Teaching English in Iran: aims, objectives, strategies, and evaluation

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Teaching English in Iran: Aims, objectives, strategies, and evaluation

by

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A Thesis Submitted to the Graduate Faculty in Partial Fulfillment of The Requirements for the Degree of MASTER OF ARTS

Major: English

Signatures have been redacted for privacy

Iowa State University Ames, Iowa

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLOSSARY</td>
<td>iii</td>
</tr>
<tr>
<td>CHAPTER 1. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER 2. AIMS</td>
<td>10</td>
</tr>
<tr>
<td>CHAPTER 3. OBJECTIVES</td>
<td>16</td>
</tr>
<tr>
<td>CHAPTER 4. TEACHING STRATEGIES</td>
<td>43</td>
</tr>
<tr>
<td>CHAPTER 5. SAMPLE LESSONS</td>
<td>55</td>
</tr>
<tr>
<td>CHAPTER 6. EVALUATION</td>
<td>69</td>
</tr>
<tr>
<td>CHAPTER 7. CONCLUSION</td>
<td>74</td>
</tr>
<tr>
<td>FOOTNOTES</td>
<td>77</td>
</tr>
<tr>
<td>ANNOTATED BIBLIOGRAPHY</td>
<td>79</td>
</tr>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>90</td>
</tr>
</tbody>
</table>
GLOSSARY

Affective domain: the area of behavior which includes attitudes, feelings and values of the learner toward a course of study.

Behavioral objective: a statement indicating what a learner will be able to do after a course of instruction. Formal objectives include desired behavior, conditions under which evaluation occurs, purpose, and criterion for evaluating results. Expressive objectives written for higher level skills and subject matter are modified to include purpose, and behavior with less control over conditions and evaluation.

Cloze test: administered by giving students a passage from a text in which words have been systematically eliminated. Students must supply missing elements.

Competence: internal knowledge of English language which forms the learner's potential for communication.

Conflict: psycholinguistic interference caused by patterns and habits of the native language often resulting in learning problems in ESL.

Contrastive Analysis: features of two languages are compared to determine what patterns differ and how they differ.

Evaluation: tests or other measurements such as questionnaires or observations which determine whether learning has occurred and how much progress has been made towards the objectives.

Minimal Pairs: contrasting pairs of language which differ in only one significant way. Minimal pairs such as "very, berry" and "ship, sheep" distinguish meaningful sound contrasts of English.

Model: a native example of an English utterance, word, or sound presented by a teacher or a tape in order for learners to imitate or reproduce a similar utterance.

Paralanguage: tone, tempo, and nonarticulated sounds such as sighs or groans which communicate meaning to a listener.
Systems approach: a program evolved from the components of aims, objectives, strategies and evaluation. These components are adjusted by input from each other component and result in a program where all phases of education are interdependent.

Teacher accountability: a concept that holds educators responsible for outcomes of a course of instruction. Occasionally a school district receives funding for only those learners who achieve the course objectives.

Variety of language: changes of phonology, syntax or lexicon of a language resulting from regional, social, situational factors or form of expression. Varieties of geographical, social and professional dialects, functional forms such as formal and informal, and written or oral language are included.

Way-of-life culture: factors of the daily routine and attitudes or values which are characteristic of natives of a foreign culture.
CHAPTER 1. INTRODUCTION

As a prospective teacher of English as a foreign language at Pahlavi University in Iran, I am concerned with developing a program suited to the needs of university students. I have attempted to answer the following questions which are essential to a good language program: 1) What general and specific objectives should be achieved? 2) What teaching strategies would be most effective in achieving them? 3) How can student progress be evaluated?

The administrators of Pahlavi University regard ESL as one of the major concerns of the school since after the student's first year all his instruction is in English.\footnote{1} A visiting professor, Dr. Jeris E. Strain, stated that "with regard to the Pahlavi English program, the goal of having a student body that is proficient in English as well as Persian remains a key objective of the university.... The textbooks used at Pahlavi...are generally the same as those regularly used in American universities."\footnote{2}

Since Strain's report in 1967, the English department at Pahlavi has undergone many developments. The department planned to offer twice as many hours of instruction during the first year as it had previously offered. This intensified program was to have begun in 1975. The results are not complete; however, the plan indicates concern over the low
level of the students' English language skills.

While universities such as Pahlavi are improving the quality of their language programs, most Iranian high schools are still very unsatisfactory. Dr. Strain's earlier comment still holds: "English language instruction in Iran is weak. The Iranian student's six years of time, interest, and effort, not to mention that of the teacher, result with relatively few exceptions in actual language abilities which range from poor to mediocre." The motivation of high school students to study English is high, with more than ninety percent of them electing it as their foreign language. But results are discouraging. Large classes, poor textbooks, and ill-equipped teachers result in entering college students requiring instruction in basic English.

