| <b>STUDENT EVALUATION SHEET SUMMATIVE FORM <sup>19</sup></b> |  |                   |            |                 |            |            |
|--|--|-------------------|------------|-----------------|------------|------------|
| (One pupil was absent)                                       |  |                   |            |                 |            |            |
| <b>Language You Learnt</b>                                   |  | <b>Agree</b>      |            | <b>Disagree</b> |            |            |
| <b>a</b>   | I hardly learnt anything; not interested.  | -4                |            |                 |            | +14        |
| <b>b</b>   | I made a little progress, but I have to improve much more.   | +5                |            |                 |            | -13        |
| <b>c</b>   | I made good progress.  | +14               |            |                 |            | -4         |
| <b>d</b>   | I learnt most of the things the lesson had to give me.   | +16               |            |                 |            | -2         |
| <b>e</b>   | I did not learn much, as I already knew most of it.  | -1                |            |                 |            | +17        |
| <b>Total possible value of both columns ±90</b>              |  | <b>+35</b>        |            |                 |            | <b>+31</b> |
|  |  | <b>-5</b>         |            |                 |            | <b>-19</b> |
| <b>Positive:</b>   |  | <b>+66/90 or</b>  |            |                 |            |            |
|  |  | <b>+73.30%</b>    |            |                 |            |            |
| <b>Negative:</b>   |  | <b>-24/90 or</b>  |            |                 |            |            |
|  |  | <b>-26.70%</b>    |            |                 |            |            |
| <b>How You Felt and Acted</b>                                |  | <b>1</b>          | <b>2</b>   | <b>3</b>        | <b>4</b>   | <b>5</b>   |
| <b>a</b>   | I put a lot of effort and interest in this oral activity.  | 4                 | 2          | 3               | 1          | 8          |
| <b>b</b>   | I participated well in the oral activities in class.   | 0                 | 3          | 1               | 7          | 7          |
| <b>c</b>   | I participated well in the rest of the class activities (working in pairs, groups etc.)                        | 2                 | 1          | 4               | 2          | 9          |
| <b>d</b>   | I helped other people and looked for the help of others in the oral activities (working in pairs, groups etc.) | 2                 | 2          | 2               | 8          | 4          |
| <b>e</b>   | My attitude does not cause problems to the development of the class or to the work of other pupils.            | 0                 | 0          | 4               | 5          | 9          |
| <b>Sum of collected points per column:</b>                   |  | <b>8</b>          | <b>16</b>  | <b>42</b>       | <b>92</b>  | <b>185</b> |
| <b>Total of possible points per column:</b>                  |  | <b>90</b>         | <b>180</b> | <b>270</b>      | <b>360</b> | <b>450</b> |
| <b>Level of positive response of pupils:</b>                 |  | <b>343/450 or</b> |            |                 |            |            |
|  |  | <b>76,20%</b>     |            |                 |            |            |

<sup>19</sup> Adapted from Guitian 1988, cited in R. West 1990/5, A5/102b, Unit 5.

## APPENDIX II

### SIMULATION OF DEBATE

(Role-play)

#### Objectives

To offer the pupils an opportunity to participate in a role-play, where they will be able to use their skills of reasoning and persuasion in an effort to arrive at a decision in collaboration with other people, using the target language.

#### Method

**Simulation of debate** with the use of *Profile Cards*, which provide the basic features of a role. The provided features are necessary for the impersonation by the pupils of the four members of the School Council of their school, namely the 2<sup>nd</sup> Junior State High School of Corfu.

#### Procedure

##### a. Connection with previous class-work:

The teacher reminds the pupils of their decision as the *Students' Council* to make an *Appeal* to the headmaster of the school for the solution of its chronic problems. They go on to explain that that appeal made the direction of the school turn for help to the Ministry for Education, who responded with the offer of three buildings into which the school could move. (Suggested duration: 5 minutes.)

##### b. Language input activities:

Subsequently the teacher introduces two activities whose respective objectives are (a) to **familiarise the pupils** with the situation the *School Council* faces and (b) to provide them with **samples of the style of language**, which will be necessary during the role-play. The pupils deal with the language activities in groups and when they have come to a conclusion, the teacher also distributes a key to the activities, against which the pupils are invited to compare their answers. (Suggested duration: 10 minutes.)

##### c. The Role-play activity:

The teacher explains to the pupils how they are expected to make use of the material distributed to them, namely (a) the *Headmaster's Report on*

*the 2<sup>nd</sup> Junior High School Housing Problem*, (b) the *Details of the Available School Buildings*, (c) the *Profile Cards 1-4* and (d) the *Voting Slips*, which are designed to facilitate the voting procedure among the members of the *School Council*.

Immediately after the above procedure the **debate** commences among the pupils, who work in fours. Following the instructions on their cards, the pupils conclude the debate and vote for the most appropriate building. (Suggested duration: 15 minutes.)

**d. Link with a “writing” session:**

After the outcome of the vote is announced, the teacher introduces the intention of the *School Council* to issue a *Press release*, in order to inform the Corfiot public about the tackling of the housing problem of the 2<sup>nd</sup> Junior High School of Corfu. They also instruct the pupils that this task is to be pursued during another class session.

**e. Feedback**

Having concluded the actual teaching procedure and provided there is time, the teacher introduces a discussion on the whole **procedure of the debate**, and invites the pupils to come forward with their impressions of it and describe any problems, which they faced during the activity. They also distribute to the pupils an evaluation form with statements to agree or disagree with, regarding the language they learnt, and assessing statements to grade, regarding the way they felt and acted during the activity. (Suggested duration: 10 minutes.)



HEADMASTER'S REPORT ON THE 2<sup>ND</sup> JUNIOR HIGH SCHOOL HOUSING PROBLEM

The 2<sup>nd</sup> Junior High School of Corfu is an institution with great history over the years. Many outstanding members of our community are among its graduates. It is one of the oldest and most well known educational establishments and has contributed a lot to the welfare of the Corfiot society.

However, many problems have arisen over its long history and many of them have not been solved or only in part. As a result, many of them have accumulated over the years, especially the problems, which have to do with the housing of the school, namely the buildings and the schoolyard.

The recent appeal on the part of the pupils, pressing for the solution of these problems, has shown that some immediate action must be taken. Having realised this necessity, we have contacted the ministry for education, asking for the solution of the problems described in the appeal of the pupils. The Ministry pointed out that refurbishing of the school is out of the question, as it would cost a huge amount of money. Consequently, the only way, which the Ministry considers possible, is to move into another building in town.

Having decided upon that, the Ministry went on to inspect various available buildings in our town and has produced three choices for us to consider. These three choices with their specifications are presented below. It is our task, therefore, to study the propositions, evaluate them and then decide whether to accept one of them, and therefore move into the new building as soon as possible, or reject them, if considered inadequate, and continue operating in our present premises.

Thank you for your kindness to be present in this session of the School Council.

| <b>Details Of The Available School Buildings</b> |                                    |  |                                  |
|--|------------------------------------|--|----------------------------------|
| <b>SPECIFICATIONS</b>                            | <b>BUILDING IN OLD FORTRESS</b>    | <b>NURSERY SCHOOL P.I.K.P.A. ALEXANDRAS AVE.</b> | <b>BUILDING OF OLYMPIC HOTEL</b> |
| Number of Rooms                                  | 16                                 | 20   | 12                               |
| Building Condition                               | Very good                          | Newly repaired                                   | Needs repairs                    |
| School Yard                                      | Unlimited                          | 700m <sup>2</sup>                                | No yard                          |
| Distance from bus terminal                       | 20 minutes                         | 10 minutes                                       | 5 minutes                        |
| Levels of Noise                                  | Very quiet                         | Fairly quiet                                     | Very noisy                       |
| Safety   | Quite safe no traffic              | Not very safe, some traffic                      | Not safe, cross-roads, jams      |
| Control  | Not easily controlled, large space | Easily controlled, enclosed area                 | Perfectly controlled, no yard    |
| Sports Facilities                                | Space for football                 | Playground, seesaw, slide, swings                | No sports facilities.            |

## **I. Language Input Activities**

Work with the rest of your group to decide which are the right answers. The group with the most correct answers is the winner.

a. Mark true  or false .

|     |  |  |
|-----|--|--|
| 1.  | The 2 <sup>nd</sup> Junior High School has been operating for a long period of time.   |  |
| 2.  | Many important people, who live in Corfu, have been educated in this school.   |  |
| 3.  | The school has got many problems because it has a long history.  |  |
| 4.  | The school faces difficulties, because many of the problems were not solved in the past and many were not solved in a proper way.    |  |
| 5.  | The problems regarding the building of the school are the most important.  |  |
| 6.  | The pupils were the first who started taking action to solve the problem.  |  |
| 7.  | The headmaster could not do anything by himself, so he turned to the Ministry for Education.   |  |
| 8.  | The Ministry for Education decided to build a new school.  |  |
| 9.  | The three buildings described in the headmaster's report are existing ones in the town of Corfu.                                     |  |
| 10. | The School Council will have to decide which building is the most suitable to house the 2 <sup>nd</sup> Junior High School of Corfu. |  |

b. It is mentioned in the headmaster's report that a) the pupils made an appeal to the school, b) the headmaster turned to the Ministry for Education for help and c) the Ministry replied with the offer of three options. Which of the following expressions or sentences do you think were used in the three documents? Mark them:

**S:** (=students' appeal),

**H:** (=headmaster's document to Ministry),

**M:** (=response from the Ministry for Education). The first one has been answered as an example:

|     |  |          |
|-----|--|----------|
| 1.  | We are not prepared to put our lives in danger any more.                               | <b>S</b> |
| 2.  | The Prime Minister has given specific instructions not to...                           |          |
| 3.  | After a meeting we had last week...  |          |
| 4.  | The Direction of the school cannot guarantee their safety.                             |          |
| 5.  | The national economy is not in such a state as to...                                   |          |
| 6.  | Although our parents should have a say in this matter...                               |          |
| 7.  | Our institution will ask for the support of parents and pupils.                        |          |
| 8.  | It is our belief that if the Ministry and the School wished to...                      |          |
| 9.  | Our general secretary of the pointed out...  |          |
| 10. | The majority of the members of the council...  |          |
| 11. | I will have a meeting with the other members of the school council and the teachers... |          |
| 12. | More responsibility should have been shown on the part of the pupils...                |          |

## **II. ROLE PLAY**

a. The four members of your group are the members of the school Council of the 2<sup>nd</sup> Junior High School. Take a ***Profile Card*** each, read it carefully and consider your role. Then carry out a discussion to decide on the building to which the school is going to move into. You can use additional information from your experience with the school, but do not leave out or change the details on your ***Profile Cards***.

b. When each one of you has made their point, hold a vote to see which building your group supports and fill in the voting slip for your group with the appropriate information. In the end your teacher will collect them for the whole class to resolve which is the most popular decision.

## **III. Follow Up**

Now that your council has reached a decision you must consider **writing a press release etc.** regarding the decision of your council. Full details of this **writing session** will be given to you during our writing session next week.

**Profile Card 1**

**M. Philippou-Head of the School**

You have been director of schools for the last seven years. You have served in other schools of the area as well and you have been serving as a head of this school for the last three years.

**Your duties during the meeting:**

- ❖ You are chairing the meeting of the School Council.
- ❖ First you introduce yourself, then explain the objectives of the meeting and hand out copies of your report to the other members of the council.
- ❖ After they have gone through it, you ask the other members of the School Council to put forward their views, first the **Parents' representative**, then the **Student Council representative** and lastly the representative of the **Local Education Authority**.
- ❖ Finally you express your opinion following the instructions given below. After that you call for a vote. Due to the even number of council members, the Headmaster's vote counts double.

**Your point of view:**

You favour the PIKPA option for the following reasons:

- ❖ Enough rooms
- ❖ Fairly quiet surroundings
- ❖ Easy control of the school area
- ❖ No need for building repairs

*Profile Card 2*

**J. Mikalef-Parents' Representative**

You are **Chairman of the Parents' Society** and you have a 12-year-old daughter in the first form of the school.

**Your duties during the meeting:**

You will be asked to state your opinion first regarding the moving of the school to another building. Try to convince the other members that your point of view is the most sensible and take part in the conversation regarding the advantages and the disadvantages of the three buildings.

**Your point of view:**

You favour the **building in the Old Fortress** for the following reasons:

- ❖ Safety is the most important
- ❖ Quiet surroundings
- ❖ The very good condition of buildings
- ❖ You are worried about the distance children will have to walk from the bus terminal. Suggest providing school transport from the bus terminal to the school.

*Profile Card 3*

### **M. Moskat-Students' Representative**

You chair the Students' Council for the third year. The Students' Council made an appeal to the Headmaster of the school some days ago and that appeal started the whole thing.

#### **Your duties during the meeting:**

The Headmaster will invite you to put forward the pupils' point of view regarding which building to choose. Try to convince the other members of the council of your view (see below) and try to take part in the conversation as much as possible, regarding the advantages and disadvantages of the three buildings.

#### **Your point of view:**

You are in favour of the PIKPA building for the following reasons:

- ❖ It is only 10 minutes from the bus terminal
- ❖ It is a new and maintained building which will make your stay there pleasant
- ❖ It has a quite large school yard
- ❖ But you are not satisfied with the sports facilities: suggest replacing children's playground with a basketball court.

### **Profile Card 4**

### **D. Soueref-Head of Local Education Authority**

You are the head of the **Local Education Authority** and you are responsible for the whole area of Corfu and nearby islands of Paxos, Mathraki, Othoni and Ereikousa.

#### **Your duties during the meeting:**

You will be invited to express your point of view (look at the instructions below) regarding the moving of the 2<sup>nd</sup> Junior High School to a new building. Try to focus on the good points of the suggestions made by the members who have spoken before you.

#### **Your points of view:**

- ❖ Point out that you consider the **Old Fortress** and the **PIKPA** buildings the most convenient options
- ❖ Point out that the **Olympic Hotel** building has got many disadvantages, i.e. needs repairs, has no school yard, is a very noisy and unsafe place because of the traffic
- ❖ It has no sporting facilities
- ❖ Underline the fact that no money can be given for repairs
- ❖ State that you are ready to support either of the other two options.

### **GROUP 1**



| VOTES                   | BUILDING IN<br>OLD FORTRESS | NURSERY<br>SCHOOL<br>P.I.K.P.A. | BUILDING OF<br>OLYMPIC HOTEL |
|-------------------------|-----------------------------|---------------------------------|------------------------------|
| FOR                     |                             |                                 |                              |
| AGAINST                 |                             |                                 |                              |
| RESULT<br>(✓ building ) |                             |                                 |                              |

✂

---

| <b>GROUP 2</b>          |                             |                                 |                              |
|-------------------------|-----------------------------|---------------------------------|------------------------------|
| VOTES                   | BUILDING IN<br>OLD FORTRESS | NURSERY<br>SCHOOL<br>P.I.K.P.A. | BUILDING OF<br>OLYMPIC HOTEL |
| FOR                     |                             |                                 |                              |
| AGAINST                 |                             |                                 |                              |
| RESULT<br>(✓ building ) |                             |                                 |                              |

✂

---

| <b>GROUP 3</b>          |                             |                                 |                              |
|-------------------------|-----------------------------|---------------------------------|------------------------------|
| VOTES                   | BUILDING IN<br>OLD FORTRESS | NURSERY<br>SCHOOL<br>P.I.K.P.A. | BUILDING OF<br>OLYMPIC HOTEL |
| FOR                     |                             |                                 |                              |
| AGAINST                 |                             |                                 |                              |
| RESULT<br>(✓ building ) |                             |                                 |                              |

✂

---

| <b>GROUP 4</b> |                             |                                 |                              |
|----------------|-----------------------------|---------------------------------|------------------------------|
| VOTES          | BUILDING IN<br>OLD FORTRESS | NURSERY<br>SCHOOL<br>P.I.K.P.A. | BUILDING OF<br>OLYMPIC HOTEL |
| FOR            |                             |                                 |                              |
| AGAINST        |                             |                                 |                              |
| RESULT         |                             |                                 |                              |

| (✓ building )   |  |              |          |                 |          |          |
|---|--|--------------|----------|-----------------|----------|----------|
| <b>STUDENT EVALUATION SHEET <sup>20</sup></b>                 |  |              |          |                 |          |          |
| <b>Language You Learnt</b><br>(Tick ✓)                        |  | <b>Agree</b> |          | <b>Disagree</b> |          |          |
| a   | I hardly learnt anything; not interested.  |              |          |                 |          |          |
| b   | I made a little progress, but I have to improve much more.   |              |          |                 |          |          |
| c   | I made good progress.  |              |          |                 |          |          |
| d   | I learnt most of the things the lesson had to give me.   |              |          |                 |          |          |
| e   | I did not learn much, as I already knew most of it.  |              |          |                 |          |          |
| <b>How You Felt and Acted</b><br>(Tick ✓ one number from 1-5) |  | <b>1</b>     | <b>2</b> | <b>3</b>        | <b>4</b> | <b>5</b> |
| a   | I put a lot of effort and interest in this oral activity.  |              |          |                 |          |          |
| b   | I participated well in the oral activities in class.   |              |          |                 |          |          |
| c   | I participated well in the rest of the class activities (working in pairs, groups etc.)                        |              |          |                 |          |          |
| d   | I helped other people and looked for the help of others in the oral activities (working in pairs, groups etc.) |              |          |                 |          |          |
| e   | My attitude does not cause problems to the development of the class or to the work of other pupils.            |              |          |                 |          |          |

<sup>20</sup> Adapted from Guitian 1988, cited in R. West 1990/5, A5/102b, Unit 5.

## KEY TO THE LANGUAGE ACTIVITIES

a. Mark true☑ or false☒:

|     |  |   |
|-----|--|---|
| 1.  | The 2 <sup>nd</sup> Junior High School has been operating for a long period of time.   | ✓ |
| 2.  | Many important people, who live in Corfu, have been educated in this school.   | ✓ |
| 3.  | The school has got many problems because it has a long history.  | ✗ |
| 4.  | The school faces difficulties, because many of the problems were not solved in the past and many were not solved in a proper way.    | ✓ |
| 5.  | The problems regarding the building of the school are the most important.  | ✓ |
| 6.  | The pupils were the first who started taking action to solve the problem.  | ✓ |
| 7.  | The headmaster could not do anything by himself, so he turned to the Ministry for Education.   | ✓ |
| 8.  | The Ministry for Education decided to build a new school.  | ✗ |
| 9.  | The three buildings described in the headmaster's report are existing ones in the town of Corfu.                                     | ✓ |
| 10. | The School Council will have to decide which building is the most suitable to house the 2 <sup>nd</sup> Junior High School of Corfu. | ✓ |

b. It is mentioned in the headmaster's report that a) the pupils made an appeal to the school, b) the headmaster turned to the Ministry for Education for help and c) the Ministry replied with the offer of three options. Which of the following expressions or sentences do you think were used in the three documents? Mark them:

**S:** (=students' appeal),

**H:** (=headmaster's document to Ministry),

**M:** (=response from the Ministry for Education). The first one has been answered as an example:

|     |  |   |
|-----|--|---|
| 1.  | We are not prepared to put our lives in danger any more.                         | S |
| 2.  | The Prime Minister has given specific instructions not to...                     | M |
| 3.  | After a meeting we had last week...  | S |
| 4.  | The Direction of the school cannot guarantee their safety.                       | H |
| 5.  | The national economy is not in such a state as to...                             | M |
| 6.  | Although our parents should have a say in this matter...                         | S |
| 7.  | Our institution will ask for the support of parents and pupils.                  | H |
| 8.  | It is our belief that if the Ministry and the School wished to...                | S |
| 9.  | Our general secretary of the pointed out...                                      | M |
| 10. | The majority of the members of the council...                                    | S |
| 11. | I will have a meeting with the members of the school council and the teachers... | H |
| 12. | More responsibility should have been shown on the part of the pupils...          | H |

### Pupils Response Statistics

| <b>STUDENT EVALUATION SHEET SUMMATIVE FORM <sup>21</sup></b> |  |                   |            |            |            |            |                 |
|--|--|-------------------|------------|------------|------------|------------|-----------------|
| <b>Language You Learnt</b>                                   |  | <b>Agree</b>      |            |            |            |            | <b>Disagree</b> |
| a  | I hardly learnt anything; not interested.  | -3                |            |            |            |            | +16             |
| b  | I made a little progress, but I have to improve much more.   | +8                |            |            |            |            | -11             |
| c  | I made good progress.  | +16               |            |            |            |            | -3              |
| d  | I learnt most of the things the lesson had to give me.   | +13               |            |            |            |            | -6              |
| e  | I did not learn much, as I already knew most of it.  | -4                |            |            |            |            | +15             |
| <b>Total possible value of both columns ±95</b>              |  | <b>+37</b>        |            |            |            |            | <b>+31</b>      |
|  |  | <b>-7</b>         |            |            |            |            | <b>-20</b>      |
| <b>Positive:</b>   |  | <b>+68/95 or</b>  |            |            |            |            |                 |
|  |  | <b>+71,58%</b>    |            |            |            |            |                 |
| <b>Negative:</b>   |  | <b>-27/95 or</b>  |            |            |            |            |                 |
|  |  | <b>-28,42%</b>    |            |            |            |            |                 |
| <b>How You Felt and Acted</b>                                |  | <b>1</b>          | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5</b>   |                 |
| a  | I put a lot of effort and interest in this oral activity.  | 3                 | 1          | 0          | 4          | 11         |                 |
| b  | I participated well in the oral activities in class.   | 1                 | 4          | 2          | 4          | 8          |                 |
| c  | I participated well in the rest of the class activities (working in pairs, groups etc.)                        | 2                 | 1          | 4          | 6          | 6          |                 |
| d  | I helped other people and looked for the help of others in the oral activities (working in pairs, groups etc.) | 1                 | 3          | 3          | 3          | 9          |                 |
| e  | My attitude does not cause problems to the development of the class or to the work of other pupils.            | 0                 | 0          | 2          | 10         | 7          |                 |
| <b>Sum of collected points per column:</b>                   |  | <b>7</b>          | <b>18</b>  | <b>33</b>  | <b>108</b> | <b>205</b> |                 |
| <b>Total of possible points per column:</b>                  |  | <b>95</b>         | <b>190</b> | <b>285</b> | <b>380</b> | <b>475</b> |                 |
| <b>Level of positive response of pupils:</b>                 |  | <b>371/475 or</b> |            |            |            |            |                 |
|  |  | <b>78,10%</b>     |            |            |            |            |                 |

<sup>21</sup> Adapted from Guitian 1988, cited in R. West 1990/5, A5/102b, Unit 5.

### APPENDIX III

## GUIDE THROUGH SAMPLE LESSON RECORDINGS <sup>22</sup>

### A. PYRAMID DISCUSSION

| TAPE<br>COUNTER<br>READING   | DESCRIPTION   |
|------------------------------|---|
| <b>000-031<br/>(021-023)</b> | <b>Introduction to the Student Council Meeting</b><br>(Recording problem due to bad microphone connection)  |
| <b>032-100</b>               | <b>Reading</b> of the "Appeal" by the students. Individual assistance administered by the teacher   |
| <b>100-111</b>               | <b>Instructions</b> for the <b>choosing</b> and the <b>grading of issues</b> on the " <i>Personal Lists</i> ". Individual assistance by the teacher.  |
| <b>111-153</b>               | <b>Grading of issues.</b> Individual assistance given by the teacher  |
| <b>154-240</b>               | <b>Pair work discussion</b> to produce common lists of pairs. Individual assistance. Resolving of problems. Effort to promote talk even if there is complete agreement between members of pairs.  |
| <b>241-339</b>               | <b>Arrangement of groups.</b> Instructions to produce common lists on " <i>Group Lists</i> " using marker pens in order to pin them up on the board later. <b>Discussion.</b> Individual support. Resolving of impasses.  |
| <b>340-358</b>               | <b>Collection of lists.</b> Pinning up on board. Problem: <b>lettering on group lists too small</b> to be seen from a distance; should have made <b>provision for larger lists.</b>   |
| <b>359-387</b>               | Introduction of activity to produce a <b>single class list.</b>   |
| <b>387-447</b>               | <b>Individual student contributions</b> to choose the most important issues from a comprehensive list comprising all issues mentioned on group lists. <b>Determination of common issues</b> and their <b>order of importance.</b> Prodding for wider participation. |
| <b>447-495</b>               | <b>Introduction of vote</b> for the issues with <b>supporting ideas.</b>  |
| <b>495-500</b>               | Introduction of the <b>written follow-up:</b> the writing of the " <i>Appeal</i> " to the school. <b>Bridging</b> with a "Writing" session.   |
| <b>501-541</b>               | Introduction of <b>evaluation discussion.</b> <sup>23</sup> Filling in of <b>evaluation forms.</b> Explanation of evaluation form issues to fill in. Collection of papers. End of Class. Subsequent noise as pupils go out of the classroom.                        |

<sup>22</sup> Effort has been made to include most features of the recorded lesson samples. However, the guide is not meant as a 100% representation of the samples.

<sup>23</sup> Short and ineffective due to lack of time, as the session was roughly 40 minutes in length.

## B. ROLE PLAY

| TAPE<br>COUNTER<br>READING | DESCRIPTION  |
|----------------------------|--|
| <b>000-010</b>             | <b>Connection</b> with the “ <i>Pyramid Discussion</i> ” session.  |
| <b>010-091</b>             | <b>Introduction</b> of new situation. <i>Session of School Council</i> to decide on the building issue. <b>Distribution</b> of the “ <i>Headmaster's Report to the School Council</i> ”. <b>Reading of report</b> by pupils. <b>Vocabulary support</b> by teacher individually.  |
| <b>091-130</b>             | <b>Introduction of grid</b> with the specifications of the buildings to be considered. <b>Explanation</b> of the <i>School Council tasks</i> . Introduction of “ <i>Language Input Activities</i> ” to be dealt with in groups. Management of groups and voting regulations.   |
| <b>131-299</b>             | Carrying out of “ <i>Language Input Activities</i> ”. Individual support. Handing out of answer sheets to “ <i>Language Input Activities</i> ”. (Correction of a typing mistake in answer sheet by teacher.)   |
| <b>300-339</b>             | <b>Introduction</b> of the “ <i>Role Play</i> ”. Distribution of the “ <i>Profile Cards</i> ”.   |
| <b>339-460</b>             | <b>Reading</b> of the “ <i>Profile Cards</i> ”. <b>Role management</b> . <b>Negotiations</b> among pupils regarding role taking. Individual support with grid, role cards and vocabulary. <b>Discussion</b> of the housing issue for the school. <b>Voting</b> for the most suitable building within groups. Filling in of <i>Vote slips</i> . |
| <b>460-497</b>             | Collecting of decisions by the teacher.  |
| <b>497-500</b>             | Introduction of the <b>writing task</b> as a <b>follow-up</b> to the <b>speaking session</b> : “ <i>A Press Release</i> ”, to be written during a subsequent session of the class.   |
| <b>501-514</b>             | Distribution and filling in of the <b>evaluation forms</b> .   |
| <b>514</b>                 | End of class; bell ring.   |
| <b>514-527</b>             | Slight prolongation of session. <b>Initiation of evaluation discussion</b> . <b>Pointing out of problems</b> by pupils regarding (a) communication due to the fact that some <b>pupils spoke quickly</b> (mixed ability groups) and (b) <b>disagreement</b> over role allotment and issues discussed. Collecting of papers.                    |

## APPENDIX IV

### Analysis of the function of the *Student Evaluation Sheet Summative Form*

(The example form is the one on page 26)

#### First Part: “Language You Learnt”

We first mark the “Agree” and “Disagree” boxes as **positive** or **negative** in relation to the evaluation items we have entered in the second column; e.g. the box “a-Agree” is negative and it follows that the box “a-Disagree” is positive. Therefore the total of the collected answers for each pair of “Agree” and “Disagree” must give the total number of our learners, provided our pupils have filled in the forms properly.

Now the positive and negative ticks are counted and entered in the appropriate boxes of the *Students Evaluation Sheets Summative Form*, so we can have a positive and negative sum at the bottom of each column. The total of **positive** and **negative** answers derives from the number of the pupils multiplied by the number of evaluation items, in this case five, a to e. Therefore,  $5 \times 18$  (number of pupils) =  $\pm 90$ . Subsequently the **positive** and **negative** answers form two fractions taking the place of numerator and the number of possible positive or negative answers the place of denominator, so we have the fractions in the example form  $+66/90$ ,  $-24/90$ . If we multiply the fractions by 100 we get our pupils positive and negative response in percentage values.

#### Second Part: “How You Felt and Acted”

In this part things are a bit more straightforward. Since all items are positive, we work out the highest possible grade of the last column (5), since it gives the most marks of all. We multiply the value of the column, namely 5 by the number of evaluation items, a to e, and the number of pupils, in this case 18, i.e.  $5 \times 5 \times 18 = 450$ . Then we find the total of points received per column, we sum up the received points of all columns and the total is the numerator of a fraction with the highest total of points possible to receive as denominator. If we multiply the fraction by 100 we get the percentage of positive response from our pupils.