

UNIVERSITE D'ANTANANARIVO



UNIVERSITE D'ANTANANARIVO
ECOLE NORMALE SUPERIEURE



Département de Formation Initiale Littéraire

Centre d'Etudes et de Recherches
Langue et Lettres Anglaises

USING GRADED STRUCTURED TEXTS/READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS AT LYCEES

C.A.P.E.N. DISSERTATION

by

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Academic Year: 2003 - 2004

28th, February 2005

“... GOD is exalted in His power. Who is a Teacher like HIM? ...”

Job 36: 22

“... I will never leave you nor forsake you ...”

Deuteronomy 31: 6

ACKNOWLEDGEMENTS

We would like, first of all, to offer our thanks to The Lord, God Almighty. Thanks to His Endless Gracious Love and His Glorious Providence, this dissertation could come to its achievement.

Afterwards, our thanks go to all people who have helped us, in some ways or others, with this dissertation.

We are particularly indebted to Mr. RAZAFINDRATSIMA Eugène, our Dissertation Adviser. His expert advice and guidance have been so precious to us throughout the elaboration of this work.

Special thanks are offered to Mrs. RAZAIARIVELO Ascence and Mrs. RABESAOTRA Sahondra whose particular attention have been as valuable and of great importance as their helpful comments and suggestions for the final version of this dissertation.

Gratefully, we also present our particular thanks to Mr. MANORO Régis, the Head of the English Language Department, whose advice, help and support have been very helpful for us to complete this dissertation.

We are thankful to all our teachers at the “Ecole Normale Supérieure” for all the efforts they have made in training us, especially during our studies.

Finally, our sincere gratitude is also presented to all our family members, friends and relatives whose help, support and affection enormously contributed to the completion of this dissertation.

Be GOD’s Eternal and Gracious Love with all of us at any time!

RAVELOSON Yvette Marie Michelle

TABLE OF CONTENTS

GENERAL INTRODUCTION	1
<u>PART ONE: THEORETICAL CONSIDERATIONS</u>	5
Introduction.....	6
<u>Chapter ONE: BASIC ENGLISH LANGUAGE SKILLS</u>	7
I-Basic English Language Skills: Components.....	7
I.1. English language lexis or vocabulary.....	8
I.1.1. Structure words	9
I.1.2. Content words.....	9
I.1.3. Two special areas of vocabulary.....	9
I.1.3.1. Idioms	10
I.1.3.2. Multi-word verbs	11
I.1.3.2.a. Prepositional verbs or fused verbs	11
I.1.3.2.b. Phrasal verbs or separable verbs	12
I.1.4. Active/Productive vocabulary; Receptive/Passive/Reading/Listening vocabulary.....	13
I.1.5. Conclusion: English language lexis or vocabulary.....	14
I.2. Grammar and English language grammar	15
I.2.1. Grammar, the science	15
I.2.2. English language grammar	16
II-Conclusion: Basic English Language Skills	16
<u>Chapter TWO: THE PROCESSES OF NEW LANGUAGE TEACHING</u>	18
I-The processes of teaching New Language — also called new language points — as opposed to the processes of teaching Language Skills	18
II-New Language: teaching procedure	18
II.1. Review or Warm-up Stage	19
II.2. Presentation Stage or Introduction	19
II.3. Practice Stage	20
II.3.1. Controlled Practice Stage/Repetition or Drill Stage	20
II.3.2. Guided Practice Stage	21
II.3.3. The components of “Practice Stage”: Summary.....	21
II.4. Production Stage/Free Practice Stage.....	22
II.5. Homework or Assignment	22

III-“Reinforcement Exercises”: Place, Roles and Importance in the processes of New Language Teaching	23
IV- <u>Conclusion</u> : New Language Teaching Principle: Pedagogical Implication	24
V- <u>Notice</u> : The Teaching of “Not-totally New Language Points”	25
<u>PART TWO: REALITIES: THE TEACHING OF ENGLISH LANGUAGE</u>	
POINTS AND THE USE OF TEXTS AT LYCEES	26
Introduction: Generalities and Objectives of class observations	27
<u>Chapter ONE: ENLIGHTENMENT</u>	28
I-English language teaching Lycée syllabuses	28
II-How, in principle, English language lexis and grammar points should be taught at Lycées?	28
<u>Chapter TWO: CLASS OBSERVATION SESSIONS</u>	30
I-Class Observation Sessions vs Experimentation Sessions	30
II-Class Observation Sessions.....	31
II.1. Situation.....	31
II.2. The main points of analysis during a class observation session.....	31
II.3. Reports and Comments on the class observations.....	32
A- <u>SCHOOL</u> : Lycée Moderne Ampefiloha (L.M.A.)	32
A.1. Class Observation N°01	32
A.2. Class Observation N°02	39
A.3. Class Observation N°03	45
A.4. Class Observation N°04	51
A.5. Class Observation N°05	58
A.6. Class Observation N°06	67
A.7. Class Observation N°07.....	74
A.8. Class Observation N°08	79
A.9. Conclusion about the Class Observation sessions and the use of texts at “Lycée Moderne Ampefiloha”	88
B- <u>SCHOOL</u> : Lycée Jean Joseph Rabearivelo (J.J.R.)	90
B.1. Class Observation N°09	90
B.2. Class Observation N°10	93
B.3. Class Observation N°11	99

B.4.Conclusion about the Class Observation sessions at Lycée Jean Joseph Rabearivelo.....	104
<u>Chapter THREE: GENERAL CONCLUSION ABOUT THE CLASS</u>	
OBSERVATION SESSIONS	106
<u>PART THREE: SUGGESTING ONE WAY OF IMPROVING THE TEACHING</u> OF ENGLISH LANGUAGE LEXIS AND GRAMMATICAL STRUCTURES AT LYCEES	109
Introduction	110
<u>Chapter ONE: GRADED STRUCTURED READERS/TEXTS: THE</u> TEACHING / LEARNING MATERIALS	111
I-A “Reader” / “Readers”	111
II-“Graded”	112
III-“Graded Readers”	112
IV-Categories of “Graded Readers” and their distinguishing features	112
V-“Graded Structured Readers”.....	113
VI-Features and particularities of “Graded Structured Readers”.....	114
VII-“Graded Structured Texts”.....	115
VIII-The most important feature of a “Graded Structured Text”.....	116
IX-Availability of “Graded Structured Readers / Texts”.....	117
<u>Chapter TWO: “USING GRADED STRUCTURED TEXTS / READERS TO</u> REINFORCE BASIC ENGLISH LANGUAGE SKILLS”: A REINFORCEMENT PRACTICE PROCEDURE	118
I-“Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills at Lycées”: The topic	118
II-Objectives of the work	118
III-“The Reinforcement Practice Procedure”	120
IV-Development of the “Reinforcement Practice Procedure”	120
<u>Chapter THREE: EXPERIMENTATION SESSIONS</u>	124
I-“Experimentation sessions”: The theory	124
II-Objectives of the experimentations	124
III-General situation in the chosen Lycée	124
IV-“Experimentation Sessions”: Implementation	126
IV.1. Experimentation N°01	126

IV.2. Experimentation N°02	134
IV.3. Experimentation N°03	150
IV.4. Experimentation N°04	161
IV.5. Experimentation N°05	176
IV.6. Experimentation N°06	189
IV.7. Experimentation N°07	200
IV.8. Experimentation N°08	210
IV.9. Experimentation N°09	219
IV.10. Experimentation N°10	233
IV.11. Experimentation N°11	244
General Conclusion	258
Bibliography	
Appendices	

GENERAL INTRODUCTION

Disregarding the recently applied state plan, introducing English as part of the subject-matters in some of the First Part of Fundamental Education classes in Madagascar, the students generally start learning English in First Cycle Secondary Schools or C.E.G.s, which is nowadays known as the Second Part of Fundamental Education. During that length of time which in principle lasts for at least four years, the students acquire a great deal of the target language grammar rules — especially the elementary ones — together with the most current, useful or active vocabulary, so that they can understand both spoken and written English. Besides, they are also asked to practise the language orally and in written form progressively independent of teachers' help; that is in such a way that the students can use the language as accurately and appropriately as possible.

At the end of First Cycle Secondary Schools, then, the students are expected to have acquired enough skill and knowledge to understand and use the language both orally and in written form.

Yet, either the students keep on studying at Lycées or they have to leave schools for a reason or another, when they have to practise or use the language orally or in writing, they get "stuck": they cannot bring to mind the right and suitable words and grammatical structures they need to express themselves in the situation or the context they are faced with, or they simply cannot remember them, and fail to communicate in the language. Concerning particularly the students' level of knowledge and mastery of the grammar rules, it is recognized that many of the students remember a great deal of the language grammatical structures, but they are not able to use them for their communicative functions.

Due to such a reality, which practically does not respond at all to the expected result from the four years' teaching of the target language in First Cycle Secondary Schools, we have realized that at Lycée level, the students need their acquired elementary English language vocabulary and grammatical structures being reinforced ; they need to practise the language as often as possible orally and in written form, and they need frequent exposure not only to oral English but also to written English. For those reasons, we have decided to focus the subject of our dissertation on « Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills at Lycées ».

The subject will consist in developing a Reinforcement Practice Procedure. It is intended to help particularly English language Lycée teachers to enhance contemporary Lycée

students' level of knowledge and mastery of the Basic English language lexis and grammatical structures.

The topic consists in making of current use « Graded Structured Texts » in view of reinforcing the elementary English language lexis and grammatical structures in “Seconde, Première, and “Terminale Lycée” classes”.

In the context of English language teaching, reinforcing a particular lexical or structural item is: « to practise or use AGAIN the particular language point, so that the learners will find the language point easier to remember and use for themselves. »⁽¹⁾ We share the same point of view with Jane Willis.

The Reinforcement Practice Procedure we mean to apply will serve graded structured texts as the teachers' pedagogical support. The students will use the texts as contexts and situations helping them to explore the possible meanings that might be conveyed by the chosen lexical or structural items which are used to develop such or such a theme. Graded structured texts can be found in Graded Structured Readers and in many Graded English Text-books. For further information about the material, it will be dealt with in Part Three of this work.

Anyway, in some words, we can have, in advance, a good idea about what a graded structured text and a Graded Structured Reader are. A graded structured text is a text the level of difficulty of the content of which — the lexical items or / and the structural items which are to make up the text — is deliberately selected and weighed to suit the level of knowledge of a precise group of learners. In that, the text can be either lexically graded and structured, or only structurally graded and structured; or else, the text is at once lexically and structurally graded and structured to suit a defined language learning level. A teaching / learning material made up of texts of that sort is what is habitually called a “Graded Structured Reader” and which is usually used as a reading or a language learning / teaching material.

Entitled « Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills at Lycées », the procedure we introduce in this work aims at helping, first, the learners to explore or to re-explore the fundamental resources of the language ; that is helping them to understand and to interpret to the full the meanings conveyed by a lexical item in isolation and in different contexts as well as the possible communicative functions a given structure can express in different contexts and situations.

It also aims at training, and exercising "Seconde, Première, and Terminale" students to practise or use as frequently as possible the language points in suitable contexts and

⁽¹⁾ Willis, Jane : Teaching English Through English , Longman Group Ltd, 1981

situations, and according to the rules that govern the language, both orally and in writing, so that they can memorize the language points and can use them confidently, independently, and correctly on their own.

One last goal of the reinforcement practice exercises is to give weaker students, in particular, another chance to acquire the basis of the language learning, essential for them to understand and to interpret to the full both spoken and written English, and to let them practise confidently the target language on their own.

To carry out the procedure, the approach aimed at, will be the Communicative Approach, based on pair and group-work. The content of the procedure includes both oral and written exercises.

Depending on the realities or the situation in a class, as well as the learners' level of knowledge and mastery of the language, the teacher can apply the procedure as the basis of his or her teaching session, or as a reinforcement of a language teaching session – on lexical or structural items.

Another thing we have to mention is our limited amount of teaching / learning time at school. Since we are about practice exercises in the classroom, we ought not to forget the following: in principle, we had better make the students practise and perform both oral and written exercises within a teaching session. Yet, sometimes, that is not always possible. In such a case, applying the present proposed procedure, practice exercises intended to make the students practise orally the explored lexical or structural items are best performed at school where the opportunity for the learners to interact using the language point is quite unavoidable. As for written exercises, which most of the time may require the learners' reflection and enough assimilation, they can be assigned as individual student's homework or group-work cooperation to be corrected together at school afterwards.

This whole work includes three main parts. PART ONE will be concerned with the theories about the principle of teaching, in general, lexical or structural items which are still completely new to the learners: it is to emphasize the place, the roles, and the importance of reinforcement exercises in the processes of teaching new language points — lexical or structural — .Beforehand, since our subject consists in reinforcing « basic English language skills », the terms will be made clear in this part. At the end, we will see together as a general note how language points can be dealt with in a class-course when they are not anymore completely new to learners.

PART TWO will consist in showing how actually English language points — vocabulary and grammatical structures — are reinforced at Lycées. The awareness of the

realities gleaned from some class observation sessions has led us to suggest the subject of our dissertation as part of contribution to the current effort or plan to improve the teaching of English at Lycées, and to help English language Lycée teachers in their task of enhancing contemporary Lycée students' level of knowledge and mastery of the elementary English language lexis and grammatical structures.

From the light of the two first parts, PART THREE of this work will develop the processes of the Reinforcement Practice Procedure we mean to apply. It will also include some experimentations of the procedure tried out in a Private Lycée in "Seconde, Première, and Terminale" classes. Each experimentation session will be followed by comments to let see how efficient « Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills » can be. Then, the "General Conclusion" closes the research work on the whole.

Eventually, we would like to mention that this work does not provide teachers with the different activities to use in order to carry out the procedure. It consists in outlining the development of the Reinforcement Practice Procedure we mean to apply with « Graded Structured Texts ». It is to show samples of the efficiency of using the teaching / learning materials in order to reinforce and enhance learners' knowledge and mastery of the elementary English language lexis and grammatical structures.

PART ONE

THEORETICAL CONSIDERATIONS

INTRODUCTION

This opening part, «THEORETICAL CONSIDERATIONS», consists in displaying two main chapters. Those chapters are intended to develop the essential of the theories around, about, and related to the subject of this work.

As we know, the main trend of this work lies on suggesting one way of improving the teaching of English language lexis and grammatical structures at Lycées, using as teaching and learning supports “Graded Structured Texts / Readers”.

As such, before dealing with the proposed procedure — REINFORCEMENT PRACTICE PROCEDURE — throughout PART THREE of this work, we think that in this opening part, we need, first of all, to have clear in mind what BASIC ENGLISH LANGUAGE SKILLS consist of. Chapter ONE of this part develops that matter. That chapter is very important since basic language elements stand as the main elements on which our study is based in view of enhancing Lycée students’ level of knowledge and mastery of English, both orally and in writing. Equally, in this part, throughout Chapter TWO, we also need to recall in brief the general principle of teaching BASIC ENGLISH LANGUAGE SKILLS when they are still completely new to the learners. That chapter is, more exactly, to emphasize, to outline, and to remind all language teachers the place, the roles, and the importance of PRACTICE EXERCISES in the course of teaching and learning languages.

« Practice makes perfect. »⁽¹⁾ So, if ever the students had missed enough practice during their early stage of learning English language, how can it be compensated at Lycée level? As an anticipation of PART THREE of this work, the answer to such a question will close the last part of our whole work. Yet, to end up with this opening part, a “Notice” as a reminder will outline how NOT TOTALLY NEW LANGUAGE POINTS for learners can or should be taught or dealt with during a class-course.

⁽¹⁾ Ur, Penny: Grammar Practice Activities — A “Practical Guides For Teachers”
Cambridge University Press, 1988, page 263

CHAPTER ONE

BASIC ENGLISH LANGUAGE SKILLS

The final objective of our subject is to reinforce basic English language skills in "Seconde, Première, and Terminale" Lycée classes, using as teaching / learning supports "Graded Structured Texts". So, we think that first of all we need to have clear in mind what those Basic English language skills consist of. Then, we think we need to know the general principle of teaching those language elements for the first time when they are still completely new to the learners: it is to emphasize the place, the roles, and the importance of reinforcement exercises in the processes of teaching language points — lexical items or grammatical structures — which are still completely new to the learners. Finally, we will see how language points can be taught when they are no more totally new to the students.

I - BASIC ENGLISH LANGUAGE SKILLS: COMPONENTS:

"Language" is one of the possible ways man can use to express his / her thoughts, intentions, emotions, feelings, will, either orally or in written form.

In oral communication, man expresses himself by producing a sound or sequences of sounds. Those sound and strings of sounds, according to the speaker, are intended to convey meanings. The sounds are the means he uses to express what he has in mind and what he wants to transmit by means of producing them orally. Each sequence of sounds he utters is to refer, at least, to a reality. Then, combined together into sentences, the sequences of sounds convey the person's thoughts. From his part, the interlocutor, to whom the speaker addresses his utterance, is expected to be able to decode or ought to decode the oral message expressed through the sequence of sounds. He is most of the cases expected to react in order to show that he has grasped the conveyed intention disregarding how good or how bad the message is organized grammatically. On and on, oral communication is established that way.

In written communication, however, each sequence of sounds must be represented in graphic form. Each sequence of sounds is to refer at least to a reality to come to convey a "thought". Every graphic form, then, is to refer to something conceivable — concrete or abstract — in the form of what we habitually call "WORDS", and which are to come to "SENTENCES", "PARAGRAPHS", and "TEXTS" in prose or in verse.

"WORDS" are the main, the basic components of a language. They are what we ordinarily know as the "VOCABULARY" of a language. They are the main resources of a language. Without "WORDS", nobody can transmit a message in written form. Nevertheless,

“WORDS” cannot be put simply one after another to express one’s thought accurately and appropriately. To be accurate in a language, one’s “Words” must be combined together according to the conventional rules which govern the language in question unless thoughts and ideas would be misunderstood. Moreover, vocabulary items should also be chosen in accordance with a situation of communication so as to be appropriate in one’s language.

Those are to show us that there must be considering seriously the “GRAMMAR” or the “STRUCTURES and their VALUES” of a language. For instance, one cannot use the Simple Past tense to express something that is planned to happen in the future, or else “The hands / feet of a bird” instead of “The paws of the bird”. Without “WORDS” — the VOCABULARY of a language — and the rules that govern a language — its GRAMMAR / STRUCTURES and their VALUES — , we cannot represent, nor realize, nor make understand the idea or ideas we have in our mind, and nobody can know clearly what we try to express.

To conclude it, as far as English language is concerned, BASIC ENGLISH LANGUAGE SKILLS are English language vocabulary and English language grammar rules. They are the bases, the main resources of the four skills in English: the abilities to listen to English language, to speak, to write and to read in English. “**BASIC ENGLISH LANGUAGE SKILLS**”, then, include **ENGLISH LANGUAGE LEXIS OR VOCABULARY AND ITS GRAMMAR RULES**. So, what are then **the different COMPONENTS** of those “**Basic English Language Skills**”?

I.1.ENGLISH LANGUAGE LEXIS OR VOCABULARY

First of all, "Lexis" or "Vocabulary" is a collective term meaning "words". To pluralize the terms we have to say "words" for "a Word" ; "items of vocabulary" for "an item of vocabulary", and "lexical items" for "a lexical item" if we want to be specific.⁽¹⁾

Generally speaking and by definition, lexis or vocabulary is a term used to refer to all the words that constitute a language.⁽²⁾ In English, we can consider two main categories of words: “Structure Words”, and “Content words” including two special areas of vocabulary, "Idioms" and "Multi-word verbs". Among each of those categories of words, there are words classified as "Active / Productive vocabulary", and as "Receptive / Passive vocabulary".⁽³⁾

⁽¹⁾ Willis, Jane : Teaching English Through English , 1981

⁽²⁾ The All Nations : English Dictionary, 1982

⁽³⁾ Wallace, Michael : Teaching Vocabulary, 1982

⁽³⁾ Nuttall, Christine : Teaching Reading Skills In A Foreign Language, 1982

I.1.1. Structure words

“Structure words are English words that may be considered as part of the grammar of the language; they are almost empty of meaning when considered in isolation”.⁽⁴⁾

Therefore, presenting or exploring a structure word needs to be done within different contexts and situations to show its values and the communicative functions it can convey.

Structure words include : modal verbs (such as "do, can, may, ..." etc.) ; pronouns ; conjunctions ; prepositions ; and certain adverbs (e.g. : very ; rather ; ...etc).

Example: "Do" in this sentence: “Do you like cheese?”

=> In the sentence, "do" refers to nothing. Its main functions are grammatical: as a marker of question form and as a marker of tense, the simple present.

I.1.2. Content words

Content words are English words which DENOTE — mean — something even when used in isolation. They are also known as the « straightforward words » because they refer to something concrete or / and they are to make clear / obvious concepts even used in isolation.

Nevertheless, when a content word is used in different contexts and situations, it can have or express a wide range of meanings or DENOTATIONS: those different denotations vary and depend on the given contexts or situations in which it is used. Such meanings of words are the « CONTEXTUAL MEANINGS OF THE WORDS ». Therefore, to introduce a content word to students, or, to make them explore it further, it is advisable to do it within different contexts and situations.

Content words include: nouns; verbs; adjectives; adverbs formed from adjectives (e.g.: "usually" from "usual").

I.1.3. Two special areas of vocabulary

Idioms and multi-word verbs are part of English vocabulary as with other languages. They, however, cause a lot of concern to students and teachers of English as a foreign language. Acquiring them requires involvement in the native speakers' own ways of thinking and expressing meanings, ideas, and facts. In short, it requires some

⁽⁴⁾ Wallace, Michael : Teaching Vocabulary, 1982

"mental gymnastics", some psychological competence, even some additional effort of imagination from the part of the learner.

I.1.3.1. Idioms

Before defining the term "Idiom", we need to know first what "a lexical item" is. A "lexical item" is a word or a group of words that needs to be learnt as a whole. ⁽¹⁾

"Idiom" is a term used to mean a lexical item consisting of several words, with a meaning that cannot be deduced from the meaning of the individual words.

To make matters clearer, let us recall that:

- ① - Idioms consist of more than one word.
- ② - Idioms are "semantically opaque / transparent": their meanings are something different from the literal or ordinary meaning of the individual words that they contain; the literal meanings of the words have little or nothing to do with the real meanings of the idioms.
- ③ - Idioms are fixed collocations; they should be used in accordance with underlying meanings they express, and their elements cannot always submit any grammatical transformation or change liable to bother or to change their underlying meanings.

Here are some examples of idioms we can encounter in current contexts and situations with their underlying meanings:

- let the cat out off the bag (= reveal a secret)
- lick someone's boots (= humble oneself to gain someone's favour)
- rain cats and dogs (= rain heavily)
- storm in a tea-cup (= fuss about something that is not really important)
- off the cuff (= not prepared beforehand ; without rehearsal or preparation)

In the light of what are mentioned, there is no point to teach the students a list of idioms. « The most sensible thing, in fact, is to treat idioms as unusually long words, and to teach them as someone would teach any new word: that is, as they occur in a meaningful

⁽¹⁾ Nuttall, Christine :Teaching Reading Skills In A Foreign Language, 1982

context. It may be useful to indicate what changes the idiom can undergo, and it often relates to the idiom's underlying meaning. » ⁽¹⁾ In sum, idioms are best treated as individual lexical items which are worth being learnt as a whole.

I.1.3.2. Multi-word verbs

A multi-word verb is a verb plus a particle – i.e. a preposition or an adverb –or a verb plus two particles, which join to form a new structural item or unit.

- Examples:
- Verb + Adverb: do without
break down
 - Verb + preposition: look at
look after
 - Verb + two particles: date back to
stand up to
come down with

There are two categories of multi-word verbs:

- Prepositional verbs or fused verbs.
- Phrasal verbs or separable verbs.

I.1.3.2.a- Prepositional Verbs or Fused Verbs

A "Prepositional Verb" is a multi-word verb whose particle cannot be separated from the main verb to form a structural unit and a semantic unit. Therefore, it is also called "Fused Verb".

As a structural unit, transformations can be applied to a prepositional or fused verb such as transformation into the passive; as a semantic unit, the main verb and its particle cannot be separated, for together they form a new unit of meaning and unless the prepositional or fused verb loses some or all of its meaning. The particle is an integral part of the main verb it goes with, and makes the structural unit a real idiom.

⁽¹⁾Chafe, W.: Meaning And The Structure Of Language, University of Chicago, 1970
Wallace, Michael: Teaching Vocabulary, 1982:

Examples:

- 1) - Jane looks after old people.
- 2) - Jane arrives after the postman.

⇒ Transformation into the passive voice:

- 1) - Old people are looked after by Jane.
→ (The transformation is possible, and the new sentence is meaningful: the multi-word verb is a prepositional or fused verb.)
- 2) - * The postman is arrived after Jane.
→ (The transformation is grammatically correct, but the new sentence is meaningless, nonsense: the multi-word verb is not a prepositional or fused verb.)

In terms of teaching purposes, there is little point to make the students learn prepositional or fused verbs in grouping them by either the verb, or the particle. As structural and semantic units, prepositional or fused verbs should be taught as individual lexical items as they arise in contexts or situations. Like that or in such a way, the students can realize the particle is an integral part of the verb it goes with. Otherwise, at the most, it seems advisable not to give the students more than two prepositional verbs in a session. Moreover, they are to be presented in clear and appropriate contexts or situations, putting into emphasis the particularities of the lexical items.

I.1.3.2.b- Phrasal Verbs or Separable Verbs

Like "Prepositional Verbs", "Phrasal Verbs" are multi-word verbs whose particles form structural units or items with the main verbs. Yet, "Phrasal Verbs" are different from "Prepositional Verbs" considering the following features:

- With a phrasal verb, the particle is often separated from the main verb, and develops a special meaning for the structural item or unit. That is why phrasal verbs are also called "Separable Verbs".
- With a phrasal verb, object noun phrase and pronouns always come between the main verb and its particle.

E.g.: Put that book down! (= The normal form of a phrasal verb and its object.)

Or

Put down that book!

- In a phrasal verb, though, if attention is focused on the pronoun – for emphasis or contrast –, then the object may come after the particle.

E.g.: I told you to call him up. (= Telephone him.)

But

I told you to call up him. (= him not her)

- With phrasal verbs, the particle normally receives stress unlike in normal speech when particles are not usually given stress.

E.g.: • 'Call 'up that number. / That's the number to 'call 'up.

•'Look for that number. / That's the number to 'look for.

In terms of language teaching, as mentioned above, the particles of phrasal verbs develop special meanings for the structural units. That is, if we decide to cover the meaning aspect of phrasal verbs systematically, the best strategy is to concentrate on the particles. Let us choose a few examples.

The particle "up", for instance, is used with many verbs to give a sense of "completeness" as in "fill up ; finish up ; load up ; open up ; tear up" ; similarly, "down" is used with many verbs to express "completeness", but sometimes in a negative sense as in "close down ; cut down ; meet down" . As for "away", it can be associated with many verbs to give the meaning of "continuous action" like in "hammer away; write away; work away".

Besides, if we present the phrasal verbs in contexts or situations, the extended sense of the particles can be guessed easily by the students: for example "burn down (a house)"; "keep down (prices)"; "wipe off (stain)".

However, in spite of all those differences between prepositional verbs and phrasal verbs, we ought to be aware that there are many phrasal verbs which are complete idioms and are to be learnt as units.

E.g.: - show someone up (= humiliate)

- make something up (= invent)

- smoke someone up (= expose)

I.1.4. Active / Productive vocabulary; Receptive / Passive; Reading / Listening vocabulary

At a certain level of knowledge and mastery of English, learners of English as a foreign language usually recognize many more words than they can produce. Words that learners know well enough to use themselves are what is commonly called the learners'«

ACTIVE or PRODUCTIVE VOCABULARY », and words that the learners understand approximately when they meet them in reading or in listening to the language, but they cannot use on their own are what is termed the learners' «RECEPTIVE, PASSIVE, READING, or LISTENING VOCABULARY.»⁽¹⁾

Learners' active or productive vocabulary is, then, the range of English vocabulary — content and structure words — which the learners, at their level of knowledge and mastery of the target language, can handle on their own, can choose to use when they are to speak or to write in the language. Whereas learners' receptive / passive / reading / listening vocabulary is the wide range of English vocabulary — content and structure words — that the learners have to handle while reading or listening to the target language.

Thus, it can be said that a learner's range of active / productive and receptive / passive / reading / or listening vocabulary depends on the amount of words that the learner or / and the teacher consider worth being considered active or receptive vocabulary.

I.1.5. Conclusion: English language lexis or “vocabulary”, Basic English language skills

To sum up the sub-title “English Language Lexis or Vocabulary”, it can obviously be said that it includes all the categories of words that make up the language: content words, structure words, two special areas of vocabulary — idioms and multi-words verbs —, and even any word that is used to represent sounds like [e r] to express one's emotion or feelings.

Knowing a great deal of those Basic English language elements is very important and essential in the acquisition of the language. Yet, knowing a great deal of those words means being able to recognize and to understand the first meanings of the great part of the language lexical items without being able to make use of them effectively in any situation. So, learners need to acquire and to master a great deal of those language elements. It means learners need to be able to recognize, to understand, to effectively gain natural control of the words, implying one's ability to understand and use the words appropriately, accurately and fluently in different contexts and situations.

Knowing, acquiring and mastering a great deal of those categories of words in English are very important and essential in the acquisition of the language. They are the “tools”, the “fundamental materials” one needs to handle in order to be able to express oneself, using the language both orally and in written form. For that reason, enabling contemporary Lycée students to know, to acquire and to master a great deal of English

⁽¹⁾ Nuttall, Christine: Teaching Reading Skills in a Foreign Language, 1982.

language lexis or vocabulary with their meaning in isolation and in different contexts and situations prove vital. Furthermore, that is to say English language lexis or vocabulary is one of the basic and necessary elements in the acquisition of English language.

I.2. GRAMMAR AND ENGLISH LANGUAGE GRAMMAR:

It is worth mentioning that even if it is possible to communicate in a language, knowing a great deal of its vocabulary, it is not sufficient to acquire and to master effectively the language. Words of a language should be combined and organized according to the rules that govern that language in view of producing accurately one's ideas and thoughts. Learning and mastering the rules, i.e. the structures of a language, is as essential as acquiring great numbers of lexical items. In all, knowing, acquiring and mastering in parallel a great deal of English vocabulary and grammar points should essentially go together in different contexts and situations while acquiring and teaching languages. Such a point of view will lead us to see what is meant by the terms "Grammar" and "English Language Grammar."

I.2.1. GRAMMAR, THE SCIENCE:

« Grammar » is the study of the words of a language and the rules for their formation, and of their relationship to each other in sentences. « Grammar » is the rules themselves. ⁽¹⁾

« Grammar » or « Structure » is the system of a language. It means « Grammar » is the rules that make the words of a language work together to convey meanings. ⁽²⁾

« Grammar » is roughly defined as the way a language manipulates and combines words or bits of words in order to form longer units of meaning. ⁽³⁾

« Grammar » is used to refer to its two principal sub-categories: first, "Morphology", which means the changes in word form produced by two linguistic phenomena (inflections and derivations), and « Syntax », that is the ways in which words combine to make sentences. ⁽⁴⁾

In all « Grammar », or « Structures », or « Language System » is the study and use of rules by which words change their forms and are combined into sentences. ⁽⁵⁾

⁽¹⁾ The All Nations: English Dictionary, 1990, 2nd Edition 1992

⁽²⁾ Wallace, Michael :Teaching Vocabulary, 1992

⁽³⁾ Ur ,Penny: Grammar Practice Activities – A Practical Guide For Teachers, 1988,

⁽⁴⁾ Finocchiaro, M. and Brumfit, C.: The Functional National Approach, 1983

⁽⁵⁾ Rakotovao Marcelle Sandra : Improving The Teaching Of The Passive Voice In Malagasy Lycées, C.A.P.E.N Dissertation, January 2004

The « Grammar » of a language tells you the "How the elements of this language are put together to make a sentence? How its various elements are arranged in order to make a full sentence?"⁽⁶⁾

I. 2. 2. ENGLISH LANGUAGE GRAMMAR.

In English, like in all languages, « grammar » consists of all the rules that govern all the words of the language. “Grammar” includes the rules by which words change their forms as well as the rules by which those words are combined into sentences so as to convey meanings accurately in different contexts and situations, either orally or in written form.

Referring to what have already been developed further, it can be proved that there is no being able to express oneself appropriately and accurately, using a language as it should in principle develop, unless one is able to be appropriate and accurate in the language. That is, the user of English language must be able to choose the right words to use in each particular situation or context. The user of the language must also be able to combine in right order the basic elements of the language according to the right rules that govern the language. That is the reason why “Grammar” or “Structures” are, undeniably, to be included among what are called “BASIC ENGLISH LANGUAGE SKILLS”.

II. CONCLUSION: “BASIC ENGLISH LANGUAGE SKILLS”

To round off what "BASIC ENGLISH LANGUAGE SKILLS" include, we could have stated they include all the words of the language — its vocabulary or lexis —, all the rules that govern the formation of its words, and all the rules that combine all those words into sentences to convey meanings accurately — its grammar or structures -.

English language lexis and grammar rules remain the fundamental tools for learners to understand and use the language in its oral and written aspects. Mastering those “BASIC ENGLISH LANGUAGE SKILLS” leads to a more effective handling and use of the language.

Once more, the main purpose of this work is to help both contemporary Lycée students and teachers of the language. For learners, the procedure is to facilitate the acquisition of those two fundamental elements — lexis and grammar rules — with the help of « Graded Structured Texts ». For the teachers, it is to simplify their duties of enhancing their students’ level of knowledge and mastery of the language.

⁽⁶⁾ Manoro Régis: Applied Linguistics Courses (LA1) - Antananarivo : C.E.R. L.L.A. (E.N.S.), 1996-1997

Now that we have seen what « Basic English Language Skills » matter, our next concern is to see the general principle in use for teaching those two fundamental elements of the language when they are still completely new to learners. The general principle is to let teachers recognize and realize the place, the roles and the importance of reinforcement exercises in the processes of learning / teaching a language.

CHAPTER TWO

THE PROCESSES OF NEW LANGUAGE TEACHING

I - THE PROCESSES OF TEACHING “NEW LANGUAGE / NEW LANGUAGE POINTS” AS OPPOSED TO THE PROCESSES OF TEACHING “LANGUAGE SKILLS”

As opposed to the processes of teaching “language skills” — listening, speaking, reading, writing — which is, for now, not our main concern, the processes of “language teaching” concerns the processes of teaching “language points / basic language skills” — i.e. vocabulary and grammar points — as input lessons.

An input lesson means a class-course during which the teacher is meant to teach the students new vocabulary items or new structural items. For the students, the content of the lessons are new points, something they still have to grasp, to remember, and to use on their own.

So, the processes of teaching NEW LANGUAGE / NEW LANGUAGE POINTS consist in the development of a PROCEDURE with which the teaching of lexical items and / or structural items, which are still completely new to the learners, is expected to be carried out. As such, the processes should be carried out by establishing language input lesson - plans. How, then, should language teachers proceed in his or her lesson - plans and class - course?

II - NEW LANGUAGE: TEACHING PROCEDURE

This procedure means that when teaching new language points — i.e. items which are totally new to the learners, either lexical or structural ones — a teacher's lesson-plan should generally include three main parts:

- ① Presentation stage or Introduction
- ② Practice stage:-1. Controlled Practice stage (Repetition or Drill stage, or Simulation)
-2. Guided Practice stage
- ③ Production stage, also known as Free Practice stage

Those three main parts or stages in a new language teaching lesson-plan, often referred to as the 3Ps or P.P.P. (for Presentation — Practice — Production), can be preceded

by a short REVIEW or a short WARM-UP activity and followed by a HOMEWORK or ASSIGNMENT if possible.⁽¹⁾

II.1. REVIEW STAGE / WARM-UP STAGE

A short review or a short warm-up activity in principle starts all lessons.

In a new language teaching lesson-plan, a short review or a short warm-up activity consists in preparing the class for the main part of the lesson. The stage can be carried out by revising language items learnt earlier to refresh the students' memories, or it is a short while during which the teacher prepares the students to be mentally ready for the coming lesson by means of some activities; or it is a short time when an activity is, most of the time, intended to test any other language elements that the teacher expects the students to remember, to understand, or to make use in the new lesson to come afterwards.

A Review stage or a Warm-Up stage does not in principle last more than ten minutes in a new language teaching session.

II.2. PRESENTATION STAGE OR INTRODUCTION

Presentation stage or Introduction is the first central stage in a new language teaching lesson-plan. It comes just after the Review stage or the Warm-Up stage.

Presentation stage or Introduction is the span of time during which teachers initially present, explain, and introduce to the learners the new lexical or structural items they have decided to teach. As for the students, if the new language items they are presented concern lexical items, Presentation stage is the opportunity for them to learn the basic meanings of the words, their forms, and their particularities. If the new language items consist of structural items, Presentation stage is the first occasion for the students to perceive the language elements, to learn the forms, the values and the communicative functions of the structures.

At this stage, even though there are different ways of presenting new language items, teachers ought to present the new items in clear and appropriate contexts or situations so that the students can easily understand and grasp the meanings, the forms, the values, and the communicative functions of the items.

⁽¹⁾Hadfield and Hamlyn: A Handbook For English Language Teacher Training, 1996

⁽¹⁾ Brumfit, Christopher: Teaching English As A Foreign Language, 1980, 2nd Edition

II.3. PRACTICE STAGE

In a new language teaching lesson-plan, Practice stage comes after the initial presentation and explanation of new lexical or structural items.

Practice stage is the second central stage in a new language teaching lesson-plan. When the students are assumed to have perceived and grasped the forms, the basic meanings, the values, and the communicative functions of the items in question during the Presentation stage, the teacher can proceed in dealing with the Practice stage.

Practice stage includes two inter-related sub-divisions:

- 1- Controlled Practice stage
- 2- Guided Practice stage

II-3-1. Controlled Practice stage / Repetition or Drill stage

In a new language teaching lesson-plan, Controlled Practice stage comes after the initial presentation and explanation of new language items.

Controlled Practice stage consists of a series of exercises. As the terms indicate it, most of the exercises are to be done *in a controlled way*. The purposes of such exercises are the following: to familiarize the learners with the new items; to cause them to absorb thoroughly meanings of words, their forms as well as the values and communicative functions of structures. The exercises are also intended to train the students to practise using their newly acquired language items in a controlled way such as by answering questions, by doing gap-filling, or by doing drills. Moreover, they are to enable the students to remember the items, meanings of words, their forms, the values and communicative functions of structures as well.

It is worth mentioning that teachers had better design the series of controlled exercises *always within different contexts and situations*. The reasons are simple. First, the principle enables the learners to easily recognize and remember that one word can have different meanings when used in different situations or contexts. Then, one structure can express different functions when used in different contexts or situations and vice versa one function can be expressed by different structures depending on the given situation or context.

Consequently, the series of controlled practice exercises are to be broken into steps for at least two reasons: first, there should include different types of exercises enabling the students to achieve each of the purposes mentioned above.

Then, the series of exercises should gradually be less and less controlled to end up to the students' confidence in themselves, in their knowledge and in their mastery of the language both orally and in written form.

II-3-2.Guided Practice stage

Guided Practice stage comes immediately after the Controlled Practice stage.

Guided Practice stage consists of a series of *guided exercises*, as the terms indicate it. The series of exercises are aimed at guiding the learners to use progressively on their own the concerned language points they have just learnt.

Guided exercises are to train learners to use the new language items on their own, appropriately, accurately, and fluently in different contexts and situations. It implies that the INSTRUCTION designed for each exercise should be well elaborated in order to personalize the learners' answers. That technique is to urge individual learner to practise using the pinpointed new language items according to his / her own experience, trying also to apply correctly the rules that govern the language.

II-3-3.The components of “Practice Stage”: Summary

During Practice stage, the series of practice exercises should normally be broken into steps: Controlled Practice exercises and Guided Practice exercises.

Controlled Practice exercises should include different types of exercises: exercises liable to enable the students to recognize the forms of the words or the structures with their basic meanings or values so that they can be familiar with them; exercises liable to train the students to practise using their newly acquired language items in different contexts and situations, orally and / or in written form so that they can easily remember the items. The exercises should be designed gradually in such a way that they become less and less controlled to end up to individual student's confidence in himself / herself, in his / her knowledge and mastery of the language.

Guided Practice exercises should be designed in view of enabling the learners to use their newly acquired language items orally or / and in written form, in different contexts and situations. The learners' tasks throughout that kind of work consist in using on their own choice the language items given to them as clues / guides.

Such types of exercises should normally help language learners to absorb easily their newly acquired language items, and prepare them psychologically and mentally to make use of the language items as their own in different contexts and

situations afterwards. Teachers, on their side, can be sure of going ahead to their next task that is *the Production stage*.

II.4. PRODUCTION STAGE / FREE PRACTICE STAGE

Production stage or Free Practice stage is the final central stage in a new language teaching lesson-plan.

Once the teachers realize the students have absorbed the new items — i.e. they can recognize, understand the forms of the items and their values, they can identify and grasp meanings of words and structures in particular contexts and situations — presented and explained to them, and manage to master reasonably the new language oral and written aspects, the teachers can end up the teaching session by proceeding to the Production stage or Free Practice stage.

Production stage or Free Practice stage, as the terms suggest it, consists of less controlled or freer practice exercises that should be done both orally and in written form. The exercises are designed to lead on the students to show and to prove they have absorbed the forms, meanings, values, and communicative functions of the new items they have just acquired, that they can use, practise, or produce the language appropriately, accurately, and fluently on their own either in speech, or in writing in different contexts and situations. This stage is the starting point when the learners start using confidently on their own their newly acquired language items. Asking the students to talk about or to write about a particular situation / context, using the lexical or / and the structural items they have already learnt, is an example of a Free Practice exercise.

Production stage or Free Practice stage is, for language teachers, an immediate occasion to evaluate the success or the failure of their language teaching session. For the learners, it is the new language learning session during which they can state by themselves and prove, for the first time, that the input language course is so simple, so easy to understand, so easy to remember, so easy to use and practise that they are willing to acquire the language as their own.

II.5. HOMEWORK OR ASSIGNMENT

Homework or Assignment is an integral part of almost all lessons. It naturally follows the class-courses, and is given to the students to be treated at home.

In a new language teaching session, Homework or Assignment can be used to prepare the students for the next class session. It can also serve as a follow-up on what has been learnt that day; or else, it provides the students a means for further learning.

In a new language teaching session, the amount of teaching / learning time is limited. Most of the cases, it is not sufficient to carry out the three main parts of the lesson – plan (Presentation — Practice — Production). The teaching session stops in general at the Practice stage. As such, there is not enough time for the teachers to make the students produce their newly acquired language items on their own neither orally nor in written form unless the teachers design a HOMEWORK or ASSIGNMENT for the students. Hence, HOMEWORK or ASSIGNMENT is the solution.

Another frequent situation may happen within the limited amount of teaching / learning time. The class–course is over. However, the teaching procedure is at the level of the Practice stage, and the practice exercises stop at the level of the oral practice. In fact, the written practice exercises as well as the Free Practice exercises are left, and the students cannot practise using their newly acquired language items in the written form. HOMEWORK or ASSIGNMENT is the solution for the situation. As said, “If the teachers have done controlled and free practice mainly orally, they might like to set a piece of writing which *reinforces* the language learned in the lesson.”⁽¹⁾ That quotation shows us not only the importance and the usefulness of Practice and Production stages in the field of teaching new language points but it indeed underlines the place, the roles, and the importance of REINFORCEMENT EXERCISES in the processes of teaching new language points. Such a point of view will lead us to outline the place, the roles and the importance of REINFORCEMENT EXERCISES in the processes of teaching new language points.

III- REINFORCEMENT EXERCISES: PLACE, ROLES AND IMPORTANCE IN THE PROCESSES OF NEW LANGUAGE TEACHING

Glossing the quotation mentioned above, it implies that in the processes of language teaching, it is during Controlled and Free Practice stages when the learners are to learn how to recognize and how to use the new language points presented to them. Moreover, since the main aim of learning a language is to learn to communicate in that language, orally first, then in written form, controlled and free practice exercises are mostly to focus on developing the learners' abilities to use the language orally on their own in suitable contexts or / and situations — i.e. appropriately —, and their abilities to use the language in written form according to the rules that govern the language — i.e. accurately —. So, written exercises, especially at the early stages of learning a language, are considered as to consolidate what the learners have learnt orally. Written exercises, or a piece of exercise on writing, devoted to

⁽¹⁾ Hadfield and Hamlyn: A Handbook for English Language Teachers Training, O.D.A. London and U.E.R.P. Antananarivo, 1996

consolidate what the learners have acquired orally, are termed « REINFORCEMENT EXERCISES » in the processes of new language teaching.

IV- CONCLUSION:

NEW LANGUAGE TEACHING PRINCIPLE: PEDAGOGICAL IMPLICATIONS

Considering the development of the processes of teaching English language points — lexical or structural items — which are still completely new to the learners, the three main parts of the teacher's lesson-plan should start with the Presentation stage during which the teacher introduces new items to the learners and explains the form(s); basic values, meanings of the words, and the communicative functions of the structures. All of those tasks should be done within appropriate contexts or / and situations.

Then, it should go on with the Practice stages — the second main stage in a new language lesson, and which are broken into Controlled Practice stage and Free Practice stage —. Within those two related stages, the teacher has to help the learners acquire further knowledge and thorough understanding of the items in different additional contexts and situations. He or she has to initiate the learners and let them initiate themselves to practise using appropriately, accurately, and progressively fluently on their own the language. The practice exercises can be designed to be done mainly orally, or, both orally and in written form. That method tends to let the learners acquire effective communicative competence in the target language and to let them try in the long run to recall at will the language elements they have just acquired.

At the end of the class-course, the teacher should give the learners some written reinforcement exercises to consolidate what the learners have learnt orally or what they could not do and realize during Practice / Production stages.

From the light of that new language teaching principle, and the main aim of learning / teaching a language, it proves undeniable that in the processes of teaching language points which are still completely new to the learners, it is during Practice stage that the learners are initially to start acquiring communicative competence in a language, both orally and in written form.

So, if ever, at school, the teaching of basic language elements stops at the Presentation stage, or the Practice stage has not been carried out as it should be, the students will acquire just a great deal of the language lexis and grammatical structures without knowing what to do with the language points; they will not know when, where, and how to use the items appropriately, accurately, and even fluently in suitable contexts and situations.

As a result, the students might recognize many words and structures, but they cannot use them. In other words, the students might have a certain level of passive control of the language — i.e. can understand the language in certain circumstances — but they can have no active control of the language; that is, they cannot use the language as they should. If new language teaching develops in that way, it is not surprising at all that the learners retain little or almost nothing of, and about the language. It is not astonishing that the learners cannot speak and write in the language, and that they never dare try to use or practise the language on their own, neither orally nor in writing.

V- NOTICE: THE TEACHING OF “NOT-TOTALLY-NEW LANGUAGE POINTS”

“Not-totally-new language points / elements / items to students” are lexical and / or structural items that students have already seen, heard, even learnt, but the students have not thoroughly acquired. The students might remember, recognize and understand the language elements, but they cannot use them on their own to express themselves using the language neither orally nor in writing.

Many of the students at Lycée level, for example, find themselves in such a situation: they manage to recognize many more words and structures in English than words and structures to use by themselves to communicate with others. In a similar situation, how “not totally new language points to learners” should or can be taught?

So far, we have described how language teachers should carry out the teaching of language points when they are still completely new to the learners: it is by applying the P.P.P. teaching Procedure. Yet, we need to know how teachers should or can proceed in teaching lexical or structural items which are already recognized by the students. The procedure is a bit different: « If the language points are not any more completely new to the learners, teachers can start the lesson with the Practice stage. »⁽¹⁾ It means that in such a case, the teachers need not to present / to introduce again the lexical or structural items to the students as if the students did not recognize the items yet. Instead, a short review or warm-up activity operating the items in question is sufficient to remind the items. Then, immediately, you make the students practise using the language items going on with the logical development of Practice and Production stages.

⁽¹⁾ Rakotovoao Marcelle Sandra: Improving the Teaching of the Passive Voice in Malagasy Lycées, C.A.P.E.N. Dissertation, January, 2004

PART TWO

REALITIES:

**THE TEACHING OF ENGLISH LANGUAGE POINTS AND
THE USE OF TEXTS AT LYCEES**

INTRODUCTION

GENERALITIES AND OBJECTIVES OF THE CLASS OBSERVATIONS

PART ONE concerns the most essential points around and about the theoretical studies about “basic English language skills” — lexical and structural items — and related to the subject of this work. It also deals with the general principle of teaching completely new English language lexis and grammatical structures to students, emphasizing the place, the roles, as well as the importance of practice exercises and reinforcement exercises in the processes of teaching totally new language points. At the end, PART ONE outlines how language points which are not any longer completely new to the learners should / can be taught.

In, this part — REALITIES —, the main concerns will be, first, focused on the ways of teaching / learning “BASIC ENGLISH LANGUAGE SKILLS / ELEMENTS” at Lycées, where many of the fundamental English language elements are supposed to be already taught and learnt in First Cycle Secondary Schools. Using texts as teaching / learning supports is also part of the focuses. The analyses are to show and to let know how, in reality, language points are dealt with at Lycées, and how often a year texts are made of use as teaching / learning supports nowadays.

Since the main goal of our subject is to reinforce Basic English language skills at Lycées with the help of graded structured texts, we will try to show how language points are practised and reinforced at Lycées, and how often a year texts are used as contexts and situations. Gleaned from some class observations carried out in some Lycée classes, we think the instances of realities can help to realize what really happen to English language Lycée teachers in their duties and how the students acquire the language.

PART TWO will be divided into THREE CHAPTERS which are respectively ENLIGHTENMENT, CLASS OBSERVATION SESSIONS AND COMMENTS, and GENERAL CONCLUSION about the class observation sessions. So, before dealing with the analysis and comments on each class observation session, we had better talk about ENGLISH LANGUAGE TEACHING LYCEE SYLLABUSES first. Our awareness of that context will lead us to draw how consequently English language lexis and grammatical structures should in principle be taught or handled at Lycées. A comparison between the content of English language Lycée syllabuses together with the logical method of dealing with the language basic elements at Lycée level, and the “how practically the content of English language syllabuses from First Cycle Secondary Schools to Second Cycle Secondary Schools should be / is imparted” will close PART TWO.

CHAPTER ONE

ENLIGHTENMENT

I-ENGLISH LANGUAGE TEACHING LYCEE SYLLABUSES

In our country, at Lycée level, the students are expected to have learnt English for at least four years in First Cycle Secondary Schools — C.E.G.-s, that is, from “6^{ème}” to “3^{ème}”. During that length of time, English language teaching syllabuses aim at providing the learners with the elementary skills in English — the elementary abilities to listen to English; to speak, to read, and to write in English in real and current situations / contexts —. The syllabuses are meant to provide the learners with considerable knowledge of the Basic English language lexical and structural items leading them to understand and use gradually on their own the target language both orally and in written form, reasonably appropriately, accurately and fluently in current contexts and situations. The language teaching principle lies on requiring English language teachers to apply Communicative Approach, Method, Activities; particular Techniques of imparting knowledge and developing learners’ skills in using the language on their own

Consequently, at Lycée level, the language teaching syllabuses tend to develop and to reinforce what those former First Cycle Secondary School students are expected should have acquired and mastered in terms of lexis, structures and abilities to handle the four main skills acquiring English language — listening, speaking, reading, writing —. Thereby, English language teaching Lycée syllabuses prove the development and the reinforcement of what Lycée students should have acquired and mastered in First Cycle Secondary Schools. Consequently, the content of the syllabuses, in principle, should logically / normally not be completely new to students at Lycée level.

Thus, assessing Lycée students’ level of knowledge and mastery of English language either orally or in writing, we should bear in mind that however their level is, it is the fruit of how the language was taught in First Cycle Secondary Schools, and, how motivated the students were while acquiring the language.

II-HOW IN PRINCIPLE ENGLISH LANGUAGE LEXIS AND GRAMMAR POINTS SHOULD BE TAUGHT AT LYCEES?

Considering the following parameters: the common trend of teaching English as a foreign language — one’s ability to communicate in oral and written English — ; the logical

development of the content of English language teaching syllabuses from First Cycle Secondary Schools to Second Cycle Secondary Schools; the current principle of teaching English language as a foreign language from First Cycle Secondary Schools to Lycée level — the Communicative Approach, Method, Techniques, Activities — , English language Lycée teachers, in principle, need not any more to present the elementary English language lexis and grammatical structures to Lycée students.

If the potential Lycée students could have adequately acquired and practised, both orally and in writing in various contexts and situations, the elementary basic English language skills at least half of what are designed in the syllabuses, logically English language Lycée teachers could immediately reinforce and develop the students' pre-acquired knowledge and skills in the target language.

Thus, at Lycée level, English language teachers are in principle supposed to reinforce and to develop the students' pre-acquired knowledge of / about the language and mastery of the four skills in English. It means, they normally should start their teaching of language points straightaway at the level of Practice stage after a short Review or a short Warm-Up activity to end up to Free Practice exercises, that is, training and exercising the students to practise using their pre-acquired language points as often as possible orally and in written form in different contexts and situations. The teachers are to handle the language teaching procedure so as to make the students easily remember and use the language points more appropriately, more accurately, and more fluently than they did it before. The different reinforcement exercises are also meant to help the students to get further knowledge and mastery of the language elements as well as the language itself.

However, if the Lycée students 'level of knowledge and mastery of the ranges of supposed "should be acquired and mastered language points and skills" is ranked negative, Lycée teachers, then, whether they like it or not, ought to re-teach the language points. In that case, Lycée teachers have something to do with FALSE BEGINNERS.

CHAPTER TWO

CLASS OBSERVATION SESSIONS

I-CLASS OBSERVATION SESSIONS VS EXPERIMENTATION SESSIONS

A Class Observation session as opposed to an Experimentation session is a class session during which a trainee–teacher attends a class–course in order to observe a tenured–teacher’s teaching procedure.

During a class–course, the trainee–teacher, as an observer, ought to observe and analyse the tenured–teacher’s teaching procedure and the teaching / learning atmosphere during the session: teaching approach, method, the activities and techniques used to carry out the teaching, the teacher’s attitudes during the session, the students’ attitudes and reactions along the class–course, the negative and positive points throughout the session, the teaching and learning materials in use.

In contrast, an Experimentation session is a session during which it is the trainee–teacher who is to perform, to stage, to carry out the teaching. During the class–course she or he ought to put into practice the suitable approach, method, activities and techniques she or he finds appropriate for the students’ level of knowledge and mastery of the target language. It is she or he who has to measure, to weigh the attitudes to adopt during the session, urging the students to be interested in the matter. It is also she or he who decides the teaching and learning materials to use while doing the lesson.

In addition, an Experimentation session is also a session during which a teacher — a tenured or a trainee one — tries out a new proposal of teaching procedure. An Experimentation session does not trouble nor bother at all a class–course. Experimenting a teaching procedure means trying out or making into practice a teaching procedure which one finds suitable in view of improving another teaching / learning procedure.

In a class observation session, the observer is not to inspect, in any way, the tenured–teacher’s teaching. She or he is there so as to learn from the tenured–teacher’s best and experience, to be able to set up a good way of imparting knowledge and making learners practise their acquired inputs, to enable the learners to use the language as it is their own.

II-CLASS OBSERVATION SESSIONS

II-1.SITUATION

The class observation sessions we are going to report and comment and on which our analysis will be based were in “Seconde” and “Première” classes in two Public Lycées in Antananarivo. The two Lycées in question concern “**Lycée Moderne Ampefiloha**” and “**Lycée Jean Joseph Rabearivelo**”. For “Terminale” classes we could not have any opportunity to observe one class-course before we tried out the Reinforcement Practice Procedure in a Private Lycée in Antananarivo.

II-2.THE MAIN POINTS OF ANALYSIS DURING A CLASS OBSERVATION SESSION:

Since this work is devoted to introduce a REINFORCEMENT PRACTICE PROCEDURE in order to improve the teaching of English language at Lycées, the main points of analysis during the class observation sessions are centred on the following:

- The ways of teaching the elementary English language lexis and grammatical structures: are the language points re-taught or reinforced and developed as expected at Lycée level?
- The ways of developing the students’ range of expected acquired and mastered elementary English language lexis and structural items.
- The processes of making the students practise the language points, i.e. on the processes of reinforcing the elementary language elements.
- The frequency of use of texts in view of exposing the students to the target language written aspects, and since texts are one of the ways of getting learners familiar with written English.
- The possible factors of Lycée students’ problems in the acquisition of the language, as well as the possible causes of their failure in learning English.

II - 3. REPORTS AND COMMENTS ON THE CLASS OBSERVATIONS

A-SCHOOL: LYCEE MODERNE AMPEFILOHA - (L.M.A.)

A-1.CLASS OBSERVATION N° 01

Date: 5th, March 2001

Level: “Seconde₁₄”

Duration: 2 hours (7h – 9h)

Number of students: 43

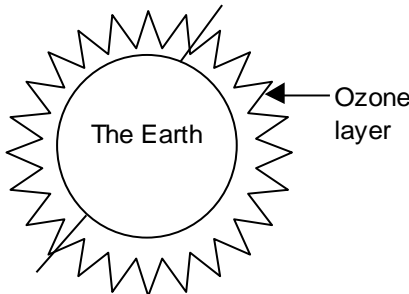
Subject: Topic

Title of the lesson: Environment

Material(s): None

Procedures	Teacher (T.)				Students (Ss)																																												
<p>1) <u>Review:</u> A short test for five minutes: written test.</p>	<p><u>T.:</u> Give the three forms of the following verbs! (T. writes the list on the blackboard /B.B.)</p>				<p><u>Ss:</u> (listen quietly.)</p>																																												
<p>After five minutes: (Correction = ten minutes.)</p>	<table border="1"> <thead> <tr> <th>Infinitive</th> <th>Preterit</th> <th>Past Participle</th> <th>French meaning</th> </tr> </thead> <tbody> <tr> <td>to burn</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to cost</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to feel</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to fall</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to grow</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to fly</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to win</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to shine</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to spend</td> <td></td> <td></td> <td></td> </tr> <tr> <td>to hurt</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Infinitive	Preterit	Past Participle	French meaning	to burn				to cost				to feel				to fall				to grow				to fly				to win				to shine				to spend				to hurt							<p><u>Ss:</u> (work quietly.)</p>
	Infinitive	Preterit	Past Participle	French meaning																																													
to burn																																																	
to cost																																																	
to feel																																																	
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to win																																																	
to shine																																																	
to spend																																																	
to hurt																																																	
<p><u>T.:</u> Interchange your copies, please! <u>T.</u> sends a student to the blackboard: what are the preterit, past participle, of the verb “to burn?” <u>Teacher’s advice:</u> If your friend has made a mistake, underline it; the test is out of ten. <u>T.:</u> Now, give the copy back to its</p>				<p><u>Ss:</u> (execute the order.) <u>St.1:</u> (finds the answer.) (One by one, the Ss go to the BB to do the correction.) <u>Ss:</u> (follow the T.’s</p>																																													

	<p>owner!</p> <p><u>T.:</u> (reads each verb and makes the Ss repeat together.)</p> <p><u>T.:</u> Who has made: - one mistake? - two mistakes? - three mistakes? - four mistakes? - ten mistakes?</p> <p><u>T.:</u> You should learn your irregular verbs!</p>	<p>advice.)</p> <p><u>Ss:</u> (repeat together.)</p> <p>- Nobody. - Three students. - Two students. - No answer. - Nobody.</p>
<p>7 : 55</p> <p>2) <u>Warm up</u></p> <p>After some minutes</p>	<p><u>T.:</u> I will give you a word in scramble. You will put the letters in order. (The T. writes the scrambled letters in a big circle on the blackboard.)</p>	<p><u>Ss:</u> (observe.)</p> <p><u>Ss:</u> Environment. (The pronunciation of the word is correct)</p>
<p>3) <u>Presentation:</u></p> <p>Brain –storming:</p> <p>Eliciting:</p>	<p><u>T.:</u> What is the lesson today?</p> <p><u>T.:</u> What is around environment?</p> <p><u>T.:</u> writes the students’ words on the blackboard, then adds “to protect” (noun: protection); “to get wood”; the verbs from “pollution” is “to pollute.”</p> <p><u>T.:</u> What do people do on the environment?</p> <p><u>T.:</u> Yes, we have two terms: People “plant trees” and “burn them”.</p>	<p><u>Ss:</u> Environment!</p> <p><u>Ss:</u> (one by one): tree; wind; water; animals; pollution; to burn; the land; the air; people; to cut.</p> <p><u>St₁:</u> They destroy the environment.</p> <p><u>St₂:</u> They burn plants.</p> <p><u>St₃:</u> They <i>are planting plant</i></p> <p><u>Ss:</u> (The students take notes down as far as</p>

	<p><u>T.:</u> What is the Organisation in charge of the protection of the environment?</p> <p><u>T.:</u> Lengthen the abbreviation!</p> <p><u>T.:</u> (says and writes on the blackboard) : “World Wildlife Fund”</p> <p><u>T.:</u> What is the main objective of W.W.F.?</p>	<p>something is written on the blackboard.)</p> <p><u>Ss:</u> W.W.F.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (listen and take notes down.)</p> <p><u>St.:</u> To protect the environment.</p>
Eliciting:	<p><u>T.:</u> (copies the answer on the blackboard.)</p> <p><u>T.:</u> What do people do with trees?</p> <p><u>T.:</u> Why to cut trees?</p> <p><u>T.:</u> What do we do with wood?</p> <p><u>T.:</u> (points to everything made of wood in the classroom with gestures.)</p> <p><u>T.:</u> (gives the answers and writes them on the blackboard): to make furniture, to make fire, for cooking.</p>	<p><u>St.:</u> to cut</p> <p><u>St.:</u> to get wood</p> <p><u>Ss:</u> (No answer. The Ss are just looking at the teacher.)</p>
Question/Answer: (After each explanation, the teacher copies the sentence on the black board.)	<p><u>T.:</u> Did you watch T.V. last week? Did you hear about ozone?</p> <p><u>T.:</u> (is explaining “ozone” through pictures on the blackboard.)</p> 	<p><u>Ss:</u> (No clear answer.)</p> <p><u>Ss:</u> (observe, listen, and take notes down.)</p>

<p><u>New words:</u> disturbed; to damage (after each explanation, the teacher copies the sentence on the black board).</p>	<p><u>T.:</u> We are in rainy season, now, in Madagascar. The earth is disturbed. It means it is in disorder. The weather is in disorder, it is disturbed. <u>T.:</u> The ozone layer is damaged. To damage is to destroy. <u>T.:</u> Make one sentence on the blackboard!</p>	<p><u>Ss:</u> (listen and take notes down.)</p> <p><u>A volunteer:</u> (after some minutes, writes on the black board): “People who burn the forest destroy the environment.”</p>
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<p>4) (8 : 30) Practice</p> <p>The correction of the written exercise is left. The teaching passes to another concern.</p> <p><u>5)Listening Comprehension:</u></p> <p><u>Step1:</u>Before-Listening stage</p>	<p><u>T.:</u> Take your copybooks or a rough paper. Make one good sentence with the word you have found.</p> <p><u>T.:</u> (writes on the blackboard) <u>Listening comprehension</u> (then, gives instructions): <u>T.:</u> Today, you will not have the text with you. You will just listen.</p>	<p><u>Ss:</u> (obey.)</p> <p><u>Ss:</u> (take notes down.)</p> <p><u>Ss:</u> (are listening.)</p>
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	<p><u>T:</u>(writes the listening comprehension questions on the blackboard) :</p> <p><u>I/ Listening comprehension questions :</u></p> <p><u>A/ True, false, or ING. If false, correct and give the questions.</u></p> <ol style="list-style-type: none"> 1. Many kinds of animals may disappear. 2. Vast forest in England, Scotland, and Wales are being destroyed at a high speed. <p><u>B/ Multiple choice questions : Choose the best answer :</u></p> <p>W.W.W. works to :</p> <ol style="list-style-type: none"> 1. collect money for films. 2. protect wild animals in the rain forest of Britain. 3. take care of any wild life and environment. 	<p><u>Ss:</u> (copy the questions.)</p>
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<p>After the students have copied the questions:</p> <p><u>Step.2</u> : During Listening stage</p>	<p><u>C/ Answer the following questions:</u></p> <ol style="list-style-type: none"> 1. What does W.W.F. stand for? 2. Why does man destroy large areas rich in wild life? 3. Why do you think it is necessary to protect our natural environment? <p><u>T.:</u> (The teacher is reading the text:)</p> <ul style="list-style-type: none"> - 1st reading at a slower speed. - 2nd reading at a quicker speed and the students are asked to take notes, to answer the questions afterwards. 	<p><u>Ss:</u> (are listening carefully.)</p> <p><u>Ss:</u> (apply themselves</p>
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<p><u>Step 3</u> : After Listening stage</p>	<p>- 3rd reading by the teacher after which the students are asked to re-read their answers before the correction.</p> <p>Correction of the exercises: to be continued next time.</p>	<p>after listening to the second reading.)</p> <p><u>Ss:</u> (After the third Listening, they try to check their answers.)</p>
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- **COMMENTS:**

According to the teacher, and as we have also stated, that class, in general has low level of knowledge and mastery of English. As a result, the teacher said that faced with the teaching syllabuses to complete, the teacher had to apply INTEGRATED APPROACH in order to cover the teaching syllabus and had to try to complement, in between, the courses which the students missed to acquire and master in First Cycle Secondary Schools.

Covering different areas of English language teaching within two hours (testing, dealing with a topic, doing Listening Comprehension) seems to be the positive side of the teaching session, but concerning the skills and knowledge of the language that the students need to acquire and master during the session, it seems unsuccessful.

First, testing the students' knowledge of / about irregular verbs is a good idea. Yet, in that session, the test did not test the students' ability to use the verbs in contexts and situations. It tested the students' capacity of memorising something. The test reveals that the students were asked to learn by heart lists of irregular verbs without knowing in which contexts and situations they can work to convey any meanings.

Secondly, concerning the topic, "ENVIRONMENT" is no more an unfamiliar topic for students in "Seconde". They must have already heard about it and learnt at least some terms about it many times from "6^{eme}". That is, normally, after the students had given, through brain-storming, the individual words they succeeded to retain, altogether with the two new words introduced to them, there should be staging the two steps of Practice exercises: the students were to be given the opportunity to use at least orally on their own the concerned vocabulary items in different contexts and situations. The students were to be trained to

practise the language points. They should not show and prove only what they have retained in mind.

In that session, the step “Practice Stage” was converted into a short period when individual student was asked to produce “one good sentence” in written form. It was so instead of asking the students to practise using, at least, some of the language items treated during the preceding stage. The place, the roles, and the importance of the “Practice stage” were forgotten. Above all, each student’s sentence would consist of words which were not well - defined at all. Which ones? Maybe, the students were supposed to understand which words and on what matter they should make their sentences. In addition, it was forgotten that the main goal of “teaching” / dealing with a topic at lycées is to reinforce and develop, to enrich what the students are expected to have acquired and mastered before, in various contexts and situations.

Another thing worth to be mentioned is the fact that it was difficult to draw the general objective of the whole lesson. First, if the session was to deal with the topic “ENVIRONMENT”, it was stated that the language items related to the topic were neither reinforced nor developed as they should be; the course seemed designed to check what the students had retained about “ENVIRONMENT”. Secondly, if the topic was included in the session in view of helping the students to understand easily the content of the Listening Comprehension exercises to come afterwards, the session proves a failure because while correcting the Listening Comprehension questions, it was the teacher who gave the ninety – five percent of the answers.

At the end of the teaching session, even the teacher was not satisfied with the session and the students’ reluctance. The teacher thought that the situation was basically due to the students’ low level of knowledge and mastery of the target language.

Anyway, the students’ reactions during the class – course is a fact that we cannot exclude from our analysis. It can be said that because of their low level of knowledge and mastery of the target language, the students were fearful, hesitant, reluctant and passive during the session. Despite their unsatisfactory level of knowledge and mastery of the language, though, it could be stated that there were a high degree of motivation, a certain eager to acquire and master the language inside them. They always tried to contribute in the class – course even just by mumbling and whispering between themselves trying to find something to say.

The tenured-teacher called “INTEGRATED APPROACH” the Teaching Approach used to carry out the language teaching session that day. According to the teacher, it is an

approach which combines the teaching of different matters in a same session; that is, for example, within the session, the teacher can make the students do a test, he or she can make the students deal with a topic, and can teach the students a grammar point. The teaching procedure might be helpful, especially with students having a satisfactory level of knowledge and mastery of English language. What teachers should not forget is that the end goal of teaching a language is to help the learners to be able to understand, to interpret to the full the target language orally and in written form, then, to be able to practise or use confidently on their own orally and in written form the target language in all possible circumstances.

To end up with the present comment, we would like to consider the students' reactions during the session, as one fact that can never be excluded. Because of their unsatisfactory level of knowledge and mastery of the target language, fear was visible in the students; they were hesitant, reluctant and passive during the class – course. Nevertheless, in spite of their problem, it could be stated that there was a high degree of motivation, a certain eager to acquire and master the language inside them. They always try to contribute in all the activities given to them, even just by mumbling and whispering between themselves trying to find something right to answer.

A-2.CLASS OBSERVATION N°02

Date: 9th, March 2001

Level: “Seconde 14”

Duration: 01 hour (10h – 11h)

Number of students: 43

Lesson: Continuation of the topic “Environment”

Title of the lesson: Correction of the previous Listening Comprehension exercises

Material(s): None

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>10h – 10h08:</u></p> <p><u>10h08:</u></p> <p><u>Warm-up:</u></p>	<p>Greeting and roll-calling</p> <p><u>T.:</u> (The teacher goes through the rows to check the students' homework.)</p> <p><u>T.=>Ss:</u> I warn you, next time, those who don't finish or don't do their</p>	<p>Greeting</p> <p><u>Ss:</u> (10 students out of 43 have not finished their homework, and 16 could not do theirs.)</p> <p><u>Ss:</u> (The students just listen to the teacher.)</p>

<p><u>10h23:</u> Correction of the Listening Comprehension exercises:</p>	<p>homework will not attend the class during at least three sessions!</p> <p><u>T.=>Ss:</u> I'm going to re-read you first the listening comprehension questions, and then, the text. So, follow carefully!</p> <p><u>T.:</u> (re-reads the Listening Comprehension Questions first, then, the text.)</p> <p><u>T.:</u> (asks for one volunteer to copy the first item on the board.)</p>	<p><u>Ss:</u> (The students do not say anything. They just listen to the teacher.)</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (The students listen to the teacher, looking into their copy-books to follow the Listening Comprehension questions. The students do not have the text.)</p> <p><u>A St:</u> (A volunteer goes to the board and copies the first item.)</p>
<p><u>Item n°1:</u></p>	<p><u>A-True, false, or ING. If false, correct:</u></p> <p><u>T.=>Ss:</u> What about the first statement?</p> <p><u>T.:</u> (re-reads the statement n°1, and gives the answer :) “Many kinds of animals may disappear.” This statement is “True”.</p> <p><u>T.=>Ss:</u> What about the other statements?</p> <p><u>T.:</u> (re-reads the next statement, and then, gives the answer :) “Vast</p>	<p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students keep quiet and listen to the teacher.)</p> <p><u>Ss:</u> (No answer, but some students are heard mumbling.)</p>

<p><u>Item n°2:</u></p>	<p>forests in England, Scotland, and Wales are being destroyed at a high speed.” This statement is not true. It is “False”.</p> <p><u>T.=>Ss:</u> Now, let’s correct the item n°2! One volunteer to copy the exercise on the blackboard!</p> <p><u>B-Multiple choice questions. Choose the best answer:</u></p> <p><u>-W.W.F. works to:</u></p> <p><i>1)collect money for films</i></p> <p><i>2)protect wild animals</i></p> <p><i>3)take care of any wild life and environment</i></p> <p><u>T.=>The St:</u> Thank you! Go back to your seat!</p> <p><u>T.=>Ss:</u> Which one is the best answer? <i>(Time goes on. The teacher decides to give the answer.)</i></p> <p><u>T.:</u> (re-explains the situation before answering :) “W.W.F. is an Organisation, and this Organisation collects money to protect wild life all over the world. This Organisation works for the protection of the world, especially some large areas rich in wild life. So, the best answer is statement</p>	<p><u>Ss:</u> (After listening to the teacher, the students note the answer down in their copy-books.)</p> <p><u>A St:</u> (Another volunteer goes to the board, and copies the exercise n°2.)</p> <p><u>The St:</u> (says nothing, and goes back to her place.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students listen to the teacher’s explanation.)</p>
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<p><u>Item n°3:</u></p>	<p>n°3: <u>'take care of any wild life and environment'.</u></p> <p>(Then, the teacher underlines the best answer on the board.</p> <p><u>T.=>Ss:</u> So, let's correct "Exercise C"! Another student to copy the questions on the blackboard!</p> <p><u>C-Answer the following questions:</u></p> <p><i>1-What does W.W.F. stand for?</i></p> <p><i>2-Why does man destroy large areas rich in wild life?</i></p> <p><i>3-Why do you think it is necessary to protect our environment?</i></p> <p><u>T.=>Ss:</u> What does W.W.F. stand for?</p> <p><u>T.:</u> (reformulates the student's answer :) W.W.F. stands for World Wildlife Fund.</p> <p><u>T.=>The St:</u> Copy the answer on the blackboard, please!</p> <p><u>T.:</u> Good! Thank you!</p> <p><u>T.=>Ss:</u> Why does man destroy large areas rich in wild life?</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.:</u> (explains :)</p> <p>1-Man destroys large areas rich in</p>	<p><u>Ss:</u> (The students note the correction down in their copy-books.)</p> <p><u>A St:</u> (A volunteer goes to the board and copies the three questions on the board.)</p> <p><u>A St:</u> (A volunteer) World Wildlife Fund!</p> <p><u>A St:</u> (The student, above, goes to the board and writes the answer.)</p> <p><u>A St:</u> To get wood!</p> <p><u>A St:</u> To make furniture!</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students listen carefully to the teacher.)</p>
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	<p>wild life to get large areas to build industries, to get wood for fire, to make or to get money, to make furniture, for coal, for agriculture. They take wild plants to plant domestic plants.</p> <p>2-For example Ilakaka: Ilakaka is a very big area, and under the ground, there are precious stones. Man destroys the land to get the precious and valuable things under the ground.</p> <p><u>T.=>Ss:</u> One volunteer to make one sentence on the blackboard, to answer the previous question!</p> <p><u>T.=>The St:</u> Very good!</p> <p><u>T.=>Ss:</u> Now, the last question! Why do you think it is necessary to protect our natural environment?</p> <p><u>T.:</u> (The teacher tries to elicit the students :) It is necessary to protect our natural environment, the nature around you. Why?</p> <p><u>T.=>Ss:</u> (The teacher goes on explaining, and then answers the question :)</p> <p>1-Trees deliver oxygen.</p> <p>2-Without the natural environment, we die.</p>	<p><u>A St:</u> “Man destroys large areas rich in wild life because of agriculture and industries.”</p> <p><u>Ss:</u> (All the students copy the answer in their copy-books.)</p> <p><u>Ss:</u> (There is no volunteer, and nobody wants to answer.)</p> <p><u>Ss:</u> (Nobody wants to answer. No whisper.)</p> <p><u>Ss:</u> (listen to the teacher.)</p>
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<p style="text-align: center;"><u>11h00:</u> Time is over.</p>	<p style="text-align: center;">3-We die without water in the long run.</p> <p><u>T.:</u> (Since the students show no reaction, the teacher writes the sentences, mentioned above, on the board, and adds the following :)</p> <p style="text-align: center;">-If there is no tree, there will be no rain; if there is no rain, there will be no food; and if there is no food, people will die. So, it is necessary to protect our natural environment.</p> <p><u>T.=>Ss:</u> That is all for today! See you!</p>	<p><u>Ss:</u> (go on listening to the teacher, and they show no reaction.)</p> <p><u>Ss:</u> (The students note the correction down in their copy-books)</p> <p><u>Ss:</u> See you, madam!</p>
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- **COMMENTS:**

The present session is the continuation of the previous class – course on March, the fifth 2001. The lesson is still about “ENVIRONMENT”. It is not easy to define whether the teaching consists of “dealing with the topic ENVIRONMENT” or it consists of “carrying out a Listening Comprehension exercise”.

Yet, as we can state it, the course was intended to make the students practise what they have acquired about ENVIRONMENT, using the target language. Maybe the teacher had thought a Listening Comprehension exercise can be one way of making the students practise using language items related to a given topic. The teacher’s main worries lie on the limited teaching – time faced with the range of teaching syllabuses to complete during the school – year.

The result, however, seems / becomes a fiasco. The students’ reactions as the feedback of the teaching reveal the truthfulness of the failure of the session. First, a great number of the students could not do the exercises as the teacher had expected it. They might not understand the text read to them, even though the teacher had given and explained them

considerable lexical items related to “ENVIRONMENT” during the previous session. It is also probable that the consistency of the lexical items explained to the students was not sufficient for them to understand the text read to them; or in another way, the students had never been exposed to oral / spoken English during the previous years, and LISTENING is not now their cup of tea. Secondly, during the correction session, only very few students — 04 out of 43 — could express some words or a sentence about “ENVIRONMENT”. In reality, the big part of the exercises was done by the teacher herself, not by the students who were expected to make use of what they had acquired.

We think English language Lycée teachers, particularly those who teach students in “Seconde”, should not stick too much to the syllabuses to be done a year. Instead, they had better consider the students’ level of knowledge and mastery of the language before establishing their monthly or yearly teaching-plans. As such, success is nearer than ever. Moreover, they should bear in mind that respecting the place, the roles, and the importance of PRACTICE and PRODUCTION STAGES within a teaching session is more than important for learners of a very new language. It is during those two stages when learners can try to involve themselves into the world of the target language, trying to use it on their own in its oral and written aspects.

A - 3. CLASS OBSERVATION N°03

Date: 12th, March 2001

Level: “Seconde 14”

Duration: 2 hours (07h – 09h)

Number of students: 43

Lesson: Grammar

Title of the lesson: Relative Pronouns

Material(s): None

Procedures	Teacher (T.)	Students (Ss)
7.15	Greeting and calling the roll	Greeting
7.20 1) <u>Presentation</u>	T.: (asks a student) : What is the date today? T. → St ₁ : Write it on the blackboard!	St ₁ : Monday, 12 th March 2001 (orally) St ₁ : (writes the date on the

	<p><u>T.</u> → <u>St₂</u>: What is the date today?</p> <p><u>T.</u> → <u>St₂</u>: Write it on the blackboard!</p> <p><u>T.</u> → <u>Ss</u>: This is the date <i>which</i> Fenosoa has written, and, that is the date <i>which</i> Judith has written.</p> <p><u>T.</u>: Who has in mind the lesson we have today?</p> <p><u>T.</u>: Yes, we have "which" as a lesson today. Our lesson is about «Relative Pronouns». Take your copy-books; write the date and the title of the lesson.</p> <p><u>T.</u> → <u>Ss</u>: Put your pens down. What do you think of «Relative Pronouns?» » (The teacher writes the title on the blackboard.)</p> <p><u>T.</u>: (explains the grammatical functions of personal pronouns and relative pronouns):</p>	<p>blackboard.)</p> <p><u>St₂</u>: Monday, 12th March 2001</p> <p><u>St₂</u>: (writes the date again on the blackboard.)</p> <p><u>Ss</u>: (listen to the teacher and observe.)</p> <p><u>Ss</u>: (Together) : "Which"</p> <p><u>Ss</u>: (take their copy-books and write the date and the title of the lesson.)</p> <p><u>Ss</u>: (No answer.)</p> <p><u>Ss</u>: (listen to the teacher.)</p>
<p>The teacher writes the example on the blackboard:</p>	<p>A pronoun is to replace a noun</p> <p><u>E.g.</u>: Soa is a girl. Soa is ten.</p> <p><u>T.</u> => <u>SS</u>: When you do not want to repeat a same noun at one time, you replace it with a pronoun, «she» for «Soa».</p> <p><u>T.</u> => <u>Ss</u>: A relative pronoun is to avoid the repetition of a noun in two different sentences.</p> <p><u>T.</u>: (writes an example on the blackboard):</p> <p><u>E.g.</u>: Soa is a girl. Soa is 10.</p>	<p><u>Ss</u>: (note the example down.)</p> <p><u>Ss</u>: (laugh and note the</p>

	<p>==> Soa is a girl <i>who</i> is ten. (The teacher starts dealing with Relative Pronouns with different sentences.)</p> <p><u>T.:</u> <u>E.g.1:</u> <u>Mr Clean</u> is a businessman. <u>-Mr Clean</u> works for the environment.</p> <p><u>T. => Ss:</u> These are two independent sentences. What is the problem here?</p> <p><u>T.:</u> What is repeated?</p> <p><u>T.:</u> (underlines the repeated nouns in the two sentences and explains): Then, we can use a relative pronoun to put the two sentences into one sentence. We use "who" because "Mr Clean" is a "subject".</p> <p><u>T. => Ss:</u> Now, give me your one sentence! (The teacher writes the sentence on the blackboard.)</p> <p><u>T.:</u> <u>E.g.2:</u> <u>Nap</u> is a dog. <u>Nap</u> looks after the house.</p> <p><u>T.:</u> What is the repeated word?</p>	<p>example down.)</p> <p><u>Ss:</u> (look at the blackboard.)</p> <p><u>Ss:</u> (In choral): There is a repetition.</p> <p><u>Ss:</u> Mr Clean.</p> <p><u>Ss:</u> (listen to the explanation.)</p> <p><u>Ss:</u> (Together): Mr Clean is a businessman who works for the environment.</p> <p><u>St₁:</u> (as a volunteer, goes to the blackboard, and underlines the nouns.)</p>
	<p><u>T.:</u> Which word is to be replaced?</p> <p>==> Nap is the dog <i>which</i> looks after the house.</p> <p><u>T.:</u> The relative pronoun for animals</p>	<p><u>St₁:</u> The second. (He writes the sentence on the blackboard.)</p>

	<p>is "which".</p> <p><u>T.:</u> <u>E.g.3:</u> This is <u>the car</u>. <u>The car</u> costs £2,000.</p> <p>==> This is the car <i>which</i> costs £2,000.</p> <p><u>T.:</u> <u>E.g.4:</u> <u>Kate</u> is a teacher. I like <u>Kate</u>.</p> <p><u>T.:</u> When we want to use a relative pronoun, we have to look at the nature and the function of the word to be replaced.</p> <p><u>T.:</u> (makes the transformation): Kate is a teacher <i>whom</i> I like.</p> <p style="text-align: center;">Person / Object = "whom/that"</p> <p><u>T.:</u> <u>E.g.5:</u> <u>Oslo</u> is a good cat. I bought <u>Oslo</u> at a Vet.</p> <p style="text-align: center;">Animal / Object ==> "which/that"</p> <p><u>T.:</u> (makes the transformation.):</p> <p style="text-align: center;">=> Oslo is a good cat <i>which</i> I bought at a Vet.</p> <p><u>T.:</u> <u>E.g.6:</u> My mother has <u>a car</u>. She painted <u>the car</u> in blue.</p> <p style="text-align: center;">Thing / Object ==>"which/that"</p> <p><u>T.:</u> (makes the transformation):</p> <p>-My mother has a car <i>which</i> she painted in blue.</p> <p><u>T.:</u> <u>E.g.7:</u> <u>Jane</u> is a driver. <u>Jane's</u> taxi-cab is big.</p> <p><u>T.:</u> (explains): when the second</p>	<p><u>St2:</u> (as a volunteer, goes to the blackboard and transforms the sentences into one.)</p> <p><u>Ss:</u> (look at the blackboard.)</p> <p><u>Ss:</u> (listen to the explanation.)</p> <p><u>Ss:</u> (follow the explanation.)</p> <p><u>Ss:</u> (look at the blackboard and listen to the explanation.)</p> <p><u>Ss:</u> (follow the explanation.)</p> <p><u>Ss:</u> (look at the blackboard and follow the explanation.)</p>
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	noun is a person and a possessor, the relative pronoun is "whose". <u>T.:</u> (makes the transformation):	<u>Ss:</u> (listen to the explanation.)
	a) Jane is a driver <i>whose</i> taxi-cab is big. b) Jane, <i>whose</i> taxi-cab is big, is a driver.	<u>Ss:</u> (observe the two sentences.)
8.00 2) Practice stage	<u>T. =>Ss:</u> <i>Build a sentence where the second noun is a possessor.</i> <u>T.:</u> (considers the sentence as the example N° 8): When the second noun is an animal / possessor, the relative pronoun is "of which". So, <u>E.g.8</u> : a) Minette is a cat the colour <i>of which</i> is white b) Minette, the colour <i>of which</i> is white, is a cat <u>T.:</u> Find a sentence, in one of which the possessor is a thing. (The teacher considers the sentences as example N° 9) <u>E.g.9:</u> The car is green. The driver of the car is a man. <u>T.:</u> (has made the transformation) : a) The car, the driver <i>of which</i> is a man, is green. <u>T.:</u> <u>E.g.10:</u> The car is green. The door of the car is broken. (The teacher has made the	<u>St₃:</u> Minette is a cat. Minette's colour is white. <u>St₃:</u> (has made the transformation): Minette is a cat whose colour is white. <u>Ss:</u> (listen to the explanation.) <u>St₄:</u> The car is green. The driver of the car is a man. <u>Ss:</u> (look at the blackboard and follow the example.)

	transformation) : a) The car, the door <i>of which</i> is broken, is green. b) The car is green the door <i>of which</i> is broken.																	
8.30	<u>T.</u> => <u>SS:</u> copy the lesson in your copy-book!	<u>SS:</u> (copy the lesson.)																
8.45	<u>T.:</u> (sets a mock test of 5 minutes.) <u>T.</u> => <u>SS:</u> Read the examples on the blackboard, set the rules on a board. After five minutes, I'll collect the papers.	<u>SS:</u> (individually, the students set the chart in their piece of paper.)																
8.50	(After five minutes, three different students are sent to the blackboard to set the rules.)	The teacher has helped the students to set the chart, and one by one, the three students have filled it.																
<table border="1"> <thead> <tr> <th></th> <th>Subject</th> <th>Object</th> <th>Possessor</th> </tr> </thead> <tbody> <tr> <th>Person</th> <td>Who / That</td> <td>Whom</td> <td>Whose</td> </tr> <tr> <th>Animal</th> <td>Which / That</td> <td>Which / That</td> <td>Of which</td> </tr> <tr> <th>Object</th> <td>Which / That</td> <td>Which / That</td> <td>Of which</td> </tr> </tbody> </table>				Subject	Object	Possessor	Person	Who / That	Whom	Whose	Animal	Which / That	Which / That	Of which	Object	Which / That	Which / That	Of which
	Subject	Object	Possessor															
Person	Who / That	Whom	Whose															
Animal	Which / That	Which / That	Of which															
Object	Which / That	Which / That	Of which															

- **COMMENTS:**

That session, the lesson concerned "relative pronouns". The grammar point should no more be completely new to the students in Seconde. They should have learnt it in First Cycle Secondary Schools, the latest in 3^{ème}.

Within that session, when the students were asked to combine two sentences into one, using the suitable relative pronouns, and when they were asked to summarize, to recapitulate the rules by the end of the teaching session, it could be recognized that they had already mastered the rules, especially the forms.

Pedagogically, it implies that during the teaching session, if the teacher knew in advance that the students had already mastered the language point at a certain level, she could have got the opportunity to reinforce and to develop, very soon after Review stage, the students' knowledge and mastery of the grammar point, training and exercising them to

practise on their own orally and in written form the grammar point, using different situations and contexts.

Unfortunately, the teacher did not start the session with Review stage. As a result, she could not realize that “even if the students cannot effectively speak the language, they can master certain grammar rules at a certain level, in case they learn the forms or the rules by heart”. Practically, the teacher could not realize how the students could master relative pronouns.

Consequently, the two hours were spent by re-teaching the grammar point as if it were to be taught for the first time. During the Practice Stage, just one student had got time, as if it were a very thin chance, to produce two independent sentences on her own and to join them into a sentence by means of a suitable relative pronoun. The students could not really practise using the grammar point as they could do it. There was not enough time for all students to practise using the structural items.

By the end of the class, the students were asked to draw a chart, to draw and to sum up the rules about the uses of relative pronouns referring to the examples and explanations given to them. One by one, they succeeded in drawing the rules even if they were not yet able to express themselves currently and fluently.

To conclude this comment, we would like to talk about the students’ competence and performance in the target language. It can be said that those students are used to learning the language considering it as a set of expressions or phrases to be learnt by heart and to be repeated at a convenient circumstance or situation. It is stated that they are not conscious of the fact that it is a matter of acquiring something and practising it in return to express oneself. Effectively, whenever the students are asked to tell rules, they are successful; yet, when they are to express themselves using the language on their own, they are incapable, they get stuck, they cannot express their thought using the language as a means of expressing one’s thought, feelings, emotions,...and so on.

A – 4. CLASS OBSERVATION N°04

Date: 16th, March 2001

Level: “Seconde 14”

Duration: 1 hour (10h – 11h)

Number of students: 43

Lesson: Grammar

Title of the lesson: Relative Pronouns.

=> Continuation of the previous course: a session of Practice /
Production exercises.

Material(s): None.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>10h – 10h05:</u> <u>10h05 – 10h13:</u> <u>Review:</u></p>	<p>Greeting and roll-calling</p> <p><u>T.=>Ss:</u> Who can tell the class the Relative Pronouns for a person, for an animal, or for an object which are Subject?</p> <p><u>T.:</u> Good! Animal, which is Subject? <u>T.:</u> Good! Object, which is Subject? <u>T.:</u> Good! Now, person, animal, object; Object! In a sentence!</p> <p><u>T.:</u> Good! Another student to continue!</p> <p><u>T.:</u> Good: Thank you. Next! What is the Relative Pronoun for a person, an animal, an object which is “possessor”? Hurry up! <u>T.:</u> Yes. Next?</p> <p><u>T.=>Ss:</u> Ok! So, now, let us do an exercise! Take your exercise copy-books!</p>	<p>Greeting</p> <p><u>A St:</u> For a person; Subject are “who; that”! <u>A St:</u> “which; that”! <u>A St:</u> “which; that”!</p> <p><u>A St:</u> Person, “whom”; Animal, “which”, that; Euh ...</p> <p><u>A St:</u> Object, Object are “which; that”!</p> <p><u>A St:</u> Person, “whose”! <u>A St:</u> Animal, “of which”; Object, “of which”!</p> <p><u>Ss:</u> (The students take their exercise copy-books.)</p>
<p><u>10h28:</u> <u>/ Production</u> <u>Practice:</u></p>	<p><u>T.=>Ss:</u> (The teacher gives an instruction :) Write ten sentences containing Relative Pronouns!</p>	<p><u>Ss:</u> (The students listen to the teacher and wait for the</p>

<p style="text-align: center;"><u>10h40:</u></p> <p>Correction of the exercise:</p>	<p><u>T.:</u> (Then, the teacher writes the instruction on the board :)</p> <p style="text-align: center;"><u>Write ten sentences containing Relative Pronouns:</u></p> <p><u>T.=>Ss:</u> Put your pens down! Now, one by one, read your first sentence!</p> <p><u>T.=>St₁:</u> Go to the blackboard and copy your sentence there.</p> <p><u>T.=>Ss:</u> When you want to talk about a place, use “in” not “at”! Now, correct your sentence!</p> <p><u>T.:</u> Ok! The next!</p> <p><u>T.=>St₂:</u> Copy your sentence on the blackboard!</p> <p><u>T.=>Ss:</u> Listen to me! There is no “-e” at the end of “dress”; you say “a nice dress”, not “a good dress”; “which” stands for “This dress”, a thing and it is Subject; “a dress” cannot sew. It is sewn by your mother. Ok? Now, correct your sentence!</p>	<p>instruction to be written on the board.)</p> <p><u>Ss:</u> (The students note the instruction down in their copy-books.)</p> <p><u>Ss:</u> (The students follow the teacher’s instruction.)</p> <p><u>St₁:</u> “I am a student who studies <u>at</u> Ampefiloha.”</p> <p><u>St₁:</u> (The Student goes to the board and writes her sentence.)</p> <p><u>St₁:</u> (corrects her sentence :) “I am a student who studies in Ampefiloha.”</p> <p><u>St₂:</u> “This <i>dresse</i> is good which sews by my mother.”</p> <p><u>St₂:</u> (copies the sentence on the board.)</p> <p><u>St₂:</u> (reformulates her sentence :)</p>
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	<p><u>T.</u>: Ok! The next! How can you re-write the sentence?</p> <p><u>T.</u>: Good! The next sentence!</p> <p><u>T.</u>: (The teacher intervenes :) In English, “note” is “mark”. Why should you use a relative pronoun in the sentence?</p> <p><u>T.=>Ss</u>: I repeat my question: Why do we use a relative pronoun?</p> <p><u>T.</u>: (helps the students to remember :) ... and to connect two sentences which are independent!</p> <p><u>T.=>St₄</u>: Now, reformulate your sentence, and copy it on the blackboard!</p> <p><u>T.=>St₄ + Ss</u>: Good! The next!</p> <p><u>T.=>St₅</u>: First, please, come to the blackboard, and write the two independent sentences on the blackboard. In your sentence, something is missing. Ok?</p>	<p>“This dress is nice which is sewn by my mother.”</p> <p><u>St₃</u>: “This dress which is sewn by my mother is nice.”</p> <p><u>St₄</u>: “My exercise is very difficult, the <i>note of which</i> is zero.”</p> <p><u>Ss</u>: (The students just listen to the teacher, and say nothing.)</p> <p><u>St₄</u>: To avoid repetition, and ... (He tries to remember something, but he does not manage to find the idea.)</p> <p><u>Ss</u>: (They listen carefully.)</p> <p><u>St₄</u>: “My exercise, the mark of which is zero, is very difficult.”</p> <p><u>St₅</u>: “Rabe has a car of which is painted in black.”</p> <p><u>St₅</u>: (He goes to the board and</p>
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	<p><u>T.</u>=><u>St₅</u>: You see, in the second sentence, you should put “is” before “painted”, and in the sentence you give the class, there is no “the roof”. Now, reformulate your sentence!</p> <p><u>T.</u>: Very good! The next!</p> <p><u>T.</u>=><u>St₆</u>: Say it in Malagasy!</p> <p><u>T.</u>=><u>Ss</u>: Ok! Remember the following notice, and write them down in your copy-books :</p> <p>1-In English, “reraka” is “to be tired”.</p> <p>2-“To be hungry” means “noana”.</p> <p>3-“Feet” is the plural of “foot”, for example, one foot / two feet.</p> <p>4-To go “to”, but not to go “into” the country.</p>	<p>writes his two sentences :)</p> <p>1-Rabe has a car.</p> <p>2-The roof of the car painted in black.</p> <p><u>St₅</u>: (after thinking about his answer for some minutes, the student writes his joined sentences to the class :)</p> <p>“Rabe has a car, the roof of which is painted in black.”</p> <p><u>St₆</u>: “Mrs. Rasoa, <i>whose foot is hungry, goes into the country.</i>”</p> <p><u>St₆</u>: “Ramatoa Rasoa, izay reraka ny tongony, dia lasa any ambanivohitra.”</p> <p><u>Ss</u>: (The students copy the notice in their copy-books.)</p>
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<p style="text-align: center;"><u>11h00:</u> Time is over.</p>	<p><u>T.=>St₆</u>: Now, reformulate your sentence and write it on the blackboard!</p> <p><u>T.=>St₆</u>: Very good! The next! Go to the blackboard! Time will be up!</p> <p><u>T.=>St₇</u>: Give us two independent sentences, first.</p> <p><u>T.=>Ss</u>: What colour is a pig?</p> <p><u>T.</u>: Ok!</p> <p><u>T.=>St₇</u>: What does it mean the “-’s” in the sentence?</p> <p><u>T.=>St₇</u>: You cannot use it with a relative pronoun. You must use “of which”. Now, reformulate your sentence.</p> <p><u>T.=>St₇</u>: Very good! The next!</p>	<p><u>St₆</u>: “Mrs. Rasoa, whose feet are tired, goes to the country.”</p> <p><u>St₇</u>: “The pig is an animal <i>which’s</i> colour is white.”</p> <p><u>St₇</u>: (The student’s two independent sentences :) 1-The pig is an animal. 2-The colour of the pig is white.</p> <p><u>Ss</u>: (Together :) Pink!</p> <p><u>Ss</u>: Possessor!</p> <p><u>St₇</u>: (After some minutes :) “The pig, the colour of which is pink, is an animal.”</p> <p><u>Ss</u>: (The students cannot even say a word when the bell rings.)</p>
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- **COMMENTS:**

This one hour English language teaching / learning session seems a bit incredible. If we had not attended the previous class session, we could have said that the session was prepared in advance.

First, the students in this class have considerable problems in the context of expressing themselves orally, in writing, as well as in understanding the language spoken by an individual. We have witnessed the real situation and atmosphere during the previous session when the class dealt with a topic and a Listening Comprehension exercise.

This session is the continuation of the processes of teaching a grammar point — RELATIVE PRONOUNS —. During that session, the Practice and Production stages could not take place because of the limited teaching / learning time which proved insufficient. Consequently, the Practice / Production exercises were given to the students to be done at home as homework. This session is, in fact, a session during which the students are to enjoy the opportunity to make use of the “relative pronouns” in different contextualized sentences, both orally and in written form. During the REVIEW stage, almost all the students managed to remember and to remind all the relative pronouns they had learnt, even sometimes by listing them. As soon as the teacher asked the class a question, the students managed to give back the right answer at once in choral, or sometimes by individual student.

The practice exercises given to the students do not consist of the series of Controlled exercises followed by guided ones. Instead, they consist immediately of a set of Free Production exercises. The students were asked to produce ten sentences containing each a relative pronoun of different grammatical function.

Correcting the exercises, it was stated that the students felt at ease despite their so-to say low level of knowledge and mastery of the target language. Apart from those who are mentioned above, throughout the teaching report, many other students wanted to give their sentences, but the teaching / learning time was over and nothing could be done. They had to wait for the next session.

In all, that session reveals the place, the roles, and the importance of PRACTICE and PRODUCTION EXERCISES in the course of teaching and learning languages. Moreover, it is always necessary to give the students “extra-exercises” to be done at home or homework. Such exercises expose the learners to various kinds of contexts and situations. They also help the students to retain and develop what they have acquired. Doing such exercises permanently gets the learners familiar with the target language and its different aspects apart from consolidating their knowledge.

A - 5. CLASS OBSERVATION N°05:

Date: 5th, March 2001

Level: “1^{ère} A₂”

Duration: 2hours (9h – 11h)

Number of students: 44

Lesson: Grammar points

Title of the lesson(s): Talking about people’s experiences:

⇒ **Structures:** 1- Have you ever + Past Participle?

2- Superlatives + Present Perfect

Material(s) / Document(s): New Cambridge English Course

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>09h – 09h10:</u></p> <p><u>09h10:</u></p> <p><u>Presentation:</u> (of the first structure)</p>	<p>Greeting and roll-calling</p> <p><u>T.=>Ss:</u> Listen to me. I am going to tell you something: “I have been in a big forest, and I saw animals. I don’t know them; They were big animals and very wild. They can run, jump, and they eat any food in the forest.”</p> <p><u>T.=>Ss:</u> Can you imagine what are they?</p> <p><u>T.=>Ss:</u> Have you ever seen chimpanzees?</p> <p><u>T.:</u> (The teacher writes some examples of the question as well as the title of the lesson on top of the examples on the board, and underlines the new structure in each example :)</p>	<p>Greeting</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Reacting together :) Chimpanzees!</p> <p><u>Ss:</u> (The students just listen to the teacher. Only some of them nod their heads to say “yes”.)</p>

⇒ **Questions:** HAVE YOU EVER + PAST PARTICIPLE

⇒ **Examples:**

- 1- Have you ever seen chimpanzees?
- 2- Have you ever been in a deep forest?
- 3- Have you ever been in the air?
- 4- Have you ever eaten snails?

	<p><u>T.=>Ss:</u> Have you ever seen a ghost?</p> <p><u>T.=>Ss:</u> What do I want when I ask such a question? Do I want to know something in the future or something at present?</p> <p><u>T.=>Ss:</u> Yes!</p> <p><u>T.=>Ss:</u> “Have you ever + Past Participle” is used “when I / you want to ask someone about his or her experience”. (Then, the teacher writes the new structure and its use / value on the board :) =>Talking about / Asking about people’s experience = Have you ever + Past Participle</p> <p><u>T.=>Ss:</u> Here is a conversation: (The teacher writes the conversation on the board :)</p> <p><u>A:</u> Have you ever eaten snails? <u>B:</u> No, I never have.</p>	<p><u>Ss:</u> (No answer. They look at each other.)</p> <p><u>A St:</u> Something in the past!</p> <p><u>Ss:</u> (The students follow the explanation.)</p> <p><u>Ss:</u> (The students look at the board and listen to the teacher.)</p> <p><u>Ss:</u> (So far, the students just look at what the teacher does, and listen to her.)</p>
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<p><u>09h35:</u> <u>Practice:</u></p> <p><u>09h40:</u> Oral Practice:</p>	<p><u>C: Yes, I've already eaten some.</u></p> <p><u>T.:</u> (The teacher reads the conversation; then, she underlines the two possible ways of answering the question about someone's experience.)</p> <p><u>T.=>Ss:</u> Do you know what a snail is?</p> <p><u>T.=>Ss:</u> This is what is called "a snail"! (The teacher explains the item by drawing on the board.)</p> <p><u>T.=>Ss:</u> We are going to practise the structure. You are going to work in pair. One of you will ask about his or her friend's experience, and the other one will answer it. After five minutes, the first group will act. Is it clear?</p> <p><u>T.=>Ss:</u> Now, the first pair!</p> <p><u>T.=>Ss:</u> Good! The next!</p> <p><u>T.=>Ss:</u> Good! The next!</p>	<p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Together :) No.</p> <p><u>Ss:</u> (They listen to the teacher's instruction.)</p> <p><u>Ss:</u> (Together :) Yes.</p> <p><u>Ss:</u> (The students form their groups.)</p> <p><u>1-Group 1:</u> <u>St₁:</u> Have you ever been in Singapore? <u>St₂:</u> No, I never have.</p> <p><u>2-Group 2:</u> <u>St₃:</u> Have you ever been in Toamasina? <u>St₄:</u> Yes, I have already been.</p> <p><u>3-Group 3:</u></p>
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	<p><u>T.=>Ss:</u> Good! The next!</p> <p><u>T.=>G₄ + Ss:</u> Remember the following : (and the teacher explains and writes on the board :)</p>	<p><u>St₅:</u> Have you ever eaten pizza?</p> <p><u>St₆:</u> Yes, I have already eaten some.</p> <p style="text-align: center;"><u>4-Group 4:</u></p> <p><u>St₇:</u> Have you ever eaten <i>pig</i>?</p> <p><u>St₈:</u> Yes, I have already eaten some.</p>
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⇒ *This is the chart by which the teacher has explained the difference between animals and the meat they give:*

<u>Animals</u>	<u>Meat</u>
Pig(s)	Pork
Ox/oxen ; cow(s)	Beef
Calf/Calves	Veal
Sheep	Mutton

<p style="text-align: center;">09h50: <i>(The majority of the students have practised the structure.)</i></p> <p style="text-align: center;"><u>10h – 10h15:</u> Break-time</p>	<p><u>T.=>G₄:</u> Repeat your conversation, now!</p> <p><u>T.=>G₄:</u> Good! The next!</p> <p><u>T.=>Ss:</u> Now, you have ten minutes to copy the lesson before the break-time.</p> <p style="text-align: center;">BREAK-TIME</p>	<p style="text-align: center;"><u>Group 4:</u></p> <p><u>St₇:</u> Have you ever eaten pork?</p> <p><u>St₈:</u> Yes, I have already eaten some.</p> <p><u>Ss:</u> (The students copy the lesson in their copy-books.)</p> <p style="text-align: center;">BREAK-TIME</p>
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<p><u>10h15:</u> <u>Practice</u> (Continuation)</p> <p><u>10h30:</u> Correction of the exercise:</p>	<p><u>T.=>Ss:</u> Next exercise! Take your exercise copy-books and note the following down!</p> <p><u>T.:</u> (The teacher writes the exercise on the board.)</p> <p>=><u>You are asking someone about things he / she has done in his / her life. Use the words in brackets:</u></p> <p>1-(You / be / ever / to South America /?)</p> <p>2-(You / ever / read / any / Greek book /?)</p> <p>3-(You / live / in this town / all your life /?)</p> <p>4-(How many times / you / ever / be / in love /?)</p> <p>5-(What's the most beautiful country / you / ever / visit /?)</p> <p>6-(You / ever / speak / to a famous person /?)</p> <p><u>T.=>Ss:</u> Let's correct the exercise, now! One volunteer, please!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> <i>Ok!</i> The next!</p>	<p><u>Ss:</u> (The students follow the teacher's instruction.)</p> <p><u>Ss:</u> (The students note the exercise down in their exercise copy-books.)</p> <p><u>A St:</u> Have you ever been to South America?</p> <p><u>A St:</u> Have you ever read any Greek book?</p> <p><u>A St:</u> <i>Have you lived in this town all your life?</i></p> <p><u>A St:</u> How many times have you</p>
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<p style="text-align: center;"><u>10h35:</u> <u>Presentation:</u> (of the second structure)</p>	<p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Very good! The next!</p> <p><u>T.:</u> Good! Thank you!</p> <p><u>T.=>Ss:</u> Look at this book!</p> <p><u>T.:</u> (The teacher shows the students the book, and says :) <i>1-This is the most expensive book I have ever bought.</i> <i>2-This is the biggest book I have ever had.</i></p> <p><u>T.:</u> (The teacher goes to the board and writes the two sentences, underlining the “superlatives” and the verbs in the “Present Perfect tense” :) 1-This is <u>the most expensive</u> book I <u>have ever bought</u>. 2-This is <u>the biggest</u> book I <u>have ever had</u>.</p> <p><u>T.:</u> (The teacher gives the structure and its use, writing on the board :) Superlatives + Present Perfect = To talk about past life and experience</p>	<p>ever been in love?</p> <p><u>A St:</u> What’s the most beautiful country you have ever visited?</p> <p><u>A St:</u> Have you ever spoken to a famous person?</p> <p><u>Ss:</u> (They look at the book.)</p> <p><u>Ss:</u> (The students look at the teacher and listen carefully to her.)</p> <p><u>Ss:</u> (The students follow what the teacher does and says.)</p> <p><u>Ss:</u> (The students follow what the teacher does and says.)</p>
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<p style="text-align: center;">10h50: Correction of the exercises:</p>	<p><u>T.:</u> (The teacher gives another example on the board :)</p> <p>3-It is <u>a</u> very nice room.</p> <p>=>It is <u>the</u> nicest room I have ever rent.</p> <p><u>T.=>Ss:</u> What have you noticed?</p> <p><u>T.:</u> Good! Copy the lesson before the following exercises.</p> <p><u>T.:</u> (The teacher writes the exercises on the board :)</p> <p><u>A-Follow the last model:</u></p> <p><i>1-She is a very intelligent pupil.</i></p> <p><i>2-He is a very rich man.</i></p> <p><i>3-It was a very happy day.</i></p> <p><i>4-It is a very valuable painting.</i></p> <p><i>5-It is a very nice dress.</i></p> <p><i>6-It is a very long book.</i></p> <p><i>7-It is a very boring book.</i></p> <p><u>B-Change the subject with the suitable substantive:</u></p> <p><u>E.g.:</u> -My wedding day, -Rockefeller, and so on ...</p> <p><u>C-Write something about the funniest thing you have ever seen or made.</u></p> <p><u>T.=>Ss:</u> Let's correct the first exercise! We will do it orally!</p>	<p><u>Ss:</u> (The students keep on following the lesson.)</p> <p><u>Ss:</u> (Together, they shout :) “a” becomes “the”!</p> <p><u>Ss:</u> (The students copy first the lesson, and then the exercises.)</p> <p><u>A St:</u> (A volunteer :) She is the most intelligent pupil I</p>
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<p style="text-align: center;"><u>11h00:</u> Time is over.</p>	<p><u>T.:</u> Ok! The next!</p>	<p>have ever seen. <u>A St:</u> (A volunteer :) He is the richest man I have ever seen.</p>
	<p><u>T.:</u> Ok! The next!</p>	<p><u>A St:</u> (A volunteer :) It was the happiest day I have ever seen.</p>
	<p><u>T.:</u> Ok! (Then, the teacher intervenes :) But, you can also say “lived” or “enjoyed”! The next!</p>	<p><u>A St:</u> (A volunteer :) It was the happiest day I have ever lived.</p>
	<p><u>T.:</u> Ok! The next!</p>	<p><u>A St:</u> (A volunteer :) It is the most valuable painting I have ever seen.</p>
	<p><u>T.:</u> Ok! The next!</p>	<p><u>A St:</u> (A volunteer :) It is the nicest dress I have ever bought.</p>
	<p><u>T.:</u> Very good! The next!</p>	<p><u>A St:</u> (A volunteer :) It is the longest book I have ever had.</p>
	<p><u>T.:</u> Ok! The next!</p>	<p><u>A St:</u> (A volunteer :) It is the most boring film I have ever seen.</p>
	<p><u>T.:</u> Ok! The next!</p>	<p><u>Ss:</u> (There is no volunteer any more. The students keep quiet.)</p>
	<p><u>T.=>Ss:</u> (Astonished, the teacher asks the students :) What is the problem?</p>	<p><u>Ss:</u> (Answering in choral :) Difficult!</p>
	<p><u>T.=>Ss:</u> Do the rest of the exercises at home. We correct them next time!</p>	<p><u>Ss:</u> (Together :) Yes, madam!</p>

- **COMMENTS:**

The class–course we observe during this two hours’ session concerns that of a “PREMIERE A”. That class is of literary section. It is a mixture of selected students, as the tenured–teacher has informed us. The students are from different schools, and they have rather a high level of knowledge and mastery of the target language both orally and in writing.

During this session, the tenured–teacher considers seemingly two structural items. In fact, the lesson is based on “*two of the values / uses of the Present Perfect Simple tense*”: Present Perfect Simple, used to talk about people’s experience; then, Present Perfect Simple which follow Superlatives.

The teacher has divided the two hours’ session into two inter–related sessions of one hour each. The first one hour was meant to present and to make the students practise using the first structural item — Present Perfect Simple + EVER — while the second one hour was devoted to present and to make the students practise using the second structural item — SUPERLATIVES + Present Perfect Simple —.

Analysing the teaching processes, the following notices can be reported. Since the teacher knows very well the students’ level of competence and performance in the target language, she could immediately proceed in reminding briefly the students the structural items — their forms —, in appropriate contexts and situations. Then, she could give other samples of contexts and situations with the same structures to make the students understand the structures furthermore. The recapitulations of the rules followed by the values / uses of the structures were easily understood. The students, on their part, were well at ease, interested in the course during the Presentation stage. Soon after the presentation of each structural item came the Practice stage.

During each Practice stage, the teacher gave the students one of the following types of exercises: either she asked the students to produce sentences on their own using the structural item in question, or she initiated the students using the grammar point by means of a set of guided exercises to be done in written form before being re–produced orally by individual student.

The students get used to doing the kind of grammatical exercises. They know very well how to deal with the tasks. In addition, with their level of knowledge and mastery of the language, everything goes on all right.

In our view, we think with such a class’ level of competence and performance in the language, teachers can make profit of the situation introducing other types of practice

exercises liable to develop and to reinforce more and more the students' knowledge and mastery of English language both orally and in writing.

A – 6. CLASS OBSERVATION N°06:

Date: 9th, March 2001

Level: “1^{ère} A₂”

Duration: 2hours (8h – 10h)

Number of students: 44

Lesson: Grammar points.

Title of the lesson(s):

- 1- Correction of the exercises during the previous course.
- 2- The first / the second, and so on + Present Perfect.
- 3- Been / Gone.

Material(s): None.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<u>08h – 08h10:</u>	Greeting and calling of the roll	Greeting
<u>08h10:</u>		
<u>Review:</u>	<u>T.:</u> (The teacher walks along the rows to check individual student's homework.) <u>T.=>Ss:</u> (T. warns the whole class :) Whoever has not done his or her homework will get zero!	<u>Ss:</u> (The students get ready for the course.) <u>Ss:</u> (The students leave their copy-books open to let the teacher see what they have done.)
<u>08h25:</u>		
Correction of the previous exercises “B” and “C”:	<u>T.:</u> (Satisfied, the teacher gets back to her desk, and tells the class :) Let's correct the two last exercises! <u>T.=>Ss:</u> For “Exercise B”, you have to change the Subject in	<u>Ss:</u> (The students listen to the teacher.) <u>Ss:</u> (The students listen to the teacher, and follow the

<p style="text-align: center;"><u>09h:</u> <u>Warming-up:</u></p>	<p>“Exercise A” with a suitable substantive. I give you an example with the first sentence: <u>Ex.: 1-She is a very intelligent pupil.</u> =><u>Jane</u> is the most intelligent pupil I have ever met. <u>T.=>Ss:</u> Is it clear? <u>T.:</u> Good! It is your turn now! You copy your sentence on the blackboard. <u>T.:</u> Ok! The next! <u>T.:</u> Really! Good! The next! <u>T.:</u> Ok! The next! <u>T.:</u> Good! The next! <u>T.:</u> Good! The next! <u>T.:</u> Ok! The next! <u>T.=>Ss:</u> Ok! Stand up! Stretch your arms to relax! (The teacher makes gestures with the recommendation to help the</p>	<p>teacher’s explanation.) <u>Ss:</u> (Together :) Yes, madam! <u>A St:</u> (A volunteer :) Rockefeller is the richest person I have ever heard. <u>A St:</u> (A volunteer :) My 13th birthday is the happiest day I have ever had. <u>A St:</u> (A volunteer :) La Joconde is the most valuable painting she has ever bought. <u>A St:</u> (A volunteer :) My red dress is the nicest dress I have ever had. <u>A St:</u> (A volunteer :) David Copperfield is the longest book I have ever read. <u>A St:</u> (A volunteer :) “Feu de l’Amour” is the most boring film I have ever watched. <u>Ss:</u> (Together :) Finished!</p>
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<p style="text-align: center;"><u>09h07:</u> <u>Presentation of</u> <u>two other</u> <u>structures:</u></p> <p style="text-align: center;">Step 1: Presentation of the first structure:</p>	<p>students understand what she means.)</p> <p><u>T.=>Ss:</u> (After five minutes :) Ok? Now, have a seat! Please, clean the board and let's move to another thing!</p> <p><u>T.=>Ss:</u> Look at the blackboard and listen to me carefully!</p> <p style="text-align: center;"><u>THE FIRST STRUCTURE:</u></p> <p><u>T.:</u> (The teacher writes the first structure on the board and explains :)</p> <p style="text-align: center;"><u>This/It is the first/the second/the ...</u> + <u>Present Perfect</u></p> <p><u>Ex:</u> It is <u>the first</u> time I <u>have driven</u> a_car.</p> <p><u>T.:</u> (Then, the teacher explains, gives, and writes on the board the use of the structure :)</p> <p style="text-align: center;"><u>“You always use THE PRESENT PERFECT with THE FIRST/ THE SECOND ...THE LAST to talk about your EXPERIENCE.”</u></p> <p><u>T.=>Ss:</u> Is it clear?</p>	<p><u>Ss:</u> (The students stand up, stretch their arms.)</p> <p><u>A St:</u> (Volunteer, the student goes to the board and cleans it quickly.)</p> <p><u>Ss:</u> (The students look at the board and listen carefully to the teacher.)</p> <p><u>Ss:</u> (The students look at the board, and to listen to the teacher's explanation.)</p> <p><u>Ss:</u> (In choral :) Yes, madam!</p>
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Practice of the first structure:	<p><u>T.=>Ss:</u> Take your exercise copy-books!</p> <p><u>T.:</u> (The teacher writes the exercise on the board :)</p>	<p><u>Ss:</u> (The students take their exercise copy-books.)</p> <p><u>Ss:</u> (The students note the exercises down in their copy-books.)</p>
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⇒ **Use “the first /, the last” in the following situations:**

- 1- Phil is riding a horse, but he is very nervous and not sure of what to do.
- 2- Len is playing tennis. He is not very good at it, and does not know the rules.
- 3- Soa is travelling by plane. She does not look very confident or comfortable.
- 4- Mary is in England. She has just arrived and it is very new to her.
- 5- Paul rode a motorbike last summer. He had an accident and broke his leg.

	<p><u>T.=>Ss:</u> Have you finished?</p> <p><u>T.=>Ss:</u> So, let’s correct it! Go to the blackboard!</p> <p><u>T.:</u> Very good! The next!</p> <p><u>T.:</u> Very good! The next!</p> <p><u>T.:</u> Very good! The next!</p> <p><u>T.:</u> Very good! The next!</p>	<p><u>Ss:</u> (Together :) Yes.</p> <p><u>A St:</u> (A volunteer :) It’s the first time Phil has ridden a horse. He is very nervous and not sure of what to do.</p> <p><u>A St:</u> (A volunteer :) It’s the first time Len has played tennis. He is not very good at it and doesn’t know the rules.</p> <p><u>A St:</u> (A volunteer :) It’s the first time Soa has travelled by plane. She doesn’t look very confident or comfortable.</p> <p><u>A St:</u> (A volunteer :) It’s the first time Mary has gone to England. She has just arrived and it’s very new for her.</p> <p><u>A St:</u> (A volunteer :) Last Summer was the first time Paul has ridden a motorbike. He had an</p>
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<p><u>09h20:</u> <u>Step 2:</u> Presentation of the second structure:</p>	<p><u>T.:</u> Very good! Thank you! <u>T.=>Ss:</u> Let's move to another grammar point. Please, clean the blackboard first!</p> <p><u>THE SECOND STRUCTURE:</u> <u>T.:</u> (Using “classroom situation”, the teacher proceeds in the following way :)</p>	<p>accident and broke his leg.</p> <p><u>A St:</u> (One student goes to the board and cleans it.)</p>
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- 1) T. => Ss: Rindra, come here, please!
- 2) Rindra: (A student; he comes to the teacher.)
- 3) T. => Rindra: Please, go out for some minutes. After two minutes, come back.
- 4) Rindra: (He goes out.)
- 5) T. => Ss: (The teacher asks the other students in the classroom a question :)
Where is Rindra?
- 6) Ss: (Together :) He is outside.
- 7) T. => Ss: Yes, Rindra is outside. Listen carefully!
- 8) Ss: (The students listen carefully to their teacher.)
- 9) T.: (At the blackboard, the teacher explains first; then she copies the following :)
1. Rindra has GONE to the toilets.
⇔ He is on the way to go there, or, he is already there.

(Then, the teacher circles the word “GONE” and underlines “HAS”.)
- 10) (Rindra re – enters the room from the toilets.)
- 11) Ss: (The students look at Rindra.)

12) T.: (The teacher still makes use of the situation: she is about to give the students a second sentence liable to depict the situation :) Where is Rindra from?

13) Ss: (Together :) He is from the toilets.

14) T. => Ss: Yes, he is from the toilets. It means (and she writes the sentence on the blackboard :)

2. Rindra has **BEEN** to the toilets.

⇔ He was at the toilets, but now he has come back.

15) Ss: (The students follow the explanation and listen carefully to the teacher.)

16) T. => Ss: (The teacher writes the title of the lesson on the blackboard :)

“BEEN / GONE”

<p>09h40: Practice of the second structure:</p>	<p><u>T.=>Ss:</u> Have you understood the lesson? <u>T.=>Ss:</u> So, hurry up! Copy the lesson in your copy-books. Then, take your exercise copy-books, and do quickly the following exercise! <u>T.:</u> (The teacher writes the exercise on the board :)</p>	<p><u>Ss:</u> (Together :) Yes. <u>Ss:</u> (Immediately, and as quick as possible, the students copy the lesson in their copy-books.)</p>
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⇔ **Insert “BEEN” or “GONE”:**

1- A: Where’s Ann?

B: She’s on holiday. She’s _____ to Italy.

2- Hello! I’ve just _____ to the shops. Look! I’ve bought lots of things.

3- Jim isn’t there at the moment. He’s _____ to the shops.

4- A: Are you going to the bank?

B: No, I’ve already _____ there. There were plenty of people there.

5- Tom is back in England now. He’s _____ to France.

<p><u>09h50:</u></p> <p>Correction of the exercise about the second structure:</p>	<p><u>T.=>Ss:</u> Have you finished?</p> <p><u>T.=>Ss:</u> Let's do it orally, then!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! Thank you!</p>	<p><u>Ss:</u> (Together :) Yes.</p> <p><u>A St:</u> (A volunteer :) She's gone to Italy.</p> <p><u>A St:</u> (A volunteer :) I've just been to the shops.</p> <p><u>A St:</u> (A volunteer :) He's gone to the shops.</p> <p><u>A St:</u> (A volunteer :) No, I've already been there.</p> <p><u>A St:</u> (A volunteer :) He's been to France.</p>
<p><u>10h00:</u></p> <p>Time is over.</p>	<p><u>T.=>Ss:</u> Time is up for today. See you next time!</p>	<p><u>Ss:</u> (Together :) See you, madam!</p>

- **COMMENTS:**

That session of two hours is still the continuation of the previous class–course focused on the structural item “PRESENT PERFECT SIMPLE” used to express or to talk about people’s experience. In the previous session, the correction of the exercises on “superlatives + present perfect simple” could not be corrected because of lack of time, and the students did not understand very well the instruction. Thus, the first part of the present session is devoted to the remediation of the exercises. For the rest of the period, the teacher introduces and reinforces two other structural items, always used with present perfect simple tense, also used to express “people’s experience”.

Before the correction of the previous exercises began, the teacher had to start by explaining what the students were expected to do with the piece of work. Once the instruction was clear to the learners, they did and corrected the exercises without any problem: they applied satisfactorily, replacing each grammatical subject by an appropriate substantive. Five minutes of relaxation for both the teacher and the students alternate the first part of the session and the presentation of the two other grammar points being reinforced.

The two other structural items, **USED WITH THE PRESENT PERFECT SIMPLE** verb tense, consist of “**ORDINAL NUMBERS**” and “**BEEN / GONE**”. The teacher need not any longer to present the structures as if it was the first time for the students

to learn the items. They already know the structures, but they only need to acquire their particular uses.

As such, like what happened during the previous class–course, the teacher just introduces the structural items, one by one, in realistic contexts and situations from which the learners can easily deduce the values / uses of the items. The lesson was neatly clear for the students, and very soon after each Presentation stage, the stage of Practice / Production exercises took place. The correction of each set of exercises went on without any difficulty.

To conclude what we have seen during the two last complementary teaching sessions, we would like to suggest the following mentions. In our view, considering the processes of teaching the language points which are not any more totally new to the students, the procedure was exactly the right one. Yet, on the students’ part, as they are the potential students willing to acquire the target language as their own, the learning processes are not sufficient. They need their knowledge being developed furthermore; that is, they need multiple varieties of learning supports such as different activities with increasing level of difficulty, use of texts or dialogues illustrated by the main structures in dealing with reading or listening exercises. Those are to enable the students to understand the language in its oral and written aspects, to enable them to interpret to the full the possible meanings / communicative functions that the structures can convey in different contexts and situations, and to let the students have a rather permanent contact with the language.

A – 7. CLASS OBSERVATION N°07

Date: 12th, March 2001

Level: “1^{ère} A₂”

Duration: 2hours (09h – 11h)

Number of students: 44

Lesson: Grammar

Title of the lesson: WAS / WERE + PAST PARTICIPLE to talk about past events.

Material(s) / Document(s): New Cambridge English Course

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<u>09h00 – 09h10:</u> <u>09h10:</u> <u>Warm-up:</u>	Greeting and roll-calling T.=>Ss: (The teacher introduces the following to the class :)	Greeting Ss: (The students listen to the teacher.)

<p style="text-align: center;">09h25:</p> <p><u>Presentation:</u></p> <p><u>Step 1:</u> Creation of contexts:</p> <p style="text-align: center;"><u>Step 2:</u> Reading the conversation:</p>	<p>-When an old person of 112 years old died in 1975, it was a great event.</p> <p>-A wedding in the next week will be a future event.</p> <p><u>T.=>Ss:</u> What is an “event”?</p> <p><u>T.=>Ss:</u> An “event” is a great day. It is an unusual day.</p> <p><u>T.:</u> (The T. goes on explaining :) So, there are past events, future events, and present events.</p> <p><u>T.=>Ss:</u> Today, we will talk about “Past Events”.</p> <p>(And the teacher writes the title of the lesson on the board.)</p> <p><u>T.=>Ss:</u> Look at this conversation! (The teacher writes the piece of conversation on the board :)</p> <p><u>A:</u> Hey! What is the rush?</p> <p><u>B:</u> I’m going to the vet. My dog <u>was hit</u> by a big lorry <u>last night</u>, and I think it’s serious. I’m sure his backbone <u>was broken.</u></p> <p><u>A:</u> Let me see. Mm ..., perhaps he’s dead. Yes? I’m sure he’s dead.</p> <p><u>T.:</u> (The teacher reads the piece of conversation.)</p>	<p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (They listen to the teacher.)</p> <p><u>Ss:</u> (They still listen to the teacher.)</p> <p><u>Ss:</u> (The students copy the title of the lesson in their copy-books.)</p> <p><u>Ss:</u> (The students copy the piece of conversation in their copy-books.)</p> <p><u>Ss:</u> (The students listen to the teacher, looking at the script written on the board.)</p>
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<p><u>Step 3:</u> Explanation of lexical items:</p>	<p><u>T.=>Ss:</u> What do we call backbone? <u>T.:</u> (The teacher asks a student to come to her, and shows the class what backbone is, pointing to the student's backbone.) <u>T.=>Ss:</u> Do you know, now, what backbone is? <u>T.:</u> Good! What is a vet? <u>T.:</u> Right!</p>	<p><u>Ss:</u> (No answer.) <u>Ss:</u> (The students look at the teacher and listen to her explaining the new word.) <u>Ss:</u> (Together :) Yes, madam! <u>Ss:</u> (In choral :) A person who looks after animals.</p>
<p><u>Step 4:</u> Study of structural items:</p>	<p><u>T.:</u> (eliciting :) What happened to B's dog last night? <u>T.:</u> Good! (Then, the teacher underlines the structural item and the temporal clue in the sentence on the board.) <u>T.=>Ss:</u> What happened to the dog's backbone? <u>T.:</u> (The teacher underlines the concerned structure in the sentence on the board.) <u>T.:</u> (The teacher re-writes the structure on the board :) <u>1-was hit</u> <u>2-was broken</u> <u>T.=>Ss:</u> Our lesson is about: Was / were + Past Participle ⇔ Passive voice</p>	<p><u>Ss:</u> (Together :) B's dog was hit by a big lorry last night! <u>Ss:</u> (The students do the same thing as it is done on the board in their copy-books.) <u>Ss:</u> (Together :) The dog's backbone was broken! <u>Ss:</u> (The students also underline the concerned structure in their copy-books.) <u>Ss:</u> (The students look at the board and listen to the teacher.)</p>

<p><u>09h40:</u> <u>Practice:</u> (Controlled practice exercises)</p>	<p><u>T.=>Ss:</u> Now, copy the lesson in your copy-books!</p> <p><u>T.=>Ss:</u> Take your exercise copy-books! Write today's date, and take the following exercises: <u>-Make true sentences, using the sets of words:</u></p> <p>-I think -I know -I'm sure -Perhaps</p> <p><u>T.:</u> (The teacher explains the terms by paraphrasing :) -I think ⇔ you are not sure -I'm sure ⇔ you are certain / sure -I know ⇔ you know -Perhaps ⇔ I think</p> <p><u>T.=>Ss:</u> Let's take and read together the piece of conversation!</p> <p><u>T.:</u> You repeat after me! (The teacher re-reads the conversation, utterance by utterance.)</p> <p><u>T.:</u> (The teacher writes the other sets of words on the board :) -America / The Taj Mahal / J.F.K. / The Pastoral Symphony / Paper / Radium / Hamlet / Kublai Khan / Jane Eyre.</p> <p>-was -built / written / directed / discovered / invented / killed /</p>	<p><u>Ss:</u> (The students take notes.)</p> <p><u>Ss:</u> (The students take their exercise copy-books and copy the exercises.)</p> <p><u>Ss:</u> (The students listen carefully to the teacher's explanation.)</p> <p><u>Ss:</u> (The students take the piece of conversation.)</p> <p><u>Ss:</u> (Utterance by utterance, the students repeat after the teacher.)</p> <p><u>Ss:</u> (The students copy the exercises in their exercise copy-books.)</p>
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<p>10h00: Break-time</p> <p><u>10h20:</u> Continuation of the class-course:</p> <p><u>10h48:</u> Correction of the exercises:</p> <p>11h00: Time is over.</p>	<p>defeated.</p> <p>-By</p> <p>-Beethoven / Columbus / Charlotte Brontë / The Japanese / Pierre and Marie Curie / Oswald / Shakespeare / Shah Jehan / The Chinese.</p> <p>-In.</p> <p>-? / 1660 / 1963 / 1492 / The first century.</p> <p>Break-time</p> <p><u>T.=>Ss:</u> You do the exercises for 15 minutes!</p> <p><u>T.=>Ss:</u> Now, let's correct the exercises!</p> <p><u>T.:</u> Ok! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.=>Ss:</u> Time is up! Do the rest of the exercises at home!</p>	<p>Break-time</p> <p><u>Ss:</u> (Individually, and quietly, the students do the exercises.)</p> <p><u>A St:</u> (A volunteer :) I'm sure America was discovered by Columbus in 1492.</p> <p><u>A St:</u> (A volunteer :) J.F.K. was killed by Oswald in 1963.</p> <p><u>A St:</u> (A volunteer :) I think <u>Hamlet</u> was written by Shakespeare.</p> <p><u>A St:</u> (A volunteer :) I know The Pastoral Symphony was directed by Beethoven.</p> <p><u>Ss:</u> (Together :) Yes, madam!</p>
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- **NOTICE:**

Since the teaching process could not be completed that session, and should be continued the following session, the “COMMENTS” will be combined with the “COMMENTS” on the next class–course session.

A – 8. CLASS OBSERVATION N°08

Date: 16th, March 2001

Level: “1^{ère} A₂”

Duration: 2 hours (8h – 10h)

Number of students: 44

Lesson: Grammar points

Title(s) of the lesson(s):

- 1- Continuation of the Practice exercises of the previous course: Passive Voice of Simple Past, used to express “Past Events”.
- 2- Prepositions expressing both “TIME” and “PLACE”: IN; ON; AT; BY. **(REINFORCEMENT OF THE STRUCTURES)**

Material(s) / Document(s):

- 1) New Cambridge English Course (2)
- 2) Practical English (by Thomson and Martinet)

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>08h – 08h10:</u></p> <p><u>08h10:</u></p> <p><u>Review:</u></p>	<p>Greeting and roll-calling</p> <p><u>T.=>Ss:</u> Please, write today’s date on the blackboard!</p> <p><u>T.=>Ss:</u> Who has written the date on the blackboard?</p> <p><u>T.=>Ss:</u> Right! (And the teacher writes the following on the board :)</p> <p>1-He has written the date on the</p>	<p>Greeting</p> <p><u>A St:</u> (As a volunteer, this student goes to the board and writes the date.)</p> <p><u>Ss:</u> (Together :) Fidy has written the date on the blackboard.</p>

<p style="text-align: center;">08h25:</p> <p>Correction of the exercises of the previous session:</p>	<p>blackboard. (Active Voice)</p> <p>2-The date was written on the blackboard. (Passive Voice)</p> <p><u>T.=>Ss:</u> Which of the two sentences is in the Passive Voice, and which one is in the Active Voice?</p> <p><u>T.:</u> (The teacher writes the students' answer next to each of the sentences on the board; then, asks a question :) What did we talk about last time?</p> <p><u>T.=>Ss:</u> What were those past events?</p> <p><u>T.:</u> The next!</p> <p><u>T.:</u> The next!</p> <p><u>T.:</u> The next!</p> <p><u>T.:</u> Good! Thank you!</p> <p><u>T.=>Ss:</u> Now, open your copy-books! (The teacher goes along the rows to check the students' homework.)</p> <p><u>T.=>Ss:</u> Thank you! Let's continue the correction!</p> <p><u>T.=>Ss:</u> Ok! "The Taj Mahal" is a monument in Iraq. Now? You can make your sentence!</p>	<p><u>Ss:</u> (In choral :) "1" is in Active Voice, and "2" is in Passive Voice!</p> <p><u>Ss:</u> (Together :) About Past Events!</p> <p><u>A St:</u> America was discovered by Columbus!</p> <p><u>A St:</u> J.F.K. was killed by Oswald!</p> <p><u>A St:</u> Hamlet was written by Shakespeare!</p> <p><u>A St:</u> The Pastoral Symphony was directed by Beethoven!</p> <p><u>Ss:</u> (The students leave their copy-books open for the teacher.)</p> <p><u>A St=>T.:</u> Please, madam, what is "The Taj Mahal"?</p> <p><u>The St above:</u> I think The Taj Mahal was built by Shah</p>
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<p style="text-align: center;"><u>08h40:</u> Continuation of exercises:</p>	<p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! Let's do another exercise!</p> <p><u>T.=>Ss:</u> The teacher shows the students the pictures of some famous people from <u>N.C.E.C.</u> book.</p> <p><u>T.=>Ss:</u> The teacher writes the names of the famous people on the board: -Alexander Fleming / Louis Armstrong / Margaret Mitchell / Hillary and Tensing / Cervantes / Marconi / Vincent Van Gogh(a painter) / Robert Peary / Bell / Bard</p> <p><u>T.=>Ss:</u> The teacher writes on the board the famous people's work or discovery: -Radios / Penicillin / Television / Telephone / <u>Don Quixote</u> / North Pole / S^t Louis Blues / Sunflowers / Everest / <u>Gone With The Wind</u> /</p>	<p>Jehan.</p> <p><u>A St:</u> I know paper was invented by The Chinese in the first century.</p> <p><u>A St:</u> I know radium was discovered by Pierre and Mary Currie.</p> <p><u>A St:</u> The Kublai Khan was defeated by the Japanese.</p> <p><u>A St:</u> <u>Jane Eyre</u> was written by Charlotte Brontë.</p> <p><u>Ss:</u> (The students look at the pictures.)</p> <p><u>Ss:</u> (The students note the famous people's names down in their copy-books.)</p> <p><u>Ss:</u> (The students note the famous people's work and discovery down in their copy-books.)</p>
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<p><u>Correction:</u></p>	<p><u>T.=>Ss:</u> (gives the instruction :) “Describe orally what each of those famous people did. Use the structures and expressions we have learnt in your sentences.” Let’s start now!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.:</u> Right! The next!</p> <p><u>T.=>Ss:</u> Listen to me! -Robert Peary was the first person who discovered The North Pole. -Bell was the person who invented telephones. -Bard was the person who invented televisions.</p> <p><u>T.=>Ss:</u> Have you got any question? <u>T.=>Ss:</u> Ok! Remember that when you want to describe, to narrate, or to talk about Past Events, you can</p>	<p><u>A St:</u> I’m sure Penicillin was discovered by Alexander Fleming.</p> <p><u>A St:</u> St Louis Blues was sung by Louis Armstrong.</p> <p>I’m sure Sunflowers was painted by Van Gogh.</p> <p><u>A St:</u> Mont Everest was reached by Hillary and Tensing.</p> <p><u>A St:</u> I think <u>Gone With The Wind</u> was written by Margaret Mitchell.</p> <p><u>A St:</u> I think <u>Don Quixote</u> was written by Cervantes.</p> <p><u>A St:</u> I’m sure radios were discovered by Marconi.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students listen carefully to the teacher and note the information down in their copy-books.)</p> <p><u>Ss:</u> (No, madam!)</p>
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<p><u>09h10:</u> Reinforcement of some Prepositions of Place / Time:</p>	<p>use the PASSIVE VOICE in the SIMPLE PAST. Let's move to another thing now!</p> <p><u>T.=>Ss:</u> Look at this example: Ex: John Fitzgerald Kennedy was assassinated by Oswald in Dallas in 1962.</p> <p><u>T.=>Ss:</u> (elicits the students :) The two prepositions "in" in our sentence express something different. What does the first "in" express? <u>T.:</u> Ok! What about the second "in"? <u>T.=>Ss:</u> That's right, but more exactly, the second "in" expresses "time"! <u>T.=>Ss:</u> (goes on explaining :) Some prepositions are like "in". They are: "IN / ON / AT / BY /" to express TIME and PLACE</p> <p><u>T.=>Ss:</u> Now, you can note the title and the example down in your copy-books!</p>	<p><u>Ss:</u> (The students look at the board.)</p> <p><u>Ss:</u> (listen to the explanation.)</p> <p><u>Ss:</u> (Together :) Place! <u>Ss:</u> (Together :) Year! <u>Ss:</u> (listen to the teacher.)</p>
<p><u>09h25:</u> Practice on the prepositions:</p>	<p><u>T.=>Ss:</u> When you finish, take your exercise copy-books, and do the following:</p>	<p><u>Ss:</u> (The students copy the lesson in their copy-books.)</p>

EXERCISES:

⇒ **Fill in the blanks with the suitable prepositions:**

- 1- Turn left _____ the traffic lights.
- 2- You'll find the cups _____ the top shelf.
- 3- It can be dangerous when children play football _____ the street.
- 4- I'll meet you _____ the corner of the street _____ ten o'clock.

- 5- I can't find Tom _____ this photograph.
- 6- Do you take sugar _____ your coffee?
- 7- Ann's brother lives _____ a small village _____ the South Coast of England.
- 8- You'll find the sport results _____ the back page of the newspaper.
- 9- Sue and Dave got married _____ 2nd December _____ Manchester.
- 10- Mr. Boyle's office is _____ in the first floor.
- 11- This house must be finished _____ December 2001.
- 12- I put my alarm clock _____ the bedside table.
- 13- A: Where did you meet Tom?
B: _____ the street, _____ the Chemistry.
- 14- The person who is _____ an armchair is my aunt, and that one _____ is her husband.
- 15- You must wait for a bus _____ a bus – stop.
- 16- Sorry, but I must go. I have to be at home _____ 5 o'clock.
- 17- There are many stars _____ the sky; Look at it!
- 18- She looks at herself _____ a mirror because she's going to present the news _____ two minutes.
- 19- Look at the girl _____ the left of the tree.
- 20- Good pupils normally sit _____ the front row.

<p><u>09h45:</u> Correction:</p>	<p><u>T.=>Ss:</u> Are we going to correct the exercise?</p> <p><u>T.=>Ss:</u> Let's do it orally! Come on with sentence n°1!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p>	<p><u>Ss:</u> (Together :) Yes, madam!</p> <p><u>A St:</u> Turn left at the traffic-lights.</p> <p><u>A St:</u> You'll find the cups on the top shelf.</p> <p><u>A St:</u> It can be dangerous when children play football in the street.</p> <p><u>A St:</u> I'll meet you at the corner of the street at ten o'clock.</p>
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	<p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Good! In an armchair, but on a chair! Ok! The next!</p> <p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Yes! The next!</p>	<p><u>A St:</u> I can't find Tom in this photograph.</p> <p><u>A St:</u> Do you take sugar in your coffee?</p> <p><u>A St:</u> Ann's brother lives in a small village in the South of England.</p> <p><u>A St:</u> You'll find the sport results on the back page of the newspaper.</p> <p><u>A St:</u> Sue and Dave got married on 2nd December in Manchester.</p> <p><u>A St:</u> Mr. Boyle's office is on the first floor.</p> <p><u>A St:</u> This house must be finished by December 2001.</p> <p><u>A St:</u> I put my alarm-clock on the bedside-table.</p> <p><u>A St:</u> A: Where did you meet Tom? B: In the street, at the Chemistry.</p> <p><u>A St:</u> The person who is in an armchair is my aunt, and that on a chair is her husband.</p> <p><u>A St:</u> You must wait for a bus at the bus-stop.</p> <p><u>A St:</u> Sorry, but I must go. I have to be at home at five o'clock.</p> <p><u>A St:</u> There are many stars in the</p>
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<p style="text-align: center;"><u>10h00:</u> Time is over.</p>	<p><u>T.:</u> Yes! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Ok! Good!</p>	<p>sky; look at it!</p> <p><u>A St:</u> She looks at herself <u>in</u> a mirror because she's going to present the news <u>in</u> two minutes.</p> <p><u>A St:</u> Look at the girl <u>on</u> the left of the tree.</p> <p><u>A St:</u> Good pupils normally sit in the front row!</p>
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- **COMMENTS ON CLASS OBSERVATION N°07 AND N°08:**

We have combined the COMMENTS on CLASS OBSERVATIONS N°07 and N°08. The processes of teaching within that couple of two hours' session consist mainly of a grammar point: PASSIVE VOICE in the Simple Past, used to express or to talk about "Past Events". Only less than one hour within the second two hours' session was devoted to the reinforcement of another grammar point, some PREPOSITIONS used to express both TIME and PLACE — IN / ON / AT / BY —.

Within the first two hours' session, it was obviously stated that dealing with the PASSIVE VOICE IN THE SIMPLE PAST was not any more unfamiliar to the students. The interactions between the students and the teacher went on, so – to say, satisfactorily. The teacher, then, could proceed in reinforcing the students' knowledge and mastery of the structural item. That is, after finding out the students' level of knowledge about the structure, the teacher immediately went on explaining the possible values / uses / communicative functions of the item, which are in fact to describe / to narrate / to talk about past events. Afterwards, she proceeded in reinforcing or making the students use the structural item, taking into account their mentioned values.

During the PRACTICE STAGE, the teacher gave the students a set of "Controlled exercises" through "sets of words". The exercise must be very interesting for the students. It requires not only individual student's ability to make use of the Passive Voice in the Simple Past, but above all his / her general knowledge of the World and its culture, before tackling

the exercise. AS a matter of fact, the students needed enough time to carry out their task. Consequently, half part of the exercise was not treated. It was to be done as the students' homework and to be corrected the following teaching / learning session, i. e. during the second two hours' session.

During the second two hours' session, the teacher started the class–course with the REVIEW stage, the review of the previous lesson followed by the systematic control of the students' homework. Then, the correction session came. It consisted of the previous Practice exercise of the former session. The result is that it was a successful Practice session.

From the beginning of the class–course, the students were stated ready for the course. Warmly and actively, they contributed to the language course reacting individually or in choral as soon as a question was asked, or soon after they were asked to repeat an utterance. The students have also a good knowledge of / about the World and its various cultures. They managed to express their general culture using the target language together with the structural item in focus. In addition, the fact that the students were competing between themselves while working out the exercises, gives an impression that they felt at ease.

Forty minutes later, another set of exercises, still based on Passive Voice in the Simple Past, was given to the students: a “MATCHING EXERCISE” through using pictures. It was treated in the same “atmosphere” as in the previous session, and lasted for thirty minutes.

Fifty–five minutes before the end of the second two hours' session, the teacher could still reinforce the students' knowledge and mastery of another basic English language elements. It consists of some PREPOSITIONS that can be used express both TIME and PLACE. With the help of the example the teacher gave the students, the explanation was carried out easily and so were the exercises done by the students.

Thanks to the students' knowledge background and mastery of the concerned bases of the target language, their willingness to acquire the language as well, the teacher could reinforce the students' knowledge of the structural items in focus as they should be handled. The teacher could also help the students to practise using the structures in different contexts / situations so as to let the learners understand furthermore and remember easily the communicative functions of the items.

To end, we would like to say the following. It is certain that if such a group of learners and teacher could have better opportunities to develop such a learning appetite, the success in teaching / learning English language in Public Schools would be more than better.

A – 9. CONCLUSION ABOUT CLASS OBSERVATION SESSIONS AND THE USE OF TEXTS AT “LYCEE MODERNE AMPEFILOHA”:

The *teaching of Basic English language skills* and *the use of texts* at “Lycée Moderne Ampefiloha” are the facts that we are going to recapitulate throughout this part.

As far as the acts of developing and reinforcing the elementary English language lexis and structural items, as well as the fact of using texts as pedagogical supports and means to expose the students to the target language written aspects are concerned, the following notices can be depicted:

First, in “Seconde”, teachers should still re-teach the students the basic rules that govern the language, but in another way different from how the teaching was carried out in First Cycle Secondary Schools. That is, instead of focusing the teaching on enabling the students just to master the forms, and immediately afterwards, on developing and reinforcing their knowledge and mastery of the structural items by means of practice exercises, Lycée teachers have to try to teach the students to acquire and to master both the structures and their values or communicative functions disregarding the students’ level of knowledge and mastery of the language.

Concerning the teaching of the elementary lexical items in “Seconde”, the teacher still find it difficult to help the students understand, remember and use the ranges of words the students should have acquired and mastered in First Cycle Secondary Schools. The teachers are torn between how they should deal with English language teaching syllabuses to complete a year and the students’ real level of knowledge and mastery of the target language compared to their academic level.

In “Première”, the teachers assume that the students must have reviewed or revised in “Seconde”, through different ways, the following: first, a great deal of the range of the elementary English language lexis, the knowledge of which would be developed and reinforced; then, the students must have acquired both the forms and, at least, the basic values / communicative functions of a great deal of the elementary structural items of the target language. Consequently, in “Première”, the teachers only present to the students the structure to be dealt with on the blackboard, and guide the students to apply it according to its values and communicative functions in the given context or situation given to them.

In “Terminale”, we are informed that at that level, the teachers assume the students are to have grasped enough skills in the target language and enough knowledge which enable them to understand and use the language on their own orally and in writing. So, once at that level, teachers consider any “Terminale” Lycée student to be capable of applying his / her

skills and knowledge of the target language to understand and to practise English orally and in writing, reasonably independently on his / her own.

Anyway, concerning the use of texts during a class–course, we could state the following. At the three class levels — “Seconde; Première; Terminale” —, teachers use texts. Yet, they do not exploit the texts as means to develop nor to reinforce the students’ knowledge and mastery of the elementary English language lexis and structural items. They use texts to deal with READING or LISTENING COMPREHENSION exercises or tests. It is during such a session when teachers explain supposed difficult words for the students. When teachers *deal with a topic, they do not use a text*. They just give the students *the main topic or theme*, then, they ask the students to say something about it, i. e. through brain – storming. In such a case, then, the students are elicited to give and use the words that they have retained since ever. In fact, we can say that so far, good ideas and intentions still remain a PRINCIPLE.

Lycée students’ ability to understand and to practise independently on their own the target language, orally and in writing, in everyday life is the proof how far and how “adequate” the teaching and the learning of the target language have been consistent and successful. Till now, individual student’s foreknowledge and level of mastery of the language make a teaching session, at Lycées, successful or not at a certain extent. That is, when a teacher has to do with a class of students having a fairly high level of knowledge and mastery of the target language, his / her teaching session can be successful: the students understand what is treated, they participate actively and willingly in all activities. On the contrary, when the teacher has to do with a class of students having a low or unsatisfactory level of knowledge and mastery of the target language, his / her teaching session must be deceitful and boring.

Most of the time, due to Lycée students’ competence and performance in the language, the teachers neatly need two successive teaching / learning sessions to carry out one teaching session. In that, the first session should be devoted to the re–teaching of a language point while the second one to the PRACTICE / PRODUCTION STAGES. The fundamental factors or resources of such situation must be the different ways of teaching and learning the language in First Cycle Secondary Schools. Those are part of the reasons why we dare suggest one way of improving the teaching of the Basic English Language Skills at Lycées, a Reinforcement Practice Procedure which is carried out with the help of Graded Structured Readers / Texts.

B- SCHOOL: LYCEE JEAN JOSEPH RABEARIVELO – (L.J.J.R.)

B- 1. CLASS OBSERVATION N°09

Date: 21st, January 2002

Level: “Seconde 17”

Duration: 2 hours (14h – 16h)

Number of students: 45

Lesson: Grammar

Title of the lesson(s): 1- Correction of a previous exercise on the Simple Past and Progressive Past
2- Present Perfect Simple and Present Perfect Progressive.

Material(s) / Document(s): -New Cambridge English Course (2).
-New Cambridge English Course (C) / Practice (2).

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>14h05 – 14h10:</u></p> <p><u>14h10:</u></p> <p>Correction of the previous grammar exercises:</p>	<p>Greeting and roll-calling</p> <p>T.=>Ss: We shall continue the correction of the exercises about the Simple Past and Progressive Past.</p> <p>T.: (The teacher copies the exercises on the board :)</p>	<p>Greeting</p> <p>Ss: (The students listen to the teacher.)</p> <p>Ss: (The students copy and do the exercises.)</p>

⇒ **EXERCISES:**

1- Copy the following text. Choose the correct answer:

...So, I (**was going / went**) back home. When I (**was getting / got**) there, the door was shut, and I (**was realizing / realized**) that I didn't have my key. My son was in the house and so I (**was ringing / rang**) the bell, but he (**wasn't answering / didn't answer**): he (**was listening / listened**) to music and (**wasn't hearing / did not hear**) the bell. I (**was remembering / remembered**) that the kitchen window was open. So, I (**was going / went**) round to the back to try and get in that way. While I (**was climbing / climbed**) in the window, the electricity man (**was arriving / arrived**) to read the meter, and I had to explain the situation to him. I still don't know if he (**was believing / believed**) me. Anyway, I (**was getting /**

got) in only to find that the cats (**were eating / ate**) my breakfast. Then, the door – bell (**was ringing / rang**).

- NOTICE:** 1- During the previous class–course, the teacher gave the students the 18 verbs + 02 exceptions which cannot be used in “Continuous Aspect”.
 2- During the previous session, the students could not copy the exercise.

<p>15h10: Correction of the exercise:</p>	<p><u>T.=>Ss:</u> You have 30 minutes to finish that exercise. You can check your grammar copy-books while doing it!</p> <p><u>T.=>Ss:</u> Now, one by one, you go to the blackboard. Choose the correct answer, the, explain why you have chosen it.</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> That’s all? The next!</p> <p><u>T.:</u> Mm! The next!</p> <p><u>T.:</u> Mm! The next!</p> <p><u>T.:</u> Mm! The next!</p>	<p><u>Ss:</u> (The students do the exercise.)</p> <p><u>A St:</u> “went” because it is in the past!</p> <p><u>A St:</u> “got” because it is in the past!</p> <p><u>A St:</u> “realised” because it is in the past!</p> <p><u>A St:</u> “rang” because it is in the past!</p> <p><u>A St:</u> “didn’t answer” because it is in the past!</p> <p><u>A St:</u> “was listening” because it is in the past!</p> <p><u>A St:</u> “didn’t hear” because it is in the past!</p> <p><u>A St:</u> “remembered” because it is in the past!</p> <p><u>A St:</u> “went” because it is in the past!</p> <p><u>A St:</u> “climbed” because it is in the past!</p>
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<p><u>15h30:</u> <u>Presentation of a</u> <u>new grammar</u> <u>lesson:</u></p> <p><u>16h00:</u> Time is over.</p>	<p><u>T.:</u> Mm! The next!</p> <p><u>T.:</u> Mm! The next!</p> <p><u>T.:</u> Mm! The next!</p> <p><u>T.:</u> Mm! The next!</p> <p><u>T.=>Ss:</u> You don't learn your lessons! Remember this! You use the Simple Past for a short action in the past, and the Progressive Past for a long action in the past! Read your lesson for the twenty verbs that you cannot use in the Progressive Form!</p> <p><u>T.=>Ss:</u> Our next grammar lesson is about the PRESENT PERFECT SIMPLE and the PRESENT PERFECT CONTINUOUS. Copy the lesson from <u>N.C.E.C. (2), Students' Book</u> / pages 56 – 57.</p> <p><u>T.=>Ss:</u> Read your notes, learn the lesson. Next time, I explain what you don't understand! Is it clear?</p>	<p><u>A St:</u> “arrived” because it is in the past!</p> <p><u>A St:</u> “believed” because it is in the past!</p> <p><u>A St:</u> “got” because it is in the past!</p> <p><u>A St:</u> “ate” because it is in the past!</p> <p><u>A St:</u> “rang” because it is in the past!</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> ‘The students give out the books between themselves, one for two, and copy the lesson till the end of the class session.)</p> <p><u>Ss:</u> (Together :) Yes, madam!</p>
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- **COMMENTS:**

During that session, it could be stated that the approach used to teach English was "very personal". The Institution has enough number of **New Cambridge English Course** — **N.C.E.C.** — for both the teachers and the students: they are made up of “Student's Book”, “Teacher's Book”, and “Practice Book”. “Secondel7”'s English language teacher makes

current use of those materials to carry out the teaching of language points and the teaching of language skills in English.

To teach a grammar point, for example the simple past and the past continuous tenses, the teacher asks the students to copy the lesson from N.C.E.C by the end of a previous lesson, tells them to learn the lesson at home, and the next session asks the students if they have got something to be explained. After defining the pages of the lessons to copy, the teacher proceeds immediately to giving the students the pages of the exercises to do, in relation with the lesson, from one of the N.C.E.C books. During the next session, as far as the class correct a sentence from the exercises given to them, the teacher explains the rules related to each sentence, and, the students note what they need and what they find useful.

During the correction session, for instance while correcting the continuation of the previous exercises about the simple past and the past continuous, the students were given 30 minutes to do the exercises on their own referring to the lesson they had copied in their grammar copy-books. Just after 30 minutes, the teacher proceeds to the correction. One by one, the students go to the blackboard and try to justify his/her choice of the correct verb form, tossing up. It was stated that even if the students were given the twenty verbs the previous session, it was obvious that they did not manage to remember them, and when a student was to explain the reason why he/she had chosen a verb form as the correct one for the sentence, he or she could say nothing. Then, only in such a case the teacher explained the values of the concerned suitable verb tense disregarding if the students note it down or not.

The teaching of the grammar points was done neither in the Structural Approach, nor in the Communicative Approach. During the class course, the sequences of the three main parts in the processes of teaching a language point cannot be noticed distinctly. In our view, the approach itself needs being improved. The teaching Approach itself is an obstacle for the students to acquire the language. The teaching was not based on what the students really need to acquire the language. Moreover, individual student's error in an exercise should be corrected as soon as possible so as to let him or her know how he or she must proceed in the future.

B- 2. CLASS OBSERVATION N°10

Date: 24th, January 2002

Level: "1^{ère} D₁"

Duration: 2hours (7h – 9h)

Number of students: 38

Lesson(s): 1- Dealing with a dialogue (See APPENDIX)

2- Grammar lesson

Title(s) of the lesson (s): 1- Preparation of an oral test

2- Simple Past vs. Past Continuous

Material(s): A dialogue

Document(s): New Cambridge English Course (2)

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>07h15 – 07h30:</u></p> <p><u>07h30:</u></p> <p><u>Presentation of a dialogue:</u></p>	<p>Greeting and roll-calling</p> <p><u>T.=>Ss:</u> Take one book for two of you!</p> <p><u>T.=>Ss:</u> Look at page 28!</p> <p><u>T.=>Ss:</u> As you see it, we have a dialogue. Between who is the dialogue?</p> <p><u>T.=>Ss:</u> Yes. You will read the dialogue in pair.</p> <p><u>T.=>Ss:</u> Do you understand the dialogue?</p> <p><u>T.=>Ss:</u> Have you understand the dialogue?</p> <p><u>T.:</u> (The teacher explains :) A “pub” is a place where you can have something to eat, to drink, for example coffee, tea, pizzas.</p> <p><u>T.:</u> (The teacher explains, writing on the board :) “Boring” is the contrary of “interesting”.</p>	<p>Greeting</p> <p><u>Ss:</u> (The students take one book – <u>N.C.E.C.</u> - for two of them.)</p> <p><u>Ss:</u> (The students look at the page.)</p> <p><u>Ss:</u> (Together :) George and Lorna!</p> <p><u>Ss:</u> (In pair, the students proceed in reading the dialogue.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>A St:</u> Please, madam, what is a pub?</p> <p><u>A St:</u> What is the meaning of “boring”, please?</p> <p><u>A St:</u> What is “A pie and a pint”, madam?</p>

07h55: Presentation (or Reinforcement?) of grammar points:	T.: It is the name of the pub!	Ss: (They are quiet.)
	T.=>Ss: Have you got any other question?	Ss: (No answer.)
	T.=>Ss: You will learn that dialogue for our next oral test!	Ss: (No answer.)
	T.=>Ss: Today, our grammar lesson is about Simple Past and Past Continuous!	Ss: (The students listen carefully to the teacher.)
	T.: (The teacher copies a set of exercises on the board :)	

EXERCISES:

⇒ **Use the Simple Past or the Past Continuous:**

- 1) Your letter (to arrive) just when I (to write) to you.
- 2) Susan (to telephone) while I (to have) breakfast.
- 3) I just (to meet) Harry when we (to work) at the back.
- 4) It (to snow) when I (to get up) in the morning.
- 5) While she (to talk) about the problem, I (to go) to sleep.
- 6) I (to hurt) my knee while I (to play) football.
- 7) I (to take) my coat because it (to rain).
- 8) While I (to look) through my papers, I (to find) a lot of unpaid bills.
- 9) We (to have) a trouble with the car when we (to drive) through London.
- 10) I would like to know why you (to walk) out of the room while I (to talk).

08h20: Correction of the exercise:	T.=>Ss: Who is going to the blackboard to correct sentence n°1?	Ss: (The students hesitate and say nothing.)
	T.=>Ss: What is your problem?	Ss: (No answer.)
	T.: (The teacher understands that she has to explain the lesson.)	
	T.=>Ss: We use the Simple Past for short actions, and we use the	Ss: (The students listen to the teacher's explanation.)

	<p>Past Continuous for long actions.</p> <p><u>T.=>Ss:</u> Let us take sentence n°1 as an example. Which is a short action, and which is a long action between “to arrive” and “to write”?</p> <p><u>T.=>Ss:</u> “To arrive” is a short action, and “to write” is a long action. So, give the correct tenses now! Go one by one to the blackboard!</p> <p><u>T.:</u> Good! The next sentence!</p> <p><u>T.:</u> (Pointing to a student, the teacher asks :) What about you?</p> <p><u>T.=>Ss:</u> (The teacher adds an explanation :) “To telephone” can be a short action or a long action. It depends on how long you are telephoning. So, the two tenses can be correct here! Is it clear?</p> <p><u>T.=>Ss:</u> Sentence n°3!</p> <p><u>T.=>Ss:</u> That is sentence n°4! What about sentence n°3?</p> <p><u>T.:</u> Sentence n°5!</p>	<p><u>Ss:</u> (In choral :) “To arrive” is short and “to write” is long!</p> <p><u>A St:</u> Your letter arrived when I was writing.</p> <p><u>A St:</u> Susan was telephoning while I was having breakfast.</p> <p><u>Ss:</u> (He hesitates and says nothing.)</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Together :) Yes, madam!</p> <p><u>A St:</u> It was snowing when I got up in the morning.</p> <p><u>A St:</u> I just met Harry when we were working at the back.</p> <p><u>A St:</u> While she was talking</p>
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<p>09h15: Time is over.</p>	<p><u>T.:</u> Sentence n°6!</p> <p><u>T.=>Ss:</u> Is there a mistake?</p> <p><u>T.=>Ss:</u> Do you need a long time to take a coat?</p> <p><u>T.=>Ss:</u> Ok! That is sentence n°7! What about sentence n°6?</p> <p><u>T.=>Ss:</u> What is the Simple Past of “to hurt”?</p> <p><u>T.=>The former student:</u> Correct your sentence!</p> <p><u>T.=>Ss:</u> Sentence n°8!</p> <p><u>T.:</u> Sentence n°9!</p> <p><u>T.=>Ss:</u> The last sentence!</p> <p><u>T.=>Ss:</u> Good!</p>	<p>about her problem, I went to sleep.</p> <p><u>A St:</u> I was taking my coat because it was raining.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>A St:</u> I took my coat because it was raining.</p> <p><u>A St:</u> I hurted my knee while I was playing football.</p> <p><u>Ss:</u> (Together :) “Hurt”!</p> <p><u>The St:</u> I hurt my knee while I was playing football.</p> <p><u>A St:</u> While I was looking through my papers, I found a lot of unpaid bills.</p> <p><u>A St:</u> We had a trouble with the car when we were driving through London.</p> <p><u>A St:</u> I would like to know why you walked out of the room while I was talking.</p>
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- **COMMENTS:**

The session of two hours with the scientific section class — 1^{ère} D1 — was centred on two principal matters: “dealing with a dialogue” in view of an oral test later on, and “reinforcing the students’ knowledge of / about the Simple Past and the Past Continuous”.

The teaching / learning session started with “dealing with a dialogue” just after the systematic “greetings and call of the roles”. Then, the teacher asked the students to take one book for two, as usual, and recommended them the page of the dialogue — page 28 in N.C.E.C.(2) —. Afterwards, the students were immediately asked to read aloud the dialogue in pair, without the teacher’s reading it to show the students the example pronunciation. There was no explaining “supposed unknown lexical items” or “Pre-Reading activity”, and the teacher asked thereafter if the students had understood the dialogue. No difficult words for the students were explained unless one of them asked for an explanation. It is worth mentioning that at the end of this STAGE, we all learn that the dialogue is to be learnt by heart in view of an ORAL TEST later on.

Then, the next Step came. It consists of a “GRAMMAR LESSON” of the day: the Simple Past and the Past Continuous. It implies that there should be a matter of dealing with “STRUCURAL ITEMS”, but will it be re-taught or reinforced?

There was no REVIEW STAGE, first, though it was said that it was the lesson of the day. In other words, it can be considered that the structural items being treated were to be treated in the class for the first time of the year. However, the processes of dealing with the language points developed as the following: straightaway after the teacher announced the whole class that the lesson of the day would be about the Simple Past and the Past Continuous, she copied on the blackboard a set of exercises based on the mentioned structural items. Then, she asked the students to do the exercises. As a result, 20 minutes later, the teacher expected the students to have done the exercises without any problem. Yet, the students were waiting for the teacher to explain them the values / uses of the structures. The 20 minutes were converted into a time consuming activity.

Truthfully, the teacher assumed that the students must have acquired the forms and, at least, the basic values of the structures being in “Première”. She thought the students needed not anymore to review or to be presented the structures once more. So, she proceeded immediately to making the students practise using the structures through exercises. Unfortunately, she had to explain “**the basic values**” of the structures before the students could do the exercises.

Fortunately, the exercises had led the students to the recognition of the values of the two verb tenses, even if they were the basic ones. The different contexts and situations used to illustrate the structural items had helped the students to understand furthermore the values of the two tenses.

In short, the teacher’s initiative and personal objectives, which are to make the students’ brain work on what they are eager to know and to acquire, are the positive sides of that class–course. Yet, in terms of “REINFORCING” the students’ knowledge and mastery of the language, being in a class–course, the teaching procedure and the kind of exercises cannot be enough to enable the learners to acquire and to practise using the language on their own orally or in writing. The teaching method tends to be too bookish that it needs being improved so as to make it communicative.

B - 3. CLASS OBSERVATION N° 11

Date: 18th, April 2002

Level: “1^{ère} D₁”

Duration: 2 hours (7h – 9h)

Number of students: 38

Lesson(s): Dealing with topics.

Topics: 1- Love problems and culture;

2- Asking for / giving advice;

Material(s): A set of letters. (See APPENDIX)

Document(s): New Cambridge English Course (3)

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<u>07h20:</u>	Greeting and roll-calling	Greeting
<u>07h30:</u> Dealing with topics:	<u>T.=>Ss:</u> Take one book for two of you!	<u>Ss:</u> (Each pair of the students has a copy of N.C.E.C. (2) with them.)
<u>Step 1:</u> Presentation of the letters:	<u>T.=>Ss:</u> Open your book! Look at page 62!	<u>Ss:</u> (The students open their books and look for the mentioned page.)
	<u>T.=>Ss:</u> What an you see there?	<u>Ss:</u> (In choral :) Pictures and texts!
<u>Step 2:</u> Silent Reading	<u>T.=>Ss:</u> As you see, the texts are	<u>Ss:</u> (For 15 minutes, the

<p><u>07h53:</u> Dealing with the texts:</p>	<p>about “Advice”. Now, you have some minutes to read the two texts silently.</p> <p><u>T.=>Ss:</u> From the first part of the texts, find eight key-words, that is eight words in the texts that help us to understand the texts!</p> <p><u>T.=>Ss:</u> Now, give me the eight key-words you have found!</p> <p><u>T.:</u> Good! (<i>As far as a word is given, the teacher writes it on the board.</i>)</p> <p><u>T.:</u> Good!</p> <p><u>T.:</u> Good!</p> <p><u>T.:</u> Ok!</p> <p><u>T.:</u> Good!</p> <p><u>T.:</u> Good!</p> <p><u>T.:</u> Ok! The last word!</p> <p><u>T.=>Ss:</u> What else?</p> <p><u>T.=>Ss:</u> What do you think of the word “To lie”?</p>	<p>students apply reading the texts silently.)</p> <p><u>Ss:</u> (The students work individually, trying to find out the eight key-words.)</p> <p><u>A St:</u> “Religion”!</p> <p><u>A St:</u> “Freedom”!</p> <p><u>A St:</u> “Get found out”!</p> <p><u>A St:</u> “Relationship”!</p> <p><u>A St:</u> “Trust”!</p> <p><u>A St:</u> “To be allowed to”!</p> <p><u>A St:</u> “To be destroyed”!</p> <p><u>A St:</u> (No answer.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (No answer.)</p>
<p><u>Step 4:</u> Explanation of the texts:</p>	<p><u>T.=>Ss:</u> (eliciting :) What is the meaning of “to lie”?</p> <p><u>T.:</u> (explains :) “To lie” is “not to tell the truth”. (And the teacher writes it on the board.)</p> <p><u>T.=>Ss:</u> Should I lie to my parents?</p> <p><u>T.:</u> (T. gives her own opinion about the question :) I should not lie to my parents.</p>	<p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students note the vocabulary item in their copy-books.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (Quiet, the students listen to</p>

	<p><u>T.:</u> (goes on explaining, and writes on the board :) “Should” = “to give advice”!</p> <p><u>T.=>Ss:</u> What are the texts about?</p> <p><u>T.:</u> (goes on explaining :) The texts are about two different cultures: an Asian girl, with Asian culture, and a white boy, with European culture.</p> <p><u>T.=>Ss:</u> Is the girl a Chinese?</p> <p><u>T.=>Ss:</u> Why?</p> <p><u>T.=>Ss:</u> What are her clothes? Look at the pictures!</p> <p><u>T.:</u> (goes explaining :) She wears a “sari”. (And she writes the new word on the board, then, goes on explaining :) A sari is the Indian clothes you can see in the picture.</p> <p><u>T.=>Ss:</u> Let’s talk about Indian religion. What can you say?</p> <p><u>T.:</u> (goes on explaining, and then, she writes on the board :) 80% of Indian people are Hindu; they follow the Hinduism, and 10% are Christians.</p> <p><u>T.=>Ss:</u> What is the problem here?</p> <p><u>T.:</u> Yes! Freedom, to be free, “liberté”! “Trust” is one important thing, one very</p>	<p>the teacher.)</p> <p><u>Ss:</u> (The students copy in their copy-books the items.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Together :) No!</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students take note down in their copy-books, and listen to the teacher.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students note the information in their copy-books.)</p> <p><u>Ss:</u> (In choral :) Trust; freedom!</p>
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<p style="text-align: center;">08h40 Step 5: Summarizing the texts:</p>	<p>important thing in our life. For example, if nobody trusts in you, nobody will respect you. “Trust” = “Respect”. The adjective from “trust” is “trustful”.</p> <p>(The teacher writes the words on the board after each explanation.)</p> <p><u>T.=>Ss:</u> (explains the phrasal verb, giving an example, and writing it on the board :) <u>Ex:</u> You are allowed to do your Mathematic exercises = you are permitted to do your Mathematic exercises.</p> <p><u>T.=>Ss:</u> Do you understand the texts from these words?</p> <p><u>T.:</u> (As a result, the teacher goes on explaining :) Asians are very strict in their culture. For example, if a girl gets married and she is no more virgin, the husband has the right to behead her according to their culture.</p> <p><u>T.=>Ss:</u> Who can sum up the texts?</p> <p><u>T.:</u> In three sentences!</p> <p><u>T.:</u> (explains :) “To sum up” means “To make a summary”.</p> <p><u>T.=>Ss:</u> Work in groups of four, and try to sum up the texts!</p>	<p><u>Ss:</u> (The students copy the language items in their copy-books.)</p> <p><u>A St =>T.:</u> Please, madam, I don’t understand “to be allowed to”?</p> <p><u>Ss:</u> (The students follow the explanation, and take notes in their copy-books.)</p> <p><u>Ss:</u> (The students hesitate, and give no answer.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (note the written explanation in their copy-books.)</p> <p><u>Ss:</u> (work in groups.)</p>
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<p><u>08h50: Step 6:</u> Correction of the summary:</p> <p><u>09h00:</u> Time is over.</p>	<p><u>T.=>Ss:</u> Which group is going to read their summary?</p> <p><u>T.=>G₃:</u> (T. interrupts the student, and corrects the sentence :) "... has fallen in love ..."</p> <p><u>T.=>Ss:</u> Do it at home. We correct it next time!</p>	<p><u>Group 3:</u> An Asian girl falling in love with a boy, but she knows ...</p> <p><u>Ss:</u> (The students follow the correction when the bell rings.)</p> <p><u>Ss:</u> Yes, madam!</p>
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- **COMMENTS:**

The subject of the teaching, during that session, is focused on DEALING WITH TOPIC — “Love Problems and Cultures” —, including the FUNCTIONS — “Asking for / giving advice” —.

Thus, normally, the teaching process should be based on developing, first, and then on reinforcing the students’ knowledge and mastery of a certain number of lexical items, ideas, concepts, and expressions related to the topics. Apart from that, to carry out the teaching, the teacher is free to choose as teaching supports between using a text, a dialogue, a picture, or sets of words in situations / contexts. What can, so, be said about the development of the processes of dealing with topics during the present session?

Analysing the development of the processes of dealing with the two topics mentioned above, and taking into account the mentioned essential points for our analysis, the following facts can be noticed: the teacher has chosen two letters as contexts to support the teaching / learning of the topics. Yet, till the end of the class – course, the session seems to deal with a READING COMPREHENSION EXERCISES. There was no developing, no enriching the students’ range of acquired lexical items related to the two topics. There was explaining “difficult words” liable to prevent the students from understanding the first text, and there was explaining one theme from the text, Eastern culture that is the Indian culture. It is not surprising if the students did not find anything to say when the teacher asked them a question. They must have waited for something to acquire, especially the titles of the lessons

— LOVE PROBLEMS AND CULTURE; ASKING FOR / GIVING ADVICE — were written clear on the blackboard.

Using a text as a support is one of the good ways of teaching or learning English. Yet, in terms of using it as a teaching support, teachers ought not to forget a while thinking of the following: the FINAL OBJECTIVE of the teaching, the teaching subject they intend to carry out. With the text you have, are you going to develop one of the four skills in English in your students, or are you going to teach / to develop / to reinforce your students' knowledge and mastery of English language points, or are you going to deal with topics? The handling of the text varies and is different once you decide to focus your teaching on one of those teaching subjects. Otherwise, the teaching must be performed for the sake of doing it while the students are in the classroom with us just to listen to us wasting the one or two hours' session without practising nor producing one sentence orally or in writing.

B- 4. CONCLUSION ABOUT THE CLASS OBSERVATION SESSIONS AND THE USE OF TEXTS AT “LYCEE JEAN JOSEPH RABEARIVELLO”:

At Lycée Jean Joseph Rabearivelo, the teaching procedures teachers use to fulfil English language teaching syllabuses vary according to individual teacher's teaching experience.

In terms of teaching language points — lexical or structural items — in “Seconde and Première”, the two class levels we could attend during the Class Observation Sessions, the teachers cannot reinforce immediately, as expected, what the students are supposed “should have acquired and mastered” in First Cycle Secondary Schools. They still have to re-consider the range of language points listed in the syllabuses by “re-teaching or revising” them. Working so, however, each teacher applies his / her teaching procedures. What are common for them remain the teaching syllabuses to complete a year. As an evident result, the students of English remain “note-takers” during their class-course. The fundamental reason for that situation is nothing else but the ways of teaching and learning the target language for at least four years in First Cycle Secondary Schools.

Concerning the use of texts as pedagogical supports at that Lycée — either as supports to develop and reinforce basic language elements or as means to develop the students' mastery of the four skills in the language —, it is arbitrary. Individual teacher is free to decide if using a text is useful and necessary for his / her teaching session or not, as well as how he / she will deal with it. The problem is that since the students had not progressively been familiarized to texts — that is to the way of showing the written aspects of the language

—, they have significant difficulty in working out a text. That is why they always look for help while exploring a text or while doing a Reading, a Listening, or a Writing exercise based on a text. Above all, most of the cases, the text is not explained to the students beforehand, and with the students' level of knowledge and mastery of the language, however, they are asked to study the text by themselves and to answer the comprehension questions alone at home.

In addition, in this public Institution, it is only in “TERMINALE” that **“using a text” is obligatory**. Yet, at such a school–year, at the end of the year, the students must sit for an official exam — the “Baccalauréat” —, and must have a good deal to do with “Reading Comprehension exercises”. It makes wonder if the ten months of a school–year can be enough for the students to get used to the target language written aspects to face with the exam as expected. One thing is sure: intelligent and brighter students know success while the weaker ones, failure.

In our view, there should be considerable uniformity of teaching principle to apply, and it should be not only at Lycée level, but indeed in First Cycle Secondary Schools. The conformity should be in the field of teaching language points, in the field of developing language skills in students, as well as in terms of using texts as teaching / learning supports — for Speaking, Listening, Reading, Writing exercises and for Dealing with Topics —. As such, even if at a time, different teachers of different knowledge background apply different procedures to deal with a same lesson, the students will acquire the same knowledge and will master the same skills in the language. Moreover, the main goal to enhance Lycée students' level of knowledge and mastery of the target language, as well as the aim to reinforce and develop what Lycée students should have acquired and mastered in First Cycle Secondary Schools, can be easily reached progressively. By the way, a REINFORCEMENT PRACTICE PROCEDURE carried out with the help of Graded Structured Texts can be one solution to the problem.

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CHAPTER THREE

GENERAL CONCLUSION ABOUT THE CLASS OBSERVATION SESSIONS

Considering the GENERAL PRINCIPLE how English language lexis and grammatical structures should be taught or dealt with at Lycée level, and, the English language Lycée teachers' ways of teaching or dealing with those language points at Lycées, it can be said that there are as many APPROACHES to teach the language as many teachers. Consequently, there are as many methods of starting the teaching tasks as many teachers. Some teachers need to know the students' level of knowledge and mastery of the target language first before establishing the school–year teaching plan, while others do not need to know the students' abilities and competence in the language but they just stick to the contents of the syllabuses to complete a year, and start straightaway the yearly language course without knowing their students. That reality, thus, implies types of teachers such as those who teach the language taking into consideration their students' level of knowledge and mastery of the language in general; teachers who carry out their tasks sticking to the official syllabuses to be fulfilled a school–year; teachers who teach the language relying on the development of the contents of the didactic materials they have at hand; teachers who teach the language according to their own intuition or experience as teachers. What then happen to Lycée students?

We have witnessed the following facts. Lycée students are subject to a double hit. On one hand, when the students were in First Cycle Secondary Schools, for at least four years, the teaching / learning of the target language were “neglected, and the students' level of knowledge and mastery of the language stagnate at ladder beginners. On the other hand, once at Lycées, the students cannot get rid of attending English language class session. English is more or less compulsory at certain extent, and Lycée teachers are torn between the limited teaching / learning time, the official syllabuses to complete a year, and the students' level of knowledge and mastery of the language which prove under the minimum required level. Lycée teachers cannot do more than they can do, faced with the mentioned parameters. As a result, only English language–passionate–students and the clever ones can succeed in the language learning while the others, they attend the class–course because they cannot miss it. Finally, at the end of each “learning–step / class level”, there is no reaching, at an average satisfactory rate, the end goal of teaching the target language. That is why there is always “the brightest know success in the language learning while the weakest, reluctance and failure.”

In all, the common facts that can be featured in public Lycées are the following: First, the main goal of teaching English at Lycée level seems to be far from being reached,

that is, the purpose of reinforcing and developing what the former First Cycle Secondary School students should have acquired and mastered, particularly in terms of elementary English language lexis and grammatical structures as the main resources of the language. Secondly, maybe because of the limited amount of teaching/learning time at school, scarce or rare is the case when language teachers make use of text as teaching/learning support to introduce or to make the students practise a language point. However, using texts is one of the efficient ways of exposing the students to the target language oral and written aspects: it can help Lycée teachers in their task of reviewing what the students have acquired and mastered in First Cycle Secondary Schools, in their task of reinforcing and developing the students' acquired knowledge of the language and skills in it. It can also help the students to understand easily words meanings, the values and the possible communicative functions of structures, since texts provide valuable context and situations putting into evidence language points. So far it is hard for Lycée teachers to reach the main purpose of reinforcing and developing what former First Cycle Secondary School students are supposed “should have acquired and mastered” for at least four years' studies before coming at Lycées. The particular matters, as we have already said, consist of the “BASIC ENGLISH LANGUAGE ELEMENTS” as the main “tools” to acquire the target language in its oral and written aspects.

Because of the facts mentioned above, it is a real task for the teachers to make the students work with texts unless, as we have stated it, the texts are “adapted” to suit the students' real level of knowledge and mastery of the target language, i.e. unless the texts are “graded and structured” to suit the level of knowledge of the group of students in question. In addition, rare is also the case when English language Lycée teachers dare make use of texts as teaching / learning supports to introduce or to make the students practise a language point; it makes them loose time to start the class from explaining the text in detail. Instead some of them prefer using very short dialogues or example sentences to show clearly / transparently the communicative function(s) of a structure or the meaning(s) of a lexical item. The students are incapable of making their brain work using the target language. Teachers need or have to spend two successive sessions to deal with a lesson including the three main parts of a teaching session. Texts are only of use when the teachers feel like to initiate the students doing “Listening Comprehension” or “Reading Comprehension.”

For those reasons, we have decided to suggest one possible way of improving the teaching / learning of the “BASIC ENGLISH LANGUAGE SKILLS” — as the main resources of a language — at Lycées. It is a reinforcement practice procedure to be applied with the help of graded structured texts.

To end, we would like to mention that the class observations we have carried out are by no means done in order to criticize or to blame our colleagues, English language Lycée teachers' methods or ways of teaching the language. They were just carried out to help realize what really happen at Lycées in the course of reinforcing and developing what former First Cycle Secondary School students are assumed "should have acquired and mastered" during their four years' study of the target language. Then, they were done to see how the students were exposed to both oral and written English since a language is first a means of both oral and written ways of communicating. The last and not the least, those direct class observation sessions are to see Lycée teachers' problems in their task of enhancing contemporary Lycée students' level of knowledge and mastery of the elementary English language lexis and grammatical structures; they are to see the teachers' problems in their task of developing and reinforcing what the students are supposed to have learnt in the preceding class levels. The class observations are also to state the possible causes of the students' problems in acquiring and practising the language after year' study of the language and contact with it. Our awareness of those facts and situations is useful and helpful to find out, at least, one of the possible ways of improving the teaching of the language at Lycées.

PART THREE

**SUGGESTING ONE WAY OF IMPROVING THE TEACHING
OF ENGLISH LANGUAGE LEXIS
AND GRAMMATICAL STRUCTURES AT LYCEES**

INTRODUCTION

The previous part has enabled us to be aware of how English language lexis and grammatical structures are dealt with at Lycées. In fact, English language teachers' various ways of dealing with the BASIC SKILLS of the target language at Lycée level give the observer the impression that the teachers are somewhat torn between nowadays' Lycée students' level of knowledge and mastery of English language in general on one hand — including the language basic elements —, and the main goal of teaching the language at Lycée level — Reinforcing and Developing what former First Cycle Secondary School students have acquired and mastered.

Therefore, to help English language Lycée teachers in their main task, we have decided to propose the topic of this research work: “USING GRADED STRUCTURED READERS / TEXTS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS AT LYCEES.” This research work is devoted to help the teachers, first, enhancing the students' level of basic knowledge and mastery of the language — i.e. its basic elements —, and then, reinforcing and developing what those students will have acquired and mastered. At a given point, this work is also to facilitate the students' acquisition of the language.

From the light of things, this last part, as the core of this work, includes three main chapters. CHAPTER ONE deals with the teaching / learning materials, “Graded Structured Readers / Texts” while CHAPTER TWO, with the proposed REINFORCEMENT PRACTICE PROCEDURE itself. CHAPTER THREE describes the different tries – out which were carried out to show the efficiency of the proposed TEACHING PROCEDURE. Entitled “EXPERIMENTATION SESSIONS”, each of the reports is followed by “COMMENTS.”

CHAPTER ONE

“GRADED STRUCTURED READERS / TEXTS”: THE TEACHING / LEARNING MATERIALS

“Graded Structured Readers / Texts” are the main teaching / learning materials we have chosen to make of current use while applying the REINFORCEMENT PRACTICE PROCEDURE we mean to propose as one possible way of improving the teaching / learning of “Basic English Language Skills” at Lycée level. Thus, we find it quite natural to give some neat information about the materials as well as their particularities.

I- A “READER” / “READERS”:

The term “READER” is a content word. It implies that it is a word which denotes or refers to something even when it is used in isolation. Grammatically speaking, the word “reader” belongs to the group of words known as “NOUNS”.

As a noun, depending on the context or the situation in which it is used, the word “a reader” — in singular — or “readers” — in plural —, can have or express a wide range of meanings or denotations. As such, “a reader” can express the following:

1. A person who reads books, newspapers, and so on.⁽¹⁾
E.g.: in “He is **a** great **reader** of romantic stories.”
2. A senior teacher at a university, position between Professor and Senior Lecturer. ⁽¹⁾
E.g.: in “She was **a reader** in English at London University.”
3. An electronic device which understands data or symbols.⁽¹⁾
E.g.: in “**A** bar code **reader**”
4. A school-book to help children to learn to read.⁽¹⁾
E.g.: in “The teacher handed out **the** new **readers** to the class. I remember one of **my** first **readers**; it was about pirates.”
5. A book for children learning to read or others learning a foreign language. ⁽¹⁾

⁽¹⁾All Nations: English Dictionary, 1992

As such, in the domain where we are concerned with, “A READER” or “READERS” is the teaching / learning material one can make of current use, as support or means to teach or to learn English language. Now, let us see what is meant by the term “GRADED”.

II – “GRADED”:

The word “GRADED” is a content word which derives from the noun “grade” and the verb “to grade”. Roughly speaking, in the noun “grade”, there is the idea of “level of quality” such as in the situation like “I want three **grade I** eggs, please.” As for the verb “to grade”, it is used to express or to refer to the act of “sorting something according to size or quality” such as in the situation like “People **grade** hotels 2, 3, 4, or 5 stars.”

Thus, “GRADED”, as the past form and the past participle of the verb “to grade”, **it is used to express or to refer to something which “is sorted according to size or quality.”**

As a matter of fact, since the name of our chosen teaching / learning materials embodies the term “GRADED”, what, then, “GRADED READERS” are referred to.

III – “GRADED READERS”:

“GRADED READERS” are “READERS” whose content is “sorted in size or quality” and “controlled” in terms of choice of appropriate words — lexical or / and structural items — to use in a context or a situation, and in terms of level of difficulty, so as to suit the level of knowledge and mastery of a target language of a precise group of learners.

It is worth mentioning that thanks to the effort made by experienced groups of persons, we can now have some different “**LADDERS**” of “**READERS**”. In fact, there are “READERS” for **Beginners**, for **Intermediate Level**, for **Advanced Level**, and for **More Advanced Level**. There are also terms used to rank the different levels as “READERS” for **Introductory Level**, for **Elementary Level**, for **Intermediate Level**, and for **Advanced Level**.

IV – CATEGORIES OF “GRADED READERS” AND THEIR DISTINGUISHING FEATURES:

“GRADED READERS” include four main categories. They are Simplified Readers, Structural Readers, Guided Readers, and Graded Structured Readers.

To distinguish those “READERS” from one another, we need to know the particular features which make the difference between them. They are:

- **Simplified Readers:** They are the simplified versions of great “Literary works” such as **Oliver Twist** of Charles Dickens, **Gulliver’s Travels** of Jonathan Swift, or **Jane Eyre** of Charlotte Brontë. Most of the cases, great “Literary works” are edited and published by a group of editors such as “The Longman Group”. Being simplified, the great “Literary works” are intended to whet and to satisfy the appetite of some readers for the real thing at an early stage. They are simplified in the sense that some particular elements, which make the texts of a great “Literary work”, have been taken out so as to make the texts easier to understand for apprentice readers. Those elements consist, for instance, of archaisms, poeticism, figures of languages.
- **Structural Readers:** “Structural Readers”, on the other hand, attempt to deal with the difficulty caused by structure words. For example, by the use of dependent clauses throughout a text, they generate other types of prose which it would be difficult to find elsewhere outside language learning materials. Dependent clauses are, most of the time, scarcely used in everyday life current conversations. **American Folktales I** is an example of a “Structural Reader”. That language teaching / learning material is “A Graded Supplementary Reader, Reinforcing Basic English Language Skills.”⁽¹⁾
- **Guided Readers:** “Guided Readers” are teaching / learning materials intended as an aid to students. They are provided with selected texts and passages — selected in terms of lexical and / or structural items — followed by a series of comprehension questions of different level of difficulty which are designed to help the readers grasp both the gist — the general meaning — of the texts or the passages in the books and the detailed information as well. The types of questions rank from “Yes / No questions” to “Wh- / How questions”, “Tag-questions”, and “Inferring questions”. The level of the questions varies according to the grading of the “Reader”.

V- **GRADED STRUCTURED READERS:**

To start the limitation, it would be better to understand why the “GRADED READERS” are called here “Structured”.

- **“Structure”:** By definition, the basic meaning of that root-word, “structure”, is “a way in which things are organized”. As such, there is an idea of “organisation” behind the word itself.

- **“To structure” / “Structured”**: Considering the meaning of the verb “to structure”, it means “to arrange something according to a system”. As such, the past participle of the verb, which is “**structured**”, is used to refer to something that is arranged according to a system. Thus, if the fact proves so, what is then a “GRADED STRUCTURED READER”?

- **“ENGLISH GRADED STRUCTURED READERS”**:

“English Graded Structured Readers” are language learning materials. They are “GRADED READERS”, and the basic elements of which are deliberately selected and established in an organized way so as to respond to the learners’ appeal and needs while acquiring the language in its oral and written aspects.

VI-FEATURES AND PARTICULARITIES OF “GRADED STRUCTURED READERS”:

- “Graded Structured Readers” have been created in order to increase and to develop first the level of knowledge of the learners and their mastery of English language and its basic elements; then, to reinforce the basic English language skills, its lexis and grammatical structures.
- The grading of the materials has not only been set according to a defined level of the general knowledge and mastery of English language reached by a group of learners, but also according to an increasing level of difficulty concerning the range of English language grammatical structures that the defined group of learners should know.
- “Graded Structured Readers” do not contain only one full length text. They contain an important number of texts. Each text is a reading selection containing one or two model structure(s) upon which language learning can be based. In the text, the model structure(s) is / are presented several times in the context of the story in view of putting into evidence the values or uses of the structure(s), and the possible communicative functions the structure(s) can convey.
- The vocabulary items that make up the texts in a “Graded Structured Reader” are also controlled. Related to the topics and the themes included in the stories,

the vocabulary items that form the texts are selected to cover the terms the learners are expected to acquire for current need.

- The great varieties of texts in a “Graded Structured Reader” represent a wide range of different styles: while others are simply narratives, some are newspaper articles; others may be dialogues, and some can be letters. Moreover, the texts have a wide appeal because the topics and themes of the different texts deal with matters of varied interests such as on families, animals, plants, human foibles, the supernatural and death, on realities and fictions, on the different myths and cultures all over the world.

In addition, the stories provide fertile materials for conversation, retelling, comparisons and contrasts with various and interesting topics and themes. The topic and themes of the story in each text are meant to motivate the students to express themselves orally and in writing, using the target language.

Still about the substance of “Graded Structured Readers” used as language learning materials, they contain not only graded and structured texts, but also valuable guidelines for the exploration of grammatical structures and lexical items under study, with instructions or guides about their values and communicative functions. Some exercises for oral and written practices, too, are provided in the “Readers” as sources of ideas for teachers, or as real practice for individual student’s exercises.

This section, which is related to the definition of “GRADED STRUCTURED READERS” and the particularities that distinguish or characterize the language learning materials from other “GRADED READERS”, leads us on to the definition of what we mean by “GRADED STRUCTURED TEXTS”.

VII - “GRADED STRUCTURED TEXTS”:

Can be termed a “Graded Structured Text” any text that contains or embodies the characteristics of the texts mentioned above.

A “Graded Structured Text”, as we have seen, can focus either on emphasizing some defined English grammatical structure(s), or on displaying or listing a range of vocabulary items related to a topic or a theme. In this case, the text is “**STRUCTURED**” in the sense that

it is either “**structurally organized**” or “**lexically organized**”. It does not exclude, however, that we can have a “Graded Structured Text” which is at once lexically organized and grammatically structured; in other words, the text can be structured to meet lexical and grammatical needs, — a “**lexically and structurally organized Graded Structured Text**”.

VIII – THE MOST IMPORTANT FEATURE OF A “GRADED STRUCTURED TEXT”:

One of the most important features of a “Graded Structured Text” is its texture: its “linguistic environments”.

One after another, the sentences which make up the text or the passage make clear or easier to understand the lexical or structural items in the material. Generally, with such a texture, the teacher need not much time to explain meanings of many words; the students can easily deduce or guess them from the text once they are well concentrated to the content of the text. The texture facilitates the teacher’s task, it helps to save more time for practices, and it is motivating for the learners.

Here is an example of such a text, taken from a “Graded English Text Book”:

Animals at the Farm⁽¹⁾

*The farmer lives in the **farm – house**. In front is the **farm – yard** where we see the birds of the farm or **poultry**: the **cock**; his wife, the **hen**, who gives us eggs; her large family of small **chicks**, or **chickens**; and the **turkey** and the **goose**. On the pond, there are **ducks**, swimming all day long. There are also **pigeons** which fly **about** the roofs of the farm.*

*When the corn is ripe, the farmer brings it to the farm in **carts**. These heavy **carts** are **drawn** either by **oxen**, which are very **strong**, or by **horses** which are faster, but not so strong.*

*In some farms, there is also a **donkey to draw light** carts: a donkey, or **ass**, is a **long – eared** animal.*

*The **cow** is the **female** of the **ox**; she gives us **milk**. A young ox or a young cow is called a **calf** (plural: **calves**).*

*The **pig** is a **large – eared, small – eyed** animal. The white **sheep** gives **wool** to make our clothes with. Some animals, such as the **rat** and the **mouse** are not useful in the farm! But the **farm – cat** kills rats and **mice**.*

⇒ The pinpointed lexical items to be reinforced: all the words in bold type.

⇒ Possible structural items to be reinforced: Compound Adjectives, for instance.

IX - AVAILABILITY OF “GRADED STRUCTURED READERS / TEXTS”:

“Graded Structured Readers”, as specific learning materials, can provide teachers, learners, searchers, and simple readers with a choice both of graded and structured texts.

“Graded Structured Readers” are the main resources of “Graded Structured Texts”. Yet, any Graded–English–text–book, old or new one, also provides “**Graded Structured Texts**”. Let us remark that once the substance of a text is set to suit a precise or defined group of learners' level of knowledge and mastery of English and its basic elements, it is “**GRADED**”, it can be considered a “**GRADED TEXT**”. Then, as long as it is devoted to focus on displaying the values and the possible communicative functions of some limited grammatical structure(s), or to inform about a range of vocabulary items centred on a topic or a theme, it is “**STRUCTURED**”.

For further information about some names of the resource–books and the possible places where teachers and students can find “Graded Structured Readers” and their categories, please, see “**APPENDICES**”.

Now that we know more about the teaching / learning supports we mean to use as means to carry out the “**REINFORCEMENT PRACTICE PROCEDURE**”, we had better proceed to its development throughout **CHAPTER TWO** of this part: “**USING GRADED STRUCTURED TEXTS / READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS**”.

CHAPTER TWO

“USING GRADED STRUCTURED TEXTS / READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS”: A REINFORCEMENT PRACTICE PROCEDURE

Throughout the “**GENERAL INTRODUCTION**”, we have already given a glance on the main focus of the “**REINFORCEMENT PRACTICE PROCEDURE**” we suggest here, its main goal, the development of its processes as well. Therefore, since the core of this work, on the whole, lies in the development of our topic which is “**USING GRADED STRUCTURED TEXTS / READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS AT LYCEES**”, the development of the proposed teaching / learning procedure can be considered as one of the most important points in this research–work.

As such, this is one of the most important chapters in this work throughout which the development of the proposed teaching / learning procedure is described in detail: the topic itself, the objectives of the work, the development of the procedure as well.

I – “USING GRADED STRUCTURED TEXTS / READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS AT LYCEES”: THE TOPIC.

“**USING GRADED STRUCTURED TEXTS / READERS TO REINFORCE BASIC ENGLISH LANGUAGE SKILLS AT LYCEES**” is the main subject of this work.

This subject consists in developing a “**REINFORCEMENT PRACTICE PROCEDURE**” which is intended to be carried out with the help of “**Graded Structured Texts**” as teaching / learning means, supports, contexts and situations.

Thus, the topic consists in making of current use “**Graded Structured Texts**” which can be found in any “**Graded Structured Reader**” and “**Graded English Text – book.**” In addition, the topic is devoted to reinforce the elementary English language lexis and grammatical structures in Lycée classes — “**Seconde, Première, and Terminale**”—.

II- OBJECTIVES OF THE WORK:

In principle, any choice of things is endowed with certain purposes whether the purposes are explicit or implicit, and any choice is naturally caused by any important reasons. With such a principle, we have chosen the subject of our Dissertation. Therefore, we are

going to sum up the reasons for the choice of our subject first; then, the objectives of the work.

Stating for years nowadays' Lycée students' level of basic knowledge and mastery of English in its oral and written aspects as the first international language at present time, the students' competence and performance using the language after years of studying it, the various ways of teaching the basic sources of the language and developing in the students the four skills in the language from First Cycle Secondary Schools to Second Cycle Secondary Schools, the limited teaching / learning time at school faced with the students' problems acquiring the target language, we are convinced that like many other teachers we ought to find out a solution to the problems. In fact, we are attempted to suggest the topic of the present Dissertation as one of the possible ways to solve the situation considering the roots of the dilemma.

Consequently, we have established a "REINFORCEMENT PRACTICE PROCEDURE" which is to be applied with the help of "Graded Structured Texts" as teaching supports for the teachers, while appropriate contexts and situations for the students to explore or to re-explore the fundamental resources of the language in order to acquire easily what they should know and master at their level.

In that, the "Reinforcement Practice Procedure" has a double function. For the teachers, it is intended to help them to enhance Lycée students' level of knowledge and mastery of the Basic English language lexis and grammatical structures in particular, since those language elements are the "raw materials / fundamental tools" needed, necessary, essential to acquire and to master the language.

As for the students, the "Reinforcement Practice Procedure" is to remind them the language items they had already learnt, but they have forgotten; it is also to help them understand and interpret to the full the meanings conveyed by a lexical item in isolation and in different contexts and situations as well as the possible communicative functions a given structure can express in different contexts and situations; then, it is to help them remember and practise easily the language items both orally and in written form on their own taking into account meanings and values. The "Graded Structured Texts" are equally to expose the students to the written aspects of the language.

The choice has been made to eradicate one of the real sources of Lycée teachers' and students' problems in the field of teaching and learning English as a living language, starting from the bases of the problems which are the "words".

III - “REINFORCEMENT PRACTICE PROCEDURE”:

“To reinforce a particular language item is to practise or use the particular language item **AGAIN**, so that students will find it easier to remember and use for themselves.”⁽¹⁾

As such, the “**REINFORCEMENT PRACTICE PROCEDURE**” we propose to be applied is a language teaching procedure based on **REINFORCING** particular language points — lexical and / or structural items — as often as possible, so that the learners will find the language points easier to remember and use for themselves.

IV – DEVELOPMENT OF THE “REINFORCEMENT PRACTICE PROCEDURE”:

The “Reinforcement Practice Procedure” develops as the following:

1- The subject of the teaching: Basic English language skills:

- Elementary English language lexical items.
- Elementary English language structural items.

⇒ **N.B:** At Lycée level, a great deal of the elementary English language lexical and structural items should be Lycée students’ “not totally new language points”.

2- Approach; Method; Techniques; Activities: Communicative.

3- The processes of development of the “Reinforcement Practice Procedure”:

3.1. Choice of “Basic English Language Skills” intended to be reinforced:

some lexical items or one or / and two structural items.

E. g.:

- Lexical items on “building”: house, school, hospital, hotel, factory, cinema, and so on.

Or

- Structural item(s): the simple present tense (forms and values / uses) of some verbs like “to built, to go to, to study, to take care of, to live, to work, to watch, and so on”.

Or

- The two language items in a session.

3.2. Choice of “Graded Structured Text” which contains the pinpointed range of lexical or structural items:

- A lexically organized Graded Structured Text.
Or
- A structurally organized Graded Structured Text.
Or
- A lexically and structurally Graded Structured Text.

3.3. Review Stage / Warm-up Stage:

At this stage, the teacher reminds the students the lexical or / and structural items being reinforced. In this situation, the items are no more to be considered as new to the students, and should no longer be introduced to them as if the items were very new ones.

The Review or Warm-up stage stands as the combination of Review / Warm-up stage with the Presentation stage, but only the teacher need not to present the concerned language point(s) as very new ones to the students. It implies that the necessary length of time for that stage is lasting; it may combine at once the full length of time needed for both a Review stage and a Presentation stage, depending on the circumstances / atmosphere in the classroom as well as the students' need to recognize and understand the form(s) and basic meanings or values / uses of the items.

It is during that step when the “Graded Structured Text” starts to be made of use:

- a. Individual student must have the text.
- b. **Reading the text aloud for pronunciation:** Depending on the classroom situation, the text can be read at this stage, or by the end of the class-course. Reading aloud is meant to develop the students' speaking skills. So, if the reading is carried out at this stage, the teacher must read the text aloud first to remind the students the right pronunciation. If the reading aloud is expected to be done by the end of the course, it does not exclude the necessity of helping the students in their pronunciation in between the session.
- c. Then, the students read the text aloud, sentence by sentence, after the teacher so that they can practise and remember sounds and right pronunciation.

d. If the session is based on reinforcing:

(1) – **a range of lexical items**: the teacher need and ought to make sure the students have grasped the items — i. e. form(s); values; meanings —, and had better recapitulate the items, for example in a form of chart.

Nevertheless, to check the students' level of understanding, the teacher need to ask them the necessary comprehension questions, mainly orally so far.

In case the students would not manage to understand the text despite the fact that the items have been carefully or well selected, the teacher ought to explain them the items again then.

(2) – **a structural item**: it is the moment when the teacher has to remind the students the form(s), of the item, its values / uses, and the communicative functions it can convey, using as contexts / situations the content of the “Graded Structured Text”.

3.4. Practice Stage: the “REINFORCEMENT PRACTICE PROCEDURE”:

- **Step 1: Controlled Practice exercises:**

In advance, the teacher designs a series of exercises which are meant:

- To familiarize the students with the items — lexical or / and structural —.
- To help the students absorb thoroughly meanings of lexical items, forms and values or communicative functions of structural items.
- To train the students to practise using the items orally and in written form.

The exercises should be designed in such a way that they are “controlled”; that is, they should be directed by means of “Instructions” in view of enabling the students to recognize and remember easily the forms and meanings of the items. “Repetition, Drills, Simulation” are the ideal kinds of techniques best for “Controlled Practice exercises”. Moreover, the types of exercises and the activities should be varied to avoid monotony.

- **Step 2: Guided exercises:**

This step also consists of a series of exercises which the teacher should also design in advance.

Yet, at this stage, the series of exercises should be established in such a way that they are progressively less and less controlled so that the students can be able to practise using the items — lexical or structural — progressively independent of the teacher's help, on their own orally and in written form in appropriate contexts and situations.

The best techniques to carry out “Guided exercises” are through using charts, tables, pictures, cards, and so on.

NOTICE:

- ✓ Since the main goal of teaching / learning a language is to enable the learners / to be able to communicate orally first, then, in written form in the target language on one's own, oral practice should come before the written one.
- ✓ Depending on the students' level of knowledge and mastery of the language, as well as the limited teaching / learning time, GUIDED PRACTICE / PRODUCTION EXERCISES can open straightaway the stage.

3.5. Production Stage / Free Practice Stage:

This stage includes freer or less controlled practice exercises which should also be designed in advance.

The exercises are called “FREE PRACTICE EXERCISES” because they are designed to require individual student's ability to express himself or herself orally or / and in written form in appropriate contexts and situations, using the language items they have revised. In that sort of task, the teacher just gives the “Instruction(s)” which outline the different tasks to do, and the students realize the work showing their performance or / and competence using the target language.

Here, CHAPTER TWO ends with the theories about the “Reinforcement Practice Procedure” which is to be implemented with the help of “Graded Structured Texts”. The next CHAPTER, entitled “EXPERIMENTATION SESSIONS”, will show us how efficient the procedure can be despite the students' unsatisfactory level of knowledge and mastery of English language.

CHAPTER THREE

EXPERIMENTATION SESSIONS

Throughout the two preceding chapters, we have studied together two principal matters: the topic of our work which is focused on proposing a “Reinforcement Practice Procedure” meant to be carried out with the help of “Graded Structured Texts”, and on “Graded Structured Readers / Texts” as the necessary and essential teaching / learning supports to apply the proposed Procedure.

Therefore, the present CHAPTER is to deal with the “EXPERIMENTATION SESSIONS”: the objectives of the Experimentation Sessions, the general situation in the chosen Lycée where the experimentations were carried out, and the reports of the few experimentation sessions followed each by comments.

I – “EXPERIMENTATION SESSIONS”: THE THEORY.

“EXPERIMENTATION SESSIONS”, in short, are sessions during which a “PROCEDURE” is implemented or tried-out in order to realize and show its efficiency.

In our field, the few “Experimentation Sessions”, being reported, consist of the implementation of the “Reinforcement Practice Procedure”, mentioned above, using, as teaching / learning supports, “Graded Structured Texts / Readers”.

Later in this chapter, the development of those few “EXPERIMENTATIONS” will each be reported and followed by comments.

II – OBJECTIVES OF THE EXPERIMENTATIONS:

Our main aim is to check and show the efficiency of the proposed “Practice Procedure” we have experimented in a Private Lycée in Antananarivo. It is also to let see and realize how efficient the Procedure can be so as to improve and enhance Lycée students’ level of knowledge and mastery of English language.

III – GENERAL SITUATION IN THE CHOSEN LYCEE:

Our experimentation has been carried out in a Private School in Antananarivo. It concerns the “Collège La Fontaine” in Ambohibao which is located in the “Commune” of Antehiroka, District of Ambohidratrimo in the Province of Antananarivo.

The Private “Collège” was founded in 1999, and has First Cycle and Second Cycle levels: from “6^{ème}” to “Terminale” classes. Its Second Cycle Secondary School includes three

classes: one “Seconde”, one “Première”, and a “Terminale”. In “Première” and “Terminale”, the sections A, C, D are mixed in a same classroom. The school has not enough room and the number of students is fairly high.

During this school–year 2003–2004, the number of the students in “Seconde” amounts to twenty–seven (27); in “Première”, the students are twenty–one (21); and the students in “Terminale” amount to thirty–two (32).

We were allowed to experiment the subject of our investigation when possible, but taking into consideration the official language teaching approach and the English language teaching Lycée syllabuses, especially for the class “Terminale”. English language teaching / learning sessions are limited to two sessions of two hours a week for each class level. In fact, we could carry out our experimentation in a fairly good condition.

Concerning the information about the students on the whole, we were told that they have very low level of knowledge and mastery of the target language. Most of them have been expelled from Public Lycées and C. E. G.s; some are part–time young workers; others are from needy families; and some are orphans. Those students come to the “Collège” to have another chance to go on studying and to acquire additional knowledge.

Therefore, we were advised to start the teaching as if we were dealing with “Beginners” while teaching in the “Seconde” and “Première”, disregarding the real language teaching syllabuses that suit the students’ academic level. The philosophy of the couple, who are the owners of the school, in terms of teaching / learning principle, lies on providing the students with bits of knowledge or inputs that can be well–assimilated and mastered, and equally on making the students acquire and assimilate bits but well–mastered knowledge.

In addition, the owners informed us that the school could never have sufficient number of relevant teachers to assure the courses; then, in the field of language teaching, the school possesses a language laboratory which is supplied with a large–screened television set and some cassettes of films in English. Unfortunately, we could never have the possibility and opportunity to set foot in the room.

To close this item, we would like to have some words about the didactic materials in the school. The school has no book; each practising teacher has to do his or her best to carry out the academic lessons for a school–year. Considering that reality, a stream of thought came to our mind: such a working condition is part of the reasons why even in “Terminale”, the students cannot manage to acquire the minimum agreeable level of knowledge and mastery of almost all the subject–matters, in general, and they remain “false beginners”, particularly in the field of language learning.

IV – “EXPERIMENTATION SESSIONS”: IMPLEMENTATION.

The first time we had met each class, the class–course started with greetings, introducing to each other, chatting, then asking individual student’ s problem(s) in the acquisition of English language. Next to that, we proceeded to testing each class’ real level of knowledge and mastery of the target language.

For that diagnosis test, we made each class–level treat the year 2003 official B.E.P.C. exam subject. The result proved that even the students in “Terminale”, they had incredible problem in dealing with it. For example, the title of the text is “MEAL IN THAILAND”. Only five (05) students out of thirty–two (32), in “Terminale”, know what “MEAL” is and managed to find the gist of the text. Besides, for all the students in the three levels, “writing” and “writing letters” are the same. Hence, we decided to resort to applying the “REINFORCEMENT PROCEDURE” so as to help them improve their knowledge and mastery of English language.

Other things worth being mentioned are the following. The students admitted that they can understand the meanings of a considerable amount of English words, in isolation, that they can recognize forms of certain English language structural items, for example the formation of the Present Perfect Simple in the affirmative, negative, and interrogative forms, but they do not know how and when to use them. The few part–time-worker students, on their side, declared that if only they knew English language, they could have earned better wages.

Analysing the reality and the situation in the school, we deduced that despite any form of problem, the students are willing to learn English and are still motivated enough to acquire it.

Coming back to our “Experimentation Sessions”, only some of them will be reported and commented in this work. They are not the very first part of the sessions during which we still had to help each class to be nearly at the same level of knowledge and mastery of the target language. Yet, the numbering of each experimentation session is not the actual chronological order of the practical sequences of the lessons. It simply refers to the number of the experimentation.

VI - 1. EXPERIMENTATION N° 01

Date: Thursday, 11th March 2004

Level: “Seconde”

Duration: 2 hours (8h – 10h)

Number of students: 27

Subject: Reinforcement of a few elementary lexical items.

Topic: Food

Theme(s): Meat, fruit, some processed food from farm products.

General Objectives: The students will be able to practise using orally and in written form the few elementary lexical items about "Food" defined above.

Specific Objectives: At the end of the lesson, the students will understand and remember the few lexical items and will be able to use them for themselves in different contexts and situations.

Materials: A Graded Structured Text from "L'Anglais Vivant" ⁽¹⁾

The text: "Our Food"

The greater part of our food comes from the farm. First, we eat meat which is the flesh of animals. For instance, we eat mutton, which is the flesh of sheep; pork, which is the flesh of pigs; beef, which is the flesh of oxen; veal, which is the flesh of calves. We get our meat at the butcher's.

From the farm we also get fruit such as round red cherries; strawberries which grow on a small plant; yellow apricots, and peaches; green pears, apples, and grapes; oranges, bananas, and pine-apples. They taste good and sweet when they are ripe. When they are unripe, they taste sour, or bitter. For dessert, we eat fruit raw, as it grows on the tree. When fruit is cooked a long time with sugar and kept in pots, it is called jelly or jam.

From the farm we also get milk and cream from which butter and cheese are made; eggs and corn-flour with which we make puddings and cakes.

Procedures	Teacher (T)	Students (Ss) / (St) Observation
I- Review	<p><u>T:</u> Who can remind the class some birds of a farm?</p> <p><u>T.:</u> Good! And some names of bigger animals of a farm?</p>	<p><u>Ss.:</u> (They hasten to answer one by one): hens, cocks, chicks, chickens, turkeys, geese.</p> <p><u>Ss.:</u> (One by one) : oxen, cows, pigs, sheep, calves,</p>

⁽¹⁾ Carpentier, Pierre and Madeleine : L'Anglais Vivant – Ed. Fialip

	<p><u>T.:</u> Do you know the names of the meat we get from those animals?</p>	<p>asses, horses</p> <p><u>Ss:</u> (The students hesitate.)</p> <p><u>St₁:</u> hen, cock, chicken, turkey, goose.</p>
	<p><u>T.:</u> Right! And the names of meat from pigs, oxen, and so on?</p>	<p><u>St₂:</u> We do not know.</p> <p><u>St₃:</u> We do not eat asses. (The whole class laughs at him.)</p>
<p>II- Presentation:</p> <p><u>Step1:</u> Introducing the text.</p>	<p><u>T.:</u> Today, the title of our text is: (The teacher writes the title on the blackboard): "Our food"</p> <p><u>T.:</u> What do you call "Food"?</p> <p><u>T.:</u> You copy the text with me. - Pay attention on the spelling of each word! - You can ask me questions if there is a word or something you cannot understand!</p> <p><u>T==> The class:</u> Who can answer the question?</p> <p><u>T==> The class:</u> Is it clear?</p> <p><u>T.:</u> (The teacher explains the words) : . Cherries ==> a cherry: In</p>	<p><u>Ss.:</u> (together): rice, meat, water, fruit, green leaves, cakes, bread.</p> <p><u>Ss.:</u> (The students copy the text with the teacher.)</p> <p><u>St.:</u> Please, Madam what is "the flesh"?</p> <p><u>Ss.:</u> (whispering): "nofo"</p> <p><u>Ss.:</u> Yes</p> <p><u>St.:</u> Please, Madam "cherries" and "strawberries"?</p>

	<p>Madagascar, there are no cherries. In French "a cherry" is "une cerise" . Strawberries ==> a strawberry: the small round and red fruit that Ambatofotsy villagers grow for us.</p>	<p><u>Ss:</u> (Together) : "fraises" <u>St.:</u> Please, "sour" and "bitter"?</p>
	<p><u>T.:</u> (The teacher explains the item by giving examples): . <u>Sour:</u> Vinegar tastes sour. . <u>Bitter:</u> Nivaquine tastes bitter. <u>T.:</u> (The teacher explains): . Corn-flour is the powder of corn; it is the powdered – corn.</p>	<p><u>Ss.:</u> The meaning of "corn-flour"? We know "corn".</p>
<p><u>Step 2:</u> Reading the text (by the teacher)</p>	<p><u>T.:</u> (The teacher reads the text aloud and slowly.) <u>T.:</u> (The teacher reads the text a second time at normal speed.)</p>	<p><u>Ss.:</u> (They listen carefully and follow in their copybooks.) <u>Ss:</u> (They listen and follow their text.)</p>
<p><u>Step 3:</u> Reading the text (by the students)</p>	<p><u>T. ==> The class:</u> You read the text. One student reads one sentence.</p>	<p><u>Ss:</u> (One by one, the students read the text sentence by sentence.)</p>
<p><u>Step 4:</u> Comprehension questions</p>	<p><u>T.:</u> (The teacher copies the exercises on the blackboard): 1- <u>Choose the best answers:</u> According to the text, we get the important part of our food from: a) the market</p>	<p><u>Ss:</u> (The students copy the exercises in their copybooks.)</p>

	<p>b) the farm c) the butcher's</p> <p>T. => Ss.: Good! Copy the next exercises!</p> <p>2- <u>True or false:</u> According to the text, our food includes :</p> <p>a. mutton, strawberries, eggs, and corn-flour.</p> <p>b. pork, apricots, processed food like butter and cheese, and corn-flour.</p> <p>c. meat, fruit, milk, cream, eggs, and processed food like sugar, jelly, jam, butter, cheese, and corn-flour.</p> <p>T. => Ss.: Good! Let's go on!</p> <p>3- <u>Read the text and fill in the charts :</u></p> <p>a. <table border="1" data-bbox="539 1417 785 1585"> <thead> <tr> <th>Animals</th> <th>Meat</th> </tr> </thead> <tbody> <tr> <td>sheep</td> <td>mutton</td> </tr> <tr> <td>pigs</td> <td>pork</td> </tr> <tr> <td>oxen</td> <td>beef</td> </tr> <tr> <td>calves</td> <td>veal</td> </tr> </tbody> </table></p> <p>b. <table border="1" data-bbox="539 1659 815 1792"> <thead> <tr> <th>Fruit from the farm</th> </tr> </thead> <tbody> <tr> <td> </td> </tr> </tbody> </table></p>	Animals	Meat	sheep	mutton	pigs	pork	oxen	beef	calves	veal	Fruit from the farm		<p><u>Ss:</u> (The students shout together): b)</p> <p><u>Ss:</u> (The students copy the exercises.)</p> <p><u>Ss:</u> (All of them): True!</p> <p><u>Ss:</u> (The students go on copying the exercises, and suddenly together): True!</p> <p><u>Ss:</u> (The students go on copying the exercises.)</p> <p><u>Ss:</u> (All of them): True!</p> <p><u>Ss:</u> (The students copy the next exercises.)</p> <p><u>Ss:</u> (All the students manage find the answers for chart (a): mutton, pigs, beef, calves.</p> <p><u>Ss:</u> (The students copy the item (b).)</p> <p><u>Ss:</u> (Three students have not found some of the names of fruit from the text): cherries,</p>
Animals	Meat													
sheep	mutton													
pigs	pork													
oxen	beef													
calves	veal													
Fruit from the farm														

	<p>c. <table border="1" data-bbox="539 264 815 398"> <tr> <td>Processed Food</td> </tr> <tr> <td> </td> </tr> </table></p>	Processed Food		<p>strawberries, apricots, peaches, plums, pears, apples, grapes, oranges, bananas, dates.</p> <p><u>Ss:</u> (The students go on copying the item (c).)</p> <p><u>Ss:</u> (All the students have found the answers for (c)): jelly, jam, cream, butter, cheese, corn – flour.</p>
Processed Food				
<p><u>III-Controlled Practice</u></p> <p>.Activity: «Information card» (oral activity)</p>	<p><u>A. Guided exercises:</u></p> <p><u>T. => Ss.:</u> Take a piece of paper!</p> <p><u>T. => Ss.:</u> Draw an animal of a farm, or a fruit, or processed food; hide it from your friend.</p> <p><u>T. => Ss.:</u> Now, we will work in pair. Find your partner.</p>	<p><u>Ss:</u> (The students take pieces of paper.)</p> <p><u>Ss:</u> (Each student draws something in his or her piece of paper, hiding it from his or her neighbour.)</p> <p><u>Ss:</u> (Each student finds a partner.)</p>		
<p><u>Step1:</u> T. <==>Ss.</p>	<p><u>T. => Ss.:</u> (The teacher gives examples with some students.)</p> <p><u>T. => St₁:</u> (showing a picture :) What is this picture?</p> <p><u>T.:</u> What colour is it?</p> <p><u>T.:</u> What meat does it give us?</p> <p><u>T.:</u> (The teacher reformulates St₁'s answer): we do not eat a chick! It is too small!</p>	<p><u>Ss:</u> (The others listen and look at the examples.)</p> <p><u>St₁:</u> It is a chick.</p> <p><u>St₁:</u> It is yellow.</p> <p><u>St₁:</u> (laughing): we do not eat it.</p>		

<p><u>Step2:</u> Ss <==>Ss</p>	<p>(While the students practise using orally the new lexical items, the teacher cares about their pronunciation and accuracy.)</p>	<p>(Each pair of students acts out practising orally the new language lexical items.)</p>
<p><u>Step 3:</u> <u>Activity:</u> «Completion»</p>	<p><u>T. => Ss:</u> Here is the next exercise! Take it down in your copybooks, and do it as fast as possible! (The teacher copies the next exercise on the blackboard):</p> <p><u>B. Controlled exercises.</u> <u>Complete each missing word with the suitable one from the following list :</u> meat, gapes, apples, pears, bread, strawberries, butter, pork, peaches, cheese, mutton, apricots, veal, pine-apple, eggs, chicken, sugar, corn-flour, goose, cream, turkey, oranges, bananas.</p> <p>1- A butcher sells So, at the butcher's we can get some..., some..., some..., and some.... At a butcher's, too, we can buy prepared ..., ..., and</p> <p>2- To prepare fruit salad, we need some ..., some ..., some..., some..., and some slices of We also need some ... and some Usually, we do not need ..., ..., ..., and ... in a</p>	<p><u>Ss:</u> (The students copy the exercise in their copybooks.)</p>

	<p>fruit salad.</p> <p>3- For breakfast, many people usually have ... and ..., or ... ; some people have cakes made with ... and ...</p>	<p><u>Ss:</u> (The students do the exercises quietly and individually.)</p>
<p><u>Step 4 :</u> Correction of the exercises</p>	<p><u>The expected answers:</u></p> <p>. <u>Exercise N° 1:</u> A butcher sells <u>meat</u>. So, at a butcher's we can get some <u>beef</u>, some <u>pork</u>, some <u>mutton</u>, and some <u>veal</u>.</p> <p>. <u>Exercise N° 2:</u> To prepare fruit salad, we need some <u>bananas</u>, some <u>strawberries</u>, some <u>peaches</u>, some <u>apricots</u>, and some slices of <u>pine-apple</u>. We also need some <u>sugar</u> and some <u>cream</u>. Usually, we do not need <u>oranges</u>, <u>pears</u>, <u>apples</u>, and <u>grapes</u> in a fruit salad.</p>	<p>(One by one, the students goes to the blackboard. Before he/she writes the answer, he/she reads the sentence.)</p> <p>(Out of the twenty-seven students, only four of them have made insignificant mistakes. The four students need longer time than the others to finish all the exercises.)</p>
	<p>. <u>Exercise N° 3</u> For breakfast, many people usually have <u>bread</u> and <u>butter</u>, or <u>cheese</u>; some people have cakes made with <u>eggs</u> and <u>corn-flour</u>.</p>	

- **COMMENTS:**

As the first real implementation of the Reinforcement Practice Procedure in class, and considering the students' unsatisfactory level of knowledge and mastery of the target

language just one month before — when we arrived at the Lycée —, we felt quite satisfied with the tangible results from the use of the proposed procedure.

First, thanks to the texture of the text as an explanatory text, we did not have to explain every “word” as we first feared it. We had only to be concerned with the targeted lexical items. The students could guess meanings, and managed to understand the text.

Secondly, the Information Card, the activity used during Controlled Practice Stage was relaxing and motivating for the students: we could state that the students enjoy drawing, especially things or animals they like best. It did not take them much time to do the drawings. Hiding his or her drawing from his or her partner in order to surprise the later with one’s series of questions and waiting for the interlocutor’s right answers pleased and stimulated the students. Everyone had tried their best to show off his or her capacities.

As for the written exercises, though to a certain extent they were subjective, the students managed to find the suitable language to be used for the given situations.

The limited teaching time did not allow us and the students to do more exercises and to proceed to the Free Practice Stage or Production Stage. Fortunately, during the Controlled Practice Stage, partly, the activity provided the students with an opportunity to practise oral activities on their own as well as using the lexical items in realistic situations.

Finally, we could see that the students, despite their deficiencies in the target language, were effectively ready and willing to learn English. Thus, in our view, the Reinforcement Practice Procedure was promising and it proved positive and efficient.

IV- 2. EXPERIMENTATION N° 02

Date: Tuesday, 16th March 2004

Level: “Seconde”

Duration: 2 hours (10h – 12h)

Number of students: 27

Lesson: Reinforcement of a few lexical items.

Topic: Animals at the farm.

Theme(s): A town; A country; Animals at the farm: the cattle, the poultry.

General Objectives: To train the students practise using orally and in written form the few target lexical items above.

Specific Objectives: At the end of the lesson, the students will be able to understand, to remember and use easily on their own the few lexical items in appropriate contexts and situations both orally and in written form.

Materials: A Graded Structured Text from L'Anglais Vivant.⁽¹⁾

The text: “*Animals at the Farm*”

A place far from a town is called a country. When we take a walk in the country, we do not walk along a street, but along a road. When a road comes to a river, it crosses it on a bridge.

In the country, people live in villages. A town is large, a village is small. In a town, there are many people and many houses; in a village, there are few people and most houses are farms.

A farmer lives in a farm and works in the fields. In his fields, he grows corn, with which bread is made; or beets, which give sugar to put in our tea or coffee.

A farmer keeps many animals on his farm: the bigger animals of the farm are called the cattle. The cattle eat grass in large green fields called meadows.

The farmer lives in the farm-house. In the front is the farm-yard where we see the birds of the farm or poultry: the cock; his wife, the hen, who gives us eggs; her large family of small chicks, or chickens; and the turkey and the goose. On the pond, there are ducks, swimming all day long. There are also pigeons which fly about the roofs of the farm.

When the corn is ripe, the farmer brings it to the farm in carts. These heavy carts are drawn either by oxen, which are very strong, or by horses which are faster, but not so strong.

In some farms, there is also a donkey to draw light carts: a donkey, or an ass, is a long-eared animal.

The cow is the female of an ox; she gives us milk. A young ox or a young cow is called a calf (plural: calves).

The pig is a large-eared, small-eyed animal. The white sheep gives wool to make our clothes with.

Some animals, such as the rat and the mouse are not useful in the farm. But the farm-cat kills rats and mice.

⁽¹⁾ Carpentier, Pierre and Madeleine: L'Anglais Vivant – Ed. Fialip

Procedures	Teacher (T)	Student(s) / (Ss; St)
<p><u>10h00:</u> <u>Review:</u></p> <p><u>10h12:</u> Presentation of the new text: <u>Step1:</u> Giving out the new text. <u>Step2:</u> Reading the text aloud:</p> <p><u>10h22:</u></p>	<p><u>T.:</u> Do you remember where does the great part of our food come from?</p> <p><u>T.:</u> Good! Can you give the categories of food we can get from the farm?</p> <p><u>T.:</u> Good! What else?</p> <p><u>T.:</u> Give some examples!</p> <p><u>T.:</u> Thank you! Other examples?</p> <p><u>T.:</u> Yes, jam is a kind of food from the farm; fruit is from farming. What else?</p> <p><u>T.:</u> Very good!</p> <p><u>T.:</u> Today, we are going to deal with another text. It is related to the text we studied last time.</p> <p><u>T.:</u> Please, we need two students to give out the copies of our new text.</p> <p style="text-align: center;"><u>1-First reading:</u></p> <p>The teacher reads the text aloud and slowly.</p> <p style="text-align: center;"><u>2-Second reading:</u></p> <p>The teacher reads the text aloud sentence by sentence.</p> <p style="text-align: center;"><u>3-Third reading:</u></p> <p>The teacher listens carefully to the students and watches them out.</p> <p><u>T.:</u> Copy the following exercises in your</p>	<p><u>Ss:</u> (In choral :) The big part of our food is from the farm!</p> <p><u>St₁:</u> Meat!</p> <p><u>St₂:</u> Processed food.</p> <p><u>St₂:</u> Mm ... , processed food, for example cream and cheese.</p> <p><u>St₃:</u> Butter; jam!</p> <p><u>Ss:</u> (In choral :) Fruit!</p> <p><u>Ss:</u> (They listen carefully to the teacher.)</p> <p><u>Two Ss:</u> (Two volunteers give out the copies to the class.)</p> <p><u>Ss:</u> (They listen carefully to the T, following the script.)</p> <p><u>Ss:</u> (The students repeat aloud sentence by sentence after the teacher.)</p> <p><u>Ss:</u> (The students practise reading the text aloud and harmoniously with the right pronunciation.)</p> <p><u>Ss:</u> (They copy the exercises in</p>

<u>Practice:</u>	copy-books. While you do that, try to understand the items and what you are asked to do. You finish copying with me.	their copy-books. It is very quiet in the classroom.)
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⇒ **Replace the underlined words by the appropriate words from the text:**

- 1- Analakely is a country and Betsizaraina is a town.
- 2- In Analakely, cars run on the road, and in Betsizaraina, carts run on the street.

⇒ **II- Match A with B and C in order to get nine meaningful sentences:**

A	B	C
A field		from beets.
We	are	not useful animals in a farm.
The poultry		from sheep to make clothes.
Sugar	is	a place to grow plants.
The cattle		bread with corn and sugar.
A meadow		all birds of the farm.
Asses and horses	make	where animals eat grass.
Wool		the big animals of the farm.
Rats and mice	draw	heavy carts from the fields.

⇒ **III- Fill in the chart with sentences from the text which explain the following words:**

The cattle are	
The poultry are	
Calves are	
The male of a cow is	
A sheep gives	
Eggs are from	
Farm animals are	

⇒ **IV- Draw:** 1- A bridge 2- A pond

⇒ **V- Which of these words express the three main ideas of the text:**

A village — A town — A farmer — Animal farms — A country — Birds.

⇒ VI- Explain the following compound-nouns:

- A long-eared pig
- A round-eyed pigeon
- A farm-cat
- An animal-farm

<p><u>10h25:</u> Correction of the exercises:</p> <p><i>“Exercise I” is a “substitution exercise”.</i></p> <p><i>“Exercise II” is an “Information transfer exercise”.</i></p>	<p><u>T.:</u> For five minutes, re-read the text silently. One by one, you answer an item. You answer orally first before writing the answer on the board. Is it clear?</p> <p>(Five minutes later :) Exercise I:</p> <p><u>T.:</u> Let us do the exercises now! St₁, please, you start the exercise I, sentence n°1!</p> <p><u>T. => Ss:</u> Is it true?</p> <p><u>T.:</u> Good! The next, St₂!</p> <p><u>T. => Ss:</u> Is it true?</p> <p><u>T.:</u> Good! Student n°3! Exercise II:</p> <p><u>T. => Ss:</u> Is it right or wrong?</p> <p><u>T.:</u> Good! Student n°4!</p> <p><u>T. => Ss:</u> Is it right or wrong?</p> <p><u>T.:</u> Good! Student n°5!</p>	<p><u>Ss:</u> (Together :) Yes, madam! (And the Ss follow the instructions.)</p> <p><u>St₁:</u> Analakely is a town and Betsizaraina is a country.</p> <p><u>Ss:</u> (Together :) Yes!</p> <p>St₁ goes to the board and writes the answer on the board.</p> <p><u>St₂:</u> In Analakely, cars run on the street, and in Betsizaraina, carts run on the road.</p> <p><u>Ss:</u> (Together :) Yes!</p> <p>St₂ writes the answer on the board.</p> <p><u>St₃:</u> Sentence₁ is “A field is a place to grow plants.”</p> <p><u>Ss:</u> (Together :) It is right!</p> <p>St₃ writes the sentence on the board.</p> <p><u>St₄:</u> Sentence₂ is “We make bread with corn and sugar.”</p> <p><u>Ss:</u> (Together :) Right!</p> <p>St₄ writes the sentence on the</p>
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	<p><u>T.</u> => <u>Ss</u>: Is it right or wrong? <u>T.</u>: Good! Student n°06!</p> <p><u>T.</u> => <u>Ss</u>: Is it right? <u>T.</u>: Good! Student n°07!</p> <p><u>T.</u> => <u>Ss</u>: Is it right or wrong? <u>T.</u>: Good! Student n°08!</p> <p><u>T.</u> => <u>Ss</u>: Right or wrong? <u>T.</u>: Good! Student n°09!</p> <p><u>T.</u> => <u>Ss</u>: Is it right or wrong? <u>T.</u>: Good! Student n°10!</p> <p><u>T.</u> => <u>Ss</u>: Is it right? <u>T.</u>: Good! Student n°11!</p> <p><u>T.</u> => <u>Ss</u>: Is it right? <u>T.</u> => <u>Ss</u>: Good, but, is there any other</p>	<p>board.</p> <p><u>St₅</u>: The poultry are all birds of a farm.</p> <p><u>Ss</u>: (Together :) Right! <u>St₅</u> writes the sentence on the board.</p> <p><u>St₆</u>: Sugar is from beets. <u>Ss</u>: (Together :) Yes, madam! <u>St₆</u> writes the sentence on the board.</p> <p><u>St₇</u>: The cattle are the big animals of the farm. <u>Ss</u>: (Together :) Right! <u>St₇</u> copies the sentence on the board.</p> <p><u>St₈</u>: A meadow is where animals eat grass. <u>Ss</u>: (Together :) It is right! <u>St₈</u> copies the sentence on the board.</p> <p><u>St₉</u>: Asses and horses draw heavy carts from the field. <u>Ss</u>: (Together :) Right! <u>St₉</u> copies the sentence on the board.</p> <p><u>St₁₀</u>: Wool is from sheep to make clothes. <u>Ss</u>: (Together :) Yes, madam! <u>St₁₀</u> copies the sentence on the board.</p> <p><u>St₁₁</u>: Rats and mice are not useful animals in a farm. <u>Ss</u>: (Together :) Yes, madam! <u>St₁₁</u> copies the sentence on the</p>
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<p><i>“Exercise III” is an “Information transfer exercise”.</i></p>	<p>possibility to make a sentence with the verb “to draw”?</p> <p><u>T.</u> => <u>Ss:</u> Yes, that is it! Come on! Student n°12! Please, use the verb “to draw” to make another meaningful sentence!</p> <p><u>T.</u> => <u>Ss:</u> Do you agree with that?</p> <p><u>T.</u> => <u>Ss:</u> Very good! Write it on the board! Who else can find another possibility?</p> <p><u>T.:</u> Very good! Write it on the board.</p> <p><u>T.</u> => <u>Ss:</u> Never forget that one word can have different meaning according to the context or situation in which it is used. Is it clear?</p> <p><u>T.:</u> Now, student n°14! <u>Exercise III!</u></p> <p><u>T.</u> => <u>Ss:</u> is the answer right?</p> <p><u>T.:</u> Thank you! Student n°15!</p>	<p>board.</p> <p><u>Ss:</u> (The students are very quiet, looking at themselves. Then, they whisper :) “Dessiner”!</p> <p><u>St₁₂:</u> We draw all birds of a farm.</p> <p><u>Ss:</u> (Together :) It is right!</p> <p><u>St₁₂</u> copies the sentence on the board.</p> <p><u>St₁₃:</u> We draw heavy carts from the fields.</p> <p><u>St₁₃</u> copies the sentence on the board.</p> <p><u>Ss:</u> (Together :) Yes, madam!</p> <p><u>St₁₄:</u> The cattle are the bigger animals of the farm. They are the pigs, the oxen, the horses, the asses, and the sheep.</p> <p><u>Ss:</u> (Together :) Yes, it is right!</p> <p><u>St₁₄</u> completes the chart on the board.</p> <p><u>St₁₅:</u> The poultry are all birds of a farm. The poultry are the cock, the hen, the chicks, the chickens, the turkeys, the geese, the ducks, and</p>
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	<p><u>T.</u> => <u>Ss</u>: Is that right?</p> <p><u>T.</u>: Good! Student n°16!</p> <p><u>T.</u> => <u>Ss</u>: Is the answer right?</p> <p><u>T.</u> => <u>Ss</u>: Why?</p> <p><u>T.</u> => <u>Ss</u>: Very good! Remember that when you want to talk about something in general, put the unit noun either in singular (after “a” or “an” or “the”) or in plural (⇔ no articles before it). Is it clear?</p> <p><u>T.</u> => <u>St</u>₁₆: Now, correct your sentence and write it on the board!</p> <p><u>T.</u>: Thank you! Student n°17!</p> <p><u>T.</u> => <u>Ss</u>: Is it right?</p> <p><u>T.</u>: Good! Student n°18!</p> <p><u>T.</u> => <u>Ss</u>: Is it right?</p> <p><u>T.</u>: Good! Student n°19!</p> <p><u>T.</u> => <u>Ss</u>: Is it right?</p> <p><u>T.</u> => <u>Ss</u>: Good! Can you give some examples of birds?</p> <p><u>T.</u>: (T. interrupts the listing :) Ok! Write the answer on the board now!</p> <p><u>T.</u>: Thank you! Student n°20!</p>	<p>the ducklings.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>St</u>₁₅ completes the chart on the board.</p> <p><u>St</u>₁₆: Calves are <i>young cow</i> and <i>young ox</i>.</p> <p><u>Ss</u>: (Together :) It is wrong!</p> <p>One <u>St</u>: Calves are young cows and young oxen.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>St</u>₁₆ writes the answer on the board, correcting the sentence.</p> <p><u>St</u>₁₇: The male of a cow is an ox.</p> <p><u>Ss</u>: (Together :) Yes, madam!</p> <p><u>St</u>₁₇ writes the answer on the board.</p> <p><u>St</u>₁₈: A sheep gives wool.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>St</u>₁₈ completes the chart on the board.</p> <p><u>St</u>₁₉: Eggs are from birds.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>Ss</u>: (In choral :) Hens, a goose, pigeons, ducks, “fody”!</p> <p><u>St</u>₁₉ writes the answer in the chart on the board.</p> <p><u>St</u>₂₀: Farm animals are the cattle</p>
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<p><i>“Exercise IV” is “to make the students draw what they have understood”.</i></p>	<p><u>T.</u> => <u>Ss:</u> Is it right? <u>T.:</u> Good! Student n°21! <u>Exercise IV!</u></p> <p><u>T.</u> => <u>Ss:</u> Is it right?</p> <p><u>T.:</u> Ok, you are right! Student n°22!</p> <p><u>T.</u> => <u>Ss:</u> Why are you laughing? Is it wrong?</p> <p><u>T.</u> => <u>Ss:</u> Ok! Your friend is right to draw a goose in the pond because it is the poultry which swim in a pond! Can we swim in a pond?</p> <p><u>T.:</u> Very good! Student n°23, now!</p>	<p>and the poultry. <u>Ss:</u> (Together :) Yes, teacher! <u>St₂₀:</u> completes the chart on the board. <u>St₂₁:</u> goes to the board and draws a bridge. <u>Ss:</u> (Together :) Yes, teacher! “Tetezana”! <u>St₂₂:</u> goes to the board and draws a goose in a pond. (All the other students laugh.) <u>Ss:</u> (In choral :) No. It is right, madam, but there is a goose!</p>
<p><i>“Exercise V” is to lead learners to find out the main ideas of the text in the right order they appear in the text.</i></p>	<p><u>Exercise V!</u></p> <p><u>T.</u> => <u>Ss:</u> Is that true? <u>T.</u> => <u>Ss:</u> Ok, but which of these three ideas appear the first, the second, and the third in the text? Put the ideas in the order</p>	<p><u>Ss:</u> (In choral :) No! In a ... swimming-pool! <u>St₂₃:</u> (Orally first, the student speaks slowly :) In the text, the three main ideas are: a town, animal farms, and a country. (Then, the student goes to the board and writes the sentence on the board.) <u>Ss:</u> (Together :) Yes, teacher!</p>

<p><i>“Exercise VI” is to train the Ss to understand and explain the meaning a compound noun conveys.</i></p>	<p>they appear in the text!</p> <p><u>T.:</u> Good! Student n°24! <u>Exercise VI!</u></p> <p><u>T. => Ss:</u> Is that right?</p> <p><u>T.:</u> Ok! The ears belong to the pig. So, you can say that a long-eared pig means a pig which has long ears! Is it clear?</p> <p><u>T. => St₂₄:</u> Now, write the explanation on the board!</p> <p><u>T.:</u> Good! Student n°25!</p> <p><u>T. => Ss:</u> Is the explanation true?</p> <p><u>T.:</u> Good! Student n°26!</p> <p><u>T. => Ss:</u> Is it right?</p> <p><u>T.:</u> Very good! A farm-cat is not any cat which passes in a farm, but it is the cat which lives in a farm. So, St₂₆, write the explanation on the board with the correction!</p> <p><u>T.:</u> Good! Student n°27!</p> <p><u>T. => Ss:</u> Is that right?</p>	<p><u>St₂₃:</u> (Accompanied with the other Ss’ voice :) In the text, the three main ideas are: a country; a town; and animal farms.</p> <p><u>St₂₃:</u> corrects the answer written on the board.</p> <p><u>St₂₄:</u> A long-eared pig means the ears of the pig are long.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p>St₂₄ writes the sentence on the board.</p> <p><u>St₂₅:</u> A round-eyed pigeon is a pigeon which has round eyes.</p> <p><u>Ss:</u> (Together :) Yes, madam!</p> <p>St₂₅ writes the explanation on the board.</p> <p><u>St₂₆:</u> A farm-cat is a cat which is in a farm.</p> <p>A volunteer: A farm-cat is a cat which lives in a farm.</p> <p>St₂₆ writes the right answer on the board.</p> <p><u>St₂₇:</u> An animal-farm is an animal of the farm.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>
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<p style="text-align: center;"><u>11h25:</u> <u>Production:</u></p>	<p><u>T.:</u> Good! Now, we are going to do another set of exercises. Note them down in your copy-books. Read carefully the instructions before you work.</p> <p><u>T.:</u> (The teacher copies the set of exercises on the board.)</p> <p style="text-align: center;"><u>PRODUCTION EXERCISES:</u></p>	<p><u>Ss:</u> (The Ss listen to the teacher's instruction.)</p> <p><u>Ss:</u> (The Ss copy the set of exercises in their copy-books. It is very quiet.)</p>
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⇒ **Guided production:**

1- **Fill in the blanks with the appropriate words in order to restore the texts:**

- a- Life in town is different from life in the country. In _____, people do not live in villages. They do not _____ rivers to go to another place. Sometimes, people cross a _____ which joins two places. In town, there is not enough chance for the people to have a farm; they cannot be _____.
- b- In the country, most of the people are _____. They have large farms where they breed _____ of different sorts: the _____ and the _____. The cattle include for example _____, _____, _____, _____, _____. The poultry include the _____, the _____, the _____, the _____, the _____, and the _____.
- c- From the farm, bigger animals and birds are sources of our _____. Bigger animals give us, for example, meat which is their _____. The cow gives us _____ to drink and to make _____, cream, and _____. The birds at the farm also give us their _____ and their _____.

2- **Writing a paragraph: Do the following exercise. Then, prepare yourself to tell it to the class without reading it.**

Your parents are farmers and they have a farm. You live with them in the country:

- Write about your cattle and poultry.
- What do your parents do with the animal farms when they are fat?

<p><u>11h40:</u> Correction of the production exercises:</p> <p><i>“Exercise n°01” includes “completion exercises”.</i></p>	<p><u>T.:</u> Have you finished the exercise n°1? <u>T.:</u> So, let us correct it! Each student give the answer orally first before writing it on the board. Student n°1, you start the exercise!</p> <p style="text-align: center;"><u>Exercise n°01:</u></p> <p><u>T. => St1:</u> <u>Sentence ‘a’:</u> “Town” because in town, there are not villages.</p> <p><u>T. => Ss:</u> Do you agree with your friend?</p> <p><u>T.:</u> Good! Complete the blank, now! Then, student n°02!</p> <p><u>T. => Ss:</u> Can you walk in rivers?</p> <p><u>T.:</u> Very good! So, you correct it, St02!</p> <p><u>T.:</u> Good! Student n°03!</p> <p><u>T. => Ss:</u> Is it the appropriate word? <u>T.:</u> Good! Student n°04!</p> <p><u>T. => Ss:</u> Is it the appropriate word? <u>T.:</u> Good! Student n°05! <u>Sentence ‘b’!</u></p>	<p><u>Ss:</u> (In choral :) Yes, madam!</p> <p><u>St01:</u> Life in town is different from life in the country. In <u>town</u>, people do not live in villages.</p> <p><u>Ss:</u> (Together :) Yes, teacher! St01 completes the blank on the board.</p> <p><u>St02:</u> They do not <u>walk in</u> rivers to go to another place.</p> <p><u>Ss:</u> (In choral :) No. We cross a river! St02 completes the blank with the appropriate word: They do not <u>cross</u> rivers to go to another place.</p> <p><u>St03:</u> Sometimes, people cross a <u>bridge</u> which joins two places.</p> <p><u>Ss:</u> (Together :) Yes, teacher! St03 completes the blank on the board.</p> <p><u>St04:</u> In town, there is not enough chance for the people to have a farm; they cannot be <u>farmers.</u></p> <p><u>Ss:</u> (In choral :) Yes, teacher! St04 completes the blank with the</p>
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	<p><u>T.:</u> Is that the right word? <u>T.:</u> Good! Student n°06!</p> <p><u>T.:</u> Are the words appropriate? <u>T.:</u> Good! Student n°07!</p> <p><u>T. => Ss:</u> Are the words appropriate? <u>T.:</u> Good! Student n°08!</p> <p><u>T. => Ss:</u> Are the words appropriate?</p> <p><u>T.:</u> Why do you say that it is false? Raise your hands, please!</p> <p><u>T. => Ss:</u> Is that true? <u>T.:</u> Very good! So, correct the answer, St₀₈! Then, Student n°09 at the board!</p> <p><u>T. => Ss:</u> Are the words appropriate?</p>	<p>appropriate word. <u>St₀₅:</u> In the country, most of the people are <u>farmers.</u> <u>Ss:</u> (Together :) Yes, teacher! St₀₅ completes the blank with the appropriate word. <u>St₀₆:</u>They have large farms where they breed <u>animal</u> <u>farms</u> of different sorts: ... <u>Ss:</u> Yes, teacher! St₀₆ completes the blank on the board. <u>St₀₇:</u> ... the <u>cattle</u> and the <u>poultry.</u> <u>Ss:</u> (Together :) Yes, teacher! St₀₇ completes the blank on the board. <u>St₀₈:</u> The cattle include, for example <u>pigs, oxen, sheep,</u> <u>horses, muttons.</u> <u>Ss:</u> (Together :) “Muttons” is false! <u>A student:</u> “Mutton” is the name of the meat from sheep! <u>Ss:</u> (Together :) Yes, teacher! St₀₈ completes the blanks on the board with the appropriate words. <u>St₀₉:</u> The poultry include <u>the</u> <u>cock, the hen, the chicks,</u> <u>the chickens, the turkeys,</u> <u>and the geese.</u> <u>Ss:</u> (Together :) Yes, madam!</p>
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<p><i>“Exercise n°2” concerns “writing a short paragraph”.</i></p>	<p><u>T.</u>: Very good! Student n°10! <u>Exercise</u> <u>‘c’</u>:</p> <p><u>T.</u> => <u>Ss</u>: Is it right?</p> <p><u>T.</u>: Good! Student n°11!</p> <p><u>T.</u>: Is the word appropriate?</p> <p><u>T.</u>: Good! Student n°12!</p> <p><u>T.</u>: Are the words appropriate?</p> <p><u>T.</u>: Good! Student n°13!</p> <p><u>T.</u> => <u>Ss</u>: Are the words appropriate?</p> <p><u>T.</u> => <u>Ss</u>: Good! Student n°14! You start our <u>Exercise n°2</u>!</p>	<p>St₀₉ completes the blanks on the board.</p> <p><u>St₁₀</u>: From the farm, bigger animals and birds are sources of our <u>food</u>.</p> <p><u>Ss</u>: (Together :) Yes, madam!</p> <p>St₁₀ completes the blank on the board.</p> <p><u>St₁₁</u>: Bigger animals give us, for example meat which is their <u>flesh</u>.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p>St₁₁ completes the blank on the board.</p> <p><u>St₁₂</u>: The cow gives us <u>milk</u> to drink, and to make <u>butter</u>, cream and <u>cheese</u>.</p> <p><u>Ss</u>: (Together :) Yes!</p> <p>St₁₂ completes the blanks on the board.</p> <p><u>St₁₃</u>: The birds at the farm also give us their <u>flesh</u> and their <u>eggs</u>.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p>St₁₃ completes the blanks on the board.</p> <p><u>St₁₄</u>: (The St. tries not to read his had-writing, giving a glance at his piece of work from time to time.) <i>“My parents are farmers. They live in the country. They have a farm and I live with my parents in the farm. We</i></p>
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	<p><u>T. => Ss:</u> Who has got anything to say?</p> <p><u>T. => A St:</u> What can you say?</p> <p><u>T. => Ss:</u> Does everybody agree with that?</p> <p><u>T.:</u> Thank you! You are right! Who else has got anything to add to that?</p> <p><u>T. => Ss:</u> (T. intervenes :) We'd better say "to sell something in detail" instead of "to sell by kilos"! Is it clear for everyone?</p> <p><u>T. => St₁₄:</u> Now, reformulate your paragraph, and write it on the board.</p> <p><u>T. => St₁₄:</u> Very good, thank you! Go</p>	<p><i>have ten pigs and ten cows and two oxen and five calves. When there are fat animals, my parents sell by kilo or kill them. We don't have poultry". That's all, madam!</i></p> <p><u>Ss:</u> (Many Ss raise hands, and the T. appoints to some of them one by one.)</p> <p><u>The St.:</u> In the sentence n°4, there are many "and". He must say: "<i>We have ten pigs, two oxen, and five calves.</i>"</p> <p><u>Ss:</u> (In choral :) Yes, madam!</p> <p><u>Ss:</u> (The Ss say nothing.)</p> <p><u>Another St.:</u> I want to correct sentence n°05. "<i>When some animals are fat, my parents sell them or kill them and sell by kilos.</i>"</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p>St₁₄ reformulates his paragraph, writing it on the board.</p>
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<p><u>12h00:</u> Time is over.</p>	<p>back to your seat!</p> <p><u>T. => Ss:</u> Student n°15 can tell his or her paragraph to the class!</p> <p><u>T. => Ss:</u> Time is up. We continue the correction next time!</p>	<p><u>Ss:</u> (Together :) Yes, teacher!</p>
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- **COMMENTS:**

During this session, along the development of the teaching / learning process, the Reinforcement Practice Procedure also proves interesting and efficient for both the learners and the teacher.

During the Review Stage, when the students are asked to show how capable they are to remember what they have learnt before, it could be stated that despite their unsatisfactory level of knowledge and mastery of the language at the beginning of the school-year, the students manage to remember and use on their own the English language lexical and structural items they learnt before. That is surely thanks to the repetitive use of the items from time to time as well as the quasi systematic way of making them read texts aloud.

The first set of six exercises is meant to show the students' ability to understand the content of the Graded Structured Text. The students' mind and concentration should first be focused on the meanings conveyed through the text before the students can deal with the different items. The students happen to imitate, or even to repeat some sentences that they have already met in previous texts, but that way can be considered as the effect of the principle of memorisation, the beginning of internalisation to make the language become one's own language later. We can estimate that about ninety percent of the students have succeeded in retaining the items thanks to the texture of the Graded Structured Text and the repetitive use of the items.

Considering the Production Exercises, the situations or contexts introduced to the students are focused on the learners' real life. That way is to enable them to use the items in realistic situations, in their real life. It is to give them the taste of using the target language from time to time, the desire to express their own ideas using the target language both orally and in written form in different situations and contexts.

The students are willing to practise the target language though it is so far by imitating, by repeating retained sentences. The teacher need not to explain many lexical items, for the texture of the teaching / learning support contains itself the explanation.

IV-3. EXPERIMENTATION N° 03

Date: Thursday, 18th March 2004

Level: “Seconde”

Duration: 2 hours (8h – 10h)

Number of students: 27

Subject: Reinforcement of elementary structural items.

↔ **Structures:** some verb tenses (structures and values):

-simple present

-simple past

-past continuous

-imperatives in the simple present tense

Teaching / Learning supports: A Graded Structured Text entitled “Crazy.”⁽¹⁾

General Objectives: To develop the students’ ability to recognize, both orally and in written form, the structures mentioned above as well as to understand their possible values within contexts and situations.

Specific Objectives: At the end of the Reinforcement Practice Exercise, the students will be able to recognize, to understand, to remember and use on their own, both orally and in written form, the mentioned structures with their values.

Text: “Crazy”

Once there was a little boy who forgot everything.

One rainy morning his father wanted to go to the city, but he didn’t have a wagon. He called his son and said, “Go to your uncle, boy, and get his wagon for me.” On a piece of paper, he wrote, “please, send me you wagon”, because he knew his son forgot things.

“Give that piece of paper to your uncle. Don’t forget, boy. Don’t forget.”

“Don’t forget, boy. Don’t forget,” the boy repeated.

The uncle lived far away and on the way the boy lost his piece of paper. He couldn’t find it in the mud. He stood near a tree beside the road. He thought, “What does my father want? What did he say? I’m far from my uncle’s house, and it’s raining. I think I’ll go home.” So, he walked along the road toward his house.

⁽¹⁾ **Binner, Vinal O.: American Folktales I – Structured Readers (Unit 4)**

“My father said, “Don’t forget, boy. Don’t forget”. ”

He was repeating this sentence when he met a man on the road. The man was running because he didn’t have an umbrella.

“Don’t forget, boy. Don’t forget,” said the little boy.

The man thought the boy was mocking him. He grabbed him by the ear and said, “Say you’re sorry you did it, or I’ll whip you.”

“I’m sorry.”

“You learn politeness, or I’ll wash your mouth with soap,” said the man, and he let go of the boy and went along the road.

“Wash with soap,” repeated the boy.

Just then, the boy saw an old woman slip in the mud and fall down. Her hands and clothes got muddy.

When he came near the old woman, the boy was still talking to himself. “Wash with soap,” he said.

The old woman got out of the slipping mud. She thought the boy was mocking her. She shook her finger to him.

“I want to push you in, but I’m too old,” she said.

The boy went on. “I want to push you in, but I’m too old,” he repeated.

He came to a fisherman by the river. “I want to push you in, but I’m too old,” he said.

The fisherman grabbed him and looked at him from head to foot.

“What’s your name little boy?”

“Don’t forget, boy. Don’t forget.”

“What shall I do with you?”

“Wash with soap,” said the boy.

“I want to push you in the river!”

“I want to push you in, but I’m too old,” the boy said.

“You’re crazy!” said the fisherman and gave him a push. “Go home to your pa.”

The boy ran along. “You’re crazy,” he repeated to himself. When he came to his home, his father was waiting for him.

“Do you get the wagon?” asked the man.

“Don’t forget, boy. Don’t forget.”

“Well, where is it?” asked the man. “What shall I do without a wagon?”

“Wash with soap.”

“I’ll have to get it myself,” said the man. He pushed his son into the house. “Go in and put on dry pants and a dry shirt,” he said.

“I want to push you in, but I’m too old,” said the boy.

“Boy, do you want a whipping?”

“You’re crazy!” said the boy.

Do you think he got a whipping?

Procedures	Teacher (T)	Student(s) / (Ss; St.)
<p><u>08h-8h05:</u> <u>Warm-up:</u></p> <p><u>08h05:</u> <u>Presentation of the text and the tasks to carry out:</u></p>	<p><u>T.:</u> Do you like reading stories?</p> <p><u>T.:</u> Ok! Today, we’ll read a story through a tale.</p> <p><u>T.:</u> Good! Here are some examples: “Cinderella; Ikotofetsy and Imahaka;” are tales. So, in Malagasy, what is a tale?</p> <p><u>T. => Ss:</u> Yes! So, here is our tale. Its title is “Crazy”.</p> <p>(Then, the teacher gives out the copies of the tale to the Ss, and goes on explaining :)</p> <p><u>T.:</u> (explaining :)</p> <p>Now that you have the text with you, these are what we are going to do:</p> <p>1-You will read the text silently. Do not stop your reading at a difficult word. Just try to understand the story. Try to deduce the possible meaning of the new words to you.</p> <p>2-After your silent reading, we will have a series of four exercises about</p>	<p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>A St.:</u> Please, madam, what is a tale?</p> <p><u>Ss:</u> (Together :) “Angano”!</p> <p><u>Ss:</u> (The Ss have the text with them, and listen carefully to the teacher’s instructions.)</p>

<p><u>08h10:</u> <u>Practice:</u></p> <p><i>Exercise “A” is a recognition / production exercise.</i></p> <p><u>08h20:</u> Correction of the first exercise:</p> <p><u>08h25:</u></p>	<p>the text.</p> <p>Have you understood me?</p> <p><u>T.=>Ss:</u> You have about 15minutes to do the first tasks:</p> <p><u>A-Read the text silently. Then, underline the main verb in each sentence; then, give its infinitive form, and count the main verbs in the text.</u></p> <p><u>T. =>Ss:</u> Have you finished?</p> <p><u>T. =>Ss:</u> Ok! You still have five minutes to finish it!</p> <p><u>T.:</u> I think we can start now.</p> <p><u>T.:</u> Ok! How many main verbs are there in our tale?</p> <p><u>T.:</u> In English, please!</p> <p><u>T.:</u> That’s it! Good! Repeat it again and at normal speed!</p> <p><u>T.:</u> Good! Now, one by one, you, orally first, give two main verbs from the text with their infinitive forms. Then, you write them on the board. Do not repeat the same verb! Student n°01!</p> <p><u>T.:</u> Good! The next one!</p>	<p><u>Ss:</u> (In choral :) Yes, teacher!</p> <p><u>Ss:</u> (The Ss are working on the text.)</p> <p><u>Ss:</u> (Together :) Please, some minutes, madam!</p> <p><u>Ss:</u> (Together :) Thank you, teacher.</p> <p><u>Ss:</u> Yes, teacher.</p> <p><u>Ss:</u> (Together :) “Cent vingt-trois”!</p> <p><u>Ss:</u> (Hesitatingly and slowly together :) One hundred and twenty-three!</p> <p><u>Ss:</u> (Together, at normal speed they say the cipher.)</p> <p><i>(Orally first, then in written form on the board, the students, one by one, give two main verbs from the text with their infinitive forms.)</i></p> <p><u>St₁:</u> was => to be; forgot => to forget;</p> <p><u>St₂:</u> wanted => to want; have (a wagon) => to have;</p>
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	<p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T. =>Ss:</u> Are the infinitive verbs right?</p> <p><u>T. =>The two Ss:</u> Can you explain your answer, please? Why do you say that?</p> <p><u>T. => The St.:</u> Very good! But do we double the “g”?</p>	<p><u>St₃:</u> called (his son) => to call; said => to say;</p> <p><u>St₄:</u> go(to your uncle) => to go to; get(his wagon) => to get;</p> <p><u>St₅:</u> wrote => to write; send(me your wagon) => to send;</p> <p><u>St₆:</u> knew(his son) => to know; give(that piece of paper) => to give;</p> <p><u>St₇:</u> repeated => to repeat; lived => to live;</p> <p><u>St₈:</u> lost => to lose; couldn’t find => cannot find;</p> <p><u>St₉:</u> stood => to stand; thought => to think;</p> <p><u>St₁₀:</u> is raining => to rain; walked => to walk;</p> <p><u>St₁₁:</u> met => to meet; was running => to run;</p> <p><u>St₁₂:</u> was mocking => to mock; grabbed => to grabbe.</p> <p><u>Two Ss:</u> (answer straightaway :) “To grabbe” is false!</p> <p><u>One of the two Ss:</u> (pointing to the words on the board :) “To grabbe” is false because the infinitive is “to g-r-a-b”. In the text, the verb is in the simple past, and we double the “g” and add “-ed”!</p> <p><u>The St.:</u> (After some seconds :)</p>
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	<p><u>T.</u> => <u>The St.:</u> Very good! Thank you!</p> <p><u>T.</u> => <u>Ss:</u> We have already learnt that rule! Read your lessons from time to time to remember them! Is it clear?</p> <p><u>T.</u> => <u>Ss:</u> Give me other examples of verbs which follow that rule!</p> <p><u>T.:</u> (T. interrupts :) Ok! Thank you! Now, the next student, please!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.</u> => <u>St₁₇:</u> Good! The next one! But can you give the synonym of “to slip in the mud”?</p> <p><u>T.</u> => <u>St₁₆:</u> Very good, thank you! The next student, please!</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.:</u> Good! The next!</p>	<p>Because the verb is one syllable ... , and ... ends in a vowel + a consonant!</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (In choral :) Prefer, put, refer, sit, stop, ...</p> <p><u>St₁₃:</u> (You)’ re sorry => to be sorry; did => to do;</p> <p><u>St₁₄:</u> (I)’ll whip => to whip; learn => to learn;</p> <p><u>St₁₅:</u> (I)’ll wash => to wash; let => to let;</p> <p><u>St₁₆:</u> went => to go; saw =< to see;</p> <p><u>St₁₇:</u> slip =< to slip; fall down => to fell down;</p> <p><u>St₁₆:</u> (shouting :) To fell down in the mud! (All the students laugh.)</p> <p><u>St₁₈:</u> came => to come; was talking => to talk;</p> <p><u>St₁₉:</u> got out of => to get out of; shook => to shake;</p> <p><u>St₂₀:</u> went on => to go on; looked</p>
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<p><i>Exercise “B” is also a recognition / production exercise.</i></p>	<p><u>T.</u>: Good! The next!</p> <p><u>T.</u>: Good! The next!</p> <p><u>T.</u>: Good! The next!</p> <p><u>T.</u>: Good! The next!</p> <p><u>T.</u>: Good! The next!</p> <p><u>T.</u> => <u>Ss</u>: Thank you! So, about the 2nd exercise, in it, we are going to decide the reasons why the writer has used such or such a verb tense, and you are going to tell me the different verb tenses he or she has used to tell the story. Is it clear?</p> <p><u>B-Dealing with the verb tenses in the text and their values:</u></p> <p><u>T.</u> => <u>Ss</u>: Student n°25, give one verb tense the writer uses in our text, and decide why the writer has to use it.</p> <p><u>T.</u> => <u>Ss</u>: Do you agree with that?</p> <p><u>T.</u> => <u>St₂₄</u> + <u>Ss</u>: (The T. intervenes, repeating St₂₄'s sentence and correcting it :) You should say: “The writer also tells about or</p>	<p>at => to look at;</p> <p><u>St₂₁</u>: ran along => to run along; was waiting for => to wait for;</p> <p><u>St₂₂</u>: (You)' re crazy => to be crazy; gave => to give;</p> <p><u>St₂₃</u>: asked => to ask; shall do => to do;</p> <p><u>St₂₄</u>: pushed => to push; put on => to put on;</p> <p><u>Ss</u>: (Together :) Finished, teacher!</p> <p><u>Ss</u>: Yes, teacher!</p> <p><u>St₂₅</u>: (After some seconds of thought :) The writer uses the simple past because it is a tale.</p> <p><u>St₂₄</u>: (stands up and explains :) The writer uses the simple past because he or she tell many past actions!</p>
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	<p>relates many past actions.” Never forget the “-s” at the end of a verb in the third person singular in the simple present tense! Is it clear?</p> <p><u>T.</u>=><u>St</u>₂₄: So, reformulate your answer now with <u>St</u>₂₅'s answer!</p> <p><u>T.</u>: Very good! Write the answers on the board!</p> <p><u>T.</u>: Good! Student n°25! Give us another verb tense that the writer uses in the text to tell the story! Then, explain why the writer uses the verb tense.</p> <p><u>T.</u>: (reformulating <u>St</u>₂₅'s answer :) Yes, you are right! The simple present tense is used to report directly a person's utterances in a tale or in a text! Student n°26 now!</p> <p><u>T.</u>: Very good! Student n°27!</p>	<p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>St</u>₂₄: (After a while :) The writer uses the simple past because it is a tale, and he or she relates / tells about many past actions.</p> <p><u>St</u>₂₄ writes the answers on the board with the help of the class.</p> <p><u>St</u>₂₅: The simple present tense. The writer uses it when he or she repeats a person's words.</p> <p><i>(N.B.: Any time a student gives an answer, or the T. corrects an answer, in turn, a student goes to the board and writes the answer(s) on the board.)</i></p> <p><u>St</u>₂₆: The writer also uses the past continuous to relate lasting actions in the text.</p> <p><u>St</u>₂₇: The writer also uses imperatives in the simple present. (And the St. stops there.)</p>
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<p><i>Exercise “C” is a recognition / production exercise which is meant to help the Ss understand and remember the content of the text. It is also to train them to focus attention on both general and detailed information, as well as on lexis and structures.</i></p>	<p><u>T.</u> => <u>The St.</u> That’s all?</p> <p><u>T.:</u> Very good! Thank you!</p> <p><u>T.</u> => <u>Ss:</u> Have you got any other verb tenses in the text?</p> <p><u>T.:</u> Good! So, let us do the next exercise.</p> <p><u>C-Dealing with the content of the text:</u></p> <p><u>T.</u> => <u>Ss:</u> In this exercise, we will work on the content of our tale, the story. I ask you questions, one by one; you answer the questions, one by one, too; after each question / answer, a student copies both the question and its answer on the board. Is it clear?</p> <p><u>T.</u> => <u>Ss:</u> Good! Let us start, then!</p> <p>1-Give a synonym of “crazy”!</p> <p><u>T.:</u> Good! Write it on the board! This is question n°2:</p> <p><u>T.:</u> 2-Who was considered as “the crazy” or “the fool” in the tale?</p> <p><u>T.:</u> Very good! Here is question n°3:</p> <p>3-Who considered the little boy</p>	<p><u>St₂₇:</u> (The St. does not answer immediately. He seems to think of what to say. Then, suddenly, he speaks :) ... to report orders!</p> <p><u>Ss:</u> (Together :) No.</p> <p><u>Ss:</u> (They listen carefully to the teacher.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (Together, they shout :) Fool!</p> <p><u>A St.:</u> goes to the board and writes the synonyms for the class.</p> <p>(<u>N.B.:</u> As far as a question / answer is carried out, in turn, the students write it on the board.)</p> <p><u>Ss:</u> (Immediately, in choral :) The little boy!</p>
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<p style="text-align: center;"><u>09h40:</u> <u>Production:</u></p> <p style="text-align: center;"><u>Group-work:</u> ACCOUNT OF THE TALE</p>	<p style="text-align: center;">crazy?</p> <p><u>T.:</u> (reformulates the answer :) Right! The fisherman, first, then the father considered the little boy crazy.</p> <p><u>T.:</u> Question n°4 is: 4-How many persons did the little boy meet from his father's home to his father's home again? Who are they?</p> <p><u>T. => The St:</u> Yes, you can speak!</p> <p><u>T. => Ss:</u> Is the information true?</p> <p><u>T. => Ss:</u> Very good! One last exercise to end this session! Are you ready?</p> <p style="text-align: center;"><u>Written production:</u></p> <p><u>T. => Ss:</u> You are going to work in six groups of four students and one group of three students. Each group will re-write the tale as the members have remembered it. Mind about the tenses of the</p>	<p><u>Ss:</u> (No immediate answer. The Ss. re-read the tale. Then, together, they reply :) The father and the fisherman / The fisherman first, then the father!</p> <p><u>Ss:</u> (The Ss are very happy.)</p> <p><u>Ss:</u> (No immediate answer from the Ss. All of them take their tale and re-read it.)</p> <p><u>A St:</u> (stands up, and hands up.) The St: From his home to his home again, the little boy met: first, a man who didn't have an umbrella; second, a woman; third, a fisherman.</p> <p><u>Ss:</u> (Together :) Yes, the information is true!</p> <p><u>Ss:</u> (In choral :) Yes, madam!</p> <p><u>Ss:</u> (The Ss listen carefully to the teacher.)</p>
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<p>10h00: Time is over.</p>	<p>verbs, and the seven groups must finish the work before ten. Is it clear? <u>T.:</u> (The T. proceeds in setting the Ss in groups.) <u>T. =>Ss:</u> That is all for today! Be ready to re-tell the story next session!</p>	<p><u>Ss:</u> (Together :) Yes, teacher! <u>Ss:</u> (The seven groups set, the Ss practise reproducing the story about the tale ‘Crazy’.) <u>Ss:</u> (In choral :) Yes, teacher!</p>
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- **COMMENTS:**

This session, the Reinforcement Practice Exercises are intended to reach the following goals, at the end of the class-course: to activate the students’ pre-acquired knowledge of English language structural items, to enable the students to remember sequences of facts and actions with the appropriate structural and lexical items which can go with them, and to enable the students to practise using orally and in written form, at least, the limited structural and lexical items they have just acquired.

Exercise “A” is a very simple recognition / production exercise which is focused on leading the students to recognize structures — the main verbs — in sentences, and to reproduce the past form of those main verbs. Apparently, the exercise seems to be “a waste of time” because it has taken enough time to make the students do it, but it is very important: nobody can tell, re-tell, or write about past facts / actions in English without the individual’s ability to master those verb forms. Besides, it is one way of getting students used to reading, understanding and interpreting meanings. That way, the students CAN EASILY REMEMBER the words — structures and lexis. During that exercise, it can be said both the teacher and the students are satisfied: the latter are proud of the effort they have made while the former is satisfied, for the students have managed to learn and retain basic things.

Exercise “B” is also a recognition / production exercise, but this case, it is to stimulate the students’ ability to recognize the values of the verb tenses they have in the text and which they have already learnt before. Doing the exercise, the students have succeeded in realizing the reasons why the verb tenses are chosen to express and describe the different facts and

actions. Furthermore, those are thanks to the texture of the support which explains everything in itself.

Exercise “C” deals with the content of the text. It is a recognition / production exercise meant to train the students to understand and remember the content of the text, that is, to focus attention on both general and detailed information, as well as on structures and lexis. The Reinforcement Practice Exercise consists of asking the students questions on the text and they answer them. The exercise is carried out orally. It means the questions on the text and the answers are first done orally before the students have them in written form. The exercise keeps all the learners attentive, whether they like it or not anyway, because not only individual student does not know his or her real turn but also he or she may be appointed to write the question and its answer on the board without any help. During that practice, the students are at ease and interested in it because they could understand easily the story thanks to the texture of the text with the different current situations that illustrate the story. The students are willing to express what they have understood and hasten to speak.

The last practice exercise lies on making an account of the tale. It has made the students a bit afraid because they know that their level of knowledge and mastery of the language is not enough to write on their own. For that reason, they are to work in group, reproducing the story according to the way they remember it. It is an exercise of memorisation for the students. It helps them to learn how to memorize things, how to organize sequences of ideas / facts / actions / time which they may want to express, to describe, to relate on their own orally and in written form later on.

To round it off, it can be said that using Graded Structured Texts to REINFORCE “False beginners” ‘level of knowledge and mastery of this target language is efficient. Though their real knowledge of the language is unsatisfactory, when the learners willingly accept to follow the way of exploiting and practising the language, focusing the studies on the content, on the texture and the language elements which make of the text, the “fruit” of the work is incredible, as if the learners were real good students of the target language.

IV- 4. EXPERIMENTATION N° 04

Date: Thursday, 23rd March 2012

Level: “Seconde”

Duration: 02hours (10h – 12h)

Number of students: 27

Subjects: 1-Re-telling of the tale, “Crazy”, by the students, i.e. the students’ oral presentation.

2-Reinforcement of structural items:

- ⇔ **Structures:** -“Wh- / How-” question words
 -“Yes / No” questions

Teaching / Learning supports: The preceding Graded Structured text entitled “Crazy”

General Objectives: To train the students practise using, both orally and in written form, the mentioned elementary structures, using as contexts and situations the content of the text.

Specific Objectives: At the end of the Reinforcement Practice / Production Exercises, the students will be able to recognize, to understand, to remember and use accurately and appropriately on their own the mentioned structures.

Text: “Crazy”

(The same text used during the previous session)

Procedures	Teacher(s) (T)	Student(s) / (Ss; St)
<p><u>10h-10h05:</u> <u>10h05:</u> <u>Review:</u> Account of the tale, “Crazy”</p>	<p>Greeting and checking attendance</p> <p><u>A-Reading the tale aloud:</u> <i>1-by the teacher</i> <i>2-the teacher reads first and</i> <i>3-the T. listen to the students</i></p> <p><u>B-Re-telling of the account of the tale, “Crazy”, by the students:</u> <u>T.=>Ss:</u> Today, we start the session with your oral presentation of the account on the tale, “Crazy”. This is how to proceed: one by one, your number will be called. The first student begins the account; then the next ones continue the re-telling. Listen carefully to your friend</p>	<p>Greeting</p> <p><u>Ss:</u> (They listen to the T.) <i>Ss repeat after her.</i> <i>Ss read the tale aloud.</i></p> <p><u>Ss:</u> (The students listen to the teacher.)</p>

	<p>because you cannot jump the sequences of the story. Is it clear?</p> <p><u>T.=>Ss:</u> Don't be afraid! Keep calm and just try to remember the story! Student n°23, please! Come on!</p> <p><u>T.:</u> Good! Student n°01!</p> <p><u>T.:</u> Good! Student n°05!</p> <p><u>T.:</u> Good! Student n°25!</p> <p><u>T.=>Ss:</u> Whose uncle was the uncle?</p> <p><u>T.=>Ss:</u> Yes, the uncle was the uncle of the little boy, not that of the father. So, what is the uncle to the father?</p> <p><u>T.=>Ss:</u> Good! That is one possible case! Student n°12!</p>	<p><u>Ss:</u> (All agitated and a bit worried, they reply :) Yes, teacher!</p> <p><u>St₂₃:</u> (A bit shy, the St starts the account :) In the old days, there was a little boy.</p> <p><u>St₁:</u> The little boy had a bad memory. He forgot everything.</p> <p><u>St₅:</u> One morning, it was raining, and the father wanted to go to town, but he had not a wagon.</p> <p><u>St₂₅:</u> The father wanted a car. So, he told the little boy to go to his uncle to get the uncle's car.</p> <p><u>Ss:</u> (In choral :) He was the uncle of the little boy!</p> <p><u>Ss:</u> (After a while, at a low voice, they say :) The brother of the father.</p> <p><u>St₁₂:</u> The little boy's father asked him to go to the uncle to borrow the uncle's wagon</p>
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	<p><u>T.:</u> Good! Student n°18!</p> <p><u>T.:</u> Good! Student n°09!</p> <p><u>T.:</u> Good! Student n°16!</p> <p><u>T.:</u> Ok! Student n°21!</p> <p><u>T.:</u> Yes! Go on, student n°07!</p> <p><u>T.:</u> Good! Student n°27!</p> <p><u>T.:</u> Yes! Continue the story, student n°02!</p> <p><u>T.:</u> Yes! Student n°04!</p>	<p>for him.</p> <p><u>St₁₈:</u> The father wrote a piece of message for the uncle.</p> <p><u>St₉:</u> But before the little boy went out, his father told him “Don’t forget, boy. Don’t forget.”</p> <p><u>St₁₆:</u> The little boy retained the last sentences, and on his way, he repeated them.</p> <p><u>St₂₁:</u> On the way, little boy lost the piece of paper and could not find it.</p> <p><u>St₇:</u> (After thinking for a while, the St says :) Consequently, little boy wanted to go back home.</p> <p><u>St₂₇:</u> On his way to go back home, little boy was repeating “Don’t forget, boy. Don’t forget”, when he met a man.</p> <p><u>St₂:</u> (After a while, the St says:) The man was running because he had not an umbrella. It was raining.</p> <p><u>St₄:</u> During little boy was repeating “Don’t forget, boy, don’t forget”, the man heard him. The man was very angry. He thought that little boy was mocking him. He asked little boy to</p>
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	<p><u>T.=>Ss:</u> Very good, but you'd better use "while" instead of "during" because there are two simultaneous lasting actions! Do you understand that?</p> <p><u>T.:</u> Ok! Student n°13!</p> <p><u>T.=>St₁₃:</u> Remember that in short 'to say pardon' is 'to apologize' and you'd better say 'man's utterance(s)' instead of 'man's sentence(s)'. Is it clear?</p> <p><u>T.:</u> Ok! Student n°20!</p> <p><u>T.:</u> Ok! Student n°10!</p> <p><u>T.=>Ss:</u> Who can help her?</p>	<p>apologize.</p> <p><u>Ss:</u> (Together :) Yes, madam!</p> <p><u>St₁₃:</u> Little boy said pardon to the man. Then, the man continued his way, and little boy was repeating the man's sentence "wash with soap" on his way.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₂₀:</u> After that, little boy met an old woman. She fell down in the mud, but little boy just looked at the woman and he repeated "wash with soap" near the woman.</p> <p><u>St₁₀:</u> The old woman was angry. She said to little boy "I want to push you in the mud, but ..."<i>(The student forgets the next part of the utterance.)</i></p> <p><u>St₆:</u> (The St reproduces the utterance :) "I want to push you in, but I'm too old."</p>
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	<p><u>T.:</u> Good! Student n°06, go on!</p> <p><u>T.:</u> Yes! Student n°03!</p> <p><u>T.:</u> Very good! Thank you, and do not tremble! You have done something very good! Student n°17!</p> <p><u>T.:</u> Good! Student n°15!</p> <p><u>T.:</u> It's ok! Student n°26, please!</p>	<p><u>St₆:</u> Little boy continued his way and he always repeated “I want to push you in, but I’m too old” even when he was near a fisherman who was fishing.</p> <p><u>St₃:</u> (Trembling, the St says :) The fisherman was angry. He thought that little boy spoke for him. He asked then the name of little boy.</p> <p><u>Ss:</u> (All the students laugh.)</p> <p><u>St₁₇:</u> Little boy answered the fisherman. He said to the man “Don’t forget boy. Don’t forget!” And the man became very angry, and said “What shall I do with you?” to little boy.</p> <p><u>St₁₅:</u> When the fisherman asked little boy “what shall I do with you”, little boy answered him “wash with soap!” ... (<i>The St stops a moment then goes on :</i>) Then, the fisherman said to little boy “I want to push you in the river!”</p> <p><u>Ss:</u> (Again, all the Ss laugh.)</p> <p><u>St₂₆:</u> Little boy reacted and answered the fisherman: “I</p>
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	<p><u>T.:</u> Very good! Thank you! Now, student n°24!</p> <p><u>T.:</u> Good! Student n°08!</p> <p><u>T.:</u> Good! The next one, student n°19!</p> <p><u>T.:</u> Good! Student n°11!</p> <p><u>T.=>Ss:</u> What follows? Try always to keep the sequence of the story! What did the father ask the little boy?</p>	<p>want to push you in, but I'm too old!" (<i>The student performs the re-telling with appropriate gestures and intonation. So, all the other students burst into laughter and clap their hands.</i>)</p> <p><u>St₂₄:</u> The fisherman was very angry. He pushed little boy and said: "Go home to your father. You're crazy!"</p> <p><u>St₈:</u> After that, little boy continued his way. He was running and repeating "You're crazy!" When he was ... (<i>The St stops a moment, then, goes on :</i>) near his home, his father was waiting for him.</p> <p><u>St₁₉:</u> His father asked little boy "Did you get the car?", but little boy said "Don't forget, boy. Don't forget."</p> <p><u>St₁₁:</u> Then, the father ... (<i>The Student does not remember what should be re-told.</i>)</p> <p><u>Ss:</u> (In choral :) "What shall I do now? I need a car!"</p>
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	<p><u>T.=>Ss:</u> Good! What happened after that? Student n° 11, continue the story, please!</p> <p><u>T.=> St₁₁:</u> Ok! And then, what happened?</p> <p><u>T.:</u> Ok! Student n°22!</p> <p><u>T.=> St₁₁:</u> Yes! And what happened next?</p> <p><u>T.:</u> Good! Student n14! You finish the story!</p> <p><u>T.=>Ss:</u> Very good! You have made a pretty good effort!</p> <p><u>T.:</u> Remember the following points when you read a text:</p> <ul style="list-style-type: none"> -try to catch the general idea of the text; -don't stop your reading at a difficult word; -try to remember the sequences of the actions / facts and the logical chronology of the actions / facts; 	<p><u>St₁₁:</u> The little boy repeated "Wash with soap!"</p> <p><u>St₁₁:</u> (The St says nothing. So, the T. asks the next student to continue the story.)</p> <p><u>St₂₂:</u> The father was very angry. He pushed his son into the house and asked him to put on other clothes.</p> <p><u>St₁₁:</u> Little boy said to his father "I want to push you in, but I'm too old!"</p> <p><u>Ss:</u> (All the students laugh.)</p> <p><u>St₁₄:</u> The father said to little boy "Do you want a whipping? You're crazy!"</p> <p><u>Ss:</u> Thank you, madam!</p> <p><u>Ss:</u> (They listen carefully to the teacher and take notes.)</p>
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<p style="text-align: center;"><u>10h40:</u></p> <p style="text-align: center;"><u>Presentation:</u></p> <p>(Presentation of the second part of the day's class-course: The Reinforcement Practice Exercises.)</p>	<p><i>-pay attention on the tenses of the verbs used in the text to know the time or the moments of the actions / facts;</i></p> <p><i>-re-tell or re-write your text on your own words;</i></p> <p><i>-use structures that suit the situations.</i></p> <p>(As long as the T. reminds the Ss one point, she writes it on the board for the Ss to be noted down as a method to apply at a needed time.)</p> <p><u>T.:</u> (The T. explains the Ss the activity :) During this second part of our exercises, we are going to practise “Wh- / How-question-words” and “Yes / No question-words”! Our context is always the tale, “Crazy”. For the first exercise, I will draw a chart on the board with the grammatical functions / values or uses of the question-words that we can get from the text. On your part, one by one, you ask a question on a fact / an action from the text, using a “Wh-” or a “How-” question-word. Then, another St will answer the question to let us see if the question is right or wrong. We write the right questions and answers on the</p>	<p><u>Ss:</u> (The Ss listen carefully to the Teacher's explanation and instructions.)</p>
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	<p>board as examples afterwards.</p> <p>Is it clear?</p> <p><u>T.</u>=><u>Ss</u>: Ok! Let's start, then!</p> <p><u>T.</u>: (The teacher draws the chart on the board :)</p>	<p><u>Ss</u>: (In choral :) Yes, teacher!</p> <p><u>Ss</u>: (The Ss copy the chart in their copy-books.</p>
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⇒ **This is the chart that the teacher has drawn on the board:**

FUNCTION(S)	QUESTION-WORDS	EXAMPLES
Subject		
Object		
<u>Attribute / Complement:</u>		
<u>Predicate:</u>		
<u>Adverbials of:</u>		

<p><u>10h50:</u></p> <p><u>Practice:</u></p>	<p><u>T.</u>=><u>Ss</u>: We start the exercise, now!</p> <p>Student n°01 and student n°27! The function of the question-words is “subject”!</p> <p><u>T.</u>: Good! The next students, n°02 and n°26!</p> <p><u>T.</u>: Good! The next pair of students is n°03 and n°25! “Object”!</p>	<p><u>St</u>₁: Who forgot everything?</p> <p><u>St</u>₂₇: The little boy!</p> <p><u>St</u>₂: The sentence is “Her hands and clothes got muddy.” My question is “What got muddy?”</p> <p><u>St</u>₂₆: Her hands and clothes!</p> <p><u>St</u>₃: The sentence is “The father called his son.” The</p>
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	<p><u>T.:</u> Good! Ok! Whose turn is it now?</p> <p><u>T.:</u> Good! The next pair, please with the next question-word!</p> <p><u>T.:</u> Right! The next pair, please!</p> <p><u>T.=>St₆:</u> A good question! Give the answer, student n°22!</p> <p><u>T.=> Ss:</u> Is that true?</p> <p><u>T.:</u> Right! The next pair, then!</p>	<p>question is “Who did the father call?”</p> <p><u>St₂₅:</u> The father called his son.</p> <p><u>St₄:</u> (The St stands up and practices :) This is the sentence: “The father wrote on a piece of paper: ‘please, send me your wagon.’” Question: “What did the father write on a piece of paper?”</p> <p><u>St₂₄:</u> On a piece of paper, the father wrote: “Send me your wagon, please.”</p> <p><u>St₅:</u> The sentence is:”The fisherman looked at the little boy.”Question: “who did the fisherman look at?”</p> <p><u>St₂₃:</u> The fisherman looked at the little boy.</p> <p><u>St₆:</u> Question: “How many persons did little boy meet in the tale?”</p> <p><u>St₂₂:</u> (The St re-reads the tale first, re-counts the persons, and answers :) In the story, little boy met three persons.</p> <p><u>Ss:</u> (The Ss laugh and reply in choral :) It’s true, madam!</p> <p><u>St₇:</u> What was little boy like?</p>
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	<p><u>T.</u>=><u>Ss</u>: Do you agree with the answer?</p> <p><u>T.</u>: Good! The next pair, please!</p> <p><u>T.</u>: Good! The next pair, please!</p> <p><u>T.</u>: Good! The next pair with the next question-word!</p> <p><u>T.</u>=><u>St</u>₁₈: Where did the father want to go one rainy morning?</p> <p><u>T.</u>=><u>St</u>₁₈: Right! Reformulate your answer, now!</p> <p><u>T.</u>: Good! The next students, now!</p> <p><u>T.</u>: Good! The next pair! Hurry up, please!</p>	<p><u>St</u>₂₁: (The St hesitates a little bit before giving the full answer :) He is ... crazy!</p> <p><u>Ss</u>: (The Ss reply together :) He was like a crazy boy!</p> <p><u>St</u>₈: How was the little boy?</p> <p><u>St</u>₂₀: The little boy was crazy.</p> <p><u>St</u>₉: How far was the little boy's home from the uncle's home?</p> <p><u>St</u>₁₉: The little boy's home was far from the uncle's home.</p> <p><u>St</u>₁₀: When did the father want to go to the city?</p> <p><u>St</u>₁₈: He wanted to go to one rainy morning.</p> <p><u>St</u>₁₈: (The St is quiet for a while before answering :) ... to the city!</p> <p><u>St</u>₁₈: The father wanted to go to the city one rainy morning.</p> <p><u>St</u>₁₁: How often did the little boy forget things?</p> <p><u>St</u>₁₇: (After some seconds :) The little boy always forgot everything.</p> <p><u>St</u>₁₂: Where did the old woman fall?</p> <p><u>St</u>₁₆: The old woman fell down</p>
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<p><u>11h58:</u> Time is over.</p>	<p><u>T.:</u> Good! The next pair!</p> <p><u>T.:</u> Good! The next pair of students, please!</p> <p><u>T.:</u> Good! The next pair of students! You finish the exercise!</p> <p><u>T.=>Ss:</u> Very good! Thank you for your effort! Get you ready at home for the “Yes / No-question exercises”</p>	<p>in the mud.</p> <p><u>St₁₃:</u> Why was the first man on the road running?</p> <p><u>St₁₅:</u> The man on the road was running because he didn’t have an umbrella.</p> <p><u>St₁₅:</u> How did the little boy keep a message?</p> <p>(All the Ss are laughing when they hear the question.)</p> <p><u>St₁₃:</u> (After some time :) The little boy repeated many times the message to keep ... it.</p> <p><u>St₁₄:</u> Whose car did the father want to get?</p> <p><u>St₁₂:</u> The father wanted to borrow his brother’s wagon.</p> <p>Ss: (The whole class react this way :) Uh! Uh! Good!</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>
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⇒ **This is the elaborated chart at the end of the session:**

FUNCTION(S)	QUESTION-WORDS	EXAMPLES
Subject	-Who -what	-Who forgot everything? => (Little boy) -What got muddy?

		=>(The woman's hands and clothes)
Object	-Who -What -Who at	-Who did the father call? => (His son) -What did the father write on a piece of paper? => (A message) -Who did the fisherman look at? => (at the little boy)
<u>Object:</u> -number <u>Attribute / Complement:</u> -personality -health -distance	-How many -What like ... -How -How far from ...	-How many persons did the boy meet in the story? => (three persons) -What was the little boy like? => (He was like a crazy boy.) -How was the little boy? => (He was crazy.) -How far was the little boy's home from the uncle's home? => (far from the uncle's home)
<u>Predicate:</u>	-What(do/does/did)+subject +do?	-What do you do? => (I / You learn politeness.)
<u>Adverbials of:</u> -time -frequency	-When -How often	-When did the father want to go to the city? =>(one rainy morning) -How often did the little boy

-place	-where	forget everything? =>(always) -Where did the old woman fell down? =>(in the mud)
-cause / reason	-Why	-Why was the first man running? => (... because he didn't have an umbrella.)
-manner	-How	-How did the little boy keep a message? => (He only repeats any last sentences.)
-possessor	-Whose	-Whose car did the father want to get? =>(the car of his brother, little boy's uncle)

- **COMMENTS:**

This session is the continuation of the previous one. The teaching / learning support, which we use so far, as a context, is the same Graded Structured Text, the tale entitled “Crazy”. As a result, some important points are worth being added to, in the present comments, in order to complete what have already mentioned through the previous comments.

Concerning the REVIEW STAGE, first, the students are immediately assigned to show orally their ability to remember what they have acquired: their ability to remember the facts, the actions, time sequences in the story; the development of the story, as well as the suitable and appropriate lexical and structural items related to the situations. The tangible result has made us say that “false beginners” like those students need being enough motivated and a bit compelled in some sort if teachers want them to know success in the acquisition of a language. From their part, teachers ought to find “valuable” teaching materials like Graded Structured Texts / Readers to enable them to enjoy learning. It has taken the class a long enough time to perform the oral account, but it is fruitful, we think.

The second Reinforcement Practice exercise concerns making the students re-produce the possible “Wh- / How- question-words”, which they have already acquired, and use them on their own, establishing accurate and appropriate questions based on their chosen sentences from the context in use. The students are proud of what they have acquired and “boastful” to show how capable they are. We could even state in the classroom an atmosphere of competition these days.

In all we would like to say that this session is successful. Once “false beginners” are given “explanatory” texts, such as Graded Structured Texts, together with their good will to learn, teachers can take advantage of that to enhance the learners’ knowledge of the language items and mastery of the target language skills.

IV- 5. EXPERIMENTATION N° 05

Date: Thursday, 11th March 2004

Level: “Première A-C-D”

Duration: 02 hours (10h – 12h)

Number of students: 21

Subject: Reinforcement of some elementary lexical items about clothes.

Teaching / Learning supports: A Graded Structured Text entitled “**Our Clothes.**”⁽¹⁾

General Objectives: To develop the students’ knowledge and mastery of English language current lexical items about “clothes.”

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to recognize, to understand, to remember and use on their own some of the basic current English language lexical items about “clothes”, both orally and in written form in appropriate contexts and situations.

Text: “*Our Clothes*”

On his body, a boy wears a shirt. The sleeves of his shirt cover his arms. Round his neck, he has a collar and a tie. On his legs, he wears long trousers or short knickers.

On his feet, he wears socks or stockings, and a pair of shoes. Socks are short, stockings are long.

⁽¹⁾ Carpentier, Pierre and Madeleine: L’Anglais Vivant – Ed. Fialip

Over his shirt, he wears a coat. When he goes out, he wears a raincoat or an overcoat. On his head, he wears a cap; a man wears a hat, but now, many boys and men go out without a hat on.

A dog does not wear clothes, but a collar round its neck.

On her body, a girl wears a vest and knickers. Then, she wears a dress, or a blouse and a skirt. When they go out, women and girls wear coats over their dresses; hat on their heads, and gloves on their hands.

At night, we take off our clothes and put on our pyjamas. In the morning, when we get up, we take off our pyjamas and put on our clothes.

The clothes of men and boys have many pockets.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>10h-10h05:</u> <u>10h05:</u> <u>Warm-up:</u></p> <p><u>10h10:</u> <u>Presentation:</u> <u>Step 1:</u> Copying the text intelligently: <i>(The technique in use, here, is making the Ss copy the text</i></p>	<p>Greeting and checking attendance</p> <p><u>T.</u>=> <u>Ss:</u> Today, we'll deal with a new text. Its title is "Our Clothes". What do "Our Clothes" mean?</p> <p><u>T.:</u> Do you know the names of all our clothes in English?</p> <p><u>T.:</u> You're right, but I ask you do you know the names of all our clothes in English? And listen carefully now!</p> <p><u>T.</u>=><u>Ss:</u> Together, we are going to copy the new text. Don't forget as far as you copy a text, you should always try to understand its content; notice the relation between words and ideas. We finish copying together.</p> <p><u>T.:</u> (The T. copies the text on the</p>	<p>Greeting</p> <p><u>Ss:</u> (Together :) "Nos vêtements!"</p> <p><u>Ss:</u> (In choral :) Men don't wear women's clothes, madam!</p> <p><u>Ss:</u> (Together :) Not all, madam!</p> <p><u>Ss:</u> (The Ss listen carefully to the teacher.)</p>

<i>intelligently</i> .) Step 2: Reading the text aloud:	board.) -1st reading: by the teacher -2nd reading: by the T., sentence by sentence -3rd reading: The T. listens to the Ss and controls their performance.	<u>Ss:</u> (The Ss note the text down in their copy-books.) <u>Ss:</u> (The Ss listen carefully.) <u>Ss:</u> (The Ss repeat aloud what the T. has read sentence by sentence.) (The Ss practise reading the text aloud under the T.'s control.)
10h20: Practice: “Guided Practice”: Comprehension items.	T.=>Ss: Copy and answer the following items. Do them as quick as possible to be corrected together.	<u>Ss:</u> (The Ss copy in their copy-books the items that the T. writes on the board.)

⇒ **GUIDED PRACTICE:**

1-Find in the text the name of the piece of clothes that suit each definition:

Definition(s)	Name(s) of the piece(s) of clothes
1-A kind of garment worn by men on the upper part of the body, usually of light cloth with a collar and sleeves, buttoning down the front.	<i>(a shirt)</i>
2-A piece of women’s clothing which covers the body from the neck to the waist, worn with a skirt or trousers.	<i>(a blouse)</i>
3-Parts of garment covering arms.	<i>(sleeves)</i>
4-The part of the upper part of the body that fits around one’s neck.	<i>(a collar)</i>
5-A leather or metal band put around an animal’s neck.	<i>(a collar) / a necklace</i>
6-A band of cloth worn around the neck and tied in front.	<i>(a tie) / a necktie</i>
7-Women’s and girls’ underpants.	<i>(knickers)</i>

8-Shorts	(knickers)
9-A covering for the hand, with separate parts for each finger.	(gloves)

2-Make the lists, filling up the chart according to the text:

Boys' and men's clothes	Girls' and women's clothes
- <i>(shirt)</i>	- <i>(a vest)</i>
- <i>(collar and a tie)</i>	- <i>(knickers)</i>
- <i>(long trousers)</i>	- <i>(a dress)</i>
- <i>(short knickers) / shorts</i>	- <i>(a blouse)</i>
- <i>(socks)</i>	- <i>(a skirt)</i>
- <i>(stockings)</i>	- <i>(coats)</i>
- <i>(a pair of shoes)</i>	- <i>(hats)</i>
- <i>(coat)</i>	- <i>(gloves)</i>
- <i>(raincoat)</i>	- <i>(pyjamas)</i>
- <i>(overcoat)</i>	
- <i>(a cap / a hat)</i>	
- <i>(pyjamas)</i>	
- <i>(pockets)</i>	

3-Use once the words from the list below, filling in the gaps to restore each situation:

Skirts – day – bad – gets up – men – sleeves – caps – arms – hats – blouses – never – good – girls – dresses – trousers – clothes – round – animals – collars – shirts – put on

- (1) A (good) student (gets up) at five o'clock in the morning every (day).
- (2) (Bad) students (never) get up at five o'clock in the morning.
- (3) (Girls) and women wear (blouses) and (skirts), or (dresses).
- (4) (Men) and boys wear (shirts) and (trousers).
- (5) (Animals) do not wear (clothes).
- (6) (Sleeves) cover our (arms), and (collars) are (round) our neck.

(7) (***Hats***) or (***caps***) are to put on our heads not on our hands.

(8) We (***put on***) raincoats in rainy season.

Notice: The words in italics and in bold face are the answers for the items.

<p>10h40: Correction of the three Guided Practice exercises: <i>“Exercise 1” is an “Information transfer exercise”.</i></p>	<p>T.=>Ss: Have you finished? T.: So, let us correct “Exercise 1”! ⇒ <i>Exercise n°1:</i> T.: One by one, you go to the board to write the answer of each item, but together, you can give the appropriate answer. Definition n°1! T.: Right! Write the words on the board, please! T.: What is definition n°2? T.: Right! Write the words on the board! T.: What is definition n°3? T.: Right! Write it on the board! T.: What is definition n°4? T.: Yes, that’s it! Don’t be afraid of what you’ve understood! Write the words on the board! T.: What is definition n°5? T.: Good! Write the words on the board!</p>	<p>Ss: (Together :) Yes, madam! Ss: “A shirt!” St₁: (writes the words on the board.) Ss: “A blouse!” St₂: (writes the words on the board.) Ss: “Sleeves!” St₃: (writes the word on the board.) Ss: (Together, with hesitating voice :) “A collar.” St₄: (writes the words on the board.) Ss: (Without any hesitation :) “A collar!” St₅: (writes the words on the board.)</p>
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<p><i>“Exercise 3” is a “completion exercise”.</i></p>	<p><u>T.:</u> What is definition n°6? <u>T.:</u> Good! Write the words on the board! <u>T.:</u> What about definition n°7? <u>T.:</u> Good! Write the word on the board! <u>T.:</u> What about definition n°8? <u>T.:</u> Good! Write the word on the board! <u>T.:</u> What is definition n°9? <u>T.:</u> Good! Write the word on the board! <u>T.=>Ss:</u> What can you notice or say about words like “collar” and “knickers”? <u>T.:</u> That’s it! Remember that a word can express different meanings. Its meaning depends on the context or the situation in which it is used! Is it clear? <u>T.:</u> Ok! Exercise n°2 now! One by one, you answer and write it on the board.</p> <p style="text-align: center;">⇒ <u><i>Exercise n°3:</i></u> <u><i>(instead of “Exercise 2”)</i></u></p> <p><u>T.=>Ss:</u> Student n°10, you start the</p>	<p><u>Ss:</u> “A tie!” <u>St₆:</u> (writes the words on the board.) <u>Ss:</u> “Knickers!” <u>St₇:</u> (writes the word on the board.) <u>Ss:</u> (Without hesitating :) “Knickers!” <u>St₈:</u> (writes the word on the board.) <u>Ss:</u> “Gloves!” <u>St₉:</u> (writes the word on the board.) <u>Some Ss:</u> (Together and immediately :) They can have different meanings! <u>Ss:</u> (Together :) Yes, madam!</p>
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	<p>next exercise.</p> <p><u>T.:</u> It is “Exercise 3”! Have you noticed that? Or do you simply want to do that exercise?</p> <p><u>T.=>St₁₀:</u> It’s ok, then! Let’s continue this exercise.</p> <p><u>T.=>Ss:</u> It’s ok. Are the answers right?</p> <p><u>T.:</u> Good! Student n°11!</p> <p><u>T.=>Ss:</u> What do you think of the answers?</p> <p><u>T.:</u> Good! Student n°12!</p> <p><u>T.:</u> Are the answers right?</p> <p><u>T.:</u> Good! Student n°13!</p> <p><u>T.=>Ss:</u> Have you got anything to say?</p> <p><u>T.:</u> Student n°14!</p> <p><u>T.=>Ss:</u> Have you got anything to say about the answers?</p> <p><u>T.:</u> Good! Student n°15, then!</p> <p><u>T.:</u> Do you agree with your friend?</p>	<p><u>St₁₀:</u> A good student gets up at five o’clock in the morning every day.</p> <p><u>St₁₀:</u> (The student checks in his copy-book, and says :) In my copy-book, I write “Exercise 2” for “Exercise 3”! I’m sorry, madam!</p> <p><u>St₁₀:</u> Thank you, madam!</p> <p><u>Ss:</u> Yes, madam!</p> <p><u>St₁₁:</u> Bad students never get up at five o’clock in the morning.</p> <p><u>Ss:</u> They are right!</p> <p><u>St₁₂:</u> Girls and women wear blouses and skirts, or dresses.</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₁₃:</u> Men and boys wear shirts and trousers.</p> <p><u>Ss:</u> (Together :) No, teacher!</p> <p><u>St₁₄:</u> Animals do not wear clothes.</p> <p><u>Ss:</u> No, teacher!</p> <p><u>St₁₅:</u> Sleeves cover our arms, and collars are round our neck.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>
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<p><i>“Exercise 2” is an “Information transfer exercise”.</i></p> <p><u>11h10:</u> <u>Production:</u></p>	<p><u>T.:</u> All right, then! Student n° 16!</p> <p><u>T.:</u> Are the answers appropriate to the situation?</p> <p><u>T.:</u> So, so far, everything is all right! Student n° 17!</p> <p><u>T.=>Ss:</u> Thank you, students! We are going to move to the next exercise.</p> <p style="text-align: center;">⇒ <u>Exercise n°2:</u></p> <p><u>T.=>Ss:</u> For this exercise, you are asked to make the lists of men’ s, girls’ , and women’ s different clothes which are mentioned in the text. Student n°18, please! Give the class the list of men’ s and boys’ clothes mentioned in the text!</p> <p><u>T.:</u> Good! Student n°19! What are girls’ and women’ s clothes mentioned in the text?</p> <p><u>T.=>Ss:</u> Good! Have you got any question about the vocabulary items?</p> <p><u>T.:</u> Ok! Other exercises, then!</p> <p><u>T.=>Ss:</u> For the two next exercises that we are going to do, prepare yourself to answer</p>	<p><u>St₁₆:</u> <u>Hats</u> and <u>caps</u> are to put on our heads not on our hands.</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₁₇:</u> We put on <u>raincoats</u> in rainy season.</p> <p><u>St₁₈:</u> Men’ s and boys’ clothes mentioned in the text are: shirt, collar and tie, long trousers, short knickers or shorts, socks, stockings, a pair of shoes, coat, raincoat, overcoat, a cap, a hat, pyjamas, pockets.</p> <p><u>St₁₉:</u> For girls and women, they are vest, knickers, dress, blouse, skirt, coats, hats, gloves, pyjamas.</p> <p><u>Ss:</u> (Together :) No, teacher!</p> <p><u>Ss:</u> (They listen carefully to the teacher.)</p>
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	<p>individually the items orally. You note the items down in your copy-books, you can prepare your answers, but you read nothing when you answer. Have you understood the instructions?</p> <p><u>T.:</u> (The T. copies the exercises on the board.)</p>	<p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (The Ss note the exercises down in their copy-books.)</p>
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1-Answer these questions with full answers:

- 1-What do you wear on your feet?
- 2-When do you wear a raincoat?
- 3-Do you wear knickers, or trousers?
- 4-When do you wear knickers? And trousers?
- 5-What does a person wear under a coat?
- 6-What use are sleeves?
- 7-What does a person wear on his or her head?
- 8-Does a girl wear a shirt? Why?
- 9-Do women wear trousers? Why?
- 10-What do you put on at night?
- 11-When do you wear an overcoat?
- 12-What can men and women wear round their neck?

2-Tell the class about what you wear at the following situations:

- a) You go to: - school
 - the market
 - church
 - a swimming-pool
- b) You go for a picnic.

<p><u>11h25:</u> Correction of the two production exercises: <i>“Exercise 1” is an “Ask and answer exercise”.</i></p>	<p style="text-align: center;">⇒ <u>Exercise 1:</u></p> <p><u>T.=>Ss:</u> Whose turn is it now?</p> <p><u>T.=>St₂₀:</u> Ok! You answer the four first questions which you read aloud first.</p> <p><i>(<u>T.=>Ss:</u> One by one, you write your answers on the board after answering orally .)</i></p> <p><u>T.:</u> Very good! Whose answers are different from St₂₀'s answers?</p> <p><u>T.=>St₁:</u> Yes! St₁, we listen to you.</p> <p><u>T.:</u> Very good! Student n°18, we listen to you!</p>	<p><u>St₂₀:</u> (This student stands up and answers :) It's my turn, madam!</p> <p><u>St₂₀:</u> (The St reads the questions aloud first, and answers :) I wear sandals on my feet, and ... I wear a raincoat in ... rainy days. I wear knickers everyday, and I wear trousers every Sunday.</p> <p><u>Ss:</u> (Two Ss raise hands: St₁ and St₁₈.)</p> <p><u>St₁:</u> On my feet, I wear socks and a pair of shoes. I wear a raincoat when it rains. Everyday, I wear shorts or knickers, and I wear trousers when I go to church.</p> <p><u>St₁₈:</u> Everyday, I wear trousers, and a pair of tennis. I also wear a pair of socks under my tennis. ... I wear a raincoat in a rainy day. ... Sometimes, I play football, ... and I wear</p>
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	<p><u>T.=>Ss:</u> Very good! Question n°5! What does a person wear under a coat? Student n°21!</p> <p><u>T.:</u> Very good! And what about men and boys? Student n°22!</p> <p><u>T.:</u> Very good! Student n°23! What use are sleeves? In other words, the question means “What are sleeves for?”</p> <p><u>T.:</u> Very good! Who else has an answer for that question?</p> <p><u>T.=>Ss:</u> (Eliciting the Ss :) Yes, to protect our arms from what? And make sentences to answer!</p> <p><u>T.:</u> (The T. finishes the sentence :) ... -shine!</p> <p><u>T.=>Ss:</u> Very good! Question n°5! Student n°24!</p> <p><u>T.:</u> Very good! Student n°25! Question n°8!</p>	<p>knickers when I play football.</p> <p><u>St₂₁:</u> Under a coat, girls and women wear a T-shirt or a blouse, or a dress.</p> <p><u>St₂₂:</u> Men and boys wear a shirt, or a T-shirt under a coat.</p> <p><u>St₂₃:</u> (After some moments :) We use sleeves to cover our arms.</p> <p><u>Ss:</u> (Together :) To protect our arms!</p> <p><u>Ss:</u> (In choral :) We use sleeves to cover our arms and to protect our arms from the sun ... shine!</p> <p><u>St₂₄:</u> On his or her head, a person wears a hat, or a cap.</p> <p><u>St₂₅:</u> No, a girl does not wear a shirt because a shirt is for a boy or a man.</p>
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<p><i>“Exercise 2” is a simple “self-description”.</i></p>	<p><u>T.:</u> Very good! Question n°9! Student n°26!</p>	<p><u>St₂₆:</u> Yes, actually, women wear trousers.</p>
	<p><u>T.=>Ss:</u> Remember this: in English, “actually” is the synonym of “finally”! The French word “actuellement” is translated in English “nowadays; at present time”! Reformulate your answer, now, St₂₆!</p>	<p><u>St₂₆:</u> Yes, nowadays, women wear trousers.</p>
	<p><u>T.:</u> Very good! Questions 10 and 11! Student n°27!</p>	<p><u>St₂₇:</u> At night, I put on my old clothes in bed.</p>
	<p><u>T.:</u> Very good! Who else has got anything to say?</p>	<p><u>St₂:</u> At night, I wear shorts and a T-shirt in bed.</p>
	<p><u>T.:</u> Very good! Someone else?</p>	<p><u>Ss:</u> (No answer.)</p>
	<p><u>T.=>Ss:</u> Student n°1! Question n°12!</p>	<p><u>St₁:</u> Men and women can wear a tie round their neck.</p>
	<p><u>T.:</u> Very good! Exercise 2, now!</p> <p style="text-align: center;">⇒ <u>Exercise 2:</u></p>	
	<p><u>T.=>Ss:</u> To end this session, please, tell the class what you wear at one of the situations you are proposed. Student n°2!</p>	<p><u>St₂:</u> When I go for a picnic, I wear shorts, a T-shirt, sandals, and a hat or a cap.</p>
	<p><u>T.:</u> Very good! Student n°3!</p>	<p><u>St₃:</u> When I go to church every Sunday, I always wear a skirt, a blouse, a pair of sandals. Sometimes, I wear</p>

<p style="text-align: center;"><u>10h58:</u> Time is over.</p>	<p><u>T.=>Ss:</u> Very good, but “to wear” is not appropriate for “a bag”. You don’t wear your bag on your body; you bring it. So, you use the verb “to carry” or at least the verb “to bring” for that. Is it clear?</p> <p><u>T.=>Ss:</u> That’s all for today! See you next time!</p>	<p>pullover when it is cold. I also <i>wear</i> a bag.</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>Ss:</u> Thank you, madam. See you!</p>
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- **COMMENTS:**

This mixed-section class consists of twenty-one students who have chosen different section of study. In general, they are elder than those in “Seconde”, and a bit inactive, maybe, because of shyness or of difference between one’s interests and level of knowledge and mastery of English language. Yet, in the course of the time, the teaching / learning situation has improved.

This session, the Review Stage has shown the students have acquired something from the previous course though they are unable to explain in English what they have understood. That is a positive point that has not been neglected.

During the Presentation Stage, when the new text is introduced to the class, it is not given to them in a form of hand-out. The students have to copy it by themselves so that they have to mind about spelling and try to grasp meanings at the same time. The students know that method and are compelled to apply that from the beginning of the school-year.

After “**Copying the text intelligently**”, comes the “**Loud Reading**”. This step, nobody has the right to close mouths, for it is the moment when they are initiated to the right pronunciation of the target language. The students know that, and practise willingly. Sometimes, they ask the teacher to repeat three times just one word, but after that, they manage to pronounce the word in the right way. That is also the positive point of this step.

It is worth mentioning that till the end of the class-course, there is no explaining a word from the text. The students have already been taught that they have to try to deduce the contextual meaning of a word, considering the relationship between the word and the context or the existing situations. The students have managed to do that which is justified along the Practice and Production Stages.

The Practice Stage includes three “Comprehension Exercises” which are “Guided”, for they all are based on the content of the text, and meant to initiate the students to make things in relation, so that they can grasp meanings conveyed through the text. Graded Structured Texts are explanatory texts. So, once the reader manages to make ideas in relation, the reader succeeds in understanding not only the gist of the text and the detailed information but even the contextual meaning of each word that makes of the text.

The three Practice Exercises have proved that the students have acquired the new words from the text. Besides, they have managed to make the relationship between their pre-acquired knowledge with the new language points they have just learnt. The latter conclusion is justified when the students deal with the Production Exercises stating their spontaneous oral answers and their written answers on the board disregarding some misspelling.

IV- 6. EXPERIMENTATION N°06

Date: Tuesday, 16th March 2004

Level: “Première A-C-D”

Duration: 02 hours (14h – 16h)

Number of students: 21

Subject: Reinforcement of structural items:

- ⇒ **Structures:** -Possessive adjectives
- Possessive cases
- “Of”, expressing “possession”

Teaching / Learning supports: The previous “Graded Structured Text” entitled “Our Clothes”

General Objectives: To develop the students’ ability to understand and use appropriately, accurately and fluently on their own “possessive adjectives, possessive cases, and “of” which are to express ‘possession’ ”.

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use appropriately, accurately and

fluently on their own, the three basic structures, both orally and in written form in different contexts and situations.

Text: “Our Clothes”

(It is the same text which is used during the previous teaching session.)

Procedures	Teacher (t.)	Student(s) / (Ss; St)
<p><u>13h55-14h:</u></p> <p><u>14h-14h10:</u></p> <p><u>Review:</u></p>	<p>Greeting and checking attendance</p> <p><u>T.=>Ss:</u> (The T. writes these examples on the board and says :) Look at the board, and observe these examples:</p> <p>(I) 1-On <u>his</u> body, a boy wears a shirt. 2-On the body <u>of</u> the boy, the boy wears a shirt. 3-On the boy'<u>s</u> body, the boy wears a shirt.</p> <p>(II) 1-On <u>her</u> body, a girl wears a dress. 2-On the body <u>of</u> the girl, the girl wears a dress. 3-On the girl'<u>s</u> body, the girl wears a dress.</p> <p>(III) 1-A dog wears a collar round <u>its</u> neck. 2-The dog wears a collar round the neck <u>of</u> the dog. 3-The dog wears a collar round the dog'<u>s</u> neck.</p> <p><u>T.=>Ss:</u> What can you notice and say about the three groups of sentences?</p>	<p>Greeting</p> <p><u>Ss:</u> (The Ss follow the teacher's instruction.)</p> <p><u>Ss:</u> (All the Ss raise hands and</p>

<p><u>14h10:</u> <u>Presentation:</u></p>	<p><u>T.:</u> Yes, the group (I) is about what a boy can wear. What about group (II)?</p> <p><u>T.=>Ss:</u> Do you agree with the answers? <u>T.:</u> Ok! So, what grammatical structures are used to show us what the three subjects have on their bodies?</p> <p><u>T.:</u> Good! What else?</p> <p><u>T.:</u> Good! Who has got anything to add?</p> <p><u>T.=>Ss:</u> Never forget that in English, “possessive adjectives” agree with the gender of the possessor in the third person singular. <i>(Then, the T. writes the rule – as a notice – on the board for the Ss to be remembered and noted down, in red, in their copy-books.)</i></p> <p><u>T.=>Ss:</u> Today, we focus our session on practising these structures which are all used to express “possession”. We will do the exercises, one after another, as quickly as possible! Don’t forget that you have to understand each context or situation before doing the exercise! Is it clear?</p>	<p>one of them answers :)</p> <p><u>A St:</u> The group (I) concerns a boy’s clothes.</p> <p><u>A St:</u> Group (II) is about what a girl wears, and group (III) is about what a dog wears round its neck.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>A St:</u> Possessive adjectives: “his; her; its”!</p> <p><u>A St:</u> The preposition “of” and the verb “to wear”!</p> <p><u>A St:</u> The possessive case and the verb “to wear”!</p> <p><u>Ss:</u> (The Ss take notes down in their copy-books.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>
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<p><u>14h13:</u> <u>Practice:</u> “Exercise 1”:</p> <p><u>14h20:</u> Correction of “Exercise 1”:</p>	<p style="text-align: center;">⇒ <u>Exercise 1:</u></p> <p><u>1-Fill in the blanks with appropriate possessive adjectives:</u></p> <p>1-I open ----- book. 2-A boy wears shoes on ----- feet. 3-We wear ----- hats on ----- heads. 4-Mary has a blue tie round ----- neck. 5-Do children see with ----- mouths? 6-The cat looks unusual; 6..... tail is very long.</p> <p><u>T.</u>⇒<u>Ss:</u> Good! As usual, one by one, you do the correction. Don’t forget to mention who the possessor is, or who the possessors are! Student n°1!</p> <p><u>T.</u>⇒<u>Ss:</u> (As an example, the T. reconsiders the answer, explaining :) Good! “I open my book”: it means “The book is my book; it belongs to me”. The next student, please!</p> <p><u>T.</u>⇒<u>Ss:</u> Very good! In such a situation, the different possessive adjectives are possible, that is, can be used. Can you give more explanation, St₂?</p> <p><u>T.:</u> Is it clear for everybody?</p> <p><u>T.:</u> Good! Student n°3! The next exercise!</p>	<p><u>Ss:</u> (The Ss copy and do the exercise.) <i>(Soon after copying the exercise from the board, the class claims correction.)</i></p> <p><u>Ss:</u> (Together :) We can do the correction, madam!</p> <p><u>St₁:</u> “I open my book.”</p> <p><u>St₂:</u> “I open his book.” It means The book is not my book. It is the book of a friend.</p> <p><u>St₂:</u> I use “his” if the possessor of the book is a boy, or a man.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₃:</u> “A boy wears shoes on his feet.” We use “his”</p>
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	<p><u>T.</u>=><u>Ss</u>: Very good! Can we use the different possessive adjectives in this situation like in the previous situation?</p> <p><u>T.</u>=><u>Ss</u>: Why?</p> <p><u>T.</u>=><u>Ss</u>: Good! That's it! You realize now that you need to understand each situation first! This situation is a good example. We must use only "his" because you wear your shoes on your own feet, not on someone else's feet! Student n°5, now!</p> <p><u>T.</u>=><u>Ss</u>: Good! Who wants to say something else?</p> <p><u>T.</u>: Good! Is it clear for everybody?</p> <p><u>T.</u>: Ok! Student n°7! The next exercise, please!</p>	<p>because the possessor is a boy.</p> <p><u>Ss</u>: (No answer for a while. Then, in choral the Students say :) No.</p> <p><u>St</u>₄: We don't wear our shoes on the feet of another person.</p> <p><u>Ss</u>: (All the students are laughing.)</p> <p><u>St</u>₅: "We wear our hats on our heads." The hats are our hats, and we wear our hats on our heads.</p> <p><u>St</u>₆: "we wear their hats on our heads." We can have on our heads the hats of other persons.</p> <p><u>Ss</u>: Yes, teacher!</p> <p><u>St</u>₇: "Mary has a blue tie round her neck." It means Mary wears a blue tie, and the tie is round Mary's neck.</p>
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<p>14h30: “Exercise 2”:</p>	<p><u>T.:</u> Very good! Student n°8!</p> <p><u>T.=>St8:</u> Does the question really concern the children’s mouths?</p> <p><u>T.:</u> (Reinforcing the answer :) Good! The question means “With which organ do the children see?”</p> <p><u>T.=>Ss:</u> Student n°9! The last situation!</p> <p><u>T.:</u> Very good! So, let us now move to the next exercise!</p> <p><u>T.:</u> (The teacher copies the exercise on the board.)</p> <p>⇒ <u>Exercise 2:</u> <u>2-Correct the nonsense:</u></p> <p>1-A dog wears a collar round its nose. 2-I undress when I get up. 3-Girls put on their gloves in a hot day. 4-Bob puts on his blouse over his coat. 5-I go to bed in the morning everyday. 6-Fred goes to school on Sundays and Saturdays. 7-We naturally write with our feet. 8-Lights are on in day-time.</p>	<p><u>St8:</u> “Do the children see with their mouths?” We use “their” because it is about the mouths of the children.</p> <p><u>St8:</u> (No immediate answer. The St seems to think of what to say. Then :) The question concerns the children’s eyes.</p> <p><u>Ss:</u> (The Ss listen to the teacher.)</p> <p><u>St9:</u> “The cat looks unusual: its tail is very long.” I use “its” because it is the tail of the cat.</p> <p><u>Ss:</u> (The students note the exercise down in their copy-books.)</p> <p><i>(Ten minutes after copying the exercise, the students ask</i></p>
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<p><u>14h40:</u> Correction of “Exercise 2”:</p>	<p>9-Boys and men wear skirts in Winter. 10-We can hear with our hands.</p> <p><u>T.</u>=><u>Ss</u>: Ok! Student n°10, are you ready?</p> <p><u>T.</u>=><u>Ss</u>: Is it true?</p> <p><u>T.</u>: Good! St10, go to the board and correct the nonsense! Student n°11, continue the exercise!</p> <p><u>T.</u>: Very good! Student n°12!</p> <p><u>T.</u>: Good! Student n°13!</p> <p><u>T.</u>: Good! Student °14!</p> <p><u>T.</u>: Good! Student n°15!</p> <p><u>T.</u>: Good! Student n°16!</p>	<p><i>to do the correction.</i>)</p> <p><u>Ss</u>: We can correct, madam!</p> <p><u>St</u>₁₀: Yes, teacher!”A dog wears a collar round its <u>neck</u>, not round its nose.”</p> <p><u>Ss</u>: Yes, teacher! It is true!</p> <p><u>St</u>₁₀: (corrects the sentence on the board.)</p> <p><u>St</u>₁₁: “I undress when I <u>go to sleep in bed.</u>” (And the St goes to the board to correct the sentence.)</p> <p><u>St</u>₁₂: “Girls put on their gloves <u>in a very cold day.</u>” (And the St goes to the board to correct the sentence.)</p> <p><u>St</u>₁₃: “Bob puts on his <u>shirt under</u> his coat.” (And the St corrects the sentence on the board.)</p> <p><u>St</u>₁₄: “I go to bed <u>at night</u> everyday.” (And the St corrects the sentence on the board.)</p> <p><u>St</u>₁₅: “Fred goes to school <u>from Monday to Friday.</u>” (And the St corrects the sentence on the board.)</p> <p><u>St</u>₁₆: “We naturally write with</p>
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<p>14h55: “Exercise 3”:</p>	<p><u>T.:</u> Good! Student n°17!</p> <p><u>T.:</u> Good! Student n°18!</p> <p><u>T.:</u> Good! Student n°19!</p> <p><u>T.:</u> Good! Another exercise! Are you ready?</p> <p><u>T.:</u> (The teacher copies the exercise on the board.)</p> <p>⇒ <u>Exercise 3:</u></p>	<p>our hands.” (And the St corrects the sentence on the board.)</p> <p><u>St₁₇:</u> “Lights are on at night.” (And the St corrects on the board.)</p> <p><u>St₁₈:</u> “Boys and men wear trousers in Winter.” (And the St corrects the sentence on the board.)</p> <p><u>St₁₉:</u> “We can hear with our ears.” (And the St corrects the sentence on the board.)</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>Ss:</u> (The students note the exercise down in their copy-books.)</p>
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⇒ Exercise 3:

3-Give the equivalent of “of” or the “possessive case”:

- 1-The merry face of Mr. Pickwick was bright with joy.
- 2-The children of Mrs. Martin played with Farmer Larkin’s young son.
- 3-A father often plays with the toys of his children
- 4-The cat of the headmistress jumped over the tables of the pupils.
- 5-The clothes of men are generally dull-coloured.
- 6-The tall stout policeman’s big hand was raised to stop the traffic.
- 7-Crumbs are the food of birds and mice.
- 8-The poultry of the wife of the farmer lives in the farm-yard.
- 9-Give me the book of your brother, John.
- 10-The mistresses’ room was filled with the parents of the pupils.

<p><u>15h25:</u> Correction of “Exercise 3”:</p>	<p><u>T.=>Ss:</u> (Soon after copying the exercise:) Have you finished?</p> <p><u>T.=>Ss:</u> Have you finished?</p> <p><u>T.:</u> So, let us do the correction! Student n°20, now! You go to the board, please!</p> <p><u>T.=>Ss:</u> The first thing you should do is to find which word(s) in the sentence is or are the structural item(s) you should replace by its or their equivalent(s). Then, you replace it or them by its or their equivalent(s). Is it clear?</p> <p><u>T.:</u> Ok! Come on, student n°20!</p> <p><u>T.:</u> Very good! Who has got any question?</p> <p><u>T.:</u> Ok! Student n°21!</p> <p><u>T.=>St₂₁:</u> Yes, but what about the “possessive case” in the sentence?</p>	<p><u>Ss:</u> Not yet, teacher! <i>(For this exercise, the Ss have not claimed correction soon after copying it as they did with the previous exercises. It takes them about thirty minutes to be ready for the correction.)</i></p> <p>Ss: Yes, teacher!</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₂₀:</u> “Mr. Pickwick’<u>s</u> merry face is bright with joy.”</p> <p><u>Ss:</u> No, teacher!</p> <p><u>St₂₁:</u> “Mrs. Martin’<u>s</u> children played with Farmer Larkin’<u>s</u> young son.”</p> <p><u>St₂₁:</u> (Trying again the sentence, the St says :) “Mrs. Martin’<u>s</u> children played with the young son ... (The St hesitates. Then, goes on saying :) of Farmer</p>
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	<p><u>T.:</u> That's it! Very good! Student n°1!</p> <p><u>T.:</u> Very good! Student n°2!</p> <p><u>T.:</u> Very good! Student n°3!</p> <p><u>T.:</u> Very good! Student n°4!</p> <p><u>T.:</u> Very good! Student n°5!</p> <p><u>T.:</u> Very good! Student n°6!</p> <p><u>T.=>St₆:</u> Thank you, but is it impossible to use the possessive case to replace the first "of" in that sentence? Whose poultry is it?</p> <p><u>T.=>St₆:</u> Right! So, according to you, can the first "of" be replaced by a "possessive case"?</p> <p><u>T.=>Ss:</u> What about you?</p> <p><u>T.=>Ss:</u> Is that right?</p> <p><u>T.:</u> What is your problem?</p> <p><u>T.:</u> Be always sure of what you have learnt and understood! Now, note it down!</p>	<p>Larkin."</p> <p><u>St₁:</u> "A father often plays with his children's toys."</p> <p><u>St₂:</u> "The headmistress' cat jumped over the pupils' tables."</p> <p><u>St₃:</u> "Men's clothes are generally dull-coloured."</p> <p><u>St₄:</u> "The big hand of the tall stout policeman was raised to stop the traffic."</p> <p><u>St₅:</u> "Crumbs are birds' and mice's food."</p> <p><u>St₆:</u> "The poultry of the farmer's wife lives in the farm-yard."</p> <p><u>St₆:</u> (thinking, first, then answers the T. :) It is the poultry of the farmer's wife.</p> <p><u>St₆:</u> (No answer.)</p> <p><u>A St:</u> "The farmer's wife's poultry lives in the farm-yard."</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> We are not sure, madam!</p> <p><u>Ss:</u> (They note down the</p>
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<p>16h00: Time is over.</p>	<p><u>T.:</u> Student n°7!</p> <p><u>T.:</u> Very good! Student n°8!</p> <p><u>T.=>Ss:</u> Very good! Thank you! Have you got any question about the three structures?</p> <p><u>T.:</u> Ok, then!</p> <p><u>T.=>Ss:</u> That's for today! See you next time!</p>	<p>correction in their copy-books.)</p> <p><u>St7:</u> “Give me your brother, John’s book!”</p> <p><u>St8:</u> “The room of the mistresses was filled with the pupils’ parents.”</p> <p><u>Ss:</u> (In choral :) No question, madam!</p> <p><u>Ss:</u> (Together :) Thank you, teacher! See you!</p>
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- **COMMENTS:**

We have focused this session on helping the students to really understand, first; then to practise using appropriately, accurately and fluently on their own the three possible ways of expressing “possession”. Those three structures concern “possessive adjectives”, “possessive cases”, and “of”. The context, in which the values of the structures are displayed, remains the same text from which the students have acquired some current lexical items about “clothes”.

During the REVIEW STAGE, since the students have already understood in which context they are working, and since they have acquired the amount of lexical items about “clothes” as well as everything around that, the students are able to show that they have acquired the three structures, they are able to recognize and to remember them, and they are ready to make use of them on their own. The Graded Structured Text has helped the learners to understand easily not only the current lexical items about clothes and some of the current facts around the theme, but it has also helped them understand easily the three possible ways of expressing “possession”. The three series of examples from the text have put so clearly the use or the value of the three structures into evidence that it is very easy for the learners to understand in depth how the structures work and how they can use them on their own.

The Reinforcement Practice Exercises are devoted to enable the students to use as frequently as possible the three structural items they have acquired in different current situations. At the end of the session, the result proves satisfactory: despite some current

mistakes, the students are satisfied of what they have acquired; they have even competed between themselves to find the right answers to do; they even managed to explain in very simple ways what they have understood. We dare say that the easier the texture and the components of a text are, as we can find in a Graded Structured Reader / Text, the easier is the way teachers can impart the knowledge as well as the students acquire the language learning to become their own later.

IV- 7. EXPERIMENTATION N° 07:

Date: Thursday, 18th March 2004

Level: “Première A-C-D”

Duration: 02 hours (10h - 12h)

Number of students: 21

Subject: Reinforcement of some lexical items focused on “ANIMALS”

Teaching / Learning supports: A Graded Structured text entitled “Animals” ⁽¹⁾

General Objectives: To develop the students’ knowledge and mastery of some English current lexical items about “animals.”

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use on their own some of the current English language lexical items about “animals” both orally and in written form, appropriately, accurately, and fluently in different contexts and situations.

Text: “Animals”

Science teaches us that animals are divided into many different classes which have very difficult names; but all children know that there are:

- *animals which live on the ground;*
- *animals which live in the water;*
- *animals which live in the air.*

First, here is our friend, the dog: its body is covered with hair; it has four legs. It has neither feet nor hands, but paws. It has a tail which is only an ornament! Children keep dogs and cats for pets. They are the children’s friends.

⁽¹⁾ Carpentier, Pierre and Madeleine: L’Anglais Vivant – Ed. Fialip

Birds live in the air. Their body is covered with feathers. They have wings with which they fly from tree to tree. A bird has no mouth, but a hard beak which is either long or short. In Spring, birds build nests in trees; they lay their eggs in these nests.

Fish live in water. A fish live in the water. A fish is covered with scales. It has no legs and cannot walk, but it swims in rivers and seas.

Serpents and snakes neither walk nor fly. Why? –Because they have neither legs nor wings. They can crawl on the ground.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>10h-10h05:</u></p> <p><u>10h05:</u></p> <p><u>Warm-up:</u></p> <p><u>10h10:</u></p> <p><u>Presentation:</u></p>	<p>Greeting and checking attendance</p> <p><u>T.=>Ss:</u> Do you like animals?</p> <p><u>T.:</u> Can you tell me what animal do you like and why?</p> <p><u>T.:</u> You're right! What about the others?</p> <p><u>T.=>Ss:</u> You do not like fish, cats, dogs?</p> <p><u>T.:</u> What about cats and dogs?</p> <p><u>T.=>Ss:</u> Good! You see, our new text is about "Animals". As usual, while copying the text in your copy-books, try to understand the content. You will immediately have to answer some items which will immediately be corrected together!</p>	<p>Greeting</p> <p><u>Ss:</u> (In choral :) Yes? Teacher!</p> <p><u>Some Ss:</u> I ... / we like oxen and pigs because they give meat and milk!</p> <p><u>Some Ss:</u> We like birds of the farm because they are good food!</p> <p><u>Ss:</u> Yes, fish is also good food!</p> <p><u>Some Ss:</u> We like cats because they are beautiful and gentle!</p> <p><u>Some Ss:</u> We like dogs, they are like a friend!</p>

<p>10h20: Practice:</p>	<p>Is it clear?</p> <p><u>T.:</u> (The Teacher copies the text on the board.)</p>	<p>Ss: Yes, teacher!</p> <p><u>Ss:</u> (The students note the text down in their copy-books.)</p>
	<p><u>T.=>Ss:</u> Let us go on copying the exercises! (Then, the teacher goes on copying the Practice Exercises.)</p> <p>• <u>COMPREHENSION ITEMS:</u> <u>Aural Guided Exercises.</u></p>	<p><u>Ss:</u> (The students note the exercises down in their copy-books.)</p>

⇒ **Item₁: Fill in the chart according to the text:**

Animal Classes	Example(s)	What they use to move	What they do to move from a place to another

⇒ **Item₂: Match A to B to get meaningful sentences:**

A	B
1-A fish's body	a-has not a mouth, but a long or a short beak.
2-Feathers	b-is covered with hair.
3-A bird	c-are animals which live with us at home.
4-body	d-are called nests.
5-Birds' houses	e-is covered with scales.
6-A tail	f-are what cover birds' body.
7-Pets	g-is part of some animals' body.

<p>10h30: Correction of the Aural Guided Exercises:</p>	<p><u>T.=>Ss:</u> Let us correct now! Your answer orally before completing the right box in the chart on the board. Are you ready?</p> <p>⇒ <u>Item 1:</u></p>	<p><u>Ss:</u> (They listen to the teacher.)</p> <p><u>Ss:</u> Yes, teacher!</p>
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	<p><u>Fill in the chart according to the text:</u></p> <p><u>T.=>Ss:</u> Student n°21! You start it! Give the class one of the animal classes mentioned in the text!</p> <p><u>T.=>Ss:</u> Is that true?</p> <p><u>T.=>Ss:</u> Good! Student n°6! Give an example of animals which live on the ground!</p> <p><u>T.=>Ss:</u> Good! Student n°12! What does that kind of animals use to move?</p> <p><u>T.:</u> Very good! But whose paws do you mean? Specify your answer, please!</p> <p><u>T.:</u> That's it! Reformulate your answer now!</p> <p><u>T.=>Ss:</u> Good! Student n°01! What do animals which live on the ground do to move from one place to another?</p>	<p><u>St₂₁:</u> One of the animal classes mentioned in the text is “Animals which live on the ground”.</p> <p><u>Ss:</u> (Together :) It is true!</p> <p><u>St₆:</u> “Dogs and cats” are examples of animals which live on the ground.</p> <p><u>St₁₂:</u> To move, animals which live on the ground use “paws”.</p> <p><u>St₁₂:</u> (The St thinks for a while before answering :) I mean ... the paws of the animals which live on the ground.</p> <p><u>St₁₂:</u> (reformulates the answer :) To move, animals which live on the ground use “their paws”.</p> <p><u>St₁:</u> Animals which live on the ground “walk” to move</p>
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	<p><u>T.:</u> Very good! Student n°15! Give us another animal class mentioned in the text!</p> <p><u>T.=>St₁₅:</u> Right, but try to make sentences to answer the question, please!</p> <p><u>T.:</u> Good! Now, student n°08! How do we generally call animals which live in the water?</p> <p><u>T.=>Ss:</u> Is the answer true?</p> <p><u>T.:</u> Right! Very good! Student n°19! What does a fish use to move?</p> <p><u>T.=>Ss:</u> Is that true?</p> <p><u>T.=>Ss:</u> Very good! You are right! That is not mentioned in the text, but “to move, a fish makes use of its <u> fins</u>”! (Soon after, the teacher writes the new word in the right box in the chart on the board.)</p> <p><u>T.=>St₁₉:</u> So, what does a fish do to move in the water?</p> <p><u>T.:</u> Very good! Student n°04! Is there</p>	<p>from one place to another.</p> <p><u>St₁₅:</u> “Animals which live in the water.”</p> <p><u>St₁₅:</u> (After some moments :) “Animals which live in the water” is one class of animals mentioned in the text.</p> <p><u>St₈:</u> Generally, we call “fish” animals which live in the water.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₁₉:</u> (Without any hesitation :) That is not mentioned in the text, madam!</p> <p><u>Ss:</u> (Together, without any hesitation :) Yes, teacher!</p> <p><u>St₁₉:</u> To move in the water, a fish “swims”!</p>
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	<p>any other animal class mentioned in the text?</p> <p><u>T.:</u> Very good! Student n°20! How do we call those animals?</p> <p><u>T.:</u> Nice! Go on, student n°05! What do birds do to move from one place to another?</p> <p><u>T.:</u> Very good! Come on, student n°17! What do birds do to move from a place to another?</p> <p><u>T.=>Ss:</u> Very good! Student n°10! Is there still another animal class mentioned in the text?</p> <p><u>T.:</u> Very good! So, what do serpents and snakes do to move from a place to another place? Student n°02!</p> <p><u>T.=>Ss:</u> Very good! Thank you! Now, we will continue with the item n°2: Match A to B! You answer orally</p>	<p><u>St₄:</u> Yes. It is “the class of animals which live in the air”.</p> <p><u>St₂₀:</u> We call those animals which live in the air “birds”!</p> <p><u>St₅:</u> Birds use their “wings” to move from one place to another.</p> <p><u>St₁₇:</u> A bird “flies” to move from a place to another.</p> <p><u>St₁₀:</u> Yes, madam! There is the class of “serpents and snakes, which have no legs and no wings”!</p> <p><u>St₂:</u> To move from a place to another, serpents and snakes “crawl”. They have no feet, no wings, and no paws.</p>
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	<p>first before writing the answers on the board! Is it clear?</p> <p>⇒ <u>Item 2:</u></p> <p><u>Match A to B to get meaningful sentences:</u></p> <p><u>T.=>Ss:</u> Student n°7, you start our exercise, please!</p> <p><u>T.:</u> Good! Student n°14!</p> <p><u>T.:</u> Good! Student n°18!</p> <p><u>T.:</u> Good! Student n°3!</p> <p><u>T.:</u> Good! Student n°16!</p> <p><u>T.:</u> Good! Student n°9!</p> <p><u>T.=>Ss:</u> Good! Can you give the meaning of “tail” in French or in Malagasy?</p> <p><u>T.:</u> Ok! Thank you! Student n°13!</p> <p><u>T.:</u> Very good! Student n°11 is left! Don’t worry! Your turn will be during the next exercise.</p> <p><u>T.=>Ss:</u> Doing this exercise, you can copy the questions, but immediately after copying it, we correct. That is, while copying the questions, you</p>	<p><u>Ss:</u> (They listen to the teacher, then, answer :) Yes, teacher!</p> <p><u>St₇:</u> “A fish’s body is covered with scales.” (1 => e)</p> <p><u>St₁₄:</u> “Feathers are what cover birds’ body.” (2 => f)</p> <p><u>St₁₈:</u> “A bird has not a mouth, but a long or a short beak.” (3 => a)</p> <p><u>St₃:</u> “Dogs’ body is covered with hair.” (4 => b)</p> <p><u>St₁₆:</u> “Birds’ houses are called nests.” (5 => d)</p> <p><u>St₉:</u> “A tail is part of some animals’ body.” (6 => g)</p> <p><u>Ss:</u> (Together :) “Rambo! La queue”!</p> <p><u>St₁₃:</u> “Pets are animals which live with us at home!”</p> <p><u>Ss:</u> (They are laughing.)</p>
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<p style="text-align: center;"><u>11h20:</u> Correction of “Item 3”:</p>	<p>mentally prepare the answers. Afterwards, one by one, you answer each question orally before writing your answer on the board. Is it clear?</p> <p><u>T.:</u> (The teacher copies the questions on the board.)</p> <p style="text-align: center;">⇒ <u>Item 3:</u></p> <p><u>Answer the following questions:</u></p> <p>1-How many legs has an elephant? 2-Has a cat feet and hands? If not, what has it instead? 3-What use is a tail for a dog? 4-Is a fish covered with hair? Explain your answer. 5-Can a fish walk and run? Why? 6-What animals are covered with feathers? 7-What does a bird do with its wings? 8-Has a bird a mouth? Explain your answer. 9-According to our text, tell the class what do birds do in Spring?</p> <p><u>T.=>Ss:</u> Remember to answer with complete sentences. Student n°11! It is your turn to practise now! How many legs has an elephant?</p> <p><u>T.=>Ss:</u> Do you agree with your friend?</p>	<p><u>Ss:</u> Yes, madam!</p> <p><u>Ss:</u> (The students note the questions down in their copy-books.)</p> <p><u>St₁₁:</u> ‘Without any hesitation, the student answers :) “An elephant has four big legs.”</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>
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	<p><u>T.:</u> Very good! Student n°19! Has a cat feet and hands? If not, what has it instead?</p> <p><u>T.:</u> Very good! Student n°21! What use is a tail for a dog?</p> <p><u>T.:</u> Very good! Student n°08! Is a fish covered with hair? Explain your answer.</p> <p><u>T.:</u> Very good! Student n° 03! Can a fish walk and run? Why?</p> <p><u>T.=>Ss:</u> Who has got anything else to add to the answer?</p> <p><u>T.:</u> Yes! That's right! Student n°10! What animals are covered with feathers?</p> <p><u>T.:</u> Very good! Student n°02! What does a bird do with its wings?</p> <p><u>T.:</u> Very good! Student n°15! Has a bird a mouth? Explain your answer.</p>	<p><u>St₁₉:</u> “A cat has not feet and hands. A cat has paws.”</p> <p><u>St₂₁:</u> “For a dog, a tail is an ornament.”</p> <p><u>St₈:</u> “No, a fish is not covered with hair. Its body is covered with scales.”</p> <p><u>St₃:</u> “A fish cannot walk and run. It has no feet. It has fins and fish lives in the water.”</p> <p><u>St₆:</u> (raises hands and says :) “A fish, too, does not live on the ground.”</p> <p><u>St₁₀:</u> “Birds are animals which are covered with feathers.”</p> <p><u>St₂:</u> “With its wings, a bird flies, and it can move from a place to another.”</p> <p><u>St₁₅:</u> “Beak is the name of the mouth of a bird. A bird has not a mouth.”</p>
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<p>12h02: Time is over.</p>	<p><u>T.:</u> Very good! Student n°01! You answer the last question! According to our text, tell the class what do birds do in Spring?</p> <p><u>T.=>Ss:</u> Very good! Thank you for all of you! See you next time!</p>	<p><u>St₁:</u> (After some moments, the student speaks :) “According to the text, birds build their nests in the trees in Spring.”</p> <p><u>Ss:</u> (Together :) Thank you, teacher! See you!</p>
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⇒ **The completed chart of the “Item 1”:**

Animal Classes	Example(s)	What they use to move	What they do to move from a place to another
<i>Animals which live on the ground.</i>	<i>Dogs and cats</i>	<i>Their paws</i>	<i>They walk.</i>
<i>Animals which live in the water.</i>	<i>Fish</i>	<i>(Not mentioned)</i> <i>Their fins</i>	<i>They swim.</i>
<i>Animals which live in the air.</i>	<i>Birds</i>	<i>Their wings</i>	<i>They fly.</i>
<i>Serpents, snakes</i>	<i>Serpents, snakes</i>	<i>No legs, no wings</i>	<i>They crawl.</i>

⇒ **The answers for “Item 2”:**

<p>1 = e ; 2 = f ; 3 = a ; 4 = b ; 5 = d ; 6 = g ; 7 = c</p>

Notice:

To carry out “Experimentation n°7” and “Experimentation n°8”, the same Graded Structured Text, entitled “Animals”, is served as the context for the reinforcement of the current lexical and structural items included in the text. Thus, we have decided to combine the

“COMMENTS” concerning the two experimentations after the presentation of “Experimentation n°8”.

IV- 8. EXPERIMENTATION N°08

Date: Tuesday, 23rd March 2004

Level: “Première A-C-D”

Duration: 02 hours (14h – 16h00)

Subject: Reinforcement of some structural items

⇒ **Structures:** Alternative conjunctions:

- Either or
- Neither nor

Teaching / Learning supports: The previous Graded Structured text entitled “**Animals**”

General Objectives: To develop the students’ ability to understand and to use appropriately, accurately and fluently on their own the current “Alternative conjunctions” mentioned above.

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use on their own the current “alternative conjunctions” in question, both orally and in written form, in different contexts and situations.

Text: “*Animals*”

(The same text the class has used during the previous language-course.)

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<u>14h – 14h05:</u>	Greeting and checking attendance	Greeting
<u>14h05 – 14h20:</u> <u>Review:</u>	<u>T.=>Ss:</u> (<i>At the board, the teacher gives two examples from the text to remind the students the structures to be reinforced:</i>)	

	<p>Look at the board. Here are two examples from our last text:</p> <p>(1) A bird has no mouth. It has a hard beak which is <u>either</u> long <u>or</u> short.</p> <p>(2) A dog has <u>neither</u> feet <u>nor</u> hands. It has paws.</p> <p><u>T.=>Ss:</u> What is the idea expressed in example (1)?</p> <p><u>T.=>Ss:</u> Why not in English? Try to express your ideas n English! Come on!</p> <p><u>T.=>Ss:</u> Very good, but what about the word <i>“longueur”</i>? How should we say <i>“longueur”</i> in English? Who knows the English word?</p> <p><u>T.=>Ss:</u> The English word for <i>“longueur”</i> is “LENGTH”! So, we should say “Their beaks are not of the same length.” (<i>Then, the teacher writes the sentence with the new word on the board.</i>)</p>	<p><u>Ss:</u> (The students look at the board and listen to the teacher.)</p> <p><u>Ss:</u> (In choral :) In Malagasy or in French, teacher?</p> <p>One volunteer: Example (1) means all birds have not a mouth. They have beaks. Some birds have long beaks, and some birds have short beaks. A beak is long or short. Their beaks have not the same <i>longueur</i>.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (The students listen to the teacher.)</p>
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<p><i>(The T. reminds the Ss the values / uses of “either ... or ...” :)</i></p> <p><i>(The teacher elicits the students</i></p>	<p>Note it down in your copy-books if you do not have another question!</p> <p><u>T.=>Ss:</u> Coming back to example (1), “either ... or ...” is used to express a possibility, a choice between two things. A beak cannot be at the same time long and short! A beak is long if it is not short. So, a beak is either long or short! Do you remember that lesson?</p> <p><u>T.=>Ss:</u> What about the idea in example (2)?</p> <p><u>T.=>Ss:</u> How is that? Explain your answer, please!</p> <p><u>T.=>Ss:</u> Ok! So, to conclude, what are the structures used here to express “the absence, or the impossibility to make a choice” as well as “the possibility to make a choice”?</p> <p><u>T.=>Ss:</u> When do we use these structures? Raise your hands,</p>	<p><u>Ss:</u> (The students take notes in their copy-books.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (In choral :) There is no choice, no possibility!</p> <p><u>A St:</u> (A volunteer :) Example (2) means “All dogs have not feet and have not hands, but they have paws.” Dogs have no choice.</p> <p><u>Another St:</u> (interrupts :) Their feet and hands are called paws!</p> <p><u>Ss:</u> (Together :) “Neither ... nor ...” and “Either ... or ...”!</p>
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<p><i>to recapitulate the rules.)</i></p> <p><u>14h20:</u></p> <p><u>Practice:</u></p>	<p>please!</p> <p><u>T.:</u> Good! Let us, now, practise those structures together!</p> <p><u>T.=>Ss:</u> You copy all the exercises in your copy-books, first. While copying them, try to understand each situation. That way helps you to do easily the exercise afterwards. Is it clear?</p> <p><u>T.:</u> (The teacher writes the exercises in the board.)</p> <p style="text-align: center;">⇒ <u>EXERCISES :</u></p>	<p><u>A St:</u> “Either ... or ...” = you have the chance to choose!</p> <p>“Neither ... nor ...” = when you do not make a choice!</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (The students note the exercises down in their copy-books.)</p>
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I-Fill in the blanks with “either ... or ...” or “neither ... nor ...” according to the situations:

- 1- I’ m thirsty, but I don’t like hot water. I want to drink one glass of icy fruit-juice one glass of ice-cold tea without sugar.
- 2- The children are not hungry. They need cakes bread-and-butter.
- 3- Give me a pen a pencil. I must note the information.
- 4- We wear socks stockings when we are at the seaside.
- 5- A fish has legs wings and its body is covered with hair feathers.
- 6- A person is masculine feminine and a thing is masculine feminine.
- 7- A snake walk flies.
- 8- Sciences teach us good things bad things.

- 9- The student is very bad at scientific subjects. He is good at Physics
..... at Maths.

II-Fill in each blank with the suitable and appropriate word:

- 1- Human beings and do not wear the same Male animals wear
..... trousers shirts. Female animals do not put on dresses
..... skirts blouses.
- 2- A fish, for instance, has as its natural; birds have; and
snakes have their wet covering their bodies.

III-Use “either ... or ...” or “neither ... nor ...” answering the two questions:

- 1- Bill’s hat is hung at two meters high. Joe is 1meter 20 and Jane is 1meter
10. Jumping, who can get Bill’s hat down? Joe or Jane? Why?
- 2- You have 750, 000fmg. One big screen black and white T.V. set costs 700,
000fmg, and one small screen coloured T.V. set costs 750,000fmg. Which
of the two T.V. sets can you buy?

<p>15h15: Correction of the exercises:</p>	<p><i>(This session, the Ss could not finish the exercises as quick as before. It takes them fifty-five minutes to do them.)</i></p> <p><u>T.=>Ss:</u> I think we can correct now! Are you ready? ⇒ <u>Exercise I:</u> <u>Fill in the blanks with “either ... or ...” or “neither ... nor ...”according to the situations:</u></p> <p><u>T.:</u> Ok! In your turn, you re-read the context with the suitable and appropriate structure, or lexical item, first, before filling the blanks on the board. Is it clear?</p>	<p><i>(The students are unable to finish the exercises very quickly.)</i></p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> Yes, teacher!</p>
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	<p><u>T.=>Ss:</u> Student n°01! Situation n°1!</p> <p><u>T.=>Ss:</u> Is it right?</p> <p><u>T.:</u> Good! Student n°02! Situation n°2!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°3! Situation n°3!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°4! Situation n°4!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°5, you do the first part of situation n°5! Student n°6 does the second part of it!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.=>St₆:</u> Go on, please!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Situation n°6 for student n°07 and student n°08!</p>	<p><u>St₁:</u> “I’m thirsty. I don’t like hot water. I want to drink either one glass of icy fruit-juice or one glass of ice-cold tea without sugar.”</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₂:</u> “The children are not hungry; they need neither cakes nor bread-and-butter.”</p> <p><u>Ss:</u> Right!</p> <p><u>St₃:</u> “Give me either a pen or a pencil because I must note the information.”</p> <p><u>Ss:</u> Right!</p> <p><u>St₄:</u> “We wear neither socks nor stockings when we are at the seaside.”</p> <p><u>Ss:</u> Right!</p> <p><u>St₅:</u> “A fish has neither legs nor wings ...”</p> <p><u>Ss:</u> Right!</p> <p><u>St₆:</u> “... and its body is covered with neither hair nor feathers.”</p> <p><u>Ss:</u> Right!</p> <p><u>St₇:</u> “A person is either masculine or feminine ...”</p> <p><u>St₈:</u> “... and a thing is neither masculine nor feminine.”</p>
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	<p><u>T.=>Ss:</u> Are their answers right?</p> <p><u>T.:</u> Very good! Student n°09! Situation n°7!</p> <p><u>T.=>Ss:</u> Is that true?</p> <p><u>T.:</u> Very good! Student n°10! Situation n°08!</p> <p><u>T.=>Ss:</u> Is that true?</p> <p><u>T.=>Ss:</u> Are you sure of that?</p> <p><u>T.:</u> Ok, then! Student n°11! Situation n°09!</p> <p><u>T.=>Ss:</u> Is the answer right?</p> <p><u>T.:</u> Good! Now, let us go on with “Exercise II”!</p> <p style="text-align: center;">⇒ <u>Exercise II:</u></p> <p><u>Fill in each blank with the suitable and appropriate word:</u></p> <p><u>T.=>Ss:</u> Situation n°1! Student n°12, you start it!</p> <p><u>T.=>Ss:</u> Do you agree with the answers?</p> <p><u>T.=>Ss:</u> Are you sure of that?</p> <p><u>T.:</u> Good! Thank you! Student n°13!</p> <p><u>T.=>Ss:</u> Is that true?</p>	<p><u>Ss:</u> Their answers are right, teacher!</p> <p><u>St₉:</u> “Snakes <u>neither</u> walk <u>nor</u> fly.”</p> <p><u>Ss:</u> That is true, teacher!</p> <p><u>St₁₀:</u> “Sciences teach us <u>either</u> good things <u>or</u> bad things.”</p> <p><u>Ss:</u> Yes, madam!</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₁₁:</u> “The student is very bad at scientific subjects: he is good <u>neither</u> at Physics <u>nor</u> at Maths.”</p> <p><u>Ss:</u> Yes, it’s right!</p> <p><u>St₁₂:</u> “Human beings and <u>animals</u> do not wear the same <u>clothes</u>.”</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>Ss:</u> Yes, madam!</p> <p><u>St₁₃:</u> “Male animals wear <u>neither</u> trousers <u>nor</u> shirts.”</p> <p><u>Ss:</u> Yes, teacher!</p>
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	<p><u>T.:</u> Good! Student n°14!</p> <p><u>T.=>Ss:</u> Are the answers right?</p> <p><u>T.=>Ss:</u> Very good! Situation n°2! Students n°15; 16; 17!</p> <p><u>T.=>Ss:</u> Are the answers right?</p> <p><u>T.:</u> Very good! So, let us finish with the last exercise!</p> <p style="text-align: center;">⇒ <u>Exercise III:</u></p> <p><u>Use “either ... or ...” or “neither ... nor ...” answering the two questions:</u></p> <p><u>T.=>Ss:</u> Student n°18! The question is “Bill’s hat is hung at two meters’ high. Joe is one meter twenty and Jane is one meter twenty. Who can get Bill’s hat, Joe or Jane?” Why?</p> <p><u>T.=>St₁₈:</u> You are right, but now, use one of our two structures to express your idea!</p>	<p><u>St₁₄:</u> “Female animals do not put on <u>either</u> dresses <u>or</u> skirts <u>and</u> blouses.”</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₁₅:</u> “A fish, for instance, has <u>scales</u> as its natural <u>clothes.</u>”</p> <p><u>St₁₆:</u> “Birds have <u>feathers.</u>”</p> <p><u>St₁₇:</u> “... and snakes have wet <u>skin</u> covering their <u>bodies.</u>”</p> <p><u>Ss:</u> Yes, madam!</p> <p><u>St₁₈:</u> (The student stays quiet for a while before speaking :) Joe and Jane cannot get Bill’s hat because they are very short.</p> <p><u>St₁₈:</u> (Slowly, the student says :) “Neither Joe nor Jane</p>
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<p><u>16h00:</u> Time is over.</p>	<p><u>T.:</u> Very good! That's it!</p> <p><u>T.=>Ss:</u> The last question is “You have 750, 000Fmg . One big screen black and white T.V. set costs 700, 000Fmg, and one small screen coloured T.V. set costs 750, 000Fmg. Which of the two T.V. sets can you buy?” You must use one of the two structures we are given, when you answer this question. So, student n°19, it is your turn!</p> <p><u>T.:</u> Very good! What about you, student n°20?</p> <p><u>T.:</u> Very good! What about you, student n°21?</p> <p><u>T.:</u> Very good!</p> <p><u>T.=>Ss:</u> Time is up! See you next time!</p>	<p>can get Bill's hat because they are very short.”</p> <p><u>Ss:</u> (All the students claim “Good!” for the student.)</p> <p><u>St₁₉:</u> “With 750, 000Fmg, I can buy a black and white T.V. set or a coloured T.V. set!”</p> <p><u>St₂₀:</u> “With 750, 000Fmg, I can buy either the black and white T.V. set or the coloured T.V. set!”</p> <p><u>St₂₁:</u> “With 750, 000Fmg, I can buy either the big screen black and white T.V. set or the small screen coloured T.V. set!”</p> <p><u>Ss:</u> Thank you, teacher! See you!</p>
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- **COMMENTS:**

The Graded Structured Text, entitled “Animals”, we have chosen for this class consists in displaying knowledge about animals in general. The theme and the content of the text interest the students. Despite their unsatisfactory level of knowledge and mastery of the target language, it could be stated that the students could grasp and deduce the message conveyed through the text; that is thanks to the texture of the text which is simple and evident in itself.

The Reinforcement Practice Procedure starts from making the students explore the current lexical items about animals and their environment. The text is deliberately not to be explained. The students, themselves, are to try to understand it, putting individual word meaning and sets of ideas in relation with the context in order to understand the whole text. It is also intended to make the students understand and able to use a particular grammar point. It consists of the “**Alternative Conjunctions: either ... or; neither ... nor ...**”.

During the first session of two hours, the Reinforcement Practice Procedure is focused on the lexical items. Immediately after **copying intelligently the text**, the students are to deal with a series of “**Comprehension Items**”, proving how capable they are to apply the method or principle to use in order to understand a text and its components. The result is that at the end, the students have managed to reach the main goal. It is true that to express their own idea, answering for example a question, they **imitate** the structures of sentences they have heard from others or met in the text, but it does not exclude that they have done the first pace. Anyway, “imitation” in some sort, can be the beginning of “independence”.

Considering the second session of two hours, it is devoted to help the students to master the current structural items which are very common in everyday life. It is always thanks to the texture of the Graded Structured Text, it was not complicated for the students to understand the uses or values of the two structures. To distinguish the two structures, the students have only adopted the presence or the absence of the letter “-n-” within the structure; it seems to be a very childish method, but it is from the students.

To sum it up, we dare say that using Graded Structured Texts to teach and to learn a language is helpful.

IV- 9. EXPERIMENTATION N°09

Date: Tuesday, 11th March 2004

Level: “Terminale A-C-D”

Duration: 02 hours (14h – 16h)

Number of students: 32

Subjects: Reinforcement of:

- Some lexical items about “**Daily routines: Daily life activities**”;
- Some structural items included in the text: prepositions; relative pronouns.

Teaching / Learning supports: A Graded Structured text entitled “**The House**”. ⁽¹⁾

General Objectives: To develop the students’ knowledge and mastery of some current English language lexical items, which are used to describe and to talk about daily-life activities, as well as “Relative Pronouns” and some of the current “Prepositions”.

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use appropriately, accurately and fluently on their own some of the current English language lexical items about everyday life activities as well as “Relative Pronouns” and some of the current “Prepositions”, in different contexts and situations.

Text: “*The House*”

A family lives in a house. A house opens on a street or stands in a garden. On the top of the walls, is the roof made of red tiles or grey slates.

When we walk into the house, we go through the front-door: we are in the hall.

There are generally several floors in a house: the ground-floor which is on the ground; the first floor which is over the ground-floor; the second floor, etc ...

In the hall are the stairs to go up to the first floor.

Mother, or a servant, prepares the dinner in the kitchen. We take our meals in the dining-room.

The visitors, who come to see us, sit and speak with us in the sitting-room.

Sometimes, father has a study where he can work.

At night, we go to sleep in our bedrooms, and in the morning, we wash in the bathroom.

Modern houses have modern conveniences: gas, central heating, electric light, telephone, etc ..., which make the house comfortable.

In London or Paris, which are very large towns, many houses have no garden.

⁽¹⁾ Carpentier, Pierre and Madeleine: L’Anglais Vivant – Ed. Fialip

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>14h – 14h05:</u></p> <p><u>14h05:</u></p> <p><u>Warm-up / Presentation:</u></p> <p><u>14h10:</u></p> <p>Copying the text:</p> <p><u>14h20:</u></p> <p><u>Practice:</u></p>	<p>Greeting and checking attendance</p> <p><u>T.=>Ss:</u> Today, our text still concerns “Daily routines”, but the theme is a bit different from the previous one. You will find it out by yourselves. Please, remind me what you should do while copying the text!</p> <p><u>T.:</u> Thank you! Now, let’s copy the text together! We finish together!</p> <p><u>T.:</u> (The teacher writes the text on the board.) <i>(The text is copied. The teacher proceeds to “Practice Exercises”.)</i></p> <p><u>T.=>Ss:</u> With this text, we will have a series of four exercises, first. They all are based on the text, either in terms of vocabulary items or in terms of grammar points. What you have to do are to understand the text, first; then, to try to remember the grammar rules you have already learnt; and you practise what you know. Have you understood?</p> <p><u>T.:</u> Ok! Let’s copy the exercises!</p> <p><u>COMPREHENSION ITEMS:</u></p>	<p>Greeting</p> <p><u>Ss:</u> (The students listen carefully to the teacher.)</p> <p><u>Ss:</u> “While copying the text, try to understand the content of the text!”</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (The students note the text down in their copy-books.)</p> <p><u>Ss:</u> (The students listen to the teacher.)</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p>

	<u>T.:</u> (The teacher writes the exercises on the board.)	<u>Ss:</u> (The students note the exercises down in their copy-books.)
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⇒ **COMPREHENSION ITEMS:**

Guided exercises

I-Fill in the chart according to the text:

The rooms in a house:	Use of each room:	Names of floors in a house:	Place of a floor in a house:	The luxuries in a modern house:

II-Fill in the blanks with “several” or “large”:

- 1- A number of children have no home.
- 2- houses have no clean water.

III-Complete the sentences with these prepositions from the text: “in; into; through; on top of”.

- 1- I sit a chair.
- 2- The boys come the classroom.
- 3- My cat is running the grass to the gate!
- 4- That red bird always stays that tree!
- 5- The lady the house says: “Come!”
- 6- They read the text before answering the items.
- 7- The army walks the house to end their parading.
- 8- The man puts his reading-lamp the bookshelves.

IV-Complete the sentences with “who” or “which”:

- 1- A girl goes to school is a school-girl.
- 2- A door is not shut is open.
- 3- Jack, is Jane’s brother, lives in London.

- 4- Open the book is on the table.
 5- Mary is the servant prepares our meals.

<p><u>14h45:</u> Correction of the exercises:</p>	<p><u>T.=>Ss:</u> Prepare yourself to answer each item. Your turn will be at random. ⇒ <u>Exercise I:</u> <u>Fill in the chart according to the text:</u> <u>T.=>Ss:</u> Student n°11, you start our exercise, please! Give us the name of one room in a house! <u>T.=>Ss:</u> Is it true? <u>T.:</u> Good! Student n°06! What use is a kitchen? I know we all know what a kitchen is. <u>T.:</u> Good! Student n°27! Give the class the name of another room in a house! <u>T.:</u> Good! Student n°04! What do normally people do in a dining-room? <u>T.:</u> Good! Student n°19! Name another room in a house mentioned in the text! <u>T.:</u> Good! Student n°01! What is a sitting-room for?</p>	<p><u>Ss:</u> (The students listen to the teacher.) <u>St₁₁:</u> “The hall” is one room in a house. <u>Ss:</u> (Together :) Yes, teacher! <u>St₆:</u> “People prepare and cook meals in the kitchen.” <u>St₂₇:</u> Another room in a house is “the dining-room”. <u>St₄:</u> “We take each meal in a dining-room.” <u>St₁₉:</u> “The sitting-room” is another room in a house. <u>St₁:</u> “We sit and speak with our visitors in the sitting-room.”</p>
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	<p><u>T.:</u> Good! That is another possible answer! Write it on the board!</p> <p><u>T.:</u> The next student is student n°16! Give us another room in a house from our text!</p> <p><u>T.:</u> You are right! Student n°30! Give us another name of room in a house, please!</p> <p><u>T.=>St₃₀:</u> Reformulate your answer! Make a sentence, please!</p> <p><u>T.:</u> That's it! Thank you! Student n°08! What use is a bedroom?</p> <p><u>T.:</u> Good! Student n°14! Give another name of room in a house mentioned in the text!</p> <p><u>T.:</u> Good! Now, what are the different floors a house can have? Student n°32, please!</p> <p><u>T.:</u> Right! Student n°29, go on, please!</p>	<p><u>St₂₄:</u> (This student interrupts the course and asks the teacher :) :) Is it right, madam if I say “A sitting-room is a room we use to receive visitors”?</p> <p><u>St₁ and St₂₄:</u> (They write the two answers on the board.)</p> <p><u>St₁₆:</u> “The study” is a room where all the members of a family can work.</p> <p><u>St₃₀:</u> “The bedrooms!”</p> <p><u>St₃₀:</u> “A bedroom is a room in a house.”</p> <p><u>St₈:</u> “We sleep in a bedroom.”</p> <p><u>St₁₄:</u> “The bathroom is a room where we have a bath.”</p> <p><u>St₃₂:</u> The first part of a house is “the ground-floor”!</p> <p><u>St₂₉:</u> In a house, there is “the first floor”. It is on the ground-floor.</p>
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	<p><u>T.=>St₂₉</u>: Right! And which preposition can you use instead of “on” in that situation?</p> <p><u>T.</u>: Ok! Thank you! Student n13, please! Go on!</p> <p><u>T.</u>: Good! Student n°3! According to the text, what make a house comfortable and modern?</p> <p><u>T.</u>: Very good! The next item, now! ⇒ <u>Exercise II:</u> <u>Fill in the blanks with “several” or “large”:</u></p> <p><u>T.=>Ss</u>: Student n°31, please!</p> <p><u>T.=>Ss</u>: Do you agree with the answer?</p> <p><u>T.</u>: Good! The next student is Student n°15!</p> <p><u>T.</u>: Good! Thank you! Exercise III, now! ⇒ <u>Exercise III:</u> <u>Complete the sentences with “in” or</u></p>	<p><u>St₂₉</u>: (After a while :) “Over”! The first floor is over the ground-floor!</p> <p><u>St₁₃</u>: “Over the first floor, a house has the second floor, and so on ...”</p> <p><u>St₃</u>: “A house is comfortable and modern when in the house ... (The student stops for some seconds before continuing the answer :) when the family has telephone, central-heating, electric light, and gas!”</p> <p><u>St₃₁</u>: A large number of children have no home.</p> <p><u>Ss</u>: (Together :) Yes, teacher!</p> <p><u>St₁₅</u>: Several houses have no clean water nowadays.</p>
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“into; through; on top of”:

T.=>Ss: Student n°06! You start the exercise!

T.: Good! Student n°20!

T.: Good! Student n°21!

T.=>St₂₁+Ss: “A gate”? Let’s take an example. Before you come into our school-yard, you must go through the gate of our school, first. So, what is “a gate” for you?

T.: That’s it! Very good! Student n°02, now!

T.: Good! The next is student n°18!

T.: Good! Student n°03! You go on!

T.: Right! Student n°09!

T.: Right! Student n°28!

T.: Right! Thank you! Let us move to the next item!

⇒ **Exercise IV:**

Complete the sentences with “who” or “which”:

T.=>Ss: Before doing the exercise, please, can you remind the nature of these words?

T.=>Ss: Very good! Student n°05, you

St₆: I sit **on** a chair.

St₂₀: The boys come **into** the classroom.

St₂₁: My cat is running **through** the grass to the gate.

St₂₁=>T.: Please, teacher, what is “a gate”?

Ss: (Together :) “**Vavahady!**”

St₂: That bird always says **on top of** that tree!

St₁₈: The lady **in** the house says: “Come **in!**”

St₃: They read **through** the text before answering the items.

St₉: The army walk **into** the house to end their parading.

St₂₈: The man puts his reading-lamp **on** the bookshelves.

Ss: Relative Pronouns!

<p style="text-align: center;"><u>15h15:</u> <u>Production:</u> <i>(Aural</i> <i>Production: “Ask</i> <i>and answer-</i></p>	<p>start our exercise!</p> <p><u>T.=>Ss:</u> Is that right?</p> <p><u>T.=>Ss:</u> Good!</p> <p><u>T.=>St5:</u> Can you explain why do you use “who” not “which”?</p> <p><u>T.:</u> Very good! Thank you! Student n°07!</p> <p><u>T.=>St7:</u> Can you explain why do you use “which” not “who”?</p> <p><u>T.:</u> Very good! Thank you! Student n°12, please!</p> <p><u>T.:</u> Good! Student n°26!</p> <p><u>T.:</u> Good! Student n°22!</p> <p><u>T.=>Ss:</u> Good! Thank you! Have you got any other question?</p> <p><u>T.=>Ss:</u> All right! We will continue the exercises!</p> <p><u>T.=>Ss:</u> Listen carefully to what I am going to explain.</p> <p><u>T.=>Ss:</u> Our next exercise will always be based on our text, but this case,</p>	<p><u>St5:</u> A girl who goes to school is a school-girl.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St5:</u> I choose “who” because the antecedent, “a girl”, is a person and it is the subject of the verb “goes”!</p> <p><u>St7:</u> A door which is not shut is open.</p> <p><u>St7:</u> I use “which” because the repeated noun is a thing, “a door”, and it is the subject in the sentence.</p> <p><u>St12:</u> Jack, who is Jane’s brother, lives in London.</p> <p><u>St26:</u> Open the book which is on the table!</p> <p><u>St22:</u> Mary is the servant who prepares our meals.</p> <p><u>Ss:</u> (After some moments :) No question, teacher!</p> <p><u>Ss:</u> (The students listen carefully to the teacher.)</p>
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<p><i>exercises” :)</i></p>	<p>you do not read the text anymore. You just try to remember its content. I will ask you some questions; one by one, you will be pointed to. With some of the questions, you may have to give your own opinion. Then, it is only at the end of each practice that each student writes on the board his or her answer with the question. Is it clear?</p> <p style="text-align: center;">⇒ <u>The questions:</u></p> <p><i>1-What is a house made of?</i> <i>2-According to the text entitled “The House”, what is made of tiles?</i> <i>3-Where about in a house is the roof placed?</i> <i>4-Where does a house stand according to our text?</i> <i>5-Where about in a house is the first floor?</i> <i>6-What use are windows and doors?</i> <i>7-How do we go in and out of a house?</i> <i>8-According to the text, what can be seen in a hall?</i> <i>9-What conveniences are there in a modern and comfortable house, according to the text?</i> <i>10-Where about in your house are your kitchen and toilets?</i></p> <p><u>T.=>Ss:</u> Ok! Let’s start now! Student n°10! “What is a house made</p>	<p><u>Ss:</u> (Together :) Yes, teacher!</p>
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	<p>of?”</p> <p><u>T.=>Ss:</u> What do you think of the answer?</p> <p><u>T.:</u> Thank you! Who wants to add something else?</p> <p><u>T.:</u> Thank you! Who else wants to say something?</p> <p><u>T.:</u> Ok! Let’s go on! Student n°10! “According to the text entitled “The House”, what is made of tiles?”</p> <p><u>T.=>Ss:</u> Right! Who has got another answer?</p> <p><u>T.:</u> Right! Who else has got another answer?</p> <p><u>T.:</u> Good! Someone else wants to give an answer to the same question?</p> <p><u>T.=>Ss:</u> Ok! Question n°3 is “Where about in a house is the roof placed?”</p> <p><u>T.:</u> Good! Who has got another answer?</p>	<p><u>St₁₀:</u> “A house is made in bricks, cement, or slates.”</p> <p><u>St₈:</u> (This student stands up and replies :) Something is wrong in the answer. To answer the question, I say “A house is made of stones or bricks and cement.”</p> <p><u>St₂₅:</u> “We also build a house with wood!</p> <p><u>Ss:</u> (No answer.)</p> <p><u>St₁₀:</u> “We use tiles to make the roof of our house!”</p> <p><u>St₁₇:</u> “What is made of tiles is the roof of a house.”</p> <p><u>St₂₃:</u> “Tiles are used to make the roof of a house.”</p> <p><u>Ss:</u> (No answer.) <i>(The teacher has not yet pointed to a student to reply when a student immediately gives an answer :)</i></p> <p><u>A volunteer:</u> “The roof is on top of a house.”</p> <p><u>A volunteer:</u> “A roof is on top of</p>
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	<p><u>T.:</u> Good! Who wants to give another answer?</p> <p><u>T.:</u> Thank you, students! Question n°4, student n°27! “According to our text, where does a house stand?”</p> <p><u>T.=>Ss:</u> Is the answer what is expressed in the text?</p> <p><u>T.=>Ss:</u> Ok! Question n°5, student n°32! “Where about in a house is the first floor?”</p> <p><u>T.:</u> Good! Student n°17, you answer question n°6! “What use are windows and doors?”</p> <p><u>T.=>Ss:</u> Good! Who has another answer?</p> <p><u>T.:</u> Good! Thank you! Question n°7, student n°16! “How do we go in and out of a house?”</p> <p><u>T.=>St₆:</u> Are you sure that you go through the door when you go in</p>	<p>a house.</p> <p><u>A volunteer:</u> “A roof is placed on top of a house.”</p> <p><u>St₂₇:</u> “According to the text, a house stands on a garden or it opens to the street.”</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₃₂:</u> “In a house, the first floor is over the ground-floor.”</p> <p><u>St₁₇:</u> “We use windows to get wind and sunshine, and we use doors to go in and out of a house.”</p> <p><u>St₃₀:</u> “Windows are to let the air and the sunshine enter in a house and doors are to let people go in and go out of a house.”</p> <p><u>St₁₆:</u> (After some seconds :) “We go in and out of a house through the door.”</p>
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	<p>and out of a house? Imagine this (with gesture)!</p> <p><u>T.:</u> Very good! Thank you! Question n°08, student n°12! “According to the text, what can be seen in a hall?”</p> <p><u>T.=>Ss:</u> Is the answer right?</p> <p><u>T.:</u> Thank you! Question n°9, student n°06! “What conveniences are there in a modern and comfortable house, according to the text?”</p> <p><u>T.:</u> Very good! The last question is for student n°31! “Where about in your house are your kitchen and toilets?”</p> <p><u>T.:</u> Very good! Thank you! Take your text, now, and let us read it aloud</p>	<p><u>Ss:</u> (All the students laugh.)</p> <p><u>St₁₆:</u> (After some seconds of thoughts, the student reformulates the answer :) “We go in and out of a house through the front-door, not the door.”</p> <p><u>Ss:</u> (All the students laugh again.)</p> <p><u>St₁₂:</u> “According to the text, we can see the stairs in a hall.”</p> <p><u>Ss:</u> (Together :) Ye, teacher!</p> <p><u>St₆:</u> “According to the text, a modern and comfortable house has modern conveniences like gas, telephone, electric light, and central-heating.”</p> <p><u>St₃₁:</u> “In our house, the kitchen is in the first floor and the toilets are outside the house, in the yard.”</p>
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<p><u>15h48:</u> Loud Reading for Pronunciation:</p> <p><u>16h05:</u> Time is over.</p>	<p>together.</p> <p><u>1-First reading:</u> T.: (The teacher reads the text aloud for the students.)</p> <p><u>2-Second reading:</u> T.: (Sentence by sentence, the teacher reads the text.)</p> <p><u>3-Third reading:</u> T.: (The teacher attends the students and listens to them practising reading the text on their own.)</p> <p>T.=>Ss: Time is over. That is for today. See you!</p>	<p>Ss: (The students take their text.)</p> <p>Ss: (The students listen carefully, trying to identify sounds, pronunciation, and rhythm. Then, at the same time, they try to understand meanings.)</p> <p>Ss: (Sentence by sentence, the students repeat after the teacher.)</p> <p>Ss: (The students read the text harmoniously on their own, trying to practise right pronunciation.)</p> <p>Ss =>T.: Thank you, teacher! See you next time.</p>
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⇒ **The completed chart of the item I:**

The rooms in a house:	Use of each room:	Names of floors in a house:	Place of a floor in a house:	The luxuries in a modern house:
<i>the kitchen</i>	<i>to prepare meals</i>	<i>the ground-floor</i>	<i>on the ground</i>	<i>Gas</i>
<i>the dining-room</i>	<i>to take meals</i>	<i>the first floor</i>	<i>over the ground-floor</i>	<i>central-heating</i>
<i>the hall</i>	—	<i>the second floor</i>	<i>over the first floor</i>	<i>electric light</i>
<i>the sitting-room</i>	<i>to receive visitors</i>	<i>etc...</i>	<i>etc ...</i>	<i>Telephone</i>
<i>the study</i>	<i>to work in</i>	—	—	—

<i>the bedroom</i>	<i>to sleep in</i>	–	–	–
<i>the bathroom</i>	<i>to wash, to take a bath</i>	–	–	–

- **NOTICE:**

The three EXPERIMENTATIONS we have carried out in this class, “Terminale A- C - D”, are all focused on one “TOPIC” included in the Official Syllabuses. It concerns “**Daily Routines: Daily life activities**”. The operated themes differ the three sessions. The first session deals with “**The House and its surrounding**” while the second one with “**Needlework and Washing**”. The last one consists in describing “**House-keeping**”. As such, the themes are inter-related in terms of lexical matters, and certainly, not less than that in terms of structural items.

By the way, we would like to mention, here, that at the end of each session, the results reveal the same. Thus, we have decided to combine into one the COMMENTS concerning the three tries-outs which will be set up after “Experimentation n°11”.

IV- 10. EXPERIMENTATION N°10

Date: Tuesday, 16th March 2004

Level: “Terminale A-C-D”

Duration: 02 hours (08h – 10h)

Number of students: 32

Subject: Reinforcement of some lexical items about “**Daily Routines: daily life activities**”

Teaching / Learning supports: A Graded Structured text entitled “**Needlework and Washing**”⁽¹⁾

General Objectives: To develop the students’ knowledge and mastery of the current English language lexical items that can be used to describe and to talk about everyday life activities.

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use appropriately, accurately, and fluently on their own the current English language lexical items about everyday life activities in different contexts and situations both orally and in written form.

⁽¹⁾ Carpentier, Pierre and Madeleine: L’Anglais Vivant - Ed. Fialip

Text: “Needlework and Washing”

A woman has much to do in the house. For instance, she must look after the clothes of everybody. If her naughty boys and girls make big holes in their socks or tear their clothes when they play, she must mend the clothes and socks.

She puts a thimble on the middle finger of her right hand; then she takes her needle in her left hand and passes the thread through the eye of the needle: she threads her needle.

Then, she is ready to sew. She pushes the needle through the stuff with her thimble, then she pulls it out again. When she has finished, she cuts her thread with her teeth or her scissors. It is a pity for poor mother that boys and girls do not mend their own socks and sew on their own buttons.

Then, when the linen is dirty, it must be washed, and that is another care for mother! The linen is washed by a washerwoman or given to the laundry. It is washed with water and soap, then it is dried in the air. When it is dry, it must be ironed with hot irons.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<u>08h – 08h05:</u>	Greeting and checking attendance	Greeting
<u>08h05 – 08h10:</u>		
<u>Warm-up:</u>	<p><u>T.=>Ss:</u> Last time, we learnt about “houses and consorts”. I want to ask you this: “What kind of tasks does a woman do at home?”</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.:</u> Yes! What else?</p> <p><u>T.=>Ss:</u> You see, women have many things to do at home, and everyone at home have also the duty to help them. Isn’t it true?</p>	<p><u>A St:</u> A woman takes care of everything at home</p> <p><u>A St:</u> A woman cooks meals.</p> <p><u>A St:</u> A woman washes the family’s clothes!</p> <p><u>A St:</u> A woman arranges the different rooms at home.</p> <p><u>Ss:</u> (No answer.)</p> <p><u>Ss:</u> (Together :) Yes, it’s true,</p>

<p><u>08h10:</u> <u>Presentation:</u></p> <p>Copying the text intelligently:</p> <p><u>08h20:</u> <u>Practice:</u></p>	<p>T.=>Ss: (The teacher introduces the day's class-course :) For today, our next text about "Daily Routines" concerns two activities that women usually do at home. As usual, while copying the text, try to understand its content; try to deduce the possible meaning of new words, putting them in relation within the context. Is it clear?</p> <p><u>T.:</u> (The teacher writes the text on the board.)</p> <p><i>(Once the text is copied, both the teacher and the students go on copying the Reinforcement Practice Exercises.)</i></p> <p><u>T.=>Ss:</u> Let us, now, go on copying the exercises!</p> <p><u>COMPREHENSION ITEMS:</u> <u>Guided Exercises:</u></p>	<p>teacher!</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>Ss:</u> (The students take notes down in their copy-books.)</p> <p><u>Ss:</u> The students go on copying the Reinforcement Practice exercises n their copy-books.</p>
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⇒ **COMPREHENSION ITEMS:**

Guided exercises:

1-Match A to its synonym in B, according to the text:

A	B
A- Much	1- Disobedient / Not nice
B- For instance	2- Take care of
C- Look after	3- Repair

D- Naughty	4- For example
E- Mend	5- Lots of

2-Match A to its definition in B:

A	B
1-Needle	A-A kind of metal or plastic cap to protect the finger and to push the needle while sewing.
2-Needlework	B-A pointed piece of steel with an eye at one end for thread, used in sewing.
3-Stuff	C-Any activity one does in sewing.
4-A thimble	D-Household articles such as towel, sheets, ...
5-The laundry	E-The act of cleaning linen and clothes with soap and water.
6-Washing	F-A place where people send linen and clothes to be cleaned.
7-Linen	G-The material people use to make clothes.

3-Fill in each blank with an appropriate word from the text:

- 1- When there is a in your tooth, you go to the dentist's to it.
- 2- Who his or her clothes with scissors? – A mad person!
- 3- A pair of is used to cut the while we
- 4- You must the door if you want to open it.
- 5- Most of Malagasy people do not send their dirty to the They do themselves the at home or they ask for a to do it. Then, when the linen is dry, they it with hot
- 6- It is very easy to something in the air during dry seasons.
- 7- The of a needle is the hole at its one end.

<u>08h50:</u> Correction of the exercises:	<u>T.=>Ss:</u> This session, no one will be pointed to in order to practise, but, I note who takes part. So, one by one, you answer orally first before writing the answer on the board. Have you understood that?	<u>Ss:</u> (Together :) Yes, teacher!
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	<p><u>T.:</u> Good! Let's work!</p> <p style="text-align: center;">⇒ <u>Exercise 1:</u></p> <p style="text-align: center;"><u>Match A to its synonym in B:</u></p> <p><u>T.=>Ss:</u> Who will start it?</p> <p><u>T.:</u> Good! The next student, please!</p> <p><u>T.:</u> Good! The next student, please!</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.:</u> Good! The next student starts exercise 2!</p> <p style="text-align: center;">⇒ <u>Exercise 2:</u></p> <p style="text-align: center;"><u>Match A to its definition in B :</u></p> <p><u>T.=>Ss:</u> For this exercise, ask yourself a question, for example "What is a needle?" Then, find out its definition, the answer, in B. Start it now!</p> <p><u>T.=>St₄:</u> Pardon? What did you say? It is not like that! Make full sentences to answer!</p> <p><u>T.=>St₄:</u> Good! That's it! Don't be lazy! The next student!</p> <p><u>T.:</u> Good! The next student!</p>	<p><u>St₁₇:</u> The synonym of "much" is "lots of".</p> <p><u>St₁₀:</u> The synonym of "for instance" is "for example".</p> <p><u>St₂₅:</u> The synonym of "look after" is "take care of".</p> <p><u>St₁₂:</u> "Disobedient / not nice" are the synonyms of "naughty".</p> <p><u>St₂₃:</u> The synonym of "mend" is "repair".</p> <p><u>St₄:</u> "A needle" is "B"!</p> <p><u>St₄:</u> (reformulates the answer, reading the words on the board :) "A needle is a pointed piece of steel with an eye at one end for thread, used in sewing."</p> <p><u>St₃₁:</u> "Needlework is any activity one does in sewing."</p> <p><u>St₁:</u> "Stuff is the material people</p>
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	<p><u>T.:</u> Good! The next student!</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.=>Ss:</u> Good! Have you got any question?</p> <p><u>T.:</u> So, “Exercise 3”, now! ⇒ <u>Exercise 3:</u> <u>Fill in each blank with an appropriate word from the text:</u></p> <p><u>T.=>Ss:</u> Who starts the exercise, reads first the instruction.</p> <p><u>T.=>Ss:</u> Are the words appropriate?</p> <p><u>T.:</u> Good! The next!</p> <p><u>T.=>Ss:</u> Is the word appropriate?</p> <p><u>T.:</u> Good! The next student!</p> <p><u>T.=>Ss:</u> Are the words appropriate?</p> <p><u>T.:</u> Good! The next student!</p>	<p>use to make clothes.”</p> <p><u>St₂:</u> “A thimble is a kind of metal or plastic cap to protect the finger and to push the needle while sewing.”</p> <p><u>St₇:</u> “The laundry is the place where people send linen and clothes to be cleaned.”</p> <p><u>St₂₉:</u> “Washing is the act of cleaning linen and clothes with water and soap.”</p> <p><u>St₈:</u> “Linen is household articles such as sheets, towel ...”</p> <p><u>Ss:</u> (Together :) No, teacher!</p> <p><u>St₁₃:</u> (After re-reading the instruction :) When there is a hole in your tooth, you go to the dentist’ to mend it.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₂₀:</u> Who tears his or her clothes with scissors? –A mad person!</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₆:</u> A pair of scissors is used to cut the stuff while we sew.</p> <p><u>Ss:</u> (In choral :) Yes, teacher!</p> <p><u>St₅:</u> You must push the door if you want to open it.</p>
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<p style="text-align: center;"><u>09h20:</u> <u>Production:</u> <i>Aural Production</i></p>	<p><u>T.=>Ss:</u> Is the word appropriate? <u>T.:</u> Good! The next student!</p> <p><u>T.=>Ss:</u> Good! But which word from the text can also be used instead of “clothes”?</p> <p><u>T.:</u> Very good! The next student, please!</p> <p><u>T.=>Ss:</u> Are the words appropriate? <u>T.:</u> Good! The next student!</p> <p><u>T.=>Ss:</u> What do you think of the two words? <u>T.:</u> Good! The next!</p> <p><u>T.=>Ss:</u> Is the word appropriate? <u>T.:</u> Good! The next student!</p> <p><u>T.=>Ss:</u> Very good for all of you! We are going to practise another exercise!</p> <p><u>T.=>Ss:</u> Here is how we are going to do: I ask a question, and all of you prepare the answer. I choose the student who will answer the question and who will write both the question and the answer on the board afterwards. Is it clear?</p>	<p><u>Ss:</u> (Together :) Yes, teacher! <u>St₁₈:</u> Most of Malagasy people do not send their dirty clothes to the laundry.</p> <p><u>Ss:</u> (In choral :) “Linen!”</p> <p><u>St₁₁:</u> They do themselves the washing at home, or they ask for a washerwoman to do it.</p> <p><u>Ss:</u> (Together :) Yes, teacher! <u>St₁₅:</u> Then, when the linen is dry, they iron it with hot irons.</p> <p><u>Ss:</u> (Together :) They are right! <u>St₂₇:</u> It is very easy to dry something in the air during dry seasons.</p> <p><u>Ss:</u> (Together :) Yes, teacher! <u>St₃₂:</u> The “eye” of a needle is the hole at its one end.</p> <p><u>Ss:</u> (They listen to the teacher.)</p> <p><u>Ss:</u> (Together :) It’s clear, teacher!</p>
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<p><i>“Ask and Answer-Exercises”:</i></p>	<p><u>T.:</u> Good! Let’s start it!</p> <p style="text-align: center;">⇒ <u><i>The questions:</i></u></p> <p><i>1-Can a needle see with its eye? Why?</i></p> <p><i>2-What use are scissors?</i></p> <p><i>3-When do you mend your stockings or your socks?</i></p> <p><i>4-When do you wash a thing?</i></p> <p><i>5-What is the linen washed with?</i></p> <p><i>6-Who washes and mend your clothes?</i></p> <p><i>7-How do you thread a needle?</i></p> <p><u>T.=>Ss:</u> The first question is: “Can a needle see with its eye? Why?”</p> <p><u>T.=>Ss:</u> (After some minutes :) Student n°24!</p> <p><u>T.=>Ss:</u> Very good!</p> <p><u>T.:</u> Who finds another answer?</p> <p><u>T.:</u> Very good! So, St₂₄ and St₃, you go to the board to write the question and the answers!</p> <p><u>T.=>Ss:</u> Question n°2 is: “What use are scissors?” Student n°28!</p>	<p><u>Ss:</u> (All the students are quiet, preparing the answer.)</p> <p><u>St₂₄:</u> (After some seconds :) “A needle can’t see with its eye because the eye is to thread the needle.”</p> <p><u>Ss:</u> (The students clap their hands.)</p> <p><u>St₃:</u> (A volunteer :) “A needle can’t see with its eye because the eye is to thread the needle.”</p> <p><u>St₂₄ + St₃:</u> (They write the question and the two answers on the board.)</p> <p><u>St₂₈:</u> (Immediately :) “We cut</p>
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	<p><u>T.=>Ss:</u> Why are you laughing?</p> <p><u>T.=>Ss:</u> Ok! Question n°3 is: “When do you mend your stockings or your socks?” Student n°22!</p> <p><u>T.:</u> Very good! Question n°4 is: “When do you wash a thing?” Student n°26!</p> <p><u>T.=>Ss:</u> Is the answer right?</p> <p><u>T.:</u> Thank you! Question n°5 is: “What is the linen washed with?” Student n°21!</p> <p><u>T.=>Ss:</u> Is that right or wrong?</p> <p><u>T.:</u> Good! Question n°6 is: “Who washes and mends your clothes?” Student n°30!</p> <p><u>T.=>Ss:</u> Who wants to give another answer?</p> <p><u>T.=>Ss:</u> What is wrong in the answer?</p> <p><u>T.:</u> Very good, thank you! Student n°14, reformulate your answer,</p>	<p>everything with scissors.”</p> <p><u>Ss:</u> (All the students laugh.)</p> <p><u>Ss:</u> (In choral :) That is true, madam!</p> <p><u>St22:</u> (Immediately :) “I mend my stockings or my socks when they have a hole.”</p> <p><u>St26:</u> “I wash a thing when the thing is dirty.”</p> <p><u>Ss:</u> (Together :) Right and true, teacher!</p> <p><u>St21:</u> “We wash our linen with a soap and water.”</p> <p><u>Ss:</u> (Together :) Right!</p> <p><u>St30:</u> “I wash and mend my clothes.”</p> <p><u>St14:</u> “Sometimes, our mother or my sister wash and mend my clothes at home.”</p> <p><u>A volunteer:</u> “... our mother or my sister washes and mends my clothes at home!”</p>
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	<p>please!</p> <p><u>T.=>Ss:</u> Question n°7 is: “How do you thread a needle?” Student n°19!</p> <p><u>T.=>Ss:</u> Who has got anything to say about the answer?</p> <p><u>T.=>Ss:</u> Good! Who else wants to add something?</p> <p><u>T.:</u> Good! Who else wants to say something?</p> <p><u>T.=>St₁₉:</u> I have got two questions to ask you. First, how you should introduce your paragraph! Second, at the end of your paragraph, what do you tie at the end?</p> <p><u>T.=>St₁₉:</u> Very good! And what about the way you should introduce your paragraph? I repeat the question: “How do you thread a needle?” Come on! You can</p>	<p><u>St₁₄:</u> (reformulates the answer and writes the question and the answer on the board.)</p> <p><u>St₁₉:</u> “First, I take the needle with my left hand. Second, I take the thread with my right hand. I pass the thread through the eye of the needle. I pull out the thread with my left hand. All the end, I tie.”</p> <p><u>One St:</u> “At the end”, but not “All the end”!</p> <p>Another St: “I pull the thread out”, but not “I pull out the thread ...”</p> <p><u>Ss:</u> (No answer.)</p> <p><u>St₁₉:</u> “At the end, I tie the one end of the thread.”</p>
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<p>09h50: Loud Reading for Pronunciation:</p>	<p>write your answer on the board!</p> <p><u>T.=>St₁₉</u>: That's it! Very good!</p> <p><u>T.=>Ss</u>: We have fifteen minutes left, so, let's read the text together!</p> <p><u>1-First reading:</u></p> <p><u>T.:</u> (The teacher reads the text aloud.)</p> <p><u>2-Second reading:</u></p> <p><u>T.:</u> (Sentence by sentence, the teacher reads the text.)</p> <p><u>3-Third reading:</u></p> <p><u>T.:</u> (The teacher attends the students and listens carefully to the students' pronunciation.)</p>	<p><u>St₁₉</u>: (The St goes to the board, and writes the answer :) "To thread a needle, first, I take the needle with my left hand. Second, I take the thread with my right hand. I pass the thread through the eye of the needle. I pull the thread out with my left hand. At the end, I tie the one end of the thread."</p> <p><u>Ss</u>: (All the students are so happy, but time is almost over that they cannot all practise.)</p> <p><u>Ss</u>: (The students listen carefully, try to identify sounds, intonation, and rhythm, and are asked to try to understand what are expressed.)</p> <p><u>Ss</u>: (Sentence by sentence, the students repeat after the teacher, practising the right pronunciation.)</p> <p><u>Ss</u>: (The students read the text harmoniously, trying to practise the right pronunciation.)</p>
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10h00: Time is over.	<u>T.=>Ss:</u> That is for today. See you!	<u>Ss:</u> Thank you, teacher! See you.
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IV- 11. EXPERIMENTATION N°11

Date: Thursday, 18th March 2004

Level: “Terminale A-C-D”

Duration: 02 hours (14h – 16h)

Number of students: 32

Subject: Reinforcement of some lexical items about “**Daily Routines: daily-life activities**”

Teaching / Learning supports: A Graded Structured text entitled “**House-keeping**” ⁽¹⁾

General Objectives: To develop the students’ knowledge and mastery of the current English language lexical items that can be used to describe and to express everyday life activities.

Specific Objectives: At the end of the Reinforcement Practice exercises, the students will be able to understand, to remember and use appropriately, accurately, and fluently on their own the current English language lexical items about everyday-life activities in different contexts and situations, both orally and in written form.

Text: “*House-keeping*”

Children can make their own beds to help their mother. First, they take the bed-clothes and put them on a chair.

Then they turn over the mattress and place over it a large white sheet.

Then another sheet is placed over the first, then a woollen blanket, then a warm quilt when the weather is cold.

Most people sleep with their head on a square pillow.

When the bed is made, the bedroom must be cleaned. When you do a room, you shake the small carpets, or rugs, out of the window, and sweep the floor. The thing with which you sweep with is a broom.

⁽¹⁾ Carpentier, Pierre and Madeleine: L’Anglais Vivant – Ed. Fialip

Then you pass a mop on the floor to wipe of the last grains of dust, and you dust the furniture with a duster. Some people use a vacuum-cleaner, with which it is very easy to clean carpets.

Once or twice a year, especially in Spring, the house is cleaned from the top to the bottom.

The maid beats the big carpets, shakes and brushes the curtains and polishes the floors. Sometimes a charwoman comes a few hours to help her.

Procedures	Teacher (T.)	Student(s) / (Ss; St)
<p><u>14h – 14h05:</u></p> <p><u>14h05 – 14h10:</u></p> <p><u>Warm-up / Presentation:</u></p>	<p>Greeting and checking attendance</p> <p><u>T.=>Ss:</u> The new text about “Daily Routines” we have today is entitled “House-keeping”. According to you, what kind of information do you expect to get from the text? In other words, what do you think the text can be about?</p> <p><u>T.=>Ss:</u> (Eliciting the students :) Why don’t you raise your hands and try to express your idea clearly? What do you mean by “Keeping a house in order?”</p> <p><u>T.:</u> Good! What else do you expect to read in the text?</p> <p><u>T.:</u> good! What else?</p> <p><u>T.:</u> Good! What else?</p>	<p>Greeting</p> <p><u>Ss:</u> (They listen to the teacher.)</p> <p><u>Ss:</u> (In choral :) Keeping a house in order!</p> <p><u>A St:</u> The text can be about “how to clean a house”!</p> <p><u>Another St:</u> The text can also be about “how to arrange the furniture in a house”!</p> <p><u>Another St:</u> It can also be about “How to do the washing”!</p> <p><u>Another St:</u> The text can be about</p>

<p><u>14h10:</u> Copying the text intelligently:</p> <p><u>14h20:</u> <u>Practice:</u></p>	<p><u>T.:</u> Good! You will justify those ideas while copying the text later! So, take your pens and copy-books!</p> <p><u>T.:</u> (The teacher writes the text on the board.)</p> <p><u>T.=Ss:</u> We immediately go on copying the exercises! (The teacher goes on writing the exercises on the board:)</p> <p><u>COMPREHENSION ITEMS:</u></p>	<p>“How to cook meals at home”!</p> <p><u>Ss:</u> (The students get ready to note the new text down in their copy-books.)</p> <p><u>Ss:</u> (The students note the text down in their copy-books.)</p> <p><u>Ss:</u> (The students go on copying the exercises on the text.)</p>
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⇒ **COMPREHENSION ITEMS:**

Guided exercises:

1- Re-read the text carefully. Then complete the chart according to the text, listing the different actions:

The process of making a bed: how to make a bed, or how to make one’s own bed?	How to do a bedroom? How to clean a bedroom?	How to clean a house once or twice a year?
-	-	-
-	-	-
...

2- Match A to B:

A	B
1-Pieces of cloth used to cover beds.	a) A mattress
2-A large piece of floor-covering.	b) A rug
3-A material with a handle, used to wash the floor.	c) A broom
4-A brush with a handle, generally used to sweep the floor.	

5-A cloth, or brush used to remove dust from a surface.	d) A sheet
6-A cushion for the head during sleep.	e) A carpet
7-The material on which we sleep or have a rest.	f) A blanket
8-A smaller piece of floor-covering, most of the time, laid in front of the door.	g) Bed-clothes
9-A kind of bed-covering that people especially use in Winter.	h) A vacuum-cleaner
10-A large piece of thin and light cloth used on a bed.	i) A duster
11-A large piece of thick woollen, cotton, or synthetic cloth used as a covering to keep one warm.	j) A mop
12-Pieces of cloth we hang especially at a window.	k) A quilt
13-An electrical appliance used to clean surfaces by means of suction.	l) A pillow
	m) A curtain

3- **Complete the sentences with suitable words from the text:**

- a-To take care of the floors, people
- b-To take care of their furniture, people
- c-A is a woman who comes to work for some hours for someone.
- d-A is a woman who permanently works for a person.
- e-The sack of rice is very heavy: its to its, it is full of rice!
- f-At least, twice a day, mother her shoes which are always so bright.
- g-We must eggs before getting an omelette.

<u>14h45:</u> Correction of the exercises:	<p><u>T.=>Ss:</u> I think you have finished. Let us correct the exercises!</p> <p><u>T.=>Ss:</u> So, as usual, one by one, you answer orally first before writing the answer on the board.</p> <p>⇒ <u>Exercise 1:</u></p> <p><u>Complete the chart according to the text, listing the different actions:</u></p> <p><u>T.=Ss:</u> According to the text, what is</p>	<p><u>Ss:</u> (The students cease writing.)</p> <p><u>Ss:</u> (In choral :) Finished, madam!</p>
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	<p>the first thing we do when we do or arrange our bed? Student n°1, please!</p> <p><u>T.=>Ss:</u> Is that right?</p> <p><u>T.:</u> Good! The next action! Student n°2!</p> <p><u>T.=>St₂:</u> What does the “it” at the end of your answer replace?</p> <p><u>T.:</u> Very good! Student n°3! Give us the next action!</p> <p><u>T.:</u> Very good! The next action, student n°4!</p> <p><u>T.:</u> Very good! The next action, student n°5! But before that, which verb can be used to replace the verb “to place” in the last answer!</p> <p><u>T.=>Ss:</u> Good! Remember that we can also use the irregular verb “To lay – laid - laid”. So, we can say ...</p> <p><u>T.=>Ss:</u> We can continue the</p>	<p><u>St₁:</u> (After some moments of silence :) According to the text, when we arrange or do our bed, the first thing to do is to take the bed-clothes and put them on a chair.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₂:</u> The second thing we do when we do our bed is to turn over the mattress and place a sheet over it.</p> <p><u>St₂:</u> “It” replaces “mattress”!</p> <p><u>St₃:</u> Third, over the first sheet, we put another sheet.</p> <p><u>St₄:</u> After that, we place a woollen blanket over the second sheet.</p> <p><u>St₅ + Ss:</u> (Together :) “To put”!</p> <p><u>St₄:</u> (answers immediately :) After that, we lay a woollen blanket over the second sheet.</p>
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	<p>correction now! Student n°5!</p> <p><u>T.:</u> Very good! The next exercise, now! “According to the text, how do you do a bedroom? How do you clean a bedroom?” Student n°6!</p> <p><u>T.:</u> Good! What else do we do? Student n°7!</p> <p>Thank you! Student n°8, what else?</p> <p><u>T.:</u> Good! Student n°9!</p> <p><u>T.:</u> Thank you! The next exercise! According to the text, how do we clean a house once or twice a year? Student n°10!</p> <p><u>T.=>St₁₀:</u> Yes, that is it, but how?</p> <p><u>T.=>Ss:</u> What does it mean “from the top to the bottom”?</p> <p><u>T.=>Ss:</u> Explain your answer, please?</p>	<p><u>St₅:</u> Finally, when it is very cold, we put a warm quilt over the blanket.</p> <p><u>St₆:</u> According to the text, when we clean our bedroom, we shake, for example, the small carpets, or rugs, out of the windows.</p> <p><u>St₇:</u> We also sweep the floor with a broom.</p> <p><u>St₈:</u> We pass a mop on the floor to wipe off the last grains of dust.</p> <p><u>St₉:</u> At the end, we dust the furniture with a duster.</p> <p><u>St₁₀:</u> According to the text, we must clean our house one time or two times a year.</p> <p><u>St₁₀:</u> (After some seconds of thought :) “We must clean our house from the top to the bottom.”</p> <p><u>Ss:</u> (In choral :) All parts of the house!</p>
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	<p>Be clearer! What do you exactly mean?</p> <p><u>T.=>Ss:</u> Do all of you agree with that?</p> <p><u>T.=>Ss:</u> I see. Very good! The next student, student n°11! What can we do to clean our house from the top to the bottom?</p> <p><u>T.=>Ss:</u> Ok! Let us correct Exercise 2 if you do not have any other question!</p> <p><u>T.:</u> Good!</p> <p style="text-align: center;">⇒ <u>Exercise 2:</u> <u>Match A to B:</u></p> <p><u>T.=>Ss:</u> Student n°12, you start it, please!</p> <p><u>T.=>Ss:</u> Is it right or wrong?</p> <p><u>T.:</u> Good! Student n°13!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°14!</p> <p><u>T.=>Ss:</u> Is that right ?</p>	<p><u>A St:</u> Once or twice a year, we must clean everything at home.</p> <p><u>Ss:</u> (Together :) Yes, teacher!</p> <p><u>St₁₁:</u> For example, we beat the big carpets; we shake and brush the curtains; we polish the floor when we clean our house from the top to the bottom.</p> <p><u>Ss:</u> (Together :) No question, teacher!</p> <p><u>St₁₂:</u> “The pieces of cloth used to cover beds are bed-clothes.” (1 = g)</p> <p><u>Ss:</u> (Together :) It is right, madam!</p> <p><u>St₁₃:</u> “A large piece of floor-covering is a carpet.” (2 = e)</p> <p><u>Ss:</u> Right!</p> <p><u>St₁₄:</u> “A material with a handle, used to wash the floor, is a broom.”</p> <p><u>Ss:</u> (Together :) It’s wrong,</p>
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	<p><u>T.=>Ss:</u> Why?</p> <p><u>T.=>Ss:</u> Explain, please! Why do you say that?</p> <p><u>T.=>St₁₄:</u> Have you understood that?</p> <p><u>T.:</u> Good! The next exercise! Student n°15!</p> <p><u>T.=>Ss:</u> Is that right or wrong?</p> <p><u>T.:</u> Ok! The next exercise! Student n°16!</p> <p><u>T.=>Ss:</u> Is that right or wrong?</p> <p><u>T.:</u> Ok! The next exercise, student n°17!</p> <p><u>T.=>Ss:</u> Is that right?</p> <p><u>T.:</u> Ok! The next exercise, student n°18!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°19!</p>	<p>teacher!</p> <p><u>Ss:</u> (In choral :) That is a broom not a mop!</p> <p><u>A St:</u> A material with a handle, used to wash the floor, is a mop not a broom. It is a mop because it is used to wash the floor. It is the “rasta” in Malagasy. (3 = j)</p> <p><u>St₁₄:</u> Yes, teacher!</p> <p><u>St₁₅:</u> A brush with a handle, generally used to sweep the floor, is a broom. (4 = c)</p> <p><u>Ss:</u> (Together :) Right?</p> <p><u>St₁₆:</u> A cloth or brush used to remove dust from a surface is a duster. (5 = j)</p> <p><u>Ss:</u> (Together :) That is right!</p> <p><u>St₁₇:</u> A cushion for the head during sleep is a pillow. (6 = l)</p> <p><u>Ss:</u> Yes, teacher!</p> <p><u>St₁₈:</u> The material on which we sleep or have a rest is a mattress. (7 = a)</p> <p><u>Ss:</u> (In choral :) Right!</p> <p><u>St₁₉:</u> A smaller piece of floor-covering, most of the time</p>
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	<p><u>T.=>Ss:</u> Is that right or wrong?</p> <p><u>T.:</u> Ok! The next exercise! Student n°20!</p> <p><u>T.=>Ss:</u> Is the answer right or wrong!</p> <p><u>T.:</u> Ok! Student n°21! Go on, please!</p> <p><u>T.=>Ss:</u> Right or wrong?</p> <p><u>T.:</u> Good! Student n°22!</p> <p><u>T.=>Ss:</u> What do you think of the answer?</p> <p><u>T.:</u> Good! The next student is student n°23!</p> <p><u>T.=>Ss:</u> Do you think the answer is right?</p> <p><u>T.:</u> Ok! Student n°24!</p> <p><u>T.=>Ss:</u> And what about that?</p> <p><u>T.:</u> Good! Exercise 3, now!</p>	<p>laid in front of the door, is a rug. (8 = b)</p> <p><u>Ss:</u> (Together :) It is right!</p> <p><u>St₂₀:</u> A kind of bed-covering that people especially use in Winter is a quilt. (9 = k)</p> <p><u>Ss:</u> (Together :) Right!</p> <p><u>St₂₁:</u> A large piece of thin cloth used on a bed is a sheet. (10=d)</p> <p><u>Ss:</u> Right!</p> <p><u>St₂₂:</u> A large piece of woollen, cotton or synthetic cloth used as a covering to keep one warm is a blanket. (11 = f)</p> <p><u>Ss:</u> (Together :) It is right, teacher!</p> <p><u>St₂₃:</u> Piece of cloth we hang especially at a window is a curtain. (12 = m)</p> <p><u>Ss:</u> (Together :) Yes, it is right, teacher!</p> <p><u>St₂₄:</u> An electrical appliance used to clean surfaces by means of suction is a vacuum-cleaner. (13 = h)</p> <p><u>Ss:</u> (Together :) That is right, teacher!</p>
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⇒ Exercise 3:

Complete the sentences with suitable words from the text:

T.=>Ss: Student n°25, you start the exercise!

T.=>St₂₅ + Ss: Right! In English, “**cirer le plancher**” is “**to wax the floor**”. (And the teacher writes the new words on the board.)

T.=>St₂₅: (eliciting :) Do you want to add something to the answer?

T.=>St₂₅: Good! Come on!

T.: Very good! Student n°26!

T.=>Ss: (eliciting the class :) Who wants to add something?

T.: Right! Very good! Student n°28!

T.=>Ss: Is that right?

T.: Good! Student n°29!

St₂₅: To take care of the floors, people **wash and polish them.**

St₂₅: Please, madam, what is “**cirer**” in English?

Ss: (They take notes.)

St₂₅: Yes, madam.

St₂₅: To take care of the floors, people **wash, wax and polish them.**

St₂₆: To take care of their furniture, people **dust them with a duster.**

St₂₇: To take care of their furniture, people also **polish their furniture with wax.**

St₂₈: A **charwoman** is a woman who comes to work for some hours for someone.

Ss: Yes, teacher!

St₂₉: A **maid** is a woman who permanently works for a person.

<p style="text-align: center;"><u>15h43:</u> Loud Reading for Pronunciation:</p>	<p><u>T.=>Ss:</u> What about the answer? <u>T.:</u> Good! Student n°30!</p> <p><u>T.=>Ss:</u> What about the answers? <u>T.:</u> Good! Student n°31!</p> <p><u>T.=>Ss:</u> What about the answer? <u>T.:</u> Good! The last situation is for student n°32!</p> <p><u>T.=>Ss:</u> What about the answer?</p> <p><u>T.=>Ss:</u> We have only fifteen minutes, so, let us practise reading the text aloud as usual!</p> <p style="text-align: center;"><u>1-First reading:</u></p> <p><u>T.:</u> (The teacher reads the text aloud.)</p> <p style="text-align: center;"><u>2-Second reading:</u></p> <p><u>T.:</u> (Sentence by sentence, the teacher reads the text.)</p> <p style="text-align: center;"><u>3-Third reading:</u></p>	<p><u>Ss:</u> It is right, teacher!</p> <p><u>St₃₀:</u> The sack of rice is very heavy: from its top to its bottom, it is full of rice.</p> <p><u>Ss:</u> They are right, teacher!</p> <p><u>St₃₁:</u> At least, twice a day, mother polishes or brushes her shoes which are always so bright.</p> <p><u>Ss:</u> Right, teacher!</p> <p><u>St₃₂:</u> We must beat eggs before getting an omelette.</p> <p><u>Ss:</u> (Together :) It is right, teacher!</p> <p><u>Ss:</u> (The students get ready to practise reading the text aloud with the teacher.)</p> <p><u>Ss:</u> (The students listen carefully, identify sounds, intonation and rhythm, trying to grasp meanings spontaneously.)</p> <p><u>Ss:</u> (Sentence by sentence, the students repeat after the teacher, trying to practise the right pronunciation.)</p>
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16h01: Time is over.	<u>T.:</u> (The teacher listens carefully to the students' pronunciation.)	<u>Ss:</u> (The students read the text harmoniously, trying to practise the right pronunciation.)
	<u>T.=>Ss:</u> Time is up! See you next session!	<u>Ss:</u> Thank you, teacher! See you next time!

⇒ Exercise 1: The completed chart

The process of making a bed: how to make a bed, or how to make one's bed?	How to do a room, a bedroom? How to clean a room, a bedroom?	How to clean a house once or twice a year?
<ul style="list-style-type: none"> - to take the bed-clothes and put them on a chair; - to turn over the mattress; - to place a sheet over the mattress; - to place another sheet over the first sheet; - to place / lay a (woollen) blanket over the second sheet; - to put a warm quilt over the blanket in Winter. 	<ul style="list-style-type: none"> - to shake the small carpets, or rugs, out of the window; - to sweep the floor with a broom; - to pass a mop on the floor to wipe off the last grains of dust; - to dust the furniture with a duster. 	<ul style="list-style-type: none"> - to clean the house from the top to the bottom; - to beat the big carpets; - to shake and brush the curtains; - to polish the floor.

⇒ The answers for exercise 2:

1 = g; 2 = e; 3 = j; 4 = c; 5 = i; 6 = l; 7 = a; 8 = b; 9 = k; 10 = d; 11 = f; 12 = m; 13 = h

• **COMMENTS ON EXPERIMENTATIONS N° 09 - 10 - 11:**

Before proceeding to the commentary of the three related experimentations carried out in the present class, "Terminal A-C-D", we would like to mention some particular facts concerning the class.

First, the class consists of 32 students who have not only different knowledge background, but some of them are students who were practically in “Première”, and most of them are still part-time workers or were part-time workers who want to have their diploma, “Baccalaureate”.

Second, the class is composed of students having different level of knowledge and mastery of English as well as different level of interest in the field of acquiring the language. In other words, some students are interested in learning the language to face with their official exam or to prepare their future life while others are not, because they do not intend to sit for the subject-matter at their official exam. What they have in common, as far as level of knowledge and mastery of English language is concerned, lies on the fact that all of them can be qualified as “False Beginners”. They had already learnt English, they know bits of words and rules concerning English, but they are unable to use the language as means of communication both orally and in written form. They get stuck when they are asked to express themselves using the language orally and not less than that when they are asked to express themselves in written form. Nevertheless, the students can understand English expressed in simple English both orally and in written form.

Consequently, while dealing with the topics included in the Official Syllabuses, we have decided to apply the proposed “Reinforcement Practice Procedure”. First, it is to help the students to remember what they have already learnt. It is also to help them to acquire considerable current lexical and structural items so that they can express their own opinions and ideas, at least to enable them to face with their official exam.

In the light of the students’ situation, we think that since the students need at the same time to deal with what they have to acquire in “Terminale” and to compensate as quickly as possible the bases of the language, we have decided to resort to the following way:

- choosing the topic in the official syllabuses to be considered, for example “Daily Routines: Daily Activities”;
- choosing a suitable Graded Structured Text related to the topic;
- making the students copy the Graded Structured Text intelligently so as to enable them to concentrate on the spelling and the possible meaning of every word, on contextual meaning of words and on the content of the text;
- giving the students “Comprehension Items” which include a series of Guided Practice Exercises through which the students should show and justify what they have understood and what they must have discovered from the text, especially in terms of lexis;

- giving the students other complementary exercises, including other example situations in which a same lexical or structural item can be used or met;
- giving the students “Aural exercises”: such an exercise is meant to enable the students to understand questions given orally to them, and to exercise them to answer questions spontaneously;
- Loud Reading of the Teaching / Learning support is carried out at the end to remind them the right pronunciation.

After each session, we could state that the texture of the Graded Structured Texts has facilitated the students’ task, trying to understand the content of each text and to deduce word meaning and contextual meaning of words. While answering to questions, being compelled to make full answers, the students are indirectly obliged to retain the structures of sentences they have seen in the texts, and to re-produce similar structures to express themselves. The “technique” they have adopted is a bit “tricky”, but it can be considered as the beginning of a progress, of one’s ability to use the language as one’s own later. One last, but not the least important thing to notice during the sessions is that even the most reluctant students, who were not interested in acquiring the language, have actively took part and practised the language willingly.

GENERAL CONCLUSION

As the title indicates, and considering English language teaching Lycée syllabuses which tend to reinforce and to develop what the students should have acquired and mastered in First Cycle Secondary Schools, this dissertation was not concerned with a totally new teaching procedure.

Our aim was more in developing a Reinforcement Practice Procedure with a view to train or to exercise Lycée students to practise either orally or in written form the elementary English language lexis and grammatical structures as often as possible; thus, it will help the students to remember and use the language items on their own as accurately as possible and also as appropriately as well. Fluency was another target in all possible circumstances.

The procedure was meant to be applied with Graded Structured Texts. For that, the texts served as the teaching supports for the teachers; and for the students, they served as contexts or model situations in which they can study and realize the forms, the values, the meanings and the communicative functions of English language lexical and / or grammatical items. Using texts was meant to get the students to become familiar with the target language in its written aspects.

Therefore, this work consists of three main parts. PART ONE deals with the theories about Basic English Language Skills as the main resources of the language, its lexis and grammar. Then, it focuses on the processes of teaching language points which are still completely new to learners, emphasizing the place, roles and importance of reinforcement exercises in the process of new language teaching. PART ONE also outlines the necessity of the three main stages of a lesson-plan in the processes of new language teaching, and the possibility of starting one's lesson with the Practice Stage in case the language point to be dealt with is no more completely to learners.

From the light of PART ONE, PART TWO of this work shows the realities concerning the ways of teaching language points at Lycées: how English language points are dealt with at Lycées. The instances of weaknesses in the field of teaching and learning the language at Lycées led us to the third part of the work.

Finally, PART THREE, as the last part of this work, was reserved for suggestions: way of improving the "teaching" of English language lexis and grammatical structures at Lycées. To check and show the efficiency of the procedure, experimentations were carried out in some Second Cycle Secondary School classes.

To end, it seems worth reminding that Graded Structured Texts are not difficult to find. Graded Structured Readers and any Graded English text-book provide many of them.

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APPENDICES

8 I was getting ready to come home . . .

Past Progressive tense; talking about the past; leaving words out in speech; keeping a conversation going.



1 Listen to the conversation with your book closed. Who did Lorna talk to during the day?

GEORGE: Hello, darling. Did you have a good day?
 LORNA: Not bad. The usual sort of thing. Meetings, phone calls, letters. You know.
 GEORGE: Did you see anybody interesting?
 LORNA: Well, Chris came into the office this morning. We had a long talk.
 GEORGE: Oh, yes? What about?
 LORNA: Oh, this and that. Things. You know.
 GEORGE: I see.
 LORNA: And then Janet turned up. As usual. Just when I was trying to finish some work.
 GEORGE: So what did you do?
 LORNA: Had lunch with her.
 GEORGE: Where did you go? Somewhere nice?
 LORNA: No. Just the pub round the corner. A pie and a pint, you know. Then in the afternoon there was a budget meeting. It went on for hours.
 GEORGE: Sounds like a boring day. Did anything interesting happen?
 LORNA: Don't think so, not really. Can't remember. Oh, yes, one thing. Something rather strange.
 GEORGE: What?
 LORNA: Well, it was this evening. I was getting ready to come home. And the phone rang. So I picked it up. And there was this man.
 GEORGE: Who?
 LORNA: Well, I don't know. He wouldn't say who he was. But he asked me to have lunch with him tomorrow.
 GEORGE: What?
 LORNA: Yes. He said he wanted to talk to me. About something very important.
 GEORGE: So what did you say?
 LORNA: Well, I said yes, of course. How was your day?

2 Look at this sentence:

Had lunch with her.

Lorna leaves out the pronoun *I*. Can you find any more sentences where Lorna leaves out words?

3 Now listen again to George's side of the conversation with your book closed. Can you remember the beginnings of Lorna's answers?

4 Pronunciation: the letter *a*. Can you pronounce these words?

1. bad had happen rang man (/æ/)
2. darling afternoon rather ask glass (/ɑ/)
3. came strange day say train (/eɪ/)
4. call talk saw (/ɔ:/)

Put these words in group 1, 2, 3 or 4.

wait hate hard glass start law car
 bath late ball black make paid arm
 rain fall hat part happy half past
 awful may all stand walk

Special pronunciations:

what wasn't want watch swan (/ɒ/)
 many any again says said ate (/e/)
 about America England umbrella (/ə/)

Discussion, reading and writing; *should*; Present Perfect Progressive; conditionals.

1 The following texts are typical of letters and replies which are published in British teenagers' magazines. Read them carefully, but don't use your dictionary unless it is absolutely necessary. Are you surprised by anything in the letters or the answers? Do you agree or disagree strongly with anything that is said? Which reply do you agree with more? Why?

Should I lie to my parents?

Can you help me? I've fallen in love with a really nice boy I know at College. I'm 16, but I don't have a lot of freedom – I'm Asian, and my family have very strict attitudes because of their religion. So I'm not allowed to go out in the evenings, and even if I did go out with this boy during College hours I couldn't tell my parents, because they'd be really upset if they knew I was going out with a white boy. I feel bad about the situation, because I love my parents and they trust me, but this relationship is really important to me. What do you advise?

■ I understand your problem, but I really don't think you should go out with him. It's all right for the two of you to be friends, but you mustn't get yourself into a situation where you have to lie to your parents. Their religious beliefs are an important part of your family life, and it would be a mistake to go against the rules that they have made for you. If you did go out with the boy you would eventually get found out, and then the trust between you and your parents would be destroyed.

If you need to talk it over, you could get in touch with ASHA – a group that gives advice to young Asian women like yourself who are caught between two cultures. Their help is free and confidential. You can phone them on 071 274 8854.

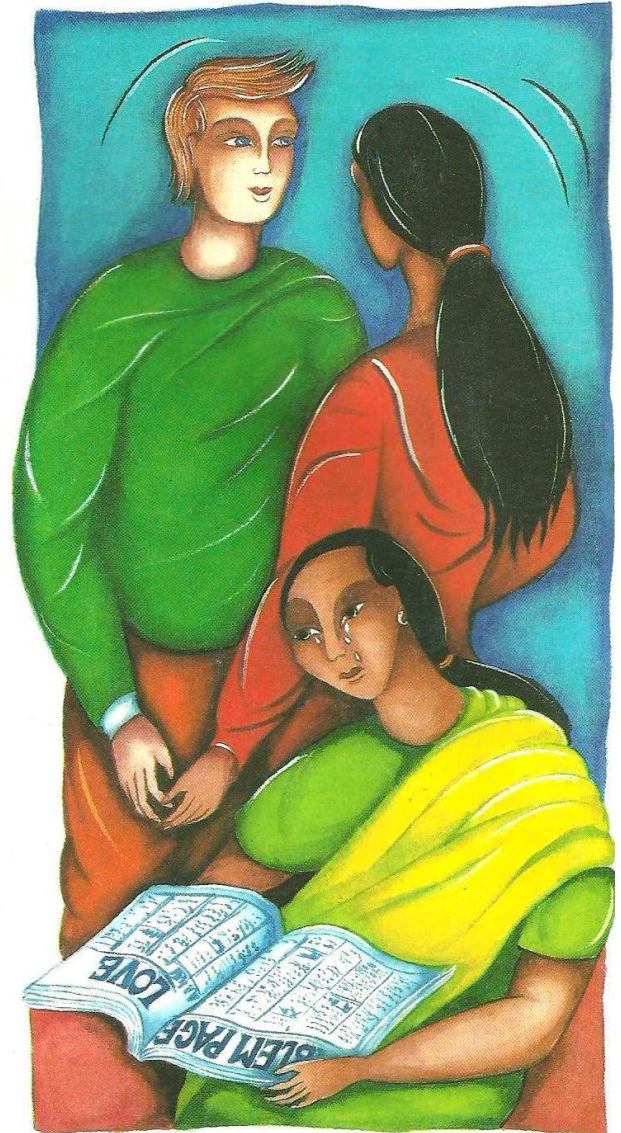
SHOULD I ASK HER OUT?

I'm 16, and I really fancy a girl at my school. For the last few weeks I've been getting more and more attracted to her, and it's turning into a very serious relationship. The trouble is that she's Asian, and I know my parents would object if I asked her out. They are Catholics, and they would be shocked and angry if I got involved with a Muslim girl. I respect their beliefs, and I don't want to go behind their backs, but I have to think of myself. What should I do?

The first thing is to make absolutely sure of your own feelings. You haven't been seeing this girl for very long, and there's no point in upsetting your whole family for a relationship that might not last.

But if you're convinced that this is the real thing, then you must make sure what your parents' attitude is. Do you really know they wouldn't let you go out with the girl? Maybe they will. Talk the situation over with them, calmly and openly – that way you can be certain what they feel instead of just guessing.

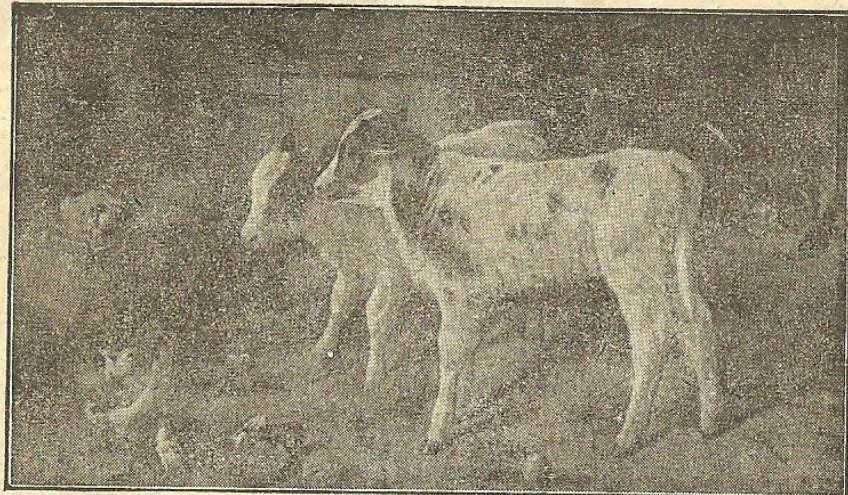
If they really do object, you will have to make a decision. You can either respect their beliefs and live the way they want, or you can do what *you* think is right. If you tell your parents firmly that you're going to go out with the girl, then you won't be going behind their backs, and you will be showing them that you have a right to follow your own opinions, even if these are very different from theirs.



2 Which of the following sentences is closest to the answer to the first letter, and which is closest to the answer to the second letter?

1. Your parents may let you go out with your friend, but if they don't you will have to decide between your beliefs and your parents' beliefs.
2. If you talk carefully to your parents they will almost certainly let you go out with your friend.
3. You shouldn't go out with your friend because it is bad to go against your family's religion and culture.
4. You shouldn't go out with your friend because it would make your parents unhappy.

ANIMALS AT THE FARM



National Gallery

W. HUNT. THE DOG IN THE MANGER.

1. The farmer lives in the **farm-house**. In front is the **farm-yard** where we see the birds of the farm or **poultry**: the **cock**; his wife, the **hen**, who gives us eggs; her large family of small **chicks**, or **chickens**; and the turkey and the goose. On the **pond**, there are **ducks**, swimming **all day long**. There are also **pigeons** which fly **about** the roofs of the farm.

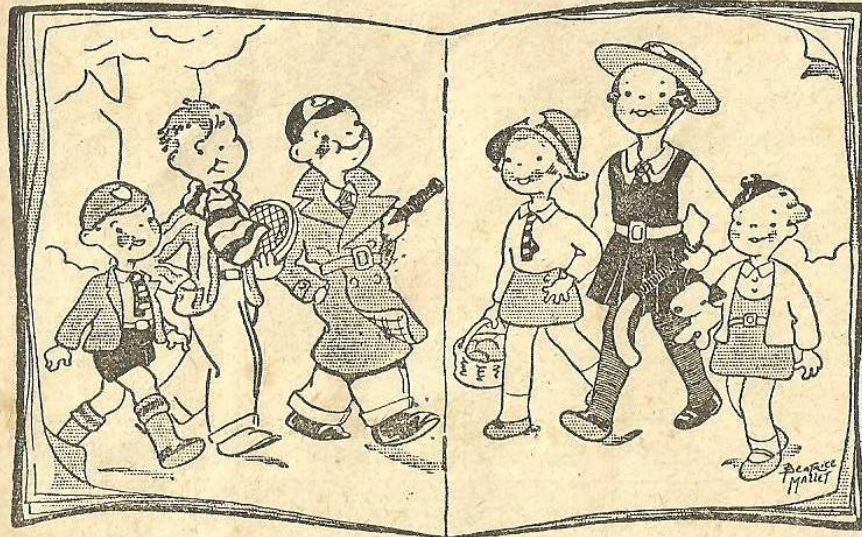
2. When the corn is ripe, the farmer brings it to the farm in **carts**. These **heavy carts** are **drawn** either by **oxen**, which are very **strong**, or by **horses** which are faster, but not so strong.

In some farms, there is also a **donkey** to draw **light carts**: a donkey, or **ass**, is a **long-eared** animal.

3. The **cow** is the **female** of the **ox**; she gives us **milk**. A young ox or a young cow is called a **calf** (plural: **calves**).

The **pig** is a **large-eared**, **small-eyed** animal. The white **sheep** gives **wool** to make our clothes with. Some animals, such as the **rat** and the **mouse** are not useful in the farm! But the farm-cat **kills** rats and **mice**.

^{nos}
OUR CLOTHES



1. On his body, a boy wears a shirt. The sleeves of his shirt cover his arms. Round his neck, he has a collar and a tie. On his legs, he wears long trousers or short knickers.

On his feet, he wears socks or stockings, and a pair of shoes. Socks are short, stockings are long.

2. Over his shirt, he wears a coat.

When he goes out, he wears a raincoat or an overcoat.

On his head, he wears a cap; a man wears a hat. But now, many boys and men go out without a hat on.

A dog does not wear clothes, but a collar round its neck.

3. On her body, a girl wears a vest and knickers.

Then, she wears a dress, or a blouse and a skirt.

When they go out, women and girls wear coats over their dresses, hats on their heads and gloves on their hands.

4. At night, we take off our clothes and put on our pyjamas. In the morning, when we get up, we take off our pyjamas and put on our clothes.

The clothes of men and boys have many pockets.

ANIMALS



1. Science teaches us that animals are divided into many different classes which have very difficult names; but all children know that there are :

animals which live on the ground;
animals which live in the water;
animals which live in the air.

2. First, **here is** our friend the dog : its body is covered with hair; it has 4 legs.

It has ^{no} ~~neither~~ feet ^{nor} ~~nor~~ hands, but ^{pawes} ~~paws~~. It has a ^{la queue} ~~tail~~ which is only an ~~ornament~~ !

Children keep dogs and cats for **pets**. They are the children's friends.

3. **Birds** live in the air. Their body is covered with **feathers**. They have ^{des ailes} ~~wings~~ with which they **fly** from tree to tree.

A bird has no mouth, but a hard ^{bec} ~~bill~~ which is **either** long or short.

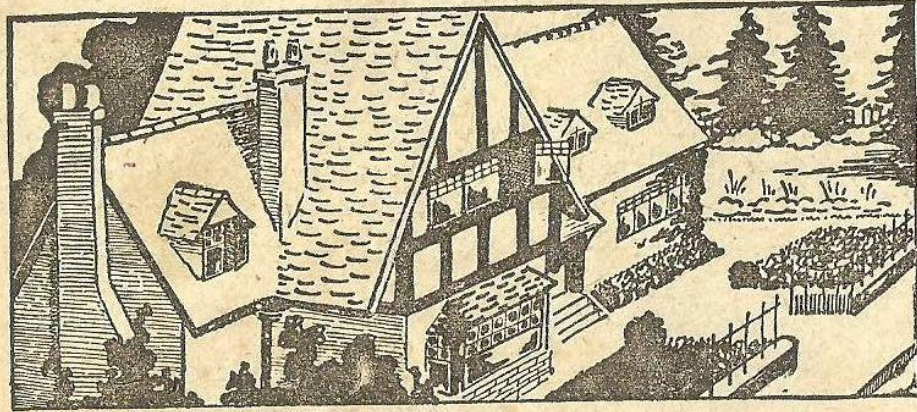
In Spring, birds ~~build~~ ^{font} ~~nest~~s in the trees; they lay their **eggs** in these nests.

4. **Fish** live in the water. A fish is covered with **scales**. It has no legs and cannot walk, but it **swims** in rivers and seas.

Serpents, or **snakes** neither walk nor fly. **Why?** because they have ~~neither~~ legs nor wings.

They can only **crawl** on the ground. .

THE HOUSE



1. A family lives in a house. A house opens on a street or stands in a garden. On the top of the walls is the roof made of red tiles or grey slates.

When we walk into the house, we go through the front-door: we are in the hall.

2. There are generally several floors in a house; the ground-floor, which is on the ground; the first floor which is over the ground-floor, the second floor, etc...

In the hall are the stairs to go up to the first floor.

3. Mother, or a servant, prepares dinner in the kitchen.

We take our meals in the dining-room.

The visitors who come to see us sit and speak with us in the sitting-room.

Sometimes, father has a study where he can work.

At night, we go to sleep in our bed-rooms, and in the morning, we wash in the bath-room.

4. Modern houses have modern conveniences: gas, central heating, electric light, telephone, etc., which make the house very comfortable.

In London or Paris, which are very large towns, many houses have no garden.

NEEDLEWORK AND WASHING



1. A woman has much work to do in the house. For instance, she must look after the clothes of everybody. If her naughty boys and girls make big **holes** in their socks or **tear** their clothes when they play, she must **mend** the clothes and socks !

2. She puts a **thimble** on the middle finger of her right hand; then she takes her **needle** in her left hand and passes the **thread** through the **eye** of the needle : she **threads** her needle.

Then, she is ready **to sew**. She **pushes** the needle through the **stuff** with her thimble, then she **pulls** it **out** again.

When she has finished, she cuts her thread with her teeth or her **scissors**.

It is a pity for poor mother **that** boys and girls do not mend their own socks and sew on their own **buttons** !

3. Then, when the linen is dirty, it must be washed, and **that** is another **care** for mother !

The linen is washed by a **washerwoman** or given to the **laundry**. It is washed with water and soap, then it is **dried** in the air.

When it is dry, it must be **ironed** with hot irons.

HOUSE-KEEPING



1. Children can make their own beds to **help** their mother. First, they take the **bed-clothes** and put them on a chair.

Then they **turn over** the **mattress** and place over it a large white **sheet**.

Then another sheet is placed over the first, then a **woollen blanket**, then a **warm quilt** when the weather is cold.

Most people sleep with their head on a square **pillow**.

2. When the bed is made, the bedroom must be cleaned. When you **do a room**, you **shake** the small carpets, or **rugs**, out of the window, and **sweep** the floor. The thing which you sweep with is a **broom**.

Then, you pass a **mop** on the floor to wipe off the last **grains** of **dust**, and you **dust** the furniture with a duster. Some people use a **vacuum-cleaner**, with which it is very easy to clean carpets.

3. **Once** or **twice** in the year, especially in Spring, the house is cleaned from the top to the **bottom**.

The maid **beats** the big carpets, shakes and brushes the curtains and **polishes** the floors. Sometimes, a **charwoman** comes a few hours to help her.

APPENDIX 09:

SAMPLES OF AVAILABLE RESOURCES FOR GRADED STRUCTURED TEXTS

- A-Binner, Vinal O.:
1. American Folktales I – A Structured Reader / A graded, supplementary reader reinforcing basic English language skills, 1966, Crowell Contemporary English Series
 2. American Folktales II – A Structured Reader, 1968, Crowell Contemporary English Series
 3. International Folktales I – A Structured Reader, 1967, Crowell Contemporary English Series
 4. International Folktales II – A Structured Reader, 1970, Crowell Contemporary English Series

B-Dr. Hill, L. A.: A- **A series of Graded Readers (Series 1) + cassettes:**

1. Introductory Stories for Reproduction (750–headword level)
2. Elementary Stories for Reproduction 1 (1000–headword level)
3. Intermediate Stories for Reproduction 1 (1500–headword level)
4. Advanced Stories for Reproduction (2075–headword level)

B- **A series of Graded Readers (Series 2) + cassettes:**

1. Introductory Stories for Reproduction 2 (750-headword level)
2. Elementary Stories for Reproduction 2 (1000-headword level)
3. Intermediate Stories for Reproduction 2 (1500-headword level)
4. Advanced Stories for Reproduction 2 (2075-headword level)

C- **Anecdotes in American English (in three levels):**

1. Anecdotes in American English (Elementary level)
2. Anecdotes in American English (Intermediate level)
3. Anecdotes in American English (Advanced level)

D- **Best Funny Stories (in three levels):**

1. Best Funny Stories (750-headword level)
2. Best Funny Stories (1000-headword level)
3. Best Funny Stories (1500-headword level)

E- Word Power (in three levels):

1. Word Power (1500)
2. Word Power (3000)
3. Word Power (4500)

F- Comprehension Topics (in two levels):

1. Comprehension Topics (Elementary level)
2. Comprehension Topics (Intermediate level)

G- 1. Writing for Purpose

(All are published by Oxford University Press.)

C-Swan, Michael and Walter, Catherine:

1. The New Cambridge English Course (1)
2. The New Cambridge English Course (2)
3. The New Cambridge English Course (3)
4. The New Cambridge English Course (1/P)
5. The New Cambridge English Course (2/P)
6. The New Cambridge English Course (3/P)

(All are published by Cambridge University Press.)

D- Cripwell, K.; Keane, J.; Nama, M. D.; Tamla, B. K.:

1. Go For English (6è), 1990, The Macmillan Press Ltd London and Basingstoke
2. Go For English (5è), 1991, The Macmillan Press Ltd London and Basingstoke
3. Go For English (4è), 1992, The Macmillan Press Ltd London and Basingstoke
4. Go For English (3è), 1993, The Macmillan Press Ltd London and Basingstoke
5. Go For English (2nde), 1994, The Macmillan Press Ltd London and Basingstoke

E- 1. Cassell's Graded Readers

2. Longman Structural Readers (in a series of books at six stages)
3. Rangers (illustrated series of Graded Readers at eight levels, by MacMillan Publishers)

F- Any graded English text-books such as:

A- Carpentier, Pierre and Cathérine:

1. L'Anglais Vivant (6è), Ed. Fialip
2. L'Anglais Vivant (5è), Ed. Fialip
3. L'Anglais Vivant (4è), Ed. Fialip
4. L'Anglais Vivant (3è), Ed. Fialip

B- Richard, P. M. and Hall, Wendy :

1. L'Anglais par L'Illustration (6è) ; (5è), Librairie Hachette
2. L'Anglais par l'Action (4è) ; (3è), Librairie Hachette
3. L'Anglais par la Conversation (2nde) ; (1ère), Librairie Hachette
4. L'Anglais, Seconde Langue (4è) ; (3è), Librairie Hachette

C- Peterson, Patricia Wilcox: Changing Times, Changing Tenses (Elementary / Intermediate), 1989, English Language Programs Division / Bureau of Educational and Cultural Affairs. United States Information Agency – Washington, D.C.20547

G- McCallum, George P.: Idiom Drills, 1970 by Thomas Y. Crowell Company, Inc.

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ECOLE NORMALE SUPERIEURE

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ANNEE UNIVERSITAIRE: 2003 – 2004
TITRE DU MEMOIRE: «Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills at Lycées »

RESUME DU MEMOIRE:

Entitled “Using Graded Structured Texts / Readers to Reinforce Basic English Language Skills at Lycées”, the present dissertation is to suggest one of the possible ways of improving the teaching of Basic English Language Skills at Lycées, that is, in Secondes – Premières – Terminales classes.

This work consists in developing a Reinforcement Practice Procedure which is particularly intended to help the teachers of English language at Lycées to enhance contemporary Lycée students’ level of knowledge and mastery of the basic English language lexis and grammatical structures, the fundamental elements which we need to acquire and master a language either orally or in its written form. It also consists in making of current use “Graded Structured Texts” as samples, examples or images of the real situations in which a language serves as a means of communication. The texts are intended to help both the learners and the teachers in the processes of reinforcing the students’ pre-acquired and newly acquired elementary English language lexical and structural items. In that, then, the texts will serve as pedagogical supports for the teachers, and as samples of contexts and situations for the students.

The Procedure is meant to help the students to understand and to interpret to the full the meanings conveyed by a lexical item in isolation and in different contexts as well as the possible communicative functions which a given structure can express in different contexts and situations. It is also to train and to exercise “Seconde, Première, and Terminale” students to practise or use as frequently as possible their language points in suitable contexts and situations, and according to the rules that govern the language so that they can understand and use the target language, both orally and in written form, as their own later on, in different contexts and situations.