In a recent ESL convention of Iranian high school teachers, Pereydoun Motamed spoke for the body when he listed as a major problem teachers who limit the class strictly to the textbook and word-for-word translations. Instructors use incorrect pronunciation when modeling patterns of speech for the students to imitate. Teachers also prefer to teach traditional grammar rather than to require compositions because they do not have time or skill to correct them. Motamed's assessment is scarcely encouraging. "Students have not been taught to organize a composition, to spell the most common words, to punctuate a sentence, to express themselves
in writing, let alone speaking, or even to write legibly."  

Stronger basic skills are necessary to insure that the student's education is not hampered by an inability to understand lectures and textbooks. The problem extends to tests as well. A student may fail a multiple-choice biology exam, for example, because he cannot understand the vocabulary or sentence structure used in the options, not because he has a poor understanding of biology.

In the United States, the educational development most affecting foreign language teaching has been the use of behavioral objectives for curriculum design. As far as I know, this movement has not greatly affected the Pahlavi English department which has no set of aims based upon the system approach of program development. This does not mean that the staff has no aims, but rather that its aims are too general to be very helpful for teachers planning a course to meet student needs.

Most experts agree that a foreign-language teacher should speak during only fifteen to twenty-five percent of the class time. Yet, in the absence of clearly specified aims, some teachers will monopolize the class time. Other teachers, recognizing that drills and exercises should serve a purpose, lack the background to decide what in particular is to be accomplished. Sensing a teacher's frustration with pointless
activities devised and required by the department, even highly motivated students will become confused and indifferent. No one can blame the teacher who, without other guidelines, follows the dictates of the department or allows the textbook to become a tyrant, but, the method advocated by a textbook will dominate the instruction. A method well-suited to students whose need is primarily for a secondary-speaking and listening skill may not be suited to students facing the complicated tasks of an English-language university. A skillful teacher knows how to supplement such a text, but more systematic solutions to his problems are needed. Without broad agreement among the department members on goals and methods, supplemental material may be rejected by students. They know it will not be tested on the departmental examination.

If the teacher were free to treat the special needs of a class, the problems of individual students could be better dealt with. While all students have some common needs, more account should be taken in dealing with vocabulary, composition, and reading of the various levels and abilities of each learner. Currently, large departmental goals have taken priority over individual student needs.

Most Iranian English teachers have a vague set of aims for their course which all too often reflect the teachers'
good intentions rather than the learners' accomplishments. It is psychologically important for the learner, especially if he is an adult, to know what the objectives and results of a course will be. With more clearly formulated objectives, the department, the instructors, and the students will be aware of where they are headed, and at the completion of the course the objectives and the results can be evaluated.

Because of the kind of English language courses currently offered at Pahlavi, I have limited my study to the high-intermediate and advanced students admitted to the university. Since a pretest measuring their precise ability is not available, I have been concerned with general strategies which can serve as models for the teacher, rather than with precise grammatical content which is readily available in ESL textbooks. The lesson plans indicate how some methods can be implemented in an actual classroom situation.

In attempting to answer the questions of aims, objectives, strategies, and evaluation for an ESL course in Iran, I have reviewed several fields of educational literature. Those areas which I have considered most relevant to this study include behavioral-objective writing, foreign language education, techniques for advanced and intermediate students, and articles on ESL education in Iran. These include some of the areas most often neglected by ESL
teachers because many do not have background in educational theory other than ESL methods courses. I wish mainly to provide guidance in the field of behavioral objectives for those who wish to write objectives for foreign language courses.

As far as I know, there are no available data on the needs and goals of ESL students in Iran. I have, thus, often relied upon my own judgments and experiences to assess their needs and proficiencies. My experiences in Iran include situations in which I was a student, teacher, and resident. As a student in TESL and education I became acquainted with behavioral objectives and developed the desire to improve my teaching methods. Unfortunately, the two summer sessions when I taught ESL preceded my own coursework in ESL and education. In analyzing my experiences as an untrained teacher, I have come to recognize weaknesses which resulted from not having clear objectives for the learners. For my teaching certificate I taught and observed ESL classes at the University High School and at Pahlavi University. During my regular classes I observed the needs and skills of Iranian students. Teaching language arts to American and other native English speakers at a junior high school provided me with opportunities to use behavior objectives in planning for instruction.

Educational articles and my past experiences lead me to
conclude that a program based upon behavioral objectives can be of assistance in improving the level of ESL instruction at Pahlavi University. Some recent ESL programs in other countries reflect the attempt to relate foreign language programs to the needs and problems of students. However, these attempts are not widespread. In Iran some major problems, such as individualizing classrooms and instruction, receive little or no attention in theory or practice. The work has remained fragmentary and the advances are scattered partly because no survey of learners' needs has been prepared. The system approach to language teaching, which is sweeping foreign-language education in the United States, has not been adopted in Iran. Like many university teachers here, the instructors and professors there have received most or all of their training in the content areas of linguistics or literature. Because these experts in English language arts lack education and psychology courses their effectiveness is restricted. Educational practice usually lags behind theoretical knowledge, and traditional methods show strong resistance to change.

By teaching both pattern practice and composition classes, I discovered what psychologists have known for some time: that learning depends upon the learners' attitude to the class. When instruction appears to apply to regular classes, such as those in composition, students work harder
and achieve more. Psycholinguistic experts have established that there is an important relationship between learning and motivation, attitude and achievement. The motivation and achievement of learners can be improved by organizing the course around their needs.

The current skill level of students indicates that much emphasis needs to be placed upon listening comprehension, discussion, reading technical English, and writing reports, papers, and tests. My observations have been vital to me in deciding what aims and objectives are most relevant to Pahlavi ESL students. In Chapter 2 and Chapter 3 I have presented an outline for an ESL program suitable to learners at Pahlavi University. The more general aims serve as the base for the more specific objectives which are manifested as student behaviors. These chapters analyze some of the factors relevant to the formulation of aims and objectives.

Chapter 4, "Teaching Strategies," places emphasis upon techniques often neglected in Iran, but well suited for use there. Following in Chapter 5 are two sample lesson plans suitable for advanced learners at Pahlavi. The lessons are intended to help achieve some of the important objectives of Chapter 3.

The chapter on evaluation presents some methods of evaluation, some test possibilities, and some testing prob-
lems encountered in Iran. Finally, the concluding chapter predicts the benefits to be derived from this program and suggests areas which remain to be studied. An annotated bibliography is provided listing works on behavioral psychology and education, on foreign language teaching, on EFL and ESL teaching, and on testing and measurement which may benefit an ESL teacher in Iran.
CHAPTER 2. AIMS

The primary factor in decisions made by educators concerning aims of education is the student, but he is not the only factor. National priorities, administrative concerns, teacher abilities, and time restrictions on students also contribute to the formulation of workable programs. These secondary aspects, however, are beyond the scope of this study. In this chapter my attention is devoted to the learner, his needs and goals.

Some special problems arise for Iranian university students because they face four or more years of instruction in English. According to William E. Norris, the most important skill which is needed by students whose medium of instruction is English, is reading. "Reading fluency, which cannot be achieved by simple transfer of oral skills, is much more important in the long run for most adult students in technical and academic programs." Teachers are able to control the difficulty of the language used in lectures or in tests, but they cannot control the difficulty of the textbook. Since the text is usually the base for a course, any learner not capable of fairly rapid reading will be at a severe disadvantage. The learner's primary aim must, therefore, be textbook reading comprehension.

The second most important skill in the classroom is the
lecture. Some experts argue that listening is the most important because students cannot "replay" the lecture. The teachers of regular academic subjects can use a level of English suitable for the class or use visual aids, tapes, or lecture outlines to enhance the learner's comprehension. The ESL teacher, however, cannot rely upon other teachers to simplify their lectures. Consequently, the second most important aim for the learner must be to build up ability to comprehend lectures and other academic material which he hears.

To communicate with his instructors, the learner must also possess speaking and writing skills. He will use his speaking skills in discussions and in asking questions, so his third goal will be to master skills required for participation in these activities. He should not limit his goal to purely academic situations, however, as his future needs may include social situations as well. Writing skills are required of the learner, usually in the form of research reports and essay tests. The student must prepare for these difficult writing tasks. Because teacher-made exams are often worded in difficult language and the student cannot depend on instructors to improve upon this situation, he must have a fourth aim. He must be able to write compositions and essay tests which are required in his courses.

The final aim is not in the usual skill and content
areas of foreign language learning but rather in the area of attitude and motivation. Learning a second language is difficult and time consuming for an adult. Leon A. Jako-bovits has found that affective aims are important to the learner for two main reasons. First, the learner with positive attitudes to English language study has more perseverance. His intrinsic feelings and emotions have more effect than any extrinsic goals he may have set (such as getting an "A" in the course). Second, the learner's affective aims have a significant effect on his reactions to contacts with the target culture. The learner whose aims include becoming bilingual has a tendency to become bicultural as well. Although affective aims have been found to be highly significant in terms of achievement in ESL, these behaviors have been largely ignored in ESL programs in Iran.

It appears that unless a learner is favorably inclined toward the target language and culture he will learn poorly. After studying the reactions of Middle-Easterners to Western cultural and way-of-life patterns of behavior, Yousef concluded that overcoming cultural prejudices should be a major aim of language teaching. He determined that a major reason for student errors on multiple-choice tests measuring cross-cultural attitudes was not lack of intelligence or knowledge but mistrust of the target culture and a "resistance reaction" resulting from repressed resentment of Americans they
have had contact with. Yousef's results indicate that even when students are highly motivated to select correct answers on a test requiring evaluation of American attitudes, the "resistance reaction" is hard to overcome. Often when the questions referred to behavior patterns common to both American and native cultures, the learners felt that the American mentioned in the test situation was acting in an arrogant manner. My own observations confirm Yousef's conclusions. In one situation, an American teacher's attitude was interpreted as hostile and arrogant. The teacher used irony and humor during his lectures but the students could not interpret his remarks except as evidence of an anti-Iranian attitude. Not only did the students avoid the class and teacher but they probably concluded that Americans usually have an arrogant attitude to Persians.

An increasing number of Iranian students are seeking higher education in the United States and other English-speaking countries. A study by Gezi discusses the significance of a student's pre-arrival attