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ABSTRACT

This survey examines current programs available for teaching English as a second language to prospective teachers who are already professionally qualified in their own countries but are not equipped to work in a classroom with English-speaking children. The areas concerned are: London, Bradford, Nottingham, Leicester, Coventry, and Wolverhampton; and the immigrant teachers are almost exclusively from India or Pakistan. The problems of professional and social re-orientation are explored in depth, and it is found that it is as vital as the actual language instruction for the teacher to undergo training in these areas. (HW)

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# A Survey of English Courses for Immigrant Teachers

by

Julian Dakin

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## *Foreword*

The survey described in this report was recommended by the Committee on Research and Development in Modern Languages and was supported by a grant from the Department of Education and Science. This grant was made to the Centre for Information on Language Teaching, which was responsible for directing the work. Mr. Julian Dakin was appointed by the Centre as a Research Officer to carry out the survey.

Work was begun in November 1969, visits and interviews were completed by April 1970, and the final report in the following months was submitted to the Department of Education and Science in November 1970.

The wider purpose of the survey was to obtain and diffuse information about the problems of teaching English to educated or professionally qualified adult immigrants. Courses provided for teachers were chosen for close study because :

- (a) they were established in known centres under the direction of experienced organisers
- (b) the language requirements appeared to be clearly definable and thoroughly understood by the course directors
- (c) they were expected to provide examples of a highly professional approach to English teaching as regards both methods and materials.

The centres on which the study was based were those where courses sponsored by the Department of Education and Science aimed to prepare immigrants, already professionally qualified in their own countries, for teaching in British schools. These were :

London	—	Whitelands College of Education and West London College (joint course)
Bradford	—	Margaret McMillan College of Education
Nottingham	—	University of Nottingham, Institute of Education
Leicester	—	University of Leicester, School of Education
Coventry	—	Coventry College of Education
Wolverhampton	—	Wolverhampton Teachers' College for Day Students.

The willing and helpful co-operation of these institutions, and especially of the directors and teaching staff of the courses studied is most gratefully acknowledged. It is hoped that the report will be of particular value to them in aiding the interchange of experience and new ideas.

While the principal aim of the survey was to examine the teaching of English, inevitably it could not be separated from other aspects of professional re-training. Indeed, one of the more interesting findings of this report is the evidence of very close integration between language training and professional and social re-orientation. In any case, for teachers in primary schools, English can never be regarded as a mere 'teaching medium': language in the classroom is the mainspring of active learning.

The difficulties of immigrant teachers in Britain are not confined to learning adequate English — or to learning a new kind of English. They arise also from acquiring at the same time completely new attitudes to the use of language and to the teacher's role. As the report shows, adaptation to the style of teaching required in British schools may be difficult and requires a flexibility in the use of language quite foreign to trainees' previous experience when teaching in their own languages in their home countries.

For these and other reasons, parts I and II of the report range beyond specific problems of language teaching. Part I covers background problems — selection for courses, conditions of service and prospects of employment. Part II provides an overall view of the professional training provided, within which specific and non-specific language learning takes place. For immigrant teachers may need to learn better English for two separate purposes: to enable them to benefit from their professional training, and to equip them for classroom work with English-speaking children.

Part III describes the methods and materials used for teaching English. It should be noted that the descriptions given refer to these courses *at the time when they were visited*. The present tense has however been retained in the text. Part IV provides 3 examples of actual teaching materials in detail. There is ample evidence of careful thought and much ingenuity on the part of those responsible. The planning of some courses shows great originality and there are very interesting attempts to integrate the improvement of English with new insights into the interests and environment of the children who will be taught by the trainees.

It is hoped that this report will be of interest and use not only to those concerned with preparing immigrant teachers, but to all those who seek to provide English courses for professionally qualified immigrants to equip them for work in Britain.

G. E. Perren,  
*Director,  
Centre for Information  
on Language Teaching.*

February 1971

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## PART I

### *General comments and recommendations*

#### **1. Introduction**

This is the report of a survey conducted between November 1969 and April 1970 of courses in English provided for immigrant teachers. 'Immigrant teachers' refers not to teachers of immigrants, but to teachers who have come to the United Kingdom from abroad. Those studied have come almost exclusively from India or Pakistan.

It has been estimated that in England and Wales there are at least about 2,000-3,000 Asian immigrants who hold academic and teaching qualifications entitling them to the status of qualified teachers, and there may be many more. But relatively few of them have been able to find teaching posts here, despite repeated applications. Among those who have succeeded in being appointed as teachers, there are some who have had difficulty in holding a post, or whose appointments have not been confirmed or renewed. There are several reasons why an immigrant teacher may be disadvantageously compared to British teachers in interviews and in the classroom:

- (i) his language, as is evident even in letters of application, may differ markedly from what is generally considered to be standard English
- (ii) his approach to teaching method may be regarded as unsuitable or unsatisfactory by local education authorities and head teachers. In particular, immigrant teachers are thought to be too inclined to 'lecture' their pupils, whatever their age; often they show little or no familiarity with activity methods or group work
- (iii) he is often ill-informed, or uninformed, about various aspects of British life and culture, in particular about the language, interests and background of the pupils he will teach
- (iv) he is usually unable to supply any references about his teaching ability from sources known to the interviewing authority.

Nonetheless, immigrant teachers have been successfully employed by schools, without any special training, and it is apparent that many are capable of adapting themselves to a new cultural and educational environment. The

Department of Education and Science, to help improve their prospects of satisfactory employment, has sponsored re-training courses at six centres in England. These courses last for four academic terms over 15 months. The first four were begun in 1966 at Bradford, Coventry, London and Nottingham, and more recently courses were established in Leicester and Coventry. The Scottish Education Department has also sponsored a shorter course, somewhat different in function, in Glasgow.

Immigrant teachers and local education authorities have both been prompt to recognise the value of the courses. In most centres up to ten applications are received for every place available, and virtually all teachers who have successfully completed a course have been offered a teaching post, although some have had difficulties during the period of their probation.

The aim of this survey is to report on the methods and materials being used in teaching English. Each centre was visited for a week or more. Members of staff were invited to describe their syllabuses and teaching techniques, and to assess their problems and success. Students were observed in class, on their teaching practice, and in some cases in their schools after they had completed the course. All students were asked to comment on the course, to assess their own progress, and to describe any difficulties they had encountered.

The various sections of this report contain an account and an assessment of the information freely made available by staff and students. The survey was equally welcomed by both. It is hoped that this report may partially repay their welcome by showing some of the problems they both face, and by drawing attention to promising ideas that are being tried in some centres and that might profitably be tested in others.

The report proceeds from a consideration of matters that affect all the centres to a more detailed account of the work being done in each. Some general recommendations for concerted action are included at the end of part I, and some sample teaching materials of particular interest are included in part IV.

## **2. The problems of selection and assessment**

As has already been mentioned, there are far more applicants than there are places on the courses. This faces the various centres with the problem of selecting, by test or interview, the applicants who are most likely to benefit from the course. Some are ruled out by their existing English. They do not appear to understand questions at the interview and have great difficulty in expressing themselves intelligibly. In such cases it seems likely that language will prove too great a barrier for them to learn very much from the course. Others are excluded because of their apparent inability to adapt themselves to a new cultural environment. They appear unwilling or unable to accept any new ideas about education and are therefore unlikely to learn anything from the course.

The real problem is to select among those who display an adequate command of English and an apparent willingness to learn. Their experience and qualifications are no certain guides to their suitability as students or teachers. For the first two courses held in London, for instance, the students' qualifications can be set against the grades they were able to obtain on final teaching practice, when assessed by the same standards as British students. Grade E is regarded as a 'fail' and grade D as a borderline pass.

*London, Course 1: teaching practice grades and qualifications*

The four poorest students, graded D or E, had each had teaching experience in India or Pakistan varying between three and seven years, and held the following qualifications :

- (i) BA, BEd
- (ii) BA, BT
- (iii) BA, PGCE (London)
- (iv) MA in English, with experience as a supply teacher in London.

The five best students, all obtaining a grade of B-, held the following qualifications :

- (i) BA, BEd
- (ii) MSc in agriculture, BEd
- (iii) MA in history, BT
- (iv) MA, no teaching qualification
- (v) Teacher-Training Certificate (Jamaica) but no degree.

*London, Course 2: teaching practice grades and qualifications*

The four poorest students, graded D or E, had taught for between three and ten years, and held the following qualifications :

- (i) MA in English, BEd
- (ii) MA in English, BEd
- (iii) MA in English, BT
- (iv) MA in English, BT.

The four best students, all graded C+, held the following qualifications:

- (i) MA in economics, BEd with experience as a supply teacher in London
- (ii) MA in English, BT
- (iii) MA in English, no teaching qualification
- (iv) BA, BEd.

Since the applicant's previous experience and qualifications are no certain guide to his aptitude, some centres make their selection purely on the basis of the impressions of the team of interviewers. These certainly seem to become more reliable with experience. Others supplement interview impressions with language tests, attitude tests, and rating forms. The *English Proficiency Test Battery* (Davies)<sup>1</sup> or the *English Language Battery* (Ingram)<sup>2</sup> are used in some centres. Leicester has designed its own language tests and interview rating form. But the problem of all such tests is their validity for the purpose for which the centres want to use them. To put it simply, what does a score of 50% on the Ingram test mean? Does it mean that the applicant understands only 50% of what he hears, or will benefit less from a remedial course than one who scores 60%? Nobody knows. M. C. Grayshon, in 'The Examination of Spoken English' (Educational Papers 9, University of Nottingham Institute of Education, Dec. 1968), has shown that his own objective language tests covering phoneme discrimination, grammar and vocabulary correlated poorly with his overseas students' ability to perform in and through the language. Students who rated highly on the tests often performed less well in everyday situations than students who scored lower marks.

These results are confirmed by the second course in Wolverhampton, where the students' performance can be rated against their scores on the Davies test. Twenty-seven students were given the test and scored between 151 and 306 marks. The two students who subsequently failed the course scored 187 and 218 respectively. Four students who scored less than 187 passed and obtained junior teaching posts. Another student who also scored 218 obtained a post in a London secondary school.

Uncertainty about the validity of existing tests for their purposes leaves the various centres with no reliable objective means of assessing the students' performance in English. Since this cannot be securely assessed at the beginning of the course, nor at the end of the course either, there is no way of measuring how much progress (and in what areas) the students have made during the course. There can be no doubt that research would be welcomed in this field.

Bradford also uses its own attitude tests. These are designed to assess the personality of the applicant and his suitability for the course. The validity of the tests is again uncertain, but the importance of assessing the applicants' personality and attitudes need not be questioned. Some successful applicants, whose English and qualifications were excellent, have proved too rigid to adjust to new methods of learning and teaching. An unsuitable student does not merely waste a place on the course that could have been better filled. He becomes a source of distress to himself, to the other students and to the staff, if he has to be asked to withdraw or is told that he has failed. One such

<sup>1</sup> *English Proficiency Test Battery*, A. Davies. Designed for testing the English of overseas students wishing to study in Britain and used overseas by the British Council. Available in Britain from NFER Publishing Company.

<sup>2</sup> *English Language Battery*, Elizabeth Ingram, Department of Applied Linguistics, University of Edinburgh. Designed to test the English of overseas students at British universities.

failure committed suicide. Others are overcome by despair or refuse to accept the tutor's judgement. It must be remembered that the students are nearly all qualified teachers in their own country, with years of teaching experience. To be told that they are unsuitable or unsatisfactory as teachers in this country, and must therefore return to employment which they often find humiliating, is a bitter upset to their aspirations and self-esteem. From all points of view it is desirable that unsuitable students should be excluded by the selection procedures at the outset. Although failures and withdrawals account for only 13% of the students admitted, possibly a lower proportion than in many other kinds of training course, all the centres are justly concerned to reduce this proportion. But at present there are no standardised procedures to help them.

### **3. The students**

Information was obtained about 286 present or former students at the six centres in England and the one in Scotland. This is not quite a complete tally of all the students. In some cases documentation was unavailable during the course of the visit, or students were not all present to complete a questionnaire. There also proved to be no time to study the records for the first two courses at Bradford.

#### **3.1 Age**

The students' ages ranged between 23 and 52. Course directors are generally reluctant to accept too many students who are on the older side, and the average age for each course tends to be between 32 and 36.

#### **3.2 Sex**

Only 14% of the students are women. This is partly because fewer women come to this country. Those that do are often tied to their homes by marriage and children, and the English of some that have applied is of a lower standard than that of most men. However the women students who have been admitted have provided some of the most gifted teachers. All course directors are willing to admit more of them if they can find suitable applicants.

#### **3.3 Country of origin and nationality**

The students studied are almost entirely from India or Pakistan, with a preponderance from India. One student came from Jamaica, another from Ceylon, while a third is now a British subject.

#### **3.4 Mother tongue**

The great majority of students speak either Hindi, Urdu or Punjabi, three closely related languages, and are often bilingual in at least two of these languages. A few students are native speakers of other Indian languages such as Bengali (India and Pakistan), Marathi, Gujarati, Tamil and Telugu. The chief effects of these differing mother tongues is to lend distinctive accents to students coming from different language backgrounds. The written English

of students from all parts of India and Pakistan is, in contrast, remarkably uniform, differing rather in the extent to which it conforms to standard English than in any particular regional variations.

### 3.5 *Academic qualifications*

Four students hold British degrees. The rest are all graduates of Indian or Pakistani universities. 69% have single or sometimes double MAs or MScs in a wide variety of subjects including English, Hindi, Punjabi, Sanskrit, history, geography, political science, economics, psychology, anthropology, agriculture, zoology, biology, mathematics and the pure sciences.

### 3.6 *Teaching qualifications*

Five students hold British teaching qualifications and one a Jamaican Teacher Training Certificate. Of the remainder, 72% hold Indian or Pakistani teaching qualifications, usually in the form of BT or BEd degrees. Eleven students also possess MEd degrees.

### 3.7 *Teaching experience*

23% of the students have had some teaching experience in this country, varying in length from a few months as supply teachers to up to four years in a permanent post. Generally such teachers have come to the course on the advice of their head teacher or local education authority, or as a result of having failed to hold a teaching post for any length of time. 95% of the students have had teaching experience in their home country ranging from 1-22 years. They have taught in all kinds of institutions from infants' schools to universities. Some have been head teachers, some inspectors, and some teacher trainers.

### 3.8 *Employment and studies in the United Kingdom*

Almost all students tried to find teaching employment in this country but generally either failed to do so, or failed to remain in it for long. They have therefore undertaken a wide variety of jobs, usually well below their level of qualifications. They have worked in the Civil Service, in laboratories, in factories, in libraries, in shops, in the railways, on the buses, as postmen, as porters, as bakers, and they have occasionally suffered from periods of unemployment. Some have distinguished themselves in their new fields of employment and have been offered promotion and responsibility. Some seem to have enjoyed their jobs, though most experienced humiliation and frustration. After a brief experience of teaching in English schools, one or two have returned to their previous employment at the end of their courses.

A good proportion of the students have taken part-time or evening courses to improve their English or professional qualifications. Several have attempted to gain places on degree or postgraduate courses, but so far only four have managed to complete them successfully.

### 3.9 *Length of stay in the United Kingdom*

This varies from a few months to fourteen years, averaging at about 3-5 years.

### 3.10 *Reasons for coming to the United Kingdom*

Apart perhaps from married women students who came here to join their husbands, most of the students came to this country to teach. They expected little difficulty in finding a post since they had been granted entry vouchers as qualified teachers. Some, however, came principally in the hope of obtaining a higher degree, and this was also a subsidiary motive for many who intended to teach. Many students said they would never have come here if they had known how difficult it would be to get a teaching job.

Additional reasons for coming are various. Some students were prompted by a sense of adventure and a desire to see the world. Others were drawn to Britain in particular as a country that had loomed large in their education. Some hoped for a more free society in which to prove themselves, and some wished to improve themselves professionally by experiencing the English educational system. Some wanted the better educational facilities that England might offer their own children, some wanted a higher standard of living for their families, and some wanted to earn more money to support their families at home. In general each student admitted a variety of motives. As one student put it: 'To learn and to earn was and is my main aim to come over here'.

### 3.11 *Breakdown of information available about the students in each course*

A brief tabulation of the information summarised above, broken down for each course at the different centres, appears on the opposite page. This information, as already explained, is not always complete.

## 4. **The language problem**

Some students have learnt to communicate in English fluently, correctly and effectively. Many admit to having experienced a certain amount of difficulty at the beginning of their stay in this country. Most attribute this to their accent, intonation and habits of stress. But one student described the problem more truly: 'the language which I learnt in India is quite different here'. The differences between standard English and the students' English in its extreme forms extend into vocabulary, grammar and style. These differences do not always impede intelligibility. Children and staff who work closely with the students generally adjust to their usage and may cease to notice it. But a student's career will still depend in at least three respects on how far he can adapt his language to normal English usage:

- (i) his success on the course must necessarily depend on his ability to understand what is taught him and to express his own ideas in acceptable English

COURSE	No. of students	No. of women	Age range	Av. age	MA or MSc	BT or BEd	MEd	British Teaching Qualification	Teaching Experience	Years of Teaching	Teaching in UK	Residence in UK
Bradford 3	20	3	23-42	34	16	12	2		19	1-14	1	1-6 years
Coventry 1	13	3	31-39	34	8	11	1		13	2-13	5	1-9 years
Glasgow 1	5	1	24-45	32	1 (Glasgow)	1			1	4	1	2-1½ years
Leicester 1	19	3	25-43	33	11	10	1		17	2-10	5	1-4 years
Leicester 2	20	2	27-44	35	15	15	2	1 DTEFL London	20	3-22	5	1½-6 years
London 1	19	2			11	9		2 PGCE London	19	Average 8 years	6	
London 2	20	4	27-41	32	14	17			20	Average 8 years	7	
London 3	9	1	27-44	35	9	7	1		9	2-17	5	2½-13 years
Nottingham 1	18	2			10	10			16	2-13	3	½-5 years
Nottingham 2	33	3	25-41	32	24	23	2		31	2-14	2	
Nottingham 3	31	4	28-52	36	18	25	1	1 DipEd London	31	2½-20	7	2½-11 years
Wolverhampton 1	15	2	25-39	30	10	7						
Wolverhampton 3	36	6	26-47	35	24+1 MSc (Newcastle)	29	1					
Wolverhampton 2	28	5	24-43	35	27	16			34	½-18	9	1-9 years
<b>TOTALS</b>	<b>286</b>	<b>14%</b>			<b>69%</b>	<b>72%</b>			<b>95%</b>			<b>23%</b>

- (ii) his success at interviews with head teachers and local education authorities must also depend on his ability to display a good command of English
- (iii) his success as a teacher will also ultimately relate to the extent to which he can offer himself as a guide and model for his pupils. Clearly a teacher whose own language is restricted, whose grammar and spelling are faulty, and whose sense of style is limited, can scarcely encourage his pupils to express their ideas appropriately and effectively.

We can look at the students' English, where it differs from standard English, in two ways. We can examine its *intelligibility* and *correctness*, with reference to specific problems of pronunciation, vocabulary and grammar. We can also examine its *restrictions* by studying various aspects of the students' performance in the classroom. The following sections deal with first one, then the other, aspect of the students' English.

#### 4.1 Pronunciation

It has already been noted that Indian and Pakistani students tend to speak English with a more or less pronounced regional accent. That is, they use some of the sounds of their own language in speaking English, and transfer to it their previous habits of stress and intonation. When talking to English people this may lead to partial incomprehension on both sides.

##### (i) *the students' mispronunciation of English sounds*

R. K. Bansal in his 'Intelligibility of Indian English' (PhD Thesis, London 1966), has drawn up a list of words pronounced by Indian speakers which have been misinterpreted by English hearers. The following examples are drawn partly from his work and partly from situations observed on visits to the courses :

- (a) / ð / pronounced as d /,  
'themselves' heard as 'damsels'  
'they' heard as 'day'
- (b) / θ / pronounced as / t / or / th /,  
'three' heard as 'tree'  
'one thing' heard as 'wanting'  
'thirty' heard as 'dirty'
- (c) / w / pronounced as / v /,  
'west' heard as 'vest'
- (d) / v / pronounced as / v / or / vh /,  
'unnerve' heard as 'annoy'  
'twelve' heard as 'dwell'  
'veil' heard as 'wail'

- (e) / p /, / t /, / k / *unaspirated*,  
       'touch' heard as 'Dutch'  
       'plants' heard as 'blinds'  
       'teeth' heard as 'deed'  
       'keys' heard as 'geese'
- (f) / z / pronounced as / s /,  
       'fans' heard as 'fence'  
       'peas' heard as 'peace'
- (g) / ʒ / or / dʒ / pronounced as / j /,  
       'pleasure' heard as 'player'  
       'major' heard as 'mayor'
- (h) / ei / pronounced as / e /,  
       'paint' heard as 'felt'
- (i) / ʌ / inserted in a consonant cluster  
       'smother' heard as 'some other'  
       'Stanley' heard as 'certainly'

(ii) *the students' misuse of stress*

This is probably the most important source of unintelligibility although few examples are given here. This is because faulty stress leads more often to total incomprehension than to partial mishearing.

- (a) *accent on the wrong syllable* :  
       'character' heard as 'director' or 'corrected'  
       'prefer' heard as 'briefer'  
       'look at' heard as 'locate'
- (b) *unaccentuation of words containing a stress* :  
       'government' heard as 'comment'  
       'some onions' heard as 'semolina'

(iii) *the students' misuse of intonation*

Questions are sometimes misheard as statements but the most important effect of the students' intonation is not so much incomprehension as monotony inducing loss of attention.

This will be discussed in a later section.

(iv) *the students' own mishearings of native speakers*

When the students are asked to repeat sentences in the language laboratory it sometimes becomes apparent that they are mishearing what is said. Examples include:

- 'they were wall-papering the room' repeated as 'they were all . . '
- 'started to rain' repeated as 'start to drain'

'are we ready?' repeated as 'are you ready?'  
'knock at the door' repeated as 'knock the door'  
'go abroad' repeated as 'go to abroad'  
'a hundred yards away' repeated as 'hundred yards away'  
'cycling back' repeated as 'cycling perhaps'  
'I'd forgotten' repeated as 'I forgotten'

Some of these mishearings reflect the students' own usage, while others reveal that they sometimes misinterpret weak forms and unaccented syllables. It seems probable that students are mishearing or failing to understand what is said to them more often than perhaps they realise. Many of them could certainly benefit from training in aural comprehension.

#### 4.2 Vocabulary

The use of vocabulary by some of the students differs from that of standard English in three respects:

- (i) *the use of words or phrases in a different sense :*  
'fever' is used in the sense of 'temperature', 'slowly' in the sense of very 'low' or 'quietly', 'loudly' in the sense of 'aloud', 'find out' in the sense of 'find' by itself, and 'come to know' in the sense of 'find out'.
- (ii) *the use of certain purely Indian expressions or idioms :*  
most of these can be guessed from the context and probably need not be discouraged. 'Pin drop silence' is one graphic example in frequent use.
- (iii) *the use of archaic or 'literary' words in place of simple ones :*  
students occasionally bring out words gleaned from their reading of English literature without any sense of their oddity in modern conversation. 'Perchance' and 'o'er' are two such examples. More commonly they prefer to use long words wherever possible and are prone to slip into a kind of long-winded jargon.

#### 4.3 Grammar

Some of the students' utterances deviate very noticeably from the grammar of standard English. Such utterances usually fall into a number of easily definable areas :

- (i) *The use of articles, e.g.*  
A prospective teacher needs lot of patience.  
Prospective teacher translates the theoretical knowledge into practice.  
One has to accept that all the play activities have got the creative value.  
Industrious and resourceful teacher will make it success.

. . . in the history of British educational system.  
School visit is regarded as part of teaching course.  
Next visit was to W. Boys' School.  
The child is interested in the moon, the Mars, and whatnot.  
It falls down because of the gravity.  
Gravity is the force of earth.  
He was first man to go there.  
What is auction sale?

(ii) *plural endings for uncountable nouns, e.g.*

advices, equipments.  
I don't agree with such languages (= language)  
. . . if there are some sort of evidences.  
Why do you keep so long hairs? (=why do you wear your hair so long?)

(iii) *word order, e.g.*

Open your books at page first.  
We shall straight go to the zoo.  
This failure so disappointed and frustrated me that never afterwards I had been able to succeed in any school.  
What happens when I take off my finger from there?

(iv) *the mis-use or omission of prepositions, e.g.*

We have to educate our pupils according the needs of the society.  
The head master explained us that . . .  
Raise up your hand.  
We cannot mixup with the British people.  
What did we find about air on last Thursday?  
Would you please listen those again?

(v) *the phrasing of questions, e.g.*

How children behave?  
What I have done now?  
What's there in it (=What is in it?)  
What's it?  
Could you tell me what did you find?  
Where from it has been got?  
What Peter painted?  
What kind of man Socrates was?

(vi) *the use of tenses, e.g.*

If the teacher is not acquainted with these all, he will find them difficult to cope with when he will go for the first time to teach in English school.  
When I do this, the things are not falling down.

(vii) *the use of intensifiers, e.g.*

It is not much difficult to form own opinion to tackle such problems.  
The pupils will be very much interested.

- (viii) *the use of passives, e.g.*  
We can be benefited by teacher's practical experience.
- (ix) *comparative constructions, e.g.*  
... not so much crazy as they are.
- (x) *the control of direct and indirect objects, e.g.*  
He has said like that.  
You can't do like this.  
I will ask questions to them.
- (xi) *clause structure and embedding, e.g.*  
I want you to make the water to come down.  
I own shop which I rent it.  
The teacher wants that I should do it.  
He spends one hours for taking his lunch.  
Some truths are there which can't be proved.  
If the American Government offered me to go to the noon . . .  
He sees how does he adopts general principles.  
Put your hands up who are ready to go.
- (xii) *the use of quantifiers such as 'little' and 'few', e.g.*  
There is little air left. (= a little).
- (xiii) *the use of question tags, e.g.*  
Their attitudes are already fixed, isn't it?
- (xiv) *methods of clause linking, e.g.*  
The basic idea behind it, is that a teacher not only familiarises with the type of school he is going to teach in, but to familiarise him with as many types of school as possible.  
Though some schools are still following the traditional methods, but most of the modern schools have introduced Nuffield Science.

Perhaps a fuller illustration of the aberrations in the students' English can be obtained from the following three extracts of continuous prose, though these are clearly extreme examples :

'I personally think fast speaking is not very good thing, to speak with proper stress and speak naturally helps more in communicating; I haven't much difficulty what other people i.e. natives speak.'

'I find appreciable improvement in me regarding pronunciation, though any pronunciation even before coming to this country was not stodgy or clumsy; regular training in phonetics has pruned and brushed it.'

'After reaching in this country, I wrote so many applications to various educational authorities for teaching post, but to my great surprise and disappointment, I got no single interview letter from any educational authorities. I spent nearly ten months — that was the mere wastage of time and nothing else. Then later I came to know that to get teacher's post in this country, I should now apply for 15 months Teachers Training Course in this country. Then luckily I got place in this college and I hope I would fulfil my ambitions.'

#### 4.4 *The cause of grammatical errors*

It should be emphasised that not all the students follow the usages illustrated in the previous section, and none of them do so all the time. The English of most of them is somewhere on a scale between the examples shown and standard English. The 'errors' of the previous section represent lapses into Indian English. They are not the result of a haphazard learning of English grammar by the students, nor of any appreciable influence from their differing mother tongues. They represent an all too successful mastery of what is considered standard in India and Pakistan. Similar examples could have been derived from professors of English in those countries, from standard reference and grammar books in local use, from the radio, newspapers and works of fiction. What the students have learnt, in other words, is a strongly marked dialect of English, although they are frequently under the impression that it is the standard 'Queen's English'.

This dialect is in some respects more restricted than standard English, and in others more free. M. P. Jain, in his paper *Error Analysis of Indian English* (Department of Applied Linguistics, Edinburgh, 1969), has given a plausible account of the characteristics of Indian English. Over the years, a succession of native learners and teachers have reduced the language to a simpler system, which has then 'fossilized'. Once the student has mastered this fossilized system, he has no further motive to expand or modify it, except by vocabulary accretion. He can get by in the simpler system, even in England. And he often appears to be impervious to differences between his system and ours. One of the problems of course directors is to make the students aware of the unacceptable features of their system and to re-awaken them to the possibilities of learning from what they read and hear about them.

The simplification, or fossilization, of the language system takes four forms:

- (i) *certain regularities are over-generalised*  
e.g. all nouns (including uncountable and abstract nouns) are credited with plurals; all verbs (including purely stative verbs) are provided with a continuous tense. In this sense, the Indian system is simpler and more consistent than standard English;
- (ii) *certain systems are left indeterminate, or in free variation*  
e.g. the systems of tenses and articles in English have proved too confusing in India, so tenses are employed much more freely than in standard English, and in certain circumstances articles can be freely omitted or added before nouns. The speaker follows no fixed system in this, and may vary his usage from one sentence to the next. In this sense, Indian English is less restricted than standard English.
- (iii) *words that mean the same can be used in the same grammatical contexts*  
e.g. since the verbs 'talk', 'speak', and 'say' are related in meaning, they are used interchangeably without reference to the gram-

matical restrictions that govern their use in standard English; similarly with 'listen' and 'hear', 'cry' and 'weep' and many other synonyms. Some examples of this type of usage have been illustrated in the previous section. In this respect, Indian English is often more striking and picturesque than standard English.

(iv) *uniformity of style*

There is very little variation in style according to the nature of the occasion or the person addressed. Some speakers feel they are revealing their mastery of English style by employing abstruse vocabulary and rounded periods on all occasions. In this tendency towards a uniform style, Indian English is more restricted than standard English.

It should be emphasised that not all Indians in India, and not all students on the course, speak and write 'Indian' English as it has been described here. But there is a tendency for some students to use it part of the time, and for most students to lapse into it occasionally. Since many of the more extreme features of Indian English will be regarded as unacceptable in England, it is vital that the students' attention be drawn to the differences in usage, and that they should be trained in acceptable usage. Dealing solely with isolated slips is not likely to help them very much. The isolated slip is a symptom, as we have seen, of whole areas of a simplified language system. Suspect systems, such as the articles and the tenses, must be reviewed and studied as a whole. On the other hand, it would be equally a mistake to concentrate too exclusively on the regularities of English grammatical structure. One feature of the simplified system, as has been noted, is its tendency to over-generalise regularities. Equal attention must therefore be given to the irregularities, anomalies and restrictions of standard English which the students may be inclined to overlook. It is as important, moreover, to teach the students what they *must not* say, as to inform them of what they *should* say. Otherwise they may master new forms but allow older habits to co-exist beside them, borrowing in their usage from either system indiscriminately.

4.5 *The students' classroom language*

The students' language, as has been shown, is in some respects more restricted grammatically and stylistically than standard English. Their variation in intonation and tone of voice is also more limited, in many cases, than that of a British teacher. These restrictions sometimes have severely limiting effects on their performance in the classroom. Several kinds of classroom performance can be readily identified in which it is clear the students need special training:

(i) *Explanations*

When asked for a brief explanation of an unfamiliar term, most students have difficulty in adjusting their language to the level of their pupils' understanding. They appear content with giving a technically correct verbal definition of the problem, and are often at a loss to think of concrete examples. One student for

instance, gave the following 'explanation' of the term 'interest', in language which he thought suitable for junior pupils :

'Interest is that amount which we get against our deposits in a bank or what we invest in industry'.

(ii) *Exposition*

When called upon to introduce a new topic to a class, many students find it difficult, as one tutor put it, 'to give a sustained and varied account of anything'. They do not readily use concrete examples or visual aids, and they do not often use their voices or even gestures to hold the pupils' attention. The rather learned style and monotonous intonation that many students employ often loses them part of their class.

(iii) *Questioning*

Students tend to ask factual or 'closed' questions at the end of an explanation or exposition, expecting a single correct answer. They do not readily use 'open' questions, encouraging a variety of response, to sustain interest as they go along, or to prompt imaginative and constructive thinking among the pupils.

(iv) *Instructions*

Many students have difficulty in giving detailed instructions clearly and succinctly.

(v) *Praise and reproof*

They also often lack the choice of word or tone of voice that will successfully encourage or restrain their pupils.

(vi) *Reading aloud*

They sometimes have difficulty in reading aloud clearly and interestingly. In one tutorial class at Wolverhampton, ten students were asked to read aloud prepared passages from children's stories. Three gave a clear and effective reading. Three gave a reasonable reading. Four read so badly that they destroyed the whole sense of the passage.

(vii) *Reciting poetry*

Some students also have difficulties in reciting poetry. This is not for want of enthusiasm. But they adopt a rather strange 'poetic' voice and intonation. This combined with a faulty control of rhythm, can destroy both the sense and the music of a poem.

These are the main areas of classroom performance in which most students need training. I have, of course emphasised the students' weaknesses rather than their strengths, because it is the former that must be improved if the students are to fulfill their potential as teachers. Students do experience early difficulties in an English classroom, as can be seen from the following first teaching practice reports from Leicester and Nottingham. The final teaching practice reports, which are given for comparison, show that, on the whole, the students are capable of improving their performance to an acceptable or exceptional standard, as a result of their own efforts and of the training they have received.

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*Leicester Course 1*

*Midterm reports from teacher-tutors*

English a major disability :	2
English not quite good enough :	8
English good enough :	9

*Final reports from teacher-tutors*

English a major disability :	2	(both failed)
English not quite good enough:	2	
English good enough:	14	
English of high standard :	1	

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*Nottingham Course 2*

(comparison is only possible in the case of six students)

*First teaching practice reports and head teachers' comments*

Great language difficulties :	1
Difficult to understand :	2
Poor English :	2
Some speech difficulties :	1

*Second teaching practice reports and head teachers' comments*

Speech indistinct:	1	(failed)
Difficult to understand:	2	(1 failed)
English generally good :	2	
Excellent English	1	

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## 5. The students' attitudes and expectations

The students' attitudes and expectations are of importance in two different ways :

- (i) they may affect their performance as students on the training course
- (ii) they may affect their performance as teachers in schools.

These two considerations will be treated separately in this section.

### 5.1 *Attitude towards, and expectations of, the course*

By the beginning of their course, most students have become aware of their accent, and the difficulties this can cause, and are willing to try to adapt it. But many are unaware, as has already been noted, that their grammar and stylistic usage is at variance with English norms. It can take time to convince some of them that their English requires modification in these areas. A few students seem to feel that they have little to learn about the English educational system, though others readily admit their ignorance. Some are unconvinced of the value of modern approaches to teaching, particularly perhaps in their special subjects, where their own previous methods of approach have become

habitual. Some display a rather passive attitude towards the course, expecting to be told what to do, rather than to find out things for themselves. Some have difficulty in keeping to the point in discussion groups and seminars, and are inclined to concentrate on trifles, or to verbalise rather than reason about a problem. In the early stages there is a tendency to rest content with the acquisition of new verbal labels, such as 'learning by activity' or 'child-centred approach', without attempting to apply these principles in practice. All these latter criticisms could of course be made of English students undergoing teacher training. What exacerbates these problems with the immigrant students is the lack of a common cultural background between students and staff, including common expectations of *learning*. During the course, the students have to learn new behavioural standards as students, as well as new norms of behaviour as teachers. Some are quick to adapt and take delight in a new kind of experience of learning. With others, the process of breaking down and adapting previous attitudes and expectations takes longer, and in a few cases fails to take place at all.

At Leicester, special subjects tutors on the first course were asked to compare the immigrant teachers' performance as students with that of post-graduate English groups, in two respects :

- (i) *Academic knowledge of the subject, compared to English groups*
  - As good : Scientific methods.
  - Less good : Maths, educational techniques, reading instruction, education.
  - Much less good: Local studies, science, art.
- (ii) *Speed of work with the class, compared to English groups*
  - As quickly : Scientific methods.
  - Rather less quickly : Environmental studies, educational techniques, maths, reading instruction, science, education.
  - Much less quickly : Local studies, art.

These comments, of course, apply to only one course, and do not reflect the individual differences between students.

## 5.2 *Attitudes towards, and expectations of, teaching*

The students have mainly been taught, and trained to teach, by a formal approach to learning. Formal methods still survive, of course, in English schools and universities, but they are now generally regarded as inappropriate at least in the primary school. A formal approach basically means two things : a 'formal' (i.e. academic) approach to the subject, and a 'formal' (i.e. impersonal) approach to the pupils. In an extreme case of the latter, one student did not even bother to learn his pupils' names. In general, there is a tendency for students adhering to a formal approach :

- (i) to lecture to the whole class, rather than to encourage group work and individual activity. Children are not expected to interrupt or ask questions.

- (ii) to teach by definition rather than by example, and to teach a single correct method of doing things. One student on teaching practice, for example, reproved a child for using a self-discovered short cut to solving algebraic problems, and insisted on his using a more lengthy 'correct' method.
- (iii) to devote attention to the brightest pupils in the class and to teach at their level, neglecting the slower ones.
- (iv) to stick to a textbook rather than to produce original examples and materials. Some students, for instance, were surprised when a tutor suggested that they omit certain exercises in a textbook dealing with rods, poles and perches or other obsolete units of measure. Previous reliance on a textbook sometimes results in students failing to prepare their classes adequately when deprived of textbook support.
- (v) to expect silence, obedience and discipline in class. Many students are initially at a loss when English pupils do not conform to these expectations. They may fail to collect the attention of all their pupils at the beginning of a lesson, try to outshout the increasing din as it progresses, and finally resign themselves to teaching only the few pupils who are still paying attention.

Again, it must be said that all these faults can be found among English students (and are even tolerated among teachers in our universities!). Fortunately most immigrant teachers do not persist in them for long. But it seems clear that despite their previous teaching experience and training, almost all the students have a great deal to learn about English education and teaching methods. This is particularly so in the case of those who have been secondary school or college teachers at home, but are here being retrained as primary school teachers.

Perhaps it is simplest to let four students describe in their own words their early difficulties in English schools before coming on the course :

'It took me nearly six months to improve my spoken English and get a job in a school. In school I felt that the methods which I was using were old. This course has been of great help to me. I am improving, or rather have improved, my English and have now better understanding of educational system. I write this because I didn't know anything about the classroom situation here. Now, to some extent, I know it from bottom to top.'

'Dialect and accent of the children was difficult to understand. I couldn't correlate different subjects through the Creative Activity method. My approach was traditional and a bit scholarly. I thought of teaching the subject irrespective of the mental and receptive capacities of the children. Since I have come on the course, I have become a bit more flexible. My attitude to my own correction has changed. I have become aware of my own shortcomings, e.g. pronunciation, stress, intonation, cultural gap, etc., and want to improve in all aspects. The course

has helped me a lot. I hope to find a very good improvement at the end of the course. I hope I will be a good teacher.'

'Though I was teaching Immigrant Children only, I always seemed to be at a loss for classroom activities. This was because I had no idea about what children did in class. I felt I needed this training to be a successful teacher. I feel my spoken English has improved. I have tried to understand child psychology and how little children should be treated in class. P.E. and Art and Craft have been a tremendous help.'

'My difficulty in the classroom was also different. In India, I taught in a formal school and there was no problem of discipline or anything else. But here as it is a individual teaching and more of group work rather than of a class work, so I felt some difficulty in discipline and in the methods as well. But my Head Teacher was very helpful and I overcame that with his help. While at the course here, I made progress in pronunciation, intonation, and in understanding and learning the classroom language and cultural jokes and phrases which are very useful for the classroom. So I feel very happy at this course.'

These four students, it is clear, are already aware of how much they have to learn as teachers in a new situation. With others who have had no previous experience of English schools, there is once again a problem at the beginning of the course of changing their attitudes and expectations. The extent of their need to adapt can be seen in these comments provided by head teachers of the first term's period of observation in schools.

*Nottingham, Course 3, head teacher's assessment of first period of observation in school :*

Useless to trainee :	4
(generally because of communication problems, class control, or cultural background)	
Useful to trainee but severe initial problems :	3
Useful but in great need of further practice :	9
A very good start :	16

To see the extent to which the students can adapt themselves, these comments must be set against those provided by head teachers on final teaching practice at the end of the first Nottingham course, for example :

*Nottingham, Course 1, head teacher's comments on final teaching practice*

	Excellent — good	Fairly good — adequate	Weak
Relationship with children :	11	5	1
Class management :	9	7	1
Lesson preparation :	11	5	1
General teaching ability :	7	9	1
Mixing with staff :	12	4	1
Assistance in activities :	13	3	1
Professional potential :	8	5	4

## 6. Methods of Approach in Different Centres

Details of the work in different centres appear later in this report. In general the centres have much in common in the ways their courses are designed and taught. In this section, the *differences* between the various courses will be emphasised since these reveal alternative methods of approach whose merits deserve to be assessed. Two contrasts can be broadly distinguished:

- (i) that between *integrated* and *compartmentalised* approaches
- (ii) that between *traditional* and *situational* approaches to language work.

The first distinction is the broader of the two and covers professional as well as language training. A compartmentalised approach is most clearly seen in London, where the language work is carried out in one college, and the professional training in another. It can be found on a smaller scale in some other centres where language work is divided into different areas: pronunciation, grammar, appropriateness, language laboratory exercises, classroom English etc. Each area of work may be the responsibility of a different tutor, and there may be little overlap in the methods or content of each area. For instance, the *Oxford Modern Business English Course* is being used in the language laboratories in two centres, though quite rightly no further time is being spent on business English elsewhere in the course. There is a tendency for many methods and special subjects tutors in the centres to concentrate on the subjects they specialise in, without paying attention to whether the students possess the right kind of language to teach those subjects to their pupils. Classroom English then becomes a special subject in its own right, unconnected with any particular teaching discipline, while a totally different variety of English may be practised in remedial work on pronunciation, intonation and grammar. Usually this is what may be called 'general' English, drawn either from standard language textbooks or from the tutor's imagination.

In contrast with this division of the field of training, Bradford in particular follows a more integrated approach. Classroom English (i.e. the language of a teacher) is deliberately used in all work on pronunciation and grammar so that the student is being simultaneously trained to speak 'correctly' and to talk like an English teacher. Team teaching is also practised in several fields of study. A language and a subject specialist plan the special study course together and try to ensure that the students are at once learning about a subject and learning the language with which to teach it. The main purpose of such an integrated approach is to facilitate transfer of training between different fields of study. Two tutors in London also expressed their belief in this 'workshop' approach to language learning, but the circumstances of the course did not allow them to put it into practice.

The second variation in approach is between traditional and situational methods in language work. The term 'traditional' is here used to refer to methods that are still sometimes labelled as 'revolutionary' or 'modern', though they have in fact been practised in classrooms for at least the last fifty years.

The general principle is to take the student through a syllabus of graded pronunciation, intonation and grammatical exercises, concentrating on his weaknesses. Sometimes course tutors use standard textbooks for this purpose, sometimes they make up their own exercises on the same pattern. The emphasis in pronunciation and intonation work is on the repetition of words, phrases or sentences unrelated in sense but corresponding to the same linguistic pattern. This is varied with contrastive exercises in which the students are trained to differentiate between pairs of words, phrases and sentences differing only in a single linguistic feature. In grammar, the emphasis is on the student varying a single sentence pattern in predetermined ways. He may be required to change the vocabulary of the sentence without altering its structure, to transform the structure of a series of similar sentences in an identical way (i.e. positive to negative, statement to question) or to complete sentences in a similar way by adding a specified kind of subordinate clause, or by inserting missing articles and prepositions. Such exercises have been well tried in English classrooms abroad and are widely approved by language teaching experts. But, as all the course directors admit, they suffer from an inherent weakness; they leave the problem of transfer untouched. A student may become adept at imitating a particular model in the classroom or language laboratory. He may also satisfactorily complete all the set grammatical exercises. But when it comes to actually using the sounds, intonation patterns, or grammatical structures he has been practising, he often appears to have forgotten all about them.

The traditional approach concentrates on single words and sentences, and the permutations they may undergo, devoid of any context. The situational approach, as this term is used here, attempts to overcome the problem of transfer by rehearsing the student in using particular language items in the same situations which call for it in real life. He practises not just in the context of an exercise, but through dialogue, role-playing and classroom activity. Perhaps the clearest example of a situational approach again comes from Bradford. In one instance, the students were trained to distinguish between the uses of the intensifiers 'too' and 'very' by playing with Cuisenaire rods. (These are rods of different lengths and colours used in number work in primary schools.) The students were thus learning the uses of a new kind of apparatus, and at the same time rehearsing the language that was appropriate for discussing the apparatus with their pupils.

The detailed reports on the individual centres and the appendices give a fuller account of integrated and situational approaches. Space has been devoted to these for three reasons :

- (i) Integrated and situational approaches are less familiar than traditional approaches. Centres at present only partially adopting them may welcome fuller information about their practicality
- (ii) they seem to be more economical in terms of student time and effort, although of course they require inventiveness and collaboration among members of staff in a centre
- (iii) they seem to be both purposeful and relevant to the students' needs in ways which the students can readily appreciate.

One further variation in approach should be mentioned before this section closes. This concerns the timing of different constituents of a course. The London course begins with a term devoted exclusively to language and then shifts attention to professional training for the rest of the course. Other centres continue language work at about the same rate of intensity throughout the course. On the professional side, they move from a general introduction about British education to training in educational techniques and practical teaching experience. At least two centres are thinking of shifting more towards the London pattern, as they feel that the students' language difficulties are hindering their work in other subjects. Tutors at London, however, were beginning to want to move in the opposite direction by giving the students an earlier experience of schools, without which both linguistic and professional training was found to be somewhat sterile. Finally, Coventry is planning to begin its next course with an intensive onslaught on certain method subjects such as PE, art and craft, music and movement, and drama. These are areas in which the students are generally untrained. It is hoped that by such an early exposure to novel subjects, they will realise that they have a lot to learn and will acquire techniques of learning and a sense of achievement that will be of benefit to them in the rest of the course.

At the present stage it is impossible to judge which variations in emphasis and timing will prove more fruitful. There is every advantage in individual centres conducting their own experiments, though it must be pointed out that most are somewhat tied by the general arrangements of the college time-table and administration.

## 7. Course results

### 7.1 *Passing and failing a course*

None of the courses for immigrant teachers at present leads to a certificate of education or teacher training. To be admitted to a course, an applicant must have had his existing qualifications already recognised by the Department of Education and Science as entitling him to qualified teacher status. In principle he can then be employed as a teacher. In practice his chances of being employed are greatly improved if he has attended one of the courses. Local education authorities seem to regard the course certificate as some guarantee of the quality of the applicant.

But the course certificate is only a certificate of satisfactory attendance. Technically it confers no extra qualification, and students who have not satisfactorily completed the course are not thereby disqualified from teaching. Failure means no more than that a student receives a certificate of attendance rather than a certificate of *satisfactory* attendance. Naturally a student who has 'failed' in this sense will not receive a satisfactory report or reference from the college. But several students who have failed have nevertheless managed to find posts in English schools.

## 7.2 *Withdrawals during a course*

6% of the students admitted have withdrawn from a course before its completion. Sometimes this is of their own volition. Sometimes they have been persuaded to withdraw by the course director as they appear to have no chance of satisfactorily completing the course. The reasons for withdrawal are various. Some students were recalled home by urgent family matters. One found himself 'in severe domestic difficulties' in England. Some were bewildered by the course and unable to adjust to new techniques and ideas. One or two were over-confident of their own abilities and made no effort to learn.

## 7.3 *Failure*

7% of students admitted have failed to obtain certificates of satisfactory attendance. This is almost invariably because the student has proved to be unsuitable as a teacher during his teaching practice. Students whose teaching reports are unsatisfactory are carefully and repeatedly assessed by the course director by one or more independent college supervisors, and by the head teacher, or teacher-tutor, in the school concerned. The reports these students receive contain comments such as :

'his lessons are ill-worked out; he is not interested in the children; he lacks any real communication with the children; he is difficult to understand.'

'the children are bored; there is little class control; he did not even know the children's names; his English is poor.'

'her English is a major disability; she has serious discipline problems; she is unable to identify with the children or the school; she has made no progress.'

'he has difficulty in understanding the advice of colleagues; he can't communicate with the children; he has serious discipline problems.'

English students assessed on the same scale and receiving such reports are disqualified from teaching. It cannot therefore be expected that the centres should issue certificates of satisfactory attendance to immigrant teachers who similarly fail to prove their suitability as teachers. Some centres, however, allow students to apply for re-assessment if they can find a place in a school and think they can prove themselves. One at least has already succeeded in doing so.

## 7.4 *Placing in schools*

87% of the students admitted have received certificates of satisfactory attendance. This percentage is raised to 93%, if withdrawals during the course are excluded. The students have to find their own places in schools. On average they make 20-60 applications to different local education authorities, using the centre as a reference. Some attend up to a dozen interviews. All but 5% are known to have been offered, and to have accepted, teaching posts, though some have had to wait six months or more after the end of the course before finding employment.

A large number of different authorities have accepted students, but as far as is known all are employed in urban or semi-urban areas. There is a tendency to appoint immigrant teachers in immigrant areas because of the influx of immigrant children and the local shortage of teachers. 'As a result, these local education authorities had little choice but to appoint immigrant probationers to schools desperately in need of experienced teachers—an unsatisfactory situation for both probationers and schools.' This comment comes from Miss H. E. Richardson's *Report on the professional circumstances and the teaching performances of 18 immigrant teachers who attended the 1966-67 Nottingham Course*, submitted to the Department of Education and Science in January 1968.

Where they have any choice, authorities usually take care to place immigrant students in suitable schools with sympathetic staff, and are prepared to move them to a different school if the student does not appear to be settling down well and might stand a better chance elsewhere. Students are usually offered permanent posts, but the Inner London Education Authority seems to make a practice of offering temporary posts. The salaries for both kinds of post are the same but there is no guarantee of employment or continuity in a particular school for a temporary teacher. One teacher in Bradford, for instance, has been moved to three different schools and centres within a year before being allowed to settle in a fourth.

A number of immigrant teachers have been appointed to teach English to classes of immigrant children. The training centres and the Department of Education and Science are disturbed about such placings on first appointment. None of the students have been trained as specialist teachers of immigrants. Few of them have yet acquired a sufficient experience of normal English schooling to know how to train such pupils. Teaching immigrant children, often in partial isolation from the rest of the school, also deprives them of the opportunity of improving their English and professional skills by contact with English children and colleagues. In such circumstances, the English of the teacher and his enthusiasm for experimenting with new methods may both suffer.

### 7.5 *Probation and Promotion*

All teachers on first appointment not having completed an approved course of initial training for schoolteachers in the United Kingdom must undergo a probationary period of two years. At the end of this period the local education authority sends a recommendation about a particular probationer via the local HMI to the Department of Education and Science. If the report is unsatisfactory, probation may be extended. There is no limit to the number of extensions which are usually for periods of six months each. In the last resort, if a probationer still cannot satisfy the Department of Education and Science of his fitness to teach, he is declared unsuitable for a teacher.

In practice the majority of students from earlier courses, whose two years of probation has by now ended, have satisfied the authorities of their

suitability as teachers. A minority have had their probation extended for various periods, and three are known to have resigned when it became likely that they might have been declared unsuitable for further employment as a teacher.

On completing their probation, several have been given special responsibility or graded posts. At Wolverhampton, for instance, all 15 students from the first course found places in schools. 13 completed their probation without extension. 4 have already been given graded posts. It seems likely that some of these teachers, in accordance with their abilities and enterprise, will receive further promotion within the educational system. There are already head teachers of immigrant origin in this country and eventually some students from the courses can be expected to join them.

#### 7.6 *Resignation and withdrawals from teaching*

7% of former students are known to have left teaching in this country or to have failed to take up any teaching post. Among women this is usually because they have married or had a baby. Among men, some have returned to India or Pakistan. One has emigrated to Canada and another to Saudi Arabia. Three men are known to have returned to their former employment in the United Kingdom one freely admitting that it is because he is better paid as a bus driver than as a teacher.

#### 7.7 *Results and placings at the different centres*

##### (i) *Bradford*

<i>Course 1</i>	13 students
	3 failed
	10 passed
	11 placed
	8 completed probation satisfactorily
	3 had probation extended and subsequently resigned
<i>Course 2</i>	24 students
	4 withdrew at the end of the first term
	20 passed

##### (ii) *Leicester*

<i>Course 1</i>	22 students
	2 withdrew
	2 failed
	18 passed
	14 placed, 7 in London, the others in Hinckley, Ashby, Southend, Nuneaton, Loughborough and Birmingham
	1 not known
	1 went to Canada
	1 had a baby
	1 returned to India

(iii) *London*

*Course 1* 19 students  
1 withdrew  
2 failed  
16 passed  
16 placed, 6 in London, 3 in Brent, the rest in Surrey, Birmingham, Newham, Hertfordshire, Slough and Lancashire  
2 obtained special responsibility posts  
1 resigned and returned to the Civil Service

*Course 2* 20 students  
2 failed  
18 passed  
17 placed, 12 in London, the rest in Surrey, Merton, Northamptonshire, Havering and Kent  
1 returned to the electronics industry

(iv) *Nottingham*

*Course 1* 19 students  
2 withdrew  
1 failed  
16 passed  
17 placed in 12 different LEAs, 1 as an educational welfare officer  
4 placed with immigrant classes  
16 completed probation, 2 after extension, 12 being clear passes and 4 'adequate'

*Course 2* 33 students  
1 withdrew  
2 failed  
30 passed  
24 placed, 8 in London, 3 in Wolverhampton, 2 in Derbyshire, 2 in Surrey, the rest in Grimsby, Northamptonshire, Enfield, Manchester, Glasgow, Northolt, Loughborough, Gravesend and Sutton Coldfield  
5 not known or no post, of whom 2 married  
1 resigned

(v) *Wolverhampton*

*Course 1* 15 students  
1 failed but was re-examined and passed  
15 placed, 5 in Wolverhampton, 3 in West Bromwich, the rest in London, Birmingham, Warwickshire, Cannock and Middlesex  
13 passed probation, 1 after extension

- 2 resigned, one to return to business, the other to the buses
- 4 obtained graded posts

*Course 2* 28 students  
1 withdrew  
2 failed but 1 is to be re-examined  
25 passed  
26 placed, 10 in Wolverhampton, 10 in London, 2 in Birmingham, the rest in Dudley, Manchester, West Bronwich and 1 not known.

### 7.8 *The teaching performance of 27 former students*

During the survey it was possible to interview directly, or obtain detailed reports about, 27 former students in 14 different areas. There is reason to suppose that these represent a fair cross-section. 15 were teaching in primary schools, 6 in secondary schools, 5 were teaching classes of immigrants, and one was working to the great satisfaction of her local authority as an educational welfare officer. Interviews with nine representative immigrant teachers and their head teachers are here reported in detail. The overall picture suggested by these and the remaining teachers is summarised at the end of this section.

#### *Interviews with former students*

- (i) This teacher had been exclusively teaching immigrant beginners for a year in a secondary school. Before that he had been attached for short periods to two Immigrant Centres and had attended in-service training courses on the teaching of immigrants and on visual aids. His classroom was part of a church hall, brown and gloomy, and separate from the rest of the school. He was using the *Scope* and *Peak* courses for non-English speaking children, but in the lesson observed, some boys who could hardly say their names in English were laboriously copying out sentences from the *Scope* course 20 times each. The pupils were working in groups, attentively and quietly, and the teacher obviously had complete control of his class. His own English was fluent and correct, with only the slightest of accents. He originally did not want to teach immigrant children but was given no alternative. He hopes eventually to take up normal junior secondary work. He felt that the course had been valuable in giving him time to read, but he had learnt more from his previous school-teaching experience. His head teacher was quite satisfied with his work.
- (ii) This teacher had been in charge of a junior class for six months. There was a good atmosphere in his classroom, with the children all quite happily at work on their own or in groups. The teacher's English was good, if on the quiet side. He had had no difficulty in settling down. The course had given him confidence and had awakened him to the need to improve his English, as well as giving him new ideas about teaching — such as group work. He

felt that the course was of the right length but should include more teaching practice.

The head teacher said he was very satisfied with his performance. He had had him on teaching practice as a student and had wanted to keep him. His work had been a bit formal at first but he had no difficulties with his class or his English now. The parents of children also appeared to be quite happy with his teaching.

- (iii) This teacher had been in charge of a junior class for over two years. There was a poor atmosphere in the classroom, with several children playing around rather than doing any work. The teacher had a pleasant personality but did not appear to be exerting himself unduly. He said he was enjoying teaching. He had got more out of the course than out of his previous eight months' teaching experience in this country. It had given him confidence and he felt he had experienced no discipline problems since. He felt his English was still improving. He found the remaining problem was to teach at the right level for the children. Art and craft training on the course had been particularly valuable. The course was of the right length but should include less theory and more professional training, classroom observation and teaching practice. The head teacher said he was very worried about this teacher's standard of English, which had shocked him when the teacher had first submitted a set of written reports on his pupils for forwarding to their parents. He felt the teacher's English might have a bad effect on his pupils, and must reduce his promotion prospects.

- (iv) This teacher had been in charge of a junior class for six months. His classroom was attractively decorated and the children were hard at work. His English was correct and fluent. He said he had experienced difficulties in adjusting to the different cultural background but felt he was settling down well now. The course had helped him to improve his English. It was of the right length, but should include more observation and teaching practice, more art and craft, and more PE instruction.

The head teacher said he had adapted well, and was beginning to gain confidence and pay dividends. His English was good, his performance as a teacher was very adequate, and his class control was more than adequate. He was handicapped only by inexperience of English schools, by a lack of knowledge of PE, and by his approach to maths which was solely computational.

- (v) This teacher had been in charge of an infants class for six months. Her English was not very good. She was happy with the children and felt very involved, though she was still not satisfied with her performance. The course had given her confidence and had taught her to know when she was wrong. She would have liked more art and craft and PE.

The head teacher was more than satisfied with her performance and thought she was making good progress.

- (vi) This teacher had been in charge of a class of juniors for two years, and now holds a graded post. He hopes eventually to get a job in a secondary school. His English is fluent but faulty and he still retains a strong Punjabi accent. He felt the course was far too long and contained too much theory. He would have liked to have seen more of the English educational system, to have had more teaching practice, and to have experienced more contact with English students.

The head teacher was more than satisfied with his performance and had great confidence in him, though he felt his teaching was still very formal.

- (vii) This teacher has been in charge of a junior class for two and a half years. His classroom is neat and full of material. His English is very good. He feels well settled and has no problems. The course had given him valuable contacts with English people and he had got from it a real understanding of the English educational system. He would have liked more art and craft and 'not too much language laboratory'.

The head teacher is perfectly satisfied with him, and feels he is as good as any other teacher, though he may lack a little initiative.

- (viii) This teacher failed his course but obtained a temporary post in a junior school where he has been teaching for six months. His class was in chaos. The children were insolent and ignored him more or less completely. They were shouting and throwing paper aeroplanes around. The teacher, however, says he is quite happy. He excused the classroom situation by saying that his class was the most difficult in the school.

The head teacher feels quite helpless with him. His English is good, he has a pleasant personality and he tries to be helpful. But he has made no progress at all, he has no idea of organising his classwork, his lessons are 'rubbish', he has lost the respect of his class, and appears to be living in another world.

- (ix) This teacher has been in charge of a junior class for eight months. His classroom is a bit grim, being part of the school hall. The children clearly like him and are keen to learn from him. His English is quite adequate. He says he is reasonably happy in his work. The course gave him confidence and was useful in improving his English. It was of the right length but should include more teaching practice and professional training.

The head teacher says he is well-accepted by parents, has the respect of his class and will make 'a jolly useful teacher', though he is perhaps better fitted for secondary school work. His only problem seems to be cultural adjustment.

### *Overall picture*

The overall picture from the 27 students followed-up shows a normal

distribution of talent. About a quarter are rated by head teachers and local education authorities as clearly above average. They have already taught 'with considerable success' in various fields of primary and secondary school work, up to and including 'A' level classes. Some have distinguished themselves in sport and PE, some in creative work, some in their special subjects, and one at least as a teacher of English to English children. Their English is fluent and perfectly acceptable. They have good relations with pupils and colleagues.

About a quarter have proved so far to be merely adequate teachers. Their methods are often described as 'formal' or 'very formal'. Their class control is sometimes suspect, and they may still have difficulty in communicating with their pupils or in teaching at the right level. Some are described as having difficulties in cultural adaptation, and in understanding advice from colleagues. They often appear rather withdrawn. To be fair to this group of teachers, they are mostly working in difficult conditions, and some are teaching immigrant children more or less in isolation from the rest of the school.

The remaining teachers, with the single exception of the total failure (case viii) described above, fall between the two extremes. Their teaching is more than adequate but not yet exceptionally good. They may experience to a lesser extent some of the difficulties of the merely adequate teachers. Their English has improved with experience of teaching, and there are no signs of children being adversely affected by any remaining failings in it. Parents and children have accepted them. They co-operate in extra-curricular activities. They have all improved in teaching ability since their final teaching practice. Their teaching methods generally reflect those of the school they are teaching in.<sup>1</sup>

As a whole, the group has performed rather better than any other normal group of students from a training course. The most important factor in their success or failure is the individual's personality, his desire to understand, adapt and improve. Language by itself has not proved to be a principal cause of failure though it must have contributed towards success. Where language is cited by superiors as an obstacle, this is always in connection with other failings that relate to the teacher's personality. The teacher's language, in other words, has rapidly been accepted by pupils and colleagues alike as an aspect, and an expression, of his personality.

## **8. Students' opinion of the courses**

All the students attending courses, and 27 former students, were asked for their comments on their courses. Opinions were given freely, and there was sometimes warm debate.

<sup>1</sup> A more detailed illustration of many of these observations can be found in Miss Richardson's report, cited in the previous section, which augments and confirms much of the material in this overall survey of results.

### 8.1 *The desire for a qualification*

All students were unanimous in wishing that courses led to a recognised diploma or certificate of teacher training. They felt that after 15 months of training and a period of teaching practice comparable to that of a post-graduate diploma and certificate course, they deserved something more than a certificate of attendance. Their training period is in fact recognised by some, but not all, local education authorities in the assessment of their salary, but it is not regarded as an extra teaching qualification.

The Department of Education and Science feels that the courses for immigrant teachers are not comparable in content to any other courses leading to approved certificates of teacher training. It is therefore opposed to the award of any diploma or certificate by these courses that can be ranked as a teaching qualification. At Bradford, students on the first two courses were allowed to sit the examinations for the Graduate Certificate of Education of the University of Leeds. Very few were able to pass on first sitting, and it was felt that students were becoming unduly distracted from their other course work by the need to take academic exams. The practice of taking external examinations has therefore been discontinued.

All the course directors are reluctant to take up the students' case for a diploma or certificate. If current practice in colleges and institutes of Education were followed, this would mean setting a written examination covering academic subjects and theoretical aspects of education. A great deal of time would have to be devoted to preparing for such examinations, as failure would disqualify a student from teaching. At present, course directors feel time can ill be spared from language work and professional training. During their 15-months' course immigrant teachers must prove themselves in teaching practice as suitable teachers when assessed by the same standards as British students. But they cannot be granted certificates of teacher training because they have not prepared for, and might fail in written examinations of a theoretical nature. Floreat academia!

### 8.2 *The length of the course*

30% of the students felt that their courses were too long and could be reduced by at least one term. It is noticeable that the proportion is higher among students beginning a course than among those nearing its completion who have had experience of teaching practice in schools. Nearly all those questioned who had completed a course felt it was of the right length. A smaller but still appreciable proportion of students attending courses felt they were too short. They wanted longer training in professional subjects.

Course directors and the Department of Education and Science are in agreement that the courses are of about the right length. They are longer than normal post-graduate courses for two reasons :

- (i) extended but intensive language training must be included in them

- (ii) owing to differences in cultural background and educational experience, the students have more to learn in some areas and are slower to learn in others than normal English groups.

Some course directors already have difficulty in fitting into 15 months all they want to do. None are satisfied with what they achieve.

#### 8.3 *The value of the course*

All students who had completed a course, and virtually all who were attending one, felt that it was useful to them. Among the aspects most frequently mentioned favourably are :

- (i) it had given them confidence in themselves
- (ii) it had made them aware of deficiencies in their English and given them a chance to improve
- (iii) it had made them more self-critical as teachers
- (iv) it had given them experience of, and information about, the English educational system
- (v) it had given them training in new methods of teaching their own subjects
- (vi) it had introduced them to new subjects such as art and craft, music and movement, PE, environmental studies
- (vii) it had taught them something about the background of their pupils and the British way of life
- (viii) it had taught them new jokes, songs and idioms.

At least two students, however, considered the course to be valueless or a waste of time. One of them commented :

'No incentive, no freedom of thought or expression, we are forced to do unwanted things as barking like a dog in the class. Lost the fluency and self-confidence'.

#### 8.4 *Criticism of the course*

Many students, past and present, felt the balance of their course was not as useful as it could be. In particular, they mentioned :

- (i) there was too much theory
- (ii) there was not enough observation of schools and teaching practice
- (iii) there was not enough time for professional training in their own subjects and especially in new subjects such as PE and art and craft.
- (iv) there was not enough language work -- sometimes, also, there was too much language work
- (v) there was not enough contact with English students.

All these criticisms reveal the students as taking their course seriously, and anxious to improve themselves professionally in thoroughly practical ways. The comments of head teachers on their teaching practice and on their

subsequent early classroom performance confirm that the areas mentioned by the students are those in which they often do in fact need further training. But it is not always possible for course directors to cater fully for all the students' needs.

The amount of 'theoretical' training varies from centre to centre. Under this somewhat vague heading must go subjects such as educational theory, learning theory, child psychology, phonetics theory, and elementary linguistic theory. It appears that many students are not as convinced of the value of theory as some of their tutors. This is certainly an area of their instruction whose value requires to be carefully examined.

The amount of observation and teaching practice is fairly constant in all the centres. Some have been able to add to the students' experience of children by bringing classes into the centre for a morning a week. Teaching practice arrangements are not always within the control of the course director. They are often organised on a college or institute basis. In all areas where courses are held, there is already a heavy demand on schools to accept student teachers of all kinds. In some areas the local schools declare themselves to be saturated with trainees. This means that sometimes it is virtually impossible to increase the amount of teaching practice without going outside the area or interfering with general college arrangements and time-tabling. The larger the number of students on a course, the more difficult it is to come to adequate independent arrangements with schools for the purpose of visits, teaching practice places, or the regular loan of classes.

The amount of professional training students receive has to be related to the college or institute time-table as a whole. In some cases the general time-table is fixed in advance and the immigrant teachers appear to be fitted in as an after-thought. Their professional training classes are consequently held at odd and immutable hours, in odd and highly mutable rooms, and sometimes in minimal amounts. The specialist departments concerned already have a full teaching load with their normal students. Some, however, have proved extremely co-operative in laying on additional courses for immigrant teachers and in trying to match their special needs. But in at least two centres, certain specialist departments responsible for essential areas of training have refused any co-operation at all. Classes in these subjects have had either to be abandoned, or to be taught by temporary staff, or to be improvised by the language staff of the course. All colleges and institutes have increasing problems of administration and student numbers. But it seems that some at least who have themselves instituted courses for immigrant teachers, are not giving course directors adequate support in catering for the needs of their students.

The amount of common instruction for immigrant and English students varies from centre to centre. In London, the immigrant students are integrated with mature students for virtually all of their professional training. In other centres, there are some joint classes and discussion groups. In two centres, there is no official contact with English students at all. There are two obstacles to greater integration in most centres. One is the time-table, which has been fixed

independently for the rest of the college and for immigrant teachers. The other is the different needs and rates of progress of the two groups of students. Primary school mathematics work offers a cogent example of the latter. Immigrant teachers have been brought up to a purely 'computational' approach, and are accustomed to thinking of drilling rules and tables (including sometimes logarithmic tables!). They have given little or no thought to activities which lead to the understanding or discovery of basic mathematical concepts. In one tutorial observed, it became apparent that half the students were themselves unaware of the basic concept involved, in this case 'area', though they could all recite the relevant rules. The specialist tutor had had to sustain a prolonged assault on the students' preconceived attitudes to mathematics teaching in order to convince the more recalcitrant ones that they had something to learn. Understanding of the uses of classroom activities and apparatus could only proceed as fast as the students' understanding of why they were needed at all.

In some subjects, therefore, immigrant teachers may benefit from separate courses which take into account their previous training, their unfamiliarity with British culture, and the weaknesses or differences of their linguistic resources. In general, however, they have much to gain from extended contact with British students. Some directors are trying to arrange hostel accommodation for them in the college. All encourage their students to take part in extra-curricular activities of the college. It would be a pity if they did not also try to arrange some joint classes in appropriate areas of work, particularly in the latter part of the course when their students may be better prepared for them.

#### 8.5 *Level of training*

In three centres, students are being trained either for primary or for secondary work. In two of these only, maths and science specialists are allowed to opt for secondary training. In the third, all students are allowed a free choice. In the remaining three centres, the students are being trained as primary teachers, as are the English students in the college. Students are, of course, free to apply to any centre, but they may be accepted by one which gives exclusively primary school training. 13% of those allocated to primary groups said they would have preferred to be trained as secondary school teachers. Some of the others would like to change to secondary school work after a few years of primary school experience. Many, however, said they preferred primary school work as they liked younger children and were excited about new methods of approach. Some seemed to think there would be fewer discipline problems in primary schools.

## **9. The assessment of qualifications, allowances and salaries**

### 9.1 *Recognition of qualifications*

To be admitted to a course, students must obtain recognition of their entitlement to qualified teacher status from the Department of Education and

Science. Like all other prospective teachers in this country, they must hold either a British degree or its equivalent, or have completed an acceptable course of general teacher-training :

- (i) the Department of Education and Science makes its own assessment as to which overseas academic qualifications are equivalent to a British degree. In general an Indian or Pakistani BA or BSc is not sufficient. Applicants must normally hold either an MA or MSc
- (ii) the successful completion of an acceptable course of initial training for teachers in schools has become an essential requirement for all prospective teachers in primary schools from 1st January 1971; this requirement will be extended to secondary schools from 1st January 1974. The new regulation will not, however, affect teachers already in schools, or those whose other acceptable qualifications antecede these dates. Teacher training degrees and certificates from India and Pakistan are not regarded as approved certificates of teacher training: All but the handful of students who have British teaching qualifications are therefore treated as equivalent to untrained British graduates for the purpose of probation, but not always in the assessment of salaries.

Some students have complained of long delays in getting their qualifications recognised, ranging from three months to two years. Since the Department of Education and Science exercises its judgment in every individual case, it is not always clear to applicants why some qualifications are recognised and others of apparently equal status are not.

### 9.2 *Grants and allowances*

All students attending a training course are entitled to a personal grant from the local education authority in whose area they have established residence. Married students are also entitled to additional grants for their wives and children if they are resident in the UK. The Midland authorities also give grants for dependents overseas, but London and the Southern counties generally do not. Not surprisingly this is a source of grievance among the students. Some, whose grant is their only source of income, feel forced to bring their families over here to establish their right to an allowance. At the beginning of a course, the needs of settling newly arrived dependents can upset their studies.

### 9.3 *Salaries and increments*

All teachers are paid the same basic salary on first appointment, but additional increments are allowed for previous training and experience. Some allowances are at the discretion of the local education authorities. There is once again variation in their treatment of immigrant teachers. Although all the students are recognised by the Department of Education and Science to hold the equivalent of a British degree, not all are paid a graduate allowance on appointment. In practice this seems to be confined to those holding an MA

or MSc, and there is a certain amount of dispute about which qualifications entitle the holder to the extra allowance granted for a *good* honours degree. Trained British teachers may be allowed an increment for their period of training. Some authorities pay the immigrant teachers a similar increment for having attended their training course. British teachers are also allowed increments for previous teaching experience outside the United Kingdom on a reduced basis, which may vary according to where the experience was gained. The highest allowance is for post-qualified experience in the United Kingdom.

## 10. Recommendations

These recommendations draw together comments from earlier sections of this report about problems still affecting the courses. The recommendations concerning language work must be read in the light of part III of the report. They draw attention to ideas and techniques practised in certain centres which seem worth testing on a wider scale.

### 1. *Entry vouchers*

Most students have entered this country on entry vouchers which categorise them as qualified teachers. They are therefore expected to find teaching posts easily. The immigration authorities would be acting more humanely if they could ensure that applicants in future were informed of the severe difficulties they must expect in finding teaching employment without a further period of training in this country. Applicants should also be informed that places on training courses are at present limited.

### 2. *Grants and salaries*

Since there may appear to be anomalies in grant and salary assessments, it would be welcomed if a general statement showing the common policy of local education authorities in implementing the regulations could be issued.

### 3. *Placing and inspection*

At present immigrant teachers are the concern of the district inspector and the local education authority in whose area they are teaching. In view of the rather special problems they may pose, there is a case for following up the work of the courses by making a single set of inspectors, on a national basis, responsible for collecting information about the placings and progress of immigrant teachers. The Department of Education and Science should also consider the reissue of advice to local education authorities on the placing of immigrant teachers completing courses.

### 4. *Co-ordination of follow-up work*

It would also be desirable for the various centres to co-ordinate information about the whereabouts of their former students. It might then be possible for the individual centres to visit periodically all students in their neighbourhood. Follow-up studies can give the centres valuable feed-back about

the success and value of their courses. At present, however, most members of staff are too over-committed by their teaching duties to spare much time for follow-up work. The Department of Education and Science might be willing to support follow-up studies in appropriate circumstances, as it has already done in Nottingham.

5. *Contact with British students*

Centres should encourage and facilitate more contact between immigrant teachers in training and British students.

6. *Language work*

Section 4.4 contains some negative recommendations about approaches to adopt in language work. On the positive side :

*Remedial work*

- (i) it seems advantageous to make remedial work in pronunciation and grammar as far as possible situational. Classroom language can be used in many exercises and these exercises in turn can derive from, or lead into, everyday school and classroom activities. In this way it can be hoped that when the activity is repeated, the language that accompanies it will also be remembered.

*Videotape recording*

- (ii) it would also be useful to base some kinds of exercise on tapes or videotapes of English teachers taking a class. Using the taped teacher as a model, the student could be drilled in various aspects of his performance and could go on to prepare lessons on a similar topic or pattern, but reflecting his own personal approach.

*Co-ordination of language work*

- (iii) as far as possible, it would seem essential to co-ordinate the planning of methods courses etc. with language work. Team teaching or parallel teaching in the two areas would then ensure that language problems are dealt with as they arise and that the implementation of new ideas in teaching is not hindered by the students' lack of the proper language to deal with the particular subject.

*Voice production*

- (iv) one feature of the students' performance probably deserves more attention. This is their voice production. Traditional work in intonation does not really concern itself with the questions of tempo, pausing, emphasis, and expressive tone of voice in continuous speech. The students might well benefit from training at the hands of speech specialists or drama departments. The object of any such special training would be primarily to improve the students' ability to project themselves in the classroom.

### *Written work*

- (v) more benefit might be obtained from the students individual research and writing if this could be edited (by the students themselves) and circulated among their course. There are several areas in which the students can learn from each other and from the requirements of preparing material in a 'publishable' form.

### *Testing*

- (vi) some of the problems of grammar and usage could be effectively kept under review if the students were given short but frequent multiple-choice tests. Such tests can be readily compiled and completed, and can be marked by the students themselves. Suppose that the students had been working on question forms for a fortnight. At the end of this period they could be given a ten to twenty item test containing a list of questions. Three or four alternative forms of each question are given, among which the student has to choose the correct form (or forms). The remaining forms contain habitual errors that the students are known to commit. A regular series of such tests, covering former work and recent lapses, would help to keep the student aware of their language usage.

### *Exchange of information*

- (vii) at present contact and exchange of information between the various centres is fairly casual. It seems a pity that interesting materials should be developed and tested in one centre unknown to others. If members of staff are willing to make their materials available, it would be worthwhile arranging a regular exchange. Collaboration might even be attempted between various centres on certain projects of general concern such as the design of more effective language laboratory exercises. Collaboration would be more fruitful if staff could be periodically released from their duties to visit other centres.

### **7. *Research needed***

There is an urgent need for serious research in two areas :

- (i) methods of selecting applicants, including reliable procedures for determining their attitudes and aptitudes
- (ii) methods of diagnosing the students' language difficulties and of measuring their linguistic progress so that the effectiveness of different types of remedial materials can be more reliably assessed.

## PART II

### *Reports of the different centres*

#### **Bradford: Margaret McMillan College**

The college was visited for a week during the third course.

1. *Students*

Course 1	:	13
Course 2	:	28
Course 3	:	20

The students on the third course are all from India or Pakistan. There are three women among them. They are all being trained as primary school teachers.

2. *Staff*

The course director holds a diploma in English as a second language from Leeds. He has been joined for the second and third courses by two other specialist teachers, one also holding a Leeds diploma in English as a second language, the other a London diploma in teaching English as a foreign language.

3. *Admission*

Applicants are given the written part of the Davies test. On second course onwards they were also given two tests specially designed by the social studies department of the college. On the third and fourth courses a test in verbal reasoning replaced the social studies department test. The purpose of the tests, and of the individual interviews, is to determine the language proficiency and attitudes of the candidates. The first three months of the course are treated as a probationary period during which the suitability for the course of successful applicants can be put to the test.

4. *Course content and time-tabling*

The balance between various areas of study alters during the course. For the spring term, time was allocated weekly as follows :

Spoken English and language laboratory	6	periods
Social studies and language	2	„
Education and language	2	„

Curriculum studies	4	”
Education and social studies	2	”
Education	4	”
Social studies	4	”
Tutorials and private study	3	”
Visits to schools and places of interest		One whole morning

Education and language and social studies and language classes are conducted by teams of teachers composed of one language specialist and at least one subject specialist. The object is to combine language training with special studies as far as possible. For spoken English work the students are divided into two groups of 10 to provide a maximum individual supervision in classroom and language laboratory. Teaching practice is allocated in the following way :

Term 1	:	1 week
Term 2	:	2 weeks
Term 3	:	3 weeks
Term 4	:	4 weeks

#### 5. *Assessment*

The students are continuously assessed on work produced throughout the course. They are given periodic tests and are required to produce two special studies reports, as well as being involved in a great deal of project work of various kinds. In principle they must produce work of an acceptable standard in each of four main areas :

Teaching practice  
English  
Educational theory  
Social studies.

In practice, however, greatest importance is attached to the student's level of practical teaching and English.

#### 6. *Students' opinions*

Seven of the students thought the course was too long. The rest thought it was of the right length. Three said they would have preferred to be trained as secondary school teachers.

#### 7. *Follow-up*

The course director was able to visit all the locally placed students from the first course and was very encouraged by their progress. There has been no time, however, to visit students from the second course.

#### 8. *Problems and plans*

- (i) *Selection* : the staff are very concerned to improve their methods of selection. There have been distressing situations with one or two students who have been failed or asked to withdraw.

- (ii) *Teaching practice* : one or two head teachers have not been sympathetic to having immigrant students in their schools. Teaching practice is organised on a college basis termly so it is not possible for students to gain continuity of experience in a single school throughout the course.
- (iii) *Language* : the staff are not satisfied with the amount of improvement effected in the students' English.
- (iv) *Students' attitudes* : the key problem of the course is felt to be changing the attitudes and even the personality of some of the students. The staff want to arouse in them an understanding of, and a caring for, children. But not all the students realise the need for this. They may think of the course simply as a means to a job and to an improvement in status.
- (v) *Placing* : at the end of the second course it proved very difficult to place many of the students in schools particularly in the Bradford area. The staff are worried in case they are training teachers for whom there may be no place in the schools. A fair number of former students have been placed with immigrant classes.

## Coventry: College of Education

The college was visited for a total period of ten days during the first course.

### 1. *Students*

There were originally 16 students on the course but one withdrew. They are all from India or Pakistan. There are three women among them. They are all being trained as primary school teachers.

### 2. *Staff*

There is only one specialist member of staff responsible for the course. He holds a London academic diploma in education, and a postgraduate certificate in teaching English as a foreign language, and is responsible for the general educational work as well as for the language work on the course.

### 3. *Admission*

Applicants are given the Davies test. The main points looked for in interviews are attitudes to education and general cultural interests.

### 4. *Content of the course*

The course contains three elements :

- Language work
- Education
- Professional training

Language work occupies 12-14 periods a week including 3-5 periods in the language laboratory. Teaching practice and observation amounts to 95 half days distributed as follows :

- Term 1 : Visits to 6 schools and 2 weeks' observation in a single school
- Term 2 : 3 weeks
- Term 3 : 5 weeks at 3 days per week
- Term 4 : 4 weeks

5. *Assessment*

Students are assessed mainly on the basis of their teaching practice.

6. *Students' opinions*

Eleven of the students thought the course was too long. Three would have preferred to be trained as secondary school teachers.

7. *Problems and plans*

The director is very conscious of the problem of breaking down the students' previous attitudes to education and making them realise how much they have to learn. He feels this can best be done by an early attack on the professional side rather than in language work. He would like to begin the next course with a concentration on music and movement, PE, art and craft, and drama. These subjects are new to the students though essential to their training as primary school teachers. He hopes in this way to make the students conscious of what they do not know, while at the same time acquiring basic skills which can give them a confidence in their ability to learn and an early sense of achievement.

## **Glasgow: Jordanhill College of Education**

This course is outside the original terms of reference to this investigation, which is confined to courses in England. However an invitation was extended to visit the college for the purpose of comparison. A week was spent there during the first term of the first course. The course lasts for only two terms. These two terms are intended to prepare the students for the following year's work leading to a graduate certificate of education. In Scotland all prospective teachers must hold an approved teacher training certificate. The two-term preparatory course is intended to help them overcome their problems before joining a normal certificate course.

1. *Students*

There are only five students on the present course. It is hoped to have up to twelve on future courses. Two of these students hold Scottish degrees. One is a woman. They will be free to choose whether to be trained as primary or secondary school teachers.

## 2. *Staff*

The course director is the only member of staff specifically responsible for the course. He holds a Leeds diploma in English as a second language and has done research in applied linguistics at Edinburgh University.

## 3. *Admission*

Applicants were all given the Ingram tests. In interviews careful attention had to be paid to their academic potential as well as to their proficiency in English, for if they fail the graduate certificate course eventually, they will be disqualified from teaching.

## 4. *Contents and time-tabling of the course*

Language work on the course has two aims :

- (i) to train the students to perform adequately as *students* on the graduate certificate course in the following year i.e. training them to cope with lectures, discussion groups, essay and exam writing etc.
- (ii) to prepare them eventually to become *teachers*, linguistically equipped to meet the demands of the classroom.

Time for various subjects was allocated on a weekly basis during the first term as follows :

Spoken English	3	periods
Reading comprehension	2	"
Reading aloud	1	"
Writing practice	2	"
Intonation practice	2	"
Structural practice	2	"
Lecture comprehension	2	"
Unsupervised language laboratory work	2	"
Modern studies	4	"
Education	2	"
Seminar	1	"
Visits		One afternoon a week

### *Teaching practice*

No teaching practice is done during the two-term course, but the course director hopes to visit students during their teaching practice on the secondary teacher training course.

### *Future planning*

It is hoped to provide a language learning resource centre where students can concentrate on practising skills in which they are weak. The emphasis will thus be taken off group teaching and the course director will give individual help to students when they need it.

The course director has compiled a thorough job analysis of what he feels the students need. This, and a fuller account of some aspects of the language work, are given in part III of this report.

### **Leicester: School of Education**

The school, which forms part of the university of Leicester, was visited for a total of ten days during the second term of the third course.

1. *Students*

Course 1 : 22  
Course 2 : 21

The students on the present course are all from India or Pakistan. They are divided for professional training, and for some of their language work, into two groups; there are eight maths and science specialists in the secondary school training group, and thirteen others in the primary school group.

2. *Staff*

Apart from the director, four members of staff are involved in the present methods course, and another in teaching English. The present director holds a London diploma in teaching English as a foreign language and was formerly visiting professor at the Central Institute of English, Hyderabad, India.

3. *Admission*

Applicants are assessed during interview on a special rating form which covers :

Phonemic discrimination  
Stress and rhythm  
Range of vocabulary  
Personality  
Intellectual qualities  
Knowledge of teaching  
Interests

Particular attention is paid to the extent of their cultural adaptation. They are also given three specially designed language tests involving phonemic discrimination, structural control and dictation. The director is, however, not satisfied with the prognostic value of these tests.

4. *Contents of the course and time-tabling*

The balance of the course and subjects studied varies from term to term. In the second term time was allocated on a weekly basis as follows :

English	: 2 periods
Language laboratory	: 2 „
Communication in the classroom	: 1 „
Curriculum studies	: 7 „
Education	: 2 „
Seminars	: 2 „

This is a somewhat lighter time-table than that followed at other centres. The director is concerned to strike a proper balance between class-contact time and free time for private study and research. The scientists in particular are encouraged to engage in unsupervised experimental work in the laboratories.

There are eight visits to schools in the first term. Teaching practice is then distributed as follows :

Term 2	: 3 weeks
Term 3	: 3 weeks
Term 4	: 6 weeks

### 5. *Assessment*

Students are assessed on the basis of their teaching practice. Leicester is unique among the centres in enjoying a teacher-tutor system. Teachers are recruited and paid to act as regular tutors for students undergoing teaching practice in their schools. This gives the students a degree of practical guidance and supervision which cannot be matched elsewhere. The teacher-tutor also reports to the course director on the students' problems and progress. The teacher-tutors report form is extremely detailed and permits a ready comparison between the first and final teaching practice performance. A copy of the report form is included in part IV of this report.

### 6. *Students' opinions*

Fourteen of the students thought the course was too long. They had not yet experienced their first teaching practice and were perhaps over-confident of their ability to perform satisfactorily in an English classroom. All the students wanted more contact with English students from whom they felt entirely cut off.<sup>1</sup>

### 7. *Follow-up*

Only three students from the first course were placed in the Leicester area. Of these, two have been regularly visited and are both doing well.

<sup>1</sup> Since the visit, it has been reported by the course director that students can now have at least one seminar a week with English PGCE students, while they are encouraged to join in with experienced English teachers taking evening in-service courses. About 70% of the immigrant teachers use such opportunities. The director also notes that purely social contact between immigrant teachers and British students remains a problem. The immigrant teachers are usually older and have families: they do not usually take much part in university clubs and societies.

8. *Problems and plans*

Selection is still felt to be the worst problem. The course director is engaged in a research study on the performance of immigrant teachers and hopes to use the results of his tests and analysis of difficulties in improving the course.

### **London: West London College and Whitelands College**

Responsibility for training the students is divided between two separate colleges in London. West London College undertakes the language work while Whitelands College trains them professionally. Both colleges were visited at intervals during the third course. After experiments with time-tabling in the first two courses, it was decided that for the third course the students would spend the whole of their first term at West London College, receiving an intensive language course of 30 hours weekly. They were to spend the remaining three terms at Whitelands undergoing professional training, with two hours a week of language instruction continuing to be given by a tutor from West London College. The language work is described in part III of this report.

1. *Students*

Course 1	:	18
Course 2	:	20
Course 3	:	10

The students on Course 3 were all from India or Pakistan. They were all being trained as primary school teachers. At Whitelands College they were divided into two groups, and each group was integrated with the professional training classes of mature students at the college. They were treated as a special group only for language work, for maths, and for a course in classroom English given by the tutors at Whitelands.

2. *Staff*

Two tutors are responsible for the students at Whitelands. At West London College, four tutors have been involved with every course, but the same members of staff have not been involved on each occasion. In all nine members of staff have been responsible for classes on the three courses, and only one has taught on all three courses. Some of these tutors hold diplomas in English as a second language from London, Leeds and Edinburgh. One is a specialist in speech training.

3. *Admission*

Applicants have been admitted on the basis of interviews conducted by tutors from both colleges.

#### 4. *Assessment*

At the end of their first term at West London College, the students are given two English tests, one oral and one written, to assess their proficiency in English. At the end of their training at Whitelands, they are assessed on the basis of their teaching practice. Tutors from West London College were also able to assess the trainees' proficiency in the language by attending one or two sessions of teaching practice in primary schools.

#### 5. *Students' opinions*

One student thought the course was too long. Two thought it was too short and would have liked longer training in classroom methods. One would have preferred to be trained as a secondary school teacher. Some of the students felt that up to half the course time had been wasted. They all would have liked more language work and more teaching practice. Some also wanted more time in curriculum studies such as art, PE, science, and maths. One thought the course was a total waste of time. The rest had found it useful, but they felt as if they had been fitted into the college time-table as an afterthought.

#### 6. *Follow-up*

Contact has been maintained with most former students working in the London area, though not many have been visited in their schools. Most have settled down well and two have been given special responsibility posts.

#### 7. *Problems and plans*

The staff at both colleges are not entirely happy with the divided responsibility for the students. Wishes were expressed from both sides that language work could be more closely integrated with professional training, and that extensive teaching practice should come earlier in the course than it does at present, when it is delayed till the third term. However no further experiments can be tried as the London course is to be discontinued.

### **Nottingham: School of Education**

The School was visited for a week during the second term of the third course.

#### 1. *Students*

Course 1	:	18
Course 2	:	33
Course 3	:	32

The students on the third course are all from either India or Pakistan and include four women. They are free to choose, at the end of the second term, whether they wish to be trained for primary or secondary school work. Nineteen intended to specialise in primary school work.

## 2. *Staff*

There are two specialist members of staff for the present course. One holds a London diploma in the teaching of English as a second language. The first course was directed by a single tutor, who was joined by a second tutor for the second course. The original director left at the end of the second course, and a new tutor has been taken on for the present course.

## 3. *Admission*

Students are selected by interview. The qualities looked for are a fairly sturdy personality, a receptive mind, and the ability to cope with English children. The candidates are questioned about their attitudes to their jobs, and to the education of their own children, if they have any, in England.

## 4. *Contents of the course and time-tabling*

The emphasis in the first term is on the primary school and in the second term on the secondary school. Seven weeks are devoted to teaching practice in the third term, preceded by further professional training. In the fourth term, a short teaching practice is arranged for those students in need of further classroom experience. In addition, all students attend a group teaching practice in their specialist field on four half days. Special arrangements are made, if necessary, for students with particular difficulties. Time was allocated on a weekly basis in the second term as follows :

Language	9 periods
Education (lectures)	1 "
(seminars)	1 "
Professional training	10 "
The cultural background of	
British children	2 "
Tutorials	2 "
School observation	1 day a week

The students are divided into two groups for language work, for some work in the language laboratory and for some of their professional training. Once a week, however, in the language laboratory one tutor has the unenviable task of supervising the work of all 32 students. About half the students' time is spent in practical projects, and half in lectures, discussions, or classwork.

## 5. *Assessment*

The final assessment of the students' performance is based very largely on their teaching practice reports, but course work is also taken into account. The students have to produce two essays on educational studies in the first term. In the second term they have to produce a syllabus for a year's school work in a particular subject, and an essay on a subject of their choice. In the first two terms they have to produce a log-book including book reviews (at least 30) and reports on school observation and matters of cultural interest. The students must also write a report on their studies during the summer vacation and in the fourth term, they must complete three formal assignments.

6. *Students' opinions*

Six students thought the course was too long, while five felt it was too short.

7. *Follow-up*

One of the members of staff received a grant from the Department of Education and Science to make a full follow-up study of students from the first course.<sup>1</sup> This involved visiting all the students in their schools, and discussing their performance with the ex-students, their head teachers and local education authorities. The results of this enquiry have been indicated elsewhere in this report. Neither time nor funds have been available to make a similar study of the results of the second course.

8. *Problems and plans*

Many of the students display a rather passive attitude towards the course, expecting to be told what to do. It is not easy to get them involved in the project work which is regarded as an important part of the training on the course. The staff are also worried about the extent to which they have been able to improve the students' English. This is affecting the success of their training in other fields. The staff hope to overcome these problems in the next course by :

- (i) a more concentrated language course at the beginning of the first term
- (ii) more work in drama to improve the students' voice control and self-presentation
- (iii) partial integration of certain classes with English students in so far as the time-table allows
- (iv) hostel accommodation for the students wherever possible.

## **Wolverhampton: Day College**

The College was visited for a week during the third term of the third course.

1. *Students*

Course 1	:	15
Course 2	:	21
Course 3	:	36

The students on the third course are all from either India or Pakistan and include 6 women. According to their qualifications and interests, they are divided into three groups for the purpose of professional training :

Infants	:	6 (all women)
Primary	:	19
Secondary	:	11

<sup>1</sup> Miss H. E. Richardson

The secondary group is further divided into the groups of those specialising in maths as a main subject, those specialising in science, and those combining the two subjects.

## 2. *Staff*

There are three specialist members of staff for the present course. The director has administered and taught all three courses. With each new course he has taken on an extra member of staff to meet the increasing number of students. One holds a Leeds diploma in English as a second language, and the other has research experience in phonetics. The director was originally a teacher of modern languages.

## 3. *Admission*

Applicants are given the Davies test. This is used to determine those whose English is so poor that it is unlikely they will benefit from the course. The remainder are required to write an essay in English and are interviewed with special attention being paid to their adaptability, and to their attitudes towards, and interest in, education.

## 4. *Content of the course*

This can be subdivided under three main headings :

- (i) Language
- (ii) Education
- (iii) Professional training

For education classes and professional training, the students are split up into small groups (as indicated above) and integrated with other students in the college.

The teaching week consists of 30 hours allocated as follows :

Language	10 hours
Education	4 "
Professional training	10 "
Miscellaneous	2 "
Free	4 "

The balance between different subjects varies of course from term to term, and a different amount of time is devoted in each term to teaching practice and observation :

Term 1	: 1 week
2	: 4 weeks
3	: 4-5 weeks

## 5. *Assessment*

The final assessment of the student's performance is based above all on his teaching practice report. A degree of continuous assessment is provided in addition by the written work which the student is required to produce during the course :

A description of a school visited and classes observed  
A description of a particular child or group of children in the school  
A description of a book read  
An essay on the role of the teacher in a modern school  
A special study in the third term of a particular teaching problem — an account of the theoretical approach to the subject and its appreciation in the classroom.

6. *Students' opinions*

One student thought the course was too long. Eight of the primary group and one from the secondary group thought it was too short. Various students wanted a higher proportion of professional training, classroom language, teaching practice, and information about British culture. The scientists wanted more language work and more practical experiments. Only two of those who had been allocated to the primary group would have preferred to teach in secondary schools.

7. *Follow-up*

A fairly close touch has been maintained with all previous students placed in the Wolverhampton area — as it happens, a good proportion of the whole. But it has not been possible to visit those appointed further afield.

8. *Problems and plans*

One of the worst problems of this particular course is felt to be its size. Thirty-six is much too large a number to be handled as a single group for tutorial or language laboratory purposes. This leads to time-tabling problems, particularly as the professional and educational classes have to fit in with the general college time-table. It also means that the specialist staff have to repeat the same lesson sometimes three times with different subgroups rather than using each period to teach something new. One possible solution is for each specialist tutor to take a single group throughout the term for all aspects of language work rather than the present system under which one tutor handles all the pronunciation work, another the grammar and usage etc. The other plan being considered is to try to centre all language work around classroom language rather than keeping this as a special subject to which more general work in pronunciation and usage etc. is supposed to lead up.

## PART III

### *Reports on the language work in different centres*

#### **Language work in Bradford**

Three components of the course involve language work. They are :

- (i) English
- (ii) Social studies and language
- (iii) Language and education

#### 1. *English*

The work is divided between two tutors each taking half of the group at a time. It covers the following topics :

##### (i) *Consonants and vowels*

Students are given traditional drilling in repeating isolated words and sentences, and in contrasting minimal pairs. A lot of pronunciation training, however, takes the students into more extended language performance. They work on dialogues, and are trained in reciting narrative and poetry. A collection of poems has been made which can be used to develop and test the students' control over various sound problems. In one lesson observed, the students progressed from work on word-linking in isolated sentences to learning a poem by W. H. Auden, beginning :

'They are and suffer : that is all they do ;  
A bandage hides the place where each is living,  
His knowledge of the world restricted to  
The treatment that the instruments are giving . . .'

In this way, pronunciation teaching leads into a discussion of poetry and narrative, and involves specific training in learning and teaching poetry.

(ii) *Stress and intonation*

The students are drilled in a collection of words that they normally stress wrongly. For rhythm and intonation work, classroom English is used. One set of exercises on intonation, for example, took the form rehearsing the role of the teacher in a lesson on 'sorting', using a real lesson as a model. This lesson, and the exercises based upon it, appear in part IV of this report.

(iii) *Listening comprehension*

The students are given listening exercises based on tapes provided by the Nuffield Child Language Survey. They listen to recordings of English-speaking children talking and have to answer open-ended and blank-filling questions testing their hearing and comprehension.

(iv) *Grammar*

The various difficulties tackled include :

'Too' and 'very', comparatives and superlatives, unfulfilled conditions, direct and indirect questions, reported speech, tenses, the passive, commands and requests, position of adverbs.

Some of the exercises used are traditional, involving sentence completion and transformation, but all are based on classroom language. Some of the grammatical training is more situational, involving the student in handling Cuisenaire rods ('too' and 'very') and airline timetables (tenses and prepositions), leading into role-playing or the rehearsal of classroom situations.

(v) *Simplifying texts*

The students are also given some training in simplifying texts of interest to teachers or their pupils. This is to help them adjust their language to the level of comprehension of their pupils.

2. *Social studies and language*

This course gives the students an introduction to manners, behaviour and customs in a variety of contexts in contemporary Britain. It involves a number of projects and activities, including :

(i) *Dealing with peers*

The students are involved in discussions in small groups, with 3rd year students at the college, about expectations and experiences in teaching practice, including staff-room protocol, relations with supervisors, etc.

They are trained in the protocol and language of invitations : giving, receiving, accepting, and refusing. This leads into various language activities such as writing letters and role-playing.

They are trained in formal and informal business letter writing, each group being set a different problem such as asking for application forms, making complaints, ordering equipment, etc.

They are rehearsed in filling in application forms and in being interviewed.

They interview English students on their leisure activities. This requires preparation in the kind of language required for the interviews, and in arranging interviews. Each group works out its own method of approach, rehearses it, and then reports back to the class on its findings.

(ii) *The life of a child*

The students interview, after due preparation, adults and children in the area to discover children's interests, facilities in the area, attitudes to school, etc.

The students undertake research to prepare a calendar of the main events in the child's year e.g. Christmas, St Valentine's Day, etc. This includes making a collection of different kinds of greeting cards and discovering the significance of traditional symbols (i.e. Easter eggs).

The students were also taken on a visit to a pantomime.

3. *Language and education*

This course involves a practical study of the language used by teachers and pupils in the classroom in several different kinds of activity :

(i) *Writing*

The students were given practice, in the same ways that they would teach their pupils, in imaginative, descriptive and factual writing. They discuss the purpose of each kind of writing and experience ways of stimulating it.

(ii) *Instructions*

The students have to perform or imagine various tasks, such as putting up shelves or making a graph of the heights of the students in the class, and then have to organise group work on these tasks among themselves, rehearsing the giving of appropriate instructions.

(iii) *Questions*

The students are given work cards, containing a picture intended as a stimulus for writing, and have to practise formulating different kinds of question about it to encourage descriptive, imaginative, or factual answers from the class.

(iv) *Explanations*

In the lesson observed, students were practising giving explanations. Each was handed a card containing a question about a subject. The students were called upon in turn to give a brief explanation as if to a junior class. Criticism and suggestions for improvement were then offered by the rest of the group.

(v) *Language games*

The students are taught various language games and how to organise them, and in turn have to teach the staff various Indian games.

(vi) The students are also given practice in storytelling, exposition, classroom drama and poetry teaching.

## Language work at Coventry

This was the first course and the director is still building up his collection of teaching materials. Language work is undertaken in four areas of the course.

### 1. *Pronunciation*

P. A. D. McCarthy's *Practice Book in English Speech* is used for work on weak forms, stress and rhythm in class. L. A. Hill's *Stress and Intonation* is used mainly for exercises in the laboratory.

### 2. *Spoken English*

Comprehension is centred principally round Dickinson and Mackin's *Varieties of Spoken English*. This consists of tapes of unscripted talks and conversations. The students listen to an extract in the classroom. They discuss it in general terms, identifying the origin and background of the speakers and the kind of language they are using. The students listen to the tape again and reconstruct its contents by taking on the role of the various speakers on the tape. They can complete the recorded comprehension exercises and discuss their answers. Finally they do the various recorded pronunciation and grammatical exercises.

In the language laboratory, the students work on exercises of a fairly traditional nature prepared by the director, covering areas of difficulty such as questions, question tags, the negative, colloquial abbreviations, etc.

### 3. *Classroom English*

The students develop their comprehension by listening to recordings of lessons in schools. They practise their own productive control by regularly preparing demonstration lessons to give to the rest of the group. Each lesson is recorded while it is in progress and discussed afterwards by the group.

### 4. *English methods*

This course, given by a specialist methods teacher, covers the following areas:

#### (i) *Spoken English*

The students listen to tapes of school children talking. They discuss the regional variations in the children's language and are led towards the concept of 'appropriateness' in spoken communication. They are encouraged to vary their own language appropriately by role-playing in different situations.

#### (ii) *Story telling*

The students make a survey of children's literature and build up their own collection. They listen to recordings of teachers telling stories and are given practice in telling stories themselves. They are also trained in how to ask questions about a story that will provoke reflection and discussion.

(iii) *Poetry*

The students study various collections of poetry for children and build up their own selection. They have to explain how and why they would use particular poems. They are given practice in reciting poems. They are led to thinking about how to link poetry with projects. They are also introduced to riddles.

(iv) *Writing*

The students are introduced to the Schools Council project (D. Mackay) for reading and writing. They study different varieties of written language, and are stimulated to try some creative writing on their own account.

## Language work in Glasgow

The course director has made a detailed analysis of the language needs of his students. This is shown in diagrammatic form in the following pages. A few additional comments are given below.

1. *Comprehension of lectures*

A set of lectures given by members of staff in the college have been taped and edited. Comprehension questions have been inserted at intervals. The students work through the lecture in the language laboratory, answering questions, checking their understanding, and building up a summary.

2. *Essay and exam writing*

The students are working through an as yet unpublished course by N. Arapoff of the University of Hawaii. This contains a set of graded exercises designed to build up the skills of connected composition.

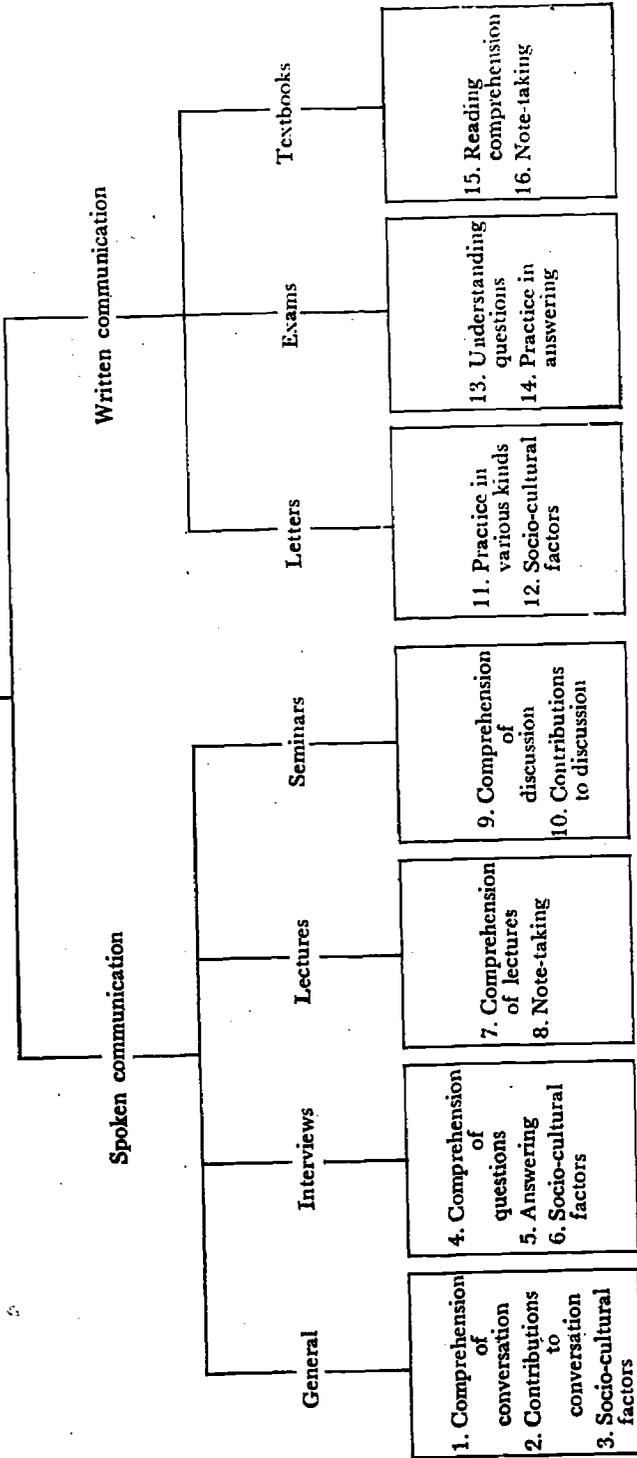
3. *Textbook reading*

A number of extracts have been selected from textbooks used in the college. Specially designed comprehension and note-taking exercises have been added to train the students in extracting information and in building up their reading speed. In 1971 SRA materials will also be used: *Reading Laboratory IV*, *RFU Senior* and *Speed Reading Course*.

4. *Pronunciation*

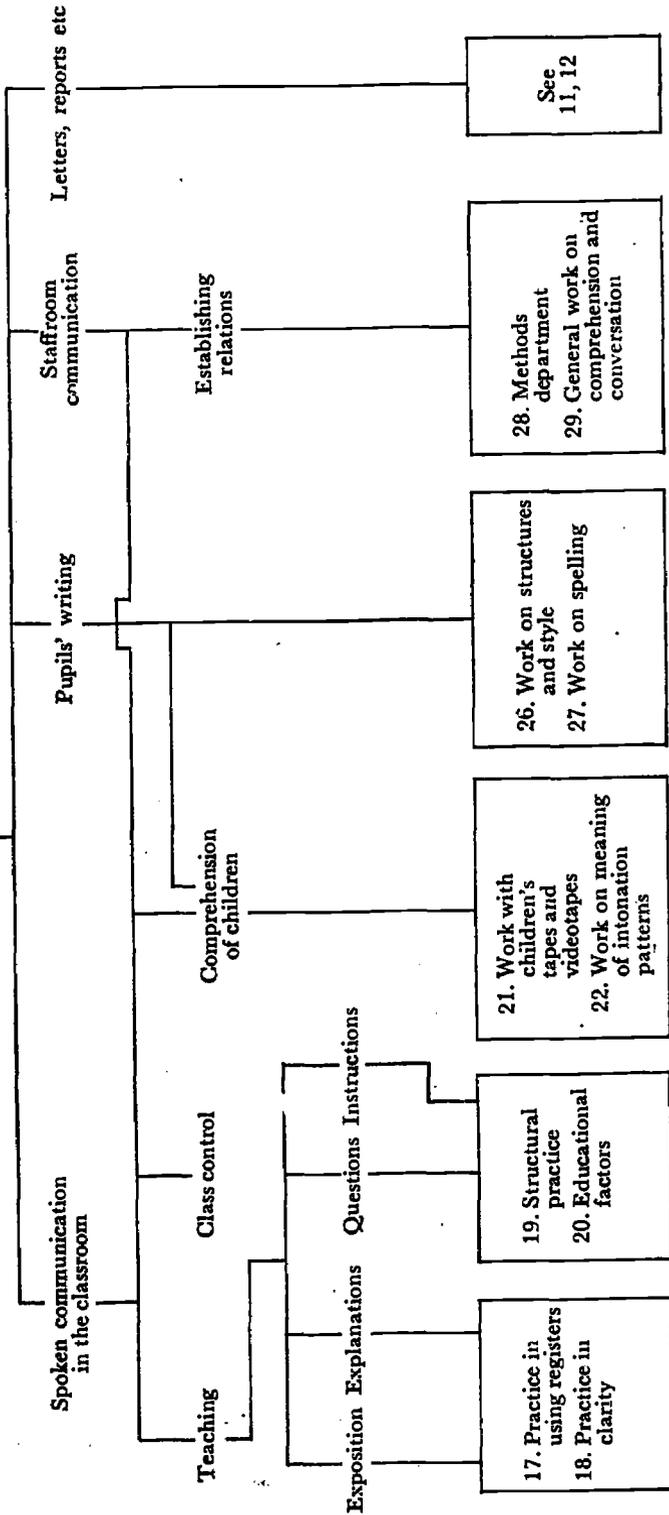
A course is being specially designed to deal with those sounds and aspects of rhythm and stress that prove difficult for the students. Explicit comparison is made with the sound systems of Hindi. The bulk of the practice work, which includes regular built-in tests, is done in the language laboratory. The students can thus work through the course at their own pace, checking their progress in the tests as they go along. For intonation, V. J. Cook's *Active Intonation* is used. This is livelier, more varied and more purposeful in approach.

Language skills as students



Materials used, for various numbered skills: 1. Dickinson & Mackin, *Varieties of Spoken English*. 2. *Edinburgh Course in Spoken English*; Longman/British Council, *English Language Units*; W. S. Allen, *Living English Speech*; V. J. Cook, *Active Intonation*; Specially designed exercises. 7. Specially designed course. 15. Mackin & Carver, *A Higher Course in English Study*; specially designed course. 8 & 16. Specially designed course. 9 & 10. Seminar practice.

*Language skills as teachers*



Materials used : 19 & 26. Eclectic use of various published materials. 21. Specially designed materials. 22. V. J. Cook, *Active intonation*.

## Language work at Leicester

Four areas of study involve language work. They are :

- (i) Spoken English
- (ii) Written English
- (iii) Communication in the classroom
- (iv) English in the primary school.

### 1. *Spoken English*

#### (i) *A course in Anglo-Indian phonetics*

The work is based on Bansal and Harrison's as yet unpublished *Handbook of Spoken English for Indian Students*, and covers vowels, consonants and consonant clusters causing difficulty to Indian students. Explicit comparison is made with the sound features of Hindi, Punjabi and other Indian languages. Most of the exercises are of a traditional type, involving the repetition of isolated words, sentences and minimal pairs, but there is also some dialogue work.

#### (ii) *Structures*

For grammatical difficulties, the Longman/British Council *English Language Units* are used where appropriate. These give traditional practice in substitution, sentence completion and sentence transformation. Some special exercises have also been designed to deal with questions, articles, time and tense, etc. The O.U.P. *A Modern Course in Business English* is also used in the language laboratory. This contains comprehension exercises, structural drills, role-playing work, and oral composition exercises in a variety of different situations. The language in this course, as its title suggests, may be thought more appropriate to businessmen than to teachers, although much of it has a general social application.

#### (iii) *Role-playing and appropriateness*

Time is also devoted to role-playing in different situations and to oral composition. This gives the students practice in varying their language according to the situation. The students also work on material in the Schools Council pilot course *Language in Use*, which has been designed for developing the linguistic resources and awareness of secondary school pupils.

### 2. *Written English*

In this course the students produce an essay a term. Their essays are then stencilled and discussed in class for points of style, organisation and grammar.

### 3. *Communication in the classroom*

The first term is mainly concerned with observing children in schools. In the second term, various points are taken up in discussion groups. In the lesson observed, the students were studying open and closed questions. Open questions are used to prompt a variety of responses and to stimulate thinking or discussion. Closed questions expect a single correct response. The students

were divided into groups, and each group leader in turn practised asking his groups questions about a chosen topic which he introduced. The rest of the class observed the group's performance and discussed the group leader's questioning technique afterwards.

4. *English in the Primary school*

This is a methods course covering the development of language in the infants school, reading schemes, children's rhymes and literature, writing, spelling, correctness, drama, poetry and stories. The classes involve the study of teaching materials and a certain amount of practical work by the students.

### **Language work in London (West London College and Whitelands College of Education)**

The whole of the first term of the course is devoted to language work at West London College. The weekly time-table is as follows :

Child literature	3 periods
Language	8 "
Language for specific purposes	8 "
Remedial and voice production	4 "
Language laboratory	5 "
Visits	2 "

A course in classroom English is subsequently given at Whitelands College, where the students continue to do two hours of language work in the classroom and language laboratory a week.

1. *Child literature*

This course is intended to give the students some knowledge of the background of the children they will teach. Students are given individual assignments. They have :

- (i) to select a fairy story from an anthology to read aloud to the group, and to prepare information about the anthology for duplication
- (ii) to prepare excerpts for reading aloud from a children's storybook and to provide information for duplication about the author and the book
- (iii) to choose three poems from an anthology for reading aloud to the group.

The students are given training in reading aloud and in teaching poetry. On earlier courses they also made studies of children's language, lore and games on the lines suggested by the Opies' *Language and Lore of the School Child*.

2. *Language and language laboratory*

(i) *Pronunciation*

Work covers individual sound difficulties, stress, rhythm and intonation. Original material has been used for phonological practice as well as selected parts of several published textbooks.

(ii) *Grammar*

Specially designed tapes of a fairly traditional nature have been designed to deal with difficulties such as reported speech, questions and question tags, phrasal verbs, conditionals, articles, countable and uncountable nouns, the present tenses, gerund and infinitive constructions.

(iii) *Aural comprehension*

The class listens to and discusses tape-recordings of both adults and children talking.

(iv) *Oral composition*

The students practise giving short talks to the rest of the class, explaining, defining and describing things.

(v) *Students' personal tapes*

Over the whole course, the students each build up a tape of stories and poems read aloud, of prepared talks and lessons, and of spontaneous discussion. As these are recorded, the merits and demerits of each performance are discussed. The tapes also provide a useful check on the student's progress in spoken English throughout the course. On the whole there is a distinct improvement in general intelligibility.

### 3. *Language for specific purposes*

This course, which is described in two articles in the BBC's *English by Radio* (nos. 172 and 173, 1969) is intended to train the students in the appropriate use of language in different situations. A central focus is chosen for different kinds of language activity: planning a school visit. The students rehearse all the stages of organising a visit for a class and on several visits themselves to find out what they can expect their pupils to look for. A full outline of this project appears in part IV of this report. The project not only rehearses the students in a range of activities they have to perform as teachers. It also brings up in passing a number of language points concerning style, grammar and phonology. These are discussed and, where necessary drilled, as they arise.

At odd moments during the course, the students also look at other kinds of language restraint and variation, for instance different newspaper headlines and accounts of the same incident, and alliteration and assonance in children's rhymes.

### 4. *Classroom English*

During the first two courses this topic was dealt with at West London College. A language research unit was set up there to collect and analyse recordings of teachers talking to their pupils in junior schools. The object was to determine the most significant characteristics of a teacher's language. The final report comments on the high frequency of incomplete clauses or sentences, the infrequency of adjectives before nouns, the very high frequency of a relatively small number of verbs, the higher frequency of the simple as

opposed to the continuous present tense and of present as opposed to past tenses, and the rise of pronouns as opposed to nouns as subjects or objects in a sentence. The findings, which cover 519 sentences, have been found useful and used as a basis for original material on course 3 and use has been made of them at West London College. The tapes have been a stimulus to both teaching and learning.

Whitelands College took over the topic of classroom English in the third course. Since it was handled slightly differently in the two colleges, a brief description will be given of both their methods of approach.

(i) *West London College* (2nd course)

The students were recorded while giving different kinds of lesson and their performances were discussed by the group. Model versions of each lesson were then prepared and thoroughly rehearsed with the whole group acting as both teachers and pupils. The students were drilled, in other words, on a step by step basis, in such procedures as taking control of a class, giving instructions, asking questions, etc.

(ii) *Whitelands College* (3rd course)

The students were asked to think of some situation in their teaching practice in which they had experienced difficulties e.g. controlling children on the move in PE. They then had to provide a report of what had actually happened and, working in small groups, try to find a solution to the problem. Difficulties dealt with in this way included how to encourage children, how to organise activities and give instructions, how to criticise as well as to praise children's work, etc. The students were also trained in writing directions for pupils' activities and in project planning.

## **Language work in Nottingham**

The following areas of study involved language work :

- (i) Use of English
- (ii) Written English
- (iii) Language workshop
- (iv) Spoken English
- (v) Language laboratory
- (vi) Language, literature and society
- (vii) English in the classroom
- (viii) Library tutorials
- (ix) Logbooks
- (x) Projects

### 1. *Use of English*

This course covers structural problems such as the use of the present tenses, tag questions, articles, colloquial expressions, prepositions and questions. The general procedure is for the tutor to introduce the topic and get the class to provide their own examples which can then be discussed. The students then go on to do specially prepared duplicated exercises of a traditional type involving sentence completion and transformation. These are followed up by new kinds of exercise in the language laboratory. These are often ingeniously centred round a single topic such as a passage from *Winnie the Pooh* or a contemporary description of Queen Victoria's Jubilee procession. One sample laboratory lesson is included in part IV of this report. In addition, students are given training in précis and summary writing. They work on selected passages from books and also prepare reviews of topics discussed in the lectures on British culture.

### 2. *Written English tutorials*

Students receive individual help with linguistic problems.

### 3. *Language workshop*

The basic idea is to get the students to do some language research on their own. They choose a topic e.g. the language of shopping, the language of newspapers, metaphors, idioms, riddles etc., and prepare a report based on their findings. The reports are duplicated and 'published' in periodical course Newsletters.

### 4. *Spoken English*

This course covers aspects of pronunciation and intonation and the relation of varieties of spoken English to particular social contexts. The students work on practice sheets drawn from various sources consisting of lists of words and other material presenting vowel, consonant or stress problems. O'Connor and Arnold's *Intonation of Colloquial English* is the main source for work on intonation.

The drills are traditional in character involving repetition of examples or minimal pairs, but passages of continuous prose of various kinds and children's poetry are also studied. In addition to prepared work, students are expected to participate in activities, including role playing, short talks, story telling etc., in which the emphasis is upon their ability to speak spontaneously and communicate effectively. Listening comprehension is developed through listening to and discussing recorded material including tapes of children's conversations.

### 5. *Language Laboratory*

The laboratory is mainly used to follow up work on pronunciation and grammar. It is also used to develop listening comprehension and to give training in reading aloud through the imitation of recorded models, such as Richard Burton reading *Westminster Bridge*. The O.U.P. *A Modern Course in*

*Business English* has been used in the past, but neither of the present tutors is convinced of its value for the students. The students themselves are generally keen on laboratory work, but both the tutors are very much aware of how little is sometimes transferred from laboratory exercises to performance in everyday situations.

6. *Language, literature and society*

This course comprises a study of children's language and lore based on the Opies' work, and a study of children's reading and literature, including comics. The students are involved in various kinds of project research.

7. *English in the classroom*

This course is intended to train the students in the kind of language used by a teacher in the classroom. The work is closely related to that done in organisation and method practicals in which students give demonstration lessons to the rest of the class, who then comment on their performance.

8. *Library tutorials and logbooks*

The students are given reading lists of serious books relating to children and education, and of literature suitable for pupils of various ages or giving a picture of British life. They are required to review thirty of these books in their logbooks, which, as mentioned in part II of this report, also contain records of school visits and cultural observation. In the library tutorials themselves, the students meet to discuss the books they have been reading in a particular area. They have to summarise the book for the rest of the class and to discuss its purpose and value.

9. *Projects*

Projects are used a great deal in language work and in methods classes to train the students by the same methods that they will teach. Each project involves them also in different kinds of language activity. One is about the city of York. The students are divided into eight groups, each group concentrating on a different aspect of the city's history or life. They undertake field-work and relevant reading, and prepare models, slides, craftwork and written reports for an exhibition to go on display in the School of Education.

## **Language work in Wolverhampton**

Four areas of study involve language work. These are :

- (i) Pronunciation
- (ii) Grammar
- (iii) Classroom language
- (iv) Professional English

1. *Pronunciation*

The course comprises a brief theoretical introduction to phonetics, leading on to a study of English vowels, consonants, rhythm and intonation.

Exercises and drills have been prepared by the teacher himself or taken from standard textbooks. In one lesson observed, some dialogue from Bernard Shaw's *You never can tell* was written on the board. The students had to indicate the appropriate intonation for each line. Different 'readings' were discussed and then individual students practised reading the dialogue aloud according to an agreed reading. In another lesson, the students listened to a recording of a teacher teaching a rhyme to a class. The students were asked to identify and imitate the teacher's intonation in giving commands, directing attention, indicating approval and disapproval etc. The students were also asked to suggest variations and improvements of the teacher's performance and, after these had been discussed, they had to prepare a lesson of their own on the same theme for homework. In subsequent periods the students themselves were thus going to practise teaching rhymes to the rest of the group, using appropriate language and intonation.

This lesson illustrates a technique which the tutor hopes to extend to cover a great deal of the pronunciation work :

(i) Listening to actual teachers at work (and not just to the scripted and rehearsed conversational style of textbook courses)

(ii) Learning to imitate, adapt and extend the teacher's intonation and classroom language

(iii) Preparing mini-lessons using the techniques, language and intonation patterns studied, and delivering these lessons to the rest of the group who act as pupils.

## 2. Grammar

This course covers work in speaking and writing, and deals with questions of style and usage as well as grammatical correctness. The textbooks used are Candlin's *Everyday English* and Mackin's *Workbooks*, W. S. Allen's *Living English Structure*, Close's *The English We Use*, Clarke's *English Studies Series 1 and 2* and S.R.A. *Reading Laboratory IVa*. In one lesson observed, a dialogue 'At the Estate Agents' had been written on the board. This contained typical grammatical and stylistic mistakes from the students' own work. They had to identify and correct the mistakes in class. Another common oral exercise was to get each student to prepare the introduction of a new topic in the classroom. His introduction was recorded, and his performance discussed by the rest of the class with the help of the recording.

## 3. Classroom language

In this course use is made of recordings and transcripts of teachers at work in the classroom. The students study different aspects of the teacher's usage, the way in which he gives instructions or expresses annoyance for instance, and practice doing this themselves. In the lesson observed, each student was required to give to his class imaginary instructions for a class visit. After a time for preparation, each student's instructions were recorded and discussed by the group as a whole. The student then revised and corrected his instructions for homework.

#### 4 *Professional English*

This course is part of the professional training of the primary school group. The topics covered are as follows :

(i) *Childhood in literature*, a study of English children as seen by writers. The students are required to read and discuss excerpts from selected autobiographies, novels etc.

(ii) *Writing in the junior school*, involving a study of children's creative writing and a discussion of attitudes to correctness. The students themselves experiment in 'stimulus writing'.

(iii) *Poetry in the junior school*, a study of suitable junior school poetry and ballad anthologies, leading to practising reading poetry aloud and teaching poetry to a group, and also practising writing poetry in class.

(iv) *Stories* : The students are given a reading list of children's books, and are required to summarise and discuss a selection of them. They are also given practice in reading stories aloud.

(v) *Myth and legend* : The students make a comparative study of the myths and legends of Europe and Asia.

## PART IV

### *Sample materials from various centres*

#### A lesson on sorting (Bradford)

1. The students first listen to a tape of a teacher starting a lesson with a class of ten year olds. They then answer questions about the teacher's strategy and discuss this in class.

#### SORTING

[The teacher is starting a lesson, with a class of 40 ten-year-olds.]

... We're going to do a lesson on *sorting*. [Writes 'Sorting' on the board.] We're going to sort things out. Now let's sort this class out right from the beginning. You see — we can divide this class up, can't we? We can sort it out. All the girls — the girls only — put your hands on your heads. Now if you all look round, you're sorted out, aren't you? You can tell the girls straight away, can't you, and you can tell the boys. I've sorted you out straight away — girls, because they've got their hands on their heads. All right, put your hands down.

Now, let's see what you know about sorting. There is a man who sorts things isn't there? Hm? He's called a sorter. [Writes 'Sorter' on the board.] A sorter. And he works for the GPO. [Writes 'GPO' on the board.] Now hands up, those who know what GPO stands for. Yes?

C. General Post Office.

General Post Office. So there's a man who works in the General Post Office who sorts things. Has anyone got a father who works in the GPO? Two of you, hm? What does your father do?

C. He goes on rounds.

He goes on rounds. Aha. What does *your* father do?

C. Telephonist.

He's a telephonist. Aha. Good. Well, you two ought to know about this. Now then — your father goes on the rounds. He delivers the letters

C. Yes.

Now before he delivers those letters, they've got to come from all over the country, haven't they? And somebody has to sort them out, hasn't he? Hm?

C. Yes.

So that if we had a pile of letters like this — [holds up a collection of envelopes] you see we've got a lot of letters here — your father could not deliver these till they'd been sorted out, could he?

C. No.

Hm? So what the sorter does — he looks at lots of letters — far more than these, you see; and he looks at the address. And this address — can you see the big letters? Where's this one going to go?

C. Bradford.

Bradford. We'll put that one there. This one?

C. Bradford.

Bradford. We'll sort that one there.

C. Bradford.

Bradford. We'll put that one there.

C. Leeds.

Leeds? Oh, this in the Leeds box.

C. Leeds.

Leeds.

... etc.

So we've got them sorted out, now. This is what the GPO sorter does; so this young man's father can take the letters. He takes the Bradford ones, doesn't he?

C. Yes.

He takes his Bradford ones and he goes around on the beat, round the streets, and he delivers these letters. You see? So this is what sorting is all about.

### *The introduction of a lesson*

1. At what point do the children first have something connected with the topic to look at?
  2. At what point are they first involved in some relevant action?
  3. At what point do they first experience, concretely, what 'sorting' means?
  4. What is their second experience of it?
  5. How does the teacher bring in some of the children's personal lives?
  6. The answers to some of the teacher's questions are rather obvious. Which are these questions? What purpose is served by them?
  7. How does the teacher respond to suitable answers?
  8. In one case he gets an answer which does not really help the topic he is trying to put across. Which is this answer, and how does he respond to it?
  9. Give an example of the teacher saying the same thing in two different ways.
  10. How many examples can you find of simple repetition?
  11. This introductory part of the lesson takes five minutes:  
How much sorting have the children done in that time?  
How many things — whether objects, actions or marks on the board — have they seen in that time?  
How many times has the teacher used pronouns referring to himself — i.e. 'I', 'me', 'my', 'mine'?  
How many times are the pronouns 'we', 'us', etc. used? What purpose do you think is served by their use here?
  12. Make a list of all the ways — whether verbal or non-verbal — by which the teacher involves the children in his presentation of the topic.
2. Students then imitate in the language laboratory the teacher's opening remarks, paying special attention to the stressing of particular words and phrases, and to the intonation patterns used in each successive phrase or sentence.
- Practice: Sorting, things, sort things out, class, divide, girls, hands on heads, round, straightaway, because, they've got, know.
- T. We're going to do a lesson on sorting. We're going to sort things out. Now let's sort this class out right from the beginning. You see, we can divide this class up, can't we? We can sort it out. All the girls — the girls only — put your hands on your heads. Now if you all look round, you're sorted out, aren't you? You can tell the girls straightaway, and you can tell the boys. I've sorted you out — girls, because they've got their hands on their heads, boys — because they haven't got their hands on their heads. All right, put your hands down.
- Now let's see what you know about sorting.
3. Students then substitute new vocabulary in sentence patterns abstracted from the passage. The object is to practise their control of a constant grammatical and intonational pattern. At the end of these exercises, the students are asked to prepare model lessons, starting in a similar way, for presentation to the rest of the group.

### *'We' form*

Practice: Weight, shelf, measure, thermometer, puppet theatre.

- We're going to do a lesson on sorting.
- We're going to do a lesson on fractions.
- We're going to do a lesson on commas.
- We're going to weigh the books on that shelf.
- We're going to measure the books on that shelf.
- We're going to make a thermometer.
- We're going to make a puppet theatre.
- We're going to make a kind of clock.

*'Let's' form*

Practice: Divide, measure, desk-lids, weigh, vegetables, weigh these vegetables, have another look, move, round, let's all move round, way, watch. David, let's watch David.

- Let's sort this class out.
- Let's divide this class up.
- Let's measure the desk lids.
- Let's weigh these vegetables.
- Let's have another look at this.
- Let's all move round so that we can see.
- Let's get the chairs out of the way.
- Let's put the paints away first.
- Let's watch David do that.

*'Let's see + Wh- word.'* N.B. No inversion

Practice: bulb, bulbs, lights up, both bulbs, what happens, disconnect, one wire, which why, when, what.

- Let's see which of these bulbs lights up.
- Let's see if we can make the other bulb light.
- Let's see why the other bulb isn't lighting.
- Let's see who can make it light.
- Let's see when both bulbs go out.
- Let's see what happens if we disconnect one wire.

4. The students' attention is then turned to the stage of the lesson in which the teacher asks questions and confirms his pupils responses. The students imitate examples from the original lesson and from another one. They go on to practise asking each other similar questions about pictures and objects in the classroom.

*Wh-questions* N.B. Inversion

*Confirmatory repetition with down-tune*

Practice: Now, know, about, sorting, man, called, works, GPO, hands up, those, anyone, father, your, goes, rounds, goes on rounds, telephonist, ought.

T. Now let's see what you know about sorting. There is a man who sorts things out, isn't there? He's called a sorter. A sorter. And he works for the GPO. Now hands up, those who know what GPO stands for. Yes?

C. General Post Office?

T. General Post Office. So there's a man who works in the General Post Office who sorts things. Has anyone got a father who works in the G.P.O? What does *your* father do?

C. He goes on rounds.

T. He goes on rounds. Aha. What does *your* father do?

C. Telephonist.

T. He's a telephonist. Aha. Good. Well, you two ought to know about this.

*Wh- questions.* N.B. Inversion of subject and verb.

*Confirmatory repetition with down-tune*

Practice: Elephants, live, Africa, Bellevue, about, leaves, leaves and fruit, herd, communicate, with each other, talk, murmur.

T. Where do elephants live?

C. In Africa.

T. In Africa. Where else?

C. India.

T. In India. Who's seen an elephant? You have. Where did you see it?

C. In Bellevue Zoo.

T. In Bellevue Zoo. How tall was it?

C. About ten feet.

T. About ten feet? What do elephants eat?

C. Leaves and fruit.

T. Leaves and fruit. How many elephants are there in a herd?

C. Two hundred.

T. About two hundred. How do they communicate with each other?

(Silence)

T. How do they talk to each other?

C. They murmur.

T. They murmur.

5. The students next imitate giving commands using a falling intonation. The material is taken from the original lesson and another one.

They go on to practise giving commands and instructions to each other in the classroom.

*Commands with down-tune*

*Prompt with low rise.*

T. Now tell me anything you can about these. Feel them, touch them, look at them . . . and decide in what way you'll sort them.

C. Heavy . . . big and little . . . things that turn.

T. Right. Lay them out.

C. That turns . . . that turns . . . yeah, that turns . . . that doesn't turn.

T. Right. Now I want to decide what your first thought was for sorting these out.

Write it down — quickly. Just one word on a piece of paper. Put your hand round it or over it. Don't let the others see it. Right. What have you got?

C. Turn.

T. Turn. Right, well, why have you got turn?

C. Things that turn — like two taps and . . .

T. Yes. Right. Well put everything that turns over on that side of the table then. No, let *him* do it, because it's *his* idea.

*Commands with down-tune — imitating*

Practice: desks, now, girls, want, everyone, down, sit down, wait, just wait, quietly, shush, hands, boys, row.

All the boys, put your books in your desks.

Now all the girls.

I want everyone to sit down now.

Take these books back please.

Just wait a minute.

Quietly. Shush.

Just put your hands down.

And put everything away.

Mind the paint-pots. (Useful structure.)

Boys, the boys only, not the girls, boys put your chairs on your desks.

Quietly. Shush.

Now the girls, put your chairs on your desks.

Now this row can go.

Come on.

Now this row.

*Low-rise prompt — imitation*

Practice: what, bangs, think, another, word, right, what else, one more word, you've got, well, drive, we're, with, we're driving, in a nail with a hammer.

*A hammer — what does it do?*

T. What does this do?

C. Bangs.

T. Bangs. Good. Think of another word.

C. Hits.

T. Hits. Right. Go on. What does it do? It bangs, it hits. What else could you say?

C. Knock things in.

T. Knock — good. Tell me one more word. You've got bang, hit, knock.

(Silence)

T. Right. Well, we sometimes say that we're driving in a nail with a hammer.

6. Students next practise imitating commands in the lesson which use a rising tune. They are given further exercises in the laboratory completing commands and requests beginning with such phrases as:

'I'd like you to ...'

'I want you to ...'

'Would you mind ...'

*Commands with rising intonation (moodless & others)*

I'd like you to ...

Practice: first, idea, that first idea, sorting, quickly, one word, just one word, round here, why.

T. I'd like you to write down your first idea for sorting these out. Quickly. Just one word on a piece of paper. Right, what have you got, Peter?

C. Plastic and metal.

T. Plastic and metal. Good. Well put all the plastic things on this side of the table. Come round here. Now, John, just let him get in front. Pencils down, everybody. Right, Peter, quickly.

C. Plastic, plastic, metal, plastic, metal.

T. This is a difficult one, hm? In the middle.

C. It would be better plastic and non-plastic.

T. Good. Why?

C. Because that's wood.

7. Students next practise the intonation patterns used in contrasting two things, and in listing a number of things. In the classroom they play games listing names of flowers, food, festivals and names beginning with a particular letter, etc. They also practise making contrastive statements about schools, customs and beliefs in their own country and England.

*Contrasting utterances: low rise + fall*

Practice: What, working, now, very good, bangs, how, which of these, think, why, move, hold, use, another, way, another way, out, sorting these out, twist, things that twist.

*Some tools*

T. What groups are you working on now?

C. That one. Tools.

T. Aha, very good. Now if we say it's tools, what does this do?

C. Bangs.

T. Yes, can say bangs, hits, knocks. Tell me how you use that.

C. It goes in the side of the door.

T. Yes. So which of these is different? Think!

C. This.

T. Why?

C. Because you can do things on your own with that.

T. Right. These I move, and this I just hold. So we can say: hold and use, hold and use, hold and use, hold. Right, now think of another way of sorting these out.

C. Twist?

T. Right. Things that twist, and things that don't.

8. Students finally concentrate on imitating conditional sentences. They also perform further exercises in joining two sentences in a specified way, and in completing conditional sentences.

*'If' and other two-part sentences: low rise + fall.*

*Flowers and their colours.*

Practice: when, walk, white, flowers, white flowers, know, daisies, classroom, plants, geraniums, sort out, sort the flowers out, colours, small, sentences, small sentences, like this, winter, snowdrop, yellow, flowers, buttercup, daffodil, marigold, bluebell, forget-me-not.

When you walk in a field, and you see lots of white flowers, you know they're daisies, don't you? And when you walk in a classroom, and see plants full of red flowers, you know they're geraniums. So let's sort the flowers out, using just colours. We can write small sentences, like this:

'If all the petals are white, then the flower might be a daisy.' Or, if it is winter, then the flower might be a snowdrop. Then we can write,

'If all the petals are red, it's a geranium.'

And —

'If all the petals are yellow —'

now if all the petals are yellow, what flowers could they be?

C. Buttercup?

T. Buttercup . . . What else?

C. Daffodil.

T. Right.

C. Marigold.

T. And marigold. So —

If all the petals are yellow, it could be a buttercup, a daffodil or a marigold. And then —

If all the petals are blue, you'd have a bluebell.

C. Or a forget-me-not.

T. Or a forget-me-not.

### 9. *General comments*

Imitating a teacher's performance in a single lesson has given the students a number of different forms of practice:

- (i) it has taught them a particular teaching strategy which they can be encouraged to imitate or develop in preparing lessons of their own design
- (ii) it has given them practice in all aspects of pronunciation in a relevant and purposeful context
- (iii) some sentences, or miniature exchanges, from the lesson can be used as patterns for laboratory and classroom exercises. The students can be required to insert new vocabulary into these patterns, and to transform or complete other sentences in a similar way. They could thus be taken through not a single lesson on sorting, but a whole variety of lessons on different subjects, merely by changing the subject matter in each part of the exercise
- (iv) The material illustrated here covers several weeks' work. It requires discussion of objectives and preparation in the classroom at every stage. It proceeds from the observation of a particular lesson to the preparation of further lessons by the students themselves. The stages, in a recurring cycle, are:
  1. observation and analysis of objectives
  2. imitation of a particular model, including learning passages of the lesson by heart for reproduction
  3. extension of the model through exercises incorporating prompted material in laboratory exercises and spontaneous or self-prepared material from the students in the classroom
  4. the preparation and presentation of individually prepared lessons to the other students in the classroom.

## A lesson in rhythm and stress (Glasgow)

1. This material is recorded for work in two language laboratory sessions. It forms part of a course dealing with 'weak' forms and the control of sentence rhythm. The weak forms dealt with here are those of the words 'are', 'a' and 'the'. The students begin by learning to recite a rhyme containing all three weak forms and two beats in each line. They also learn to build up the number of words in a sentence while continuing to preserve a two beat rhythm. This rhythm, and the language of the rhyme, recurs from time to time throughout the remaining exercises.

Listen :

What are you going to be?  
What are you going to be?  
I shall be a teacher.  
That's the life for me.

Repeat 1 line at a time (twice through)

Recite the rhyme with me.

Recite the rhyme on your own.

Listen :

What'll you be?  
What will you be?  
What are you to be?  
What are you going to be?

Repeat each question (twice through).

2. The students next practise a single question form that contains the weak form of 'are'. Their attention however is concentrated on discovering the most appropriate words to use in the questions, given a contextual clue in the form of a remark made by another speaker. Suggested 'model' questions follow on the tape, though they are not reproduced here, as a certain amount of variation is accepted in the students' responses.

Ask a question beginning

'What are you going to . . . ?'

Example :

- What are you going to be?  
'I've just decided on my career.'
- (i) I've just decided on my career.
  - (ii) I'm going shopping.
  - (iii) I'm going to the cinema tonight.
  - (iv) I've got to prepare the dinner.
  - (v) I've got to do an essay for tomorrow.
  - (vi) I'm giving a talk tomorrow.
  - (vii) I'm going to a party tonight but I haven't got any decent clothes.

3. The students are next involved in a series of miniature conversations which require them to ask three questions. The first two questions contain the weak form of 'are' and 'a'. The third question, which is invariant, requires the strong form of 'are'. The first question has to be prompted by giving the student a noun which he must use in framing the question. The second question follows on the answer to the first supplied by voice on the tape. The third also follows an answer on the tape.

Ask *three* questions in each of the following conversations on the pattern :

- 1. Are you going to . . . a . . . ?
- 2. What are you going to . . . ?
- 3. Oh, are you?

Example :

- 'Are you going to draw a picture?' 'Yes, I am.'  
'What are you going to draw?' 'A lion.'  
'Oh, are you?'
- (i) a picture
  - (ii) an essay
  - (iii) a model
  - (iv) the dinner
  - (v) a film
  - (vi) a song
  - (vii) a game

4. The next two exercises contrast 'weak' and 'strong' forms of 'are', and give further practice in the weak form of 'a'. They both rely on the students being able to formulate appropriate statements when given contextual prompts.

Example :

'Who are those people studying in the library?'

'They are students.'

'They can't be students.'

'They are students.'

- (i) Who are those people studying in the library?
- (ii) Who are those people trying to teach the students?
- (iii) Who are those people marching up and down?
- (iv) Who are those people painting pictures?
- (v) Who are those people wearing wigs and gowns?
- (vi) Who are those people sitting down in the middle of the street?

Listen :

I'm a teacher.

I'll be a teacher.

I shall be a teacher.

I hope I'll be a teacher.

I hope I shall be a teacher.

Repeat each statement (twice through).

Name the occupation of each person :

Example :

John's at the university.

He's a student.

- (i) John's at the university.
- (ii) Henry teaches children.
- (iii) Pablo paints pictures.
- (iv) Mary writes novels.
- (v) George sells meat.
- (vi) Sally types letters.
- (vii) Harold gives speeches.

5. The students' ability to recognise weak forms is then tested by a short dictation exercise. Pairs of sentences are given in which the words 'are' and 'a' are pronounced in an identical way. The students have to decide from the context which word was actually intended.

Dictation : Write down the following sentences :

- (i) What a bore!
- (ii) What are bores?
- (iii) A unicorn is an animal.
- (iv) Are you Cornish?
- (v) What are you so full of joy for?
- (vi) What a useful exercise.
- (vii) I'll introduce you to a friend of John's.
- (viii) I see you are friends already.

Repeat each sentence (twice through).

6. The same procedures of learning a rhyme, contextual cuing of a single form, contextual cuing of contrastive forms, are then followed for the weak and strong forms of 'the'.

Listen :

Twinkle, twinkle, little star,  
How I wonder what you are!  
Up above the world so high,  
Like a diamond in the sky.

Repeat each line (twice through).

Repeat the whole rhyme.

Listen :

- That's me.
- That's for me.
- That's the life for me.
- That's what I'm going to be.

Repeat each sentence (twice through).

Name each place :

Example :

What's that funny building on the top of the hill?

That's the training college.

- (i) What's that funny building on the top of the hill?
- (ii) What's that room with all the books in it?
- (iii) What's that room with all the tape-recorders in it?
- (iv) What's that room with all the students eating in it?
- (v) What's that building with all the children going in and out of it?

Complete these sentences with a phrase beginning :

'at the beginning of the ...'

or

'at the end of the ...'

- (i) Manual workers get paid ...
- (ii) Teachers get paid ...
- (iii) Some people make resolutions ...
- (iv) We say 'Once upon a time ...'
- (v) In cinemas the national anthem is played ...
- (vi) In theatres the national anthem is played ...

In these conversations, tell me who you are going to see tonight and answer my questions in the following way :

Example :

'I'm going to see Picasso tonight.'

'Which Picasso?'

'The Picasso. You know, the Picasso who paints pictures.'

- (i) Picasso
- (ii) Charles Dickens
- (iii) William Shakespeare
- (iv) William Wordsworth
- (v) Lulu
- (vi) Ravi Shankar
- (vii) Alfred Hitchcock.

7. Finally the students play a simple guessing game in the laboratory which requires them to think up questions containing the weak forms of 'a' and 'the'.

Ask me a question about what I am thinking of, beginning :

Is it ... ?

- (i) It begins with F, it's flat and its under your feet.
- (ii) It begins with B, it's black and it hangs on the wall.
- (iii) It begins with T and it repeats everything you say.
- (iv) It begins with C and people sit on it.
- (v) It begins with W and it's white, and wherever you stand there's always one behind you.
- (vi) It begins with D and you shut it behind you.

8. *General comments*

These exercises, unlike those in the lesson on sorting, make no attempt to train the students in classroom language and activities. They could, however, be adapted for that purpose. They are included here to show some of the activities which, when duly prepared for, can be satisfactorily performed in the language laboratory. They are more varied and more challenging to the students than traditional materials which merely call for repetition of isolated words, sentences and minimal pairs.

## A teacher-tutors' report form (Leicester)

The same report form is used for mid-course and final teaching practice. It permits a ready assessment of the student's progress and his difficulties in various areas.

### IMMIGRANT TEACHERS' COURSE

#### Teacher-Tutor's Report Form

On this questionnaire, which is of the 'forced choice' type, you are asked to evaluate your student's performance, and also to compare him/her in certain ways with an *average British student teacher*.

If you wish to comment at greater length on any of the points raised, to bring up any other points, (or indeed to comment on the design of the form) please do so in the space marked 'other comments'.

There is an additional space for any comments your head teacher might wish to make.

Name of Teacher-Tutor :

Name of Student :

School :

Date :

#### Language

- |    |   | <i>Tick as appropriate</i> |                          |
|----|---|----------------------------|--------------------------|
| 1. | Is the student's command of spoken English sufficiently good for him to communicate effectively in a British class? | Good enough                | <input type="checkbox"/> |
|    |   | Not quite good enough      | <input type="checkbox"/> |
|    |   | A major disability         | <input type="checkbox"/> |
| 2. | Have you noticed much improvement in the student's spoken English during the period you have known him/her?         | A lot                      | <input type="checkbox"/> |
|    |   | Some                       | <input type="checkbox"/> |
|    |   | None                       | <input type="checkbox"/> |
| 3. | Has the student's blackboard work shown frequent errors in spelling and grammar?                                    | Yes                        | <input type="checkbox"/> |
|    |   | No                         | <input type="checkbox"/> |

#### Teaching ability

- |    |  |                   |                          |
|----|--|-------------------|--------------------------|
| 4. | Has your student shown as much initiative in trying out his/her own ideas in the classroom as an average English student?          | More              | <input type="checkbox"/> |
|    |  | As much           | <input type="checkbox"/> |
|    |  | Not quite as much | <input type="checkbox"/> |
|    |  | Much less         | <input type="checkbox"/> |
| 5. | Have you had to spoon feed your student as much as an average English student?   | Much more         | <input type="checkbox"/> |
|    |  | About the same    | <input type="checkbox"/> |
|    |  | Less              | <input type="checkbox"/> |
| 6. | Has your student had discipline problems in the classroom?   | None              | <input type="checkbox"/> |
|    |  | Some              | <input type="checkbox"/> |
|    |  | Serious ones      | <input type="checkbox"/> |
| 7. | Has your student been as willing as an average English student to bring in teaching materials, visual aids and so on from outside? | More willing      | <input type="checkbox"/> |
|    |  | As willing        | <input type="checkbox"/> |
|    |  | Less willing      | <input type="checkbox"/> |

8. Can your student time and pace a lesson as well as an average English student? Yes   
No
9. Has your student found it easy to teach at his/her pupils' correct level? Yes   
No

*Career prospects*

10. Do you now consider that your student will be ready to begin in September a normal probationary year as a teacher in a British school? Yes   
No   
Possibly

*Other factors*

11. Does your student help with extra-curricular activities as much as an average English student? More   
As much   
Less
12. Does your student mix in the staff-room as well as an average English student? Better   
As well   
Worse

*Other comments*

*Comments of Head Teacher*

## Planning a school visit (West London College)

The following notes are a summary of a project undertaken by the students. The model versions of various letters, etc. were prepared by the teacher and shown to the students only after they had attempted to produce their own versions. The material represents a project approach to language work. Language difficulties and questions of appropriateness were dealt with as they arose and, where necessary, special remedial exercises were set. By the end of the project the students had:

- (i) practised varying their language according to the purpose of the communication
- (ii) corrected their language in submitting final drafts of various kinds of written work
- (iii) had experience of all the stages of planning for, and undergoing, educational visits.

It seems likely that other aspects of a teacher's life could be rehearsed in similar ways.

*Visit to place of Educational Interest*

*Procedures*

1. *Oral request to Head: Dialogue.*  
Role-playing: Me — Head  
Graduate — Teacher
2. *Inquiry: Written: Letter to Institute: formal —*
  - (1) Class — 10–11 years old — numbers — 40
  - (2) Date of visit and time
  - (3) What amenities?
  - (4) Possibility of film on tea planting in Ceylon?

3. *Letter to unknown colleague at neighbouring school*: formal — asking for advice about suitability of film suggested by the Institute — 'The Economic Progress of Ceylon' — (which had been shown to his 13 year old children).
4. *Letter to the Schools Officer, Institute*:
  - (1) Confirming acceptance.
  - (2) Accepting only 'Tea Planting in Ceylon'.
  - (3) Noting reservation of School's dining room at 12.30 p.m.
5. *Letter to Parents*:
  - (1) Information about visit — date, time.
  - (2) Travelling arrangements — coach to and from school, allowing normal arrival and leaving school times.
  - (3) Luncheon arrangements.
  - (4) Tear-off slip to be filled in and returned, together with 5/- coach fare.
6. *Questionnaire*:  
To act as guide to observation and fact-finding while at the Institute (to be duplicated).
7. *Informal notes to colleagues*:
  - (a) To Mr Robinson, an elderly colleague.
  - (b) To John, a close friend — request for coloured chalks sent by hand.

*Letter for Procedure 2*

West London Primary School,  
Greyhound Road,  
London, W.14.  
15th May, 1969

The Schools Officer,  
Commonwealth Institute,  
High Street,  
Kensington, W.8:

Dear Sir,

I should like to bring my class of 40 boys and girls, aged ten to eleven years, to your Institute on Monday, the 26th of May at 10.30 a.m. as they are doing a project on tea in Ceylon.

Would you please let me know if the date and time are suitable? I should be glad to know also what amenities there are at the Institute. Is there a cafeteria or place where the children could eat a packed lunch?

I understand there is a cinema. Would it be possible for the children to see some films on Ceylon or any other tea-growing country?

Thanking you,

Yours faithfully,  
John Jones (Class Teacher).

*Letter for Procedure 3*

West London Primary School,  
Greyhound Road,  
London, W.14.  
18th May, 1969

Dear Mr Johnson,

I heard from a colleague of mine that you had taken your class of 13-year-olds to the Commonwealth Institute. During the visit, I understand you saw a film, 'Ceylon's Economic Progress'.

I am taking my group of 10-11 year old children to the Institute in May. The Schools Officer has written suggesting this film for them.

If it isn't too much trouble, could you advise me if this film would be suitable for my class? I should be very grateful.

Yours sincerely,  
John Jones.

Letter for Procedure 4

West London Primary School,  
Greyhound Road,  
London, W.14.  
18th May, 1969

Mr J. R. Robinson,  
Schools Officer,  
Commonwealth Institute,  
High Street,  
London, W.8.

Dear Mr Robinson,

Thank you very much for your letter of April the 17th confirming our visit to your Institute on Monday, May the 26th.

Of the two films you suggest, I feel 'Ceylon's Economic Progress' would be too difficult for the children, but 'Tea Planting in Ceylon' sounds very suitable.

I note you have reserved lunch accommodation for our party at 12.30 p.m.

Yours sincerely,  
John Jones (Class Teacher)

Letter for Procedure 5

West London Primary School,  
Greyhound Road,  
London, W.14.  
20th May, 1969

Dear Mrs Williams,

This is to let you know that we have arranged an educational visit for Michael's class to the Commonwealth Institute on Monday, the 26th of May at 10.30 a.m. as part of the project they are doing on tea in Ceylon.

The children will come to school at the usual time and leave by coach at 10 a.m. They will return to the school by coach at 3.30 p.m. and be ready to go home at the usual time.

There is a schools' dining room where the children will eat a packed lunch provided by the school.

The bus fare will be 5/-. Would you please complete the tear-off slip and return it to me by the 22nd of May, together with five shillings if Michael is going.

Yours sincerely,  
John Jones,  
Class Teacher.

Questionnaire for  
Procedure 6

Exterior of the  
Institute

Entrance Hall

Exhibition Hall

Exhibi:

Preparation for the visit will already have been done in the class room.

- (1) What is your general impression?
- (2) How many flags are there?
- (3) Can you find Ceylon's flag?

- (1) What is your first impression?
- (2) Which section is Ceylon in in the sections of the Commonwealth?
- (3) Give the names of neighbouring countries.

- (1) What is your first impression?
- (2) Find the direction to Ceylon's exhibit and follow them.

Points to be noted:

- (1) Conditions of growing
- (2) " " gathering
- (3) Physical condition of workers
- (4) Appearance and costume

- (5) Stages of processing and delivering
- (6) Packaging.

Rough drawings to be made and developed later in class room work. So insert questions —

Draw a . . .

- Film*
- (1) General description
  - (2) What have you learnt from the film that you didn't learn from the exhibit?
- General*
- (1) What did you notice about the other exhibits?
  - (2) Do you think your visit helped you to understand tea planting in Ceylon? Why?

#### *Letters for Procedure 7*

Informal note to older member of staff :

Dear Mr Robinson,

Sorry to trouble you, but I've used up all my coloured chalk and I can't leave the class room.

Could you send me two or three pieces?

Thank you,

John Jones.

Informal note to friend :

John,

I'm in a hole. I need some coloured chalk. Can you help me?

Thanks.

John.

8. Procedure for Accident Report :
- (a) Telephone call to parents
  - (b) Telephone call to school.
  - (c) *Formal* : Form may be provided.
    - (i) *Pupil* — Name, address, age
    - (ii) *Date, time and place*
    - (iii) *Description*
    - (iv) *Action taken*
    - (v) *What supervision* at time of accident
    - (vi) *Was accident witnessed by teacher?* If not, from whom was the information obtained?
    - (vii) *Any other remarks or details.*
9. *Letter to parents* : (a) Enquiring about child's condition :  
 (b) Giving details of the accident
10. *Formal Report or Visit* : Chief Educational Officer, County Hall.

### **The uses of Winnie the Pooh (Nottingham)**

The following language laboratory lesson shows how listening comprehension, stylistic simplification, pronunciation, grammar and even reading aloud or dramatisation, can all be centred round passages from children's reading books. A similar approach could doubtless be attempted with oral narrative and poetry. One particularly interesting feature of this material is the exercise in simplification :

Part 1

First of all, listen to this passage from 'Winnie the Pooh'.

'I say, Owl,' said Christopher Robin, 'isn't this fun? I'm on an island!'

'The atmospheric conditions have been very unfavourable lately,' said Owl.

'The what?'

'It has been raining,' explained Owl.

'Yes,' said Christopher Robin. 'It has.'

'The flood-level has reached an unprecedented height.'

'The who?'

'There's a lot of water about,' explained Owl.

'Yes,' said Christopher Robin, 'there is.'

'However, the prospects are rapidly becoming more favourable. At any moment —'

'Have you seen Pooh?'

'No. At any moment —'

'I hope he's all right,' said Christopher Robin.

'I've been wondering about him. I expect Piglet's with him. Do you think they're all right, Owl?'

'I expect so. You see, at any moment —'

'Do go and see, Owl. Because Pooh hasn't got very much brain, and he might do something silly, and I do love him so, Owl. Do you see, Owl?'

'That's all right,' said Owl. 'I'll go. Back directly.' And he flew off.

In a little while he was back again.

'Pooh isn't there,' he said.

'Not there?'

'He's been there. He's been sitting on a branch of his tree outside his house with nine pots of honey. But he isn't there now.'

Part 2

In that extract Owl's speech was pompous and pedantic. Christopher Robin forced him to speak more naturally. You are to do the same thing to the following sentences; that is, change each to a less pompous form. Then check your answer.

1. You are forgetful of the fact that it is his house.  
You forget that it is his house.
2. I am ignorant of what they intend to do.  
I don't know what they intend to do.
3. Inaccuracy is productive of error.  
Inaccuracy produces error.
4. Your work is deserving of praise.  
Your work deserves praise.
5. Do not be envious of your neighbours.  
Don't envy your neighbours.
6. The knowledge of how it should be done is not common.  
Few people know how it should be done.

Did you notice that in each model answer the adjective and preposition were left out, and that the verb 'to be' was replaced by a transitive verb? This did not happen in the extract you heard. Can you explain why?

Part 3

Now listen to another passage from 'Winnie the Pooh'.

'... really, it wasn't much good having anything exciting like floods, if you couldn't share them with somebody.'

For it was rather exciting. The little dry ditches in which Piglet had nosed about so often had become streams, the little stream across which he had splashed were rivers, and the river, between whose steep banks they had played so happily, had sprawled out of its own bed and was taking up so much room everywhere, that Piglet was beginning to wonder whether it would be coming into his bed soon.

'It's a little Anxious,' he said to himself, 'to be a Very Small Animal Entirely Surrounded by Water. Christopher Robin and Pooh could escape by Climbing Trees, and Kanga could escape by Jumping, and Rabbit could escape by Burrowing, and Owl could escape by Flying, and Eeyore could escape by — by Making a Loud Noise Until Rescued, and here am I, surrounded by water and I can't do anything.'

**Part 4**      *Pronunciation.* Say these words:

1. ditches
2. splashed
3. sprawled
4. anxious
5. atmospheric
6. unprecedented

**Part 5**      *Forming Questions*

First listen to the instruction, then try to ask the question required. Then check your answer.

1. Ask how Kanga could escape.  
How could Kanga escape?
2. Ask whether it has been raining.  
Has it been raining?
3. Ask about the level of the flood water?  
How high is the flood water?
4. Ask Owl whether he's seen Pooh.  
Owl, have you seen Pooh?
5. Ask him to go and see how Pooh is.  
Will you go and see how Pooh is, please?

**Part 6**      *Reported Speech*

The following sentences are written in direct speech.  
Change each one into reported speech.

1. 'Did you ever see such rain, Pooh?'  
He asked Pooh whether he had ever seen such rain.
2. 'I should think poor old Rabbit is flooded out by this time.'  
He said that he would have thought that poor old Rabbit would have been flooded out by that time.
3. 'Here I am, surrounded by water, and I can't do anything.'  
He said he was there, surrounded by water, and that he could do nothing.
4. 'He's been there, but he isn't there now.'  
He said that he had been at that place, but that he was not there at that time.

Have you noticed how the vitality of the original sentence is lost in the change from direct to indirect speech? Reported speech can so easily be formal and dull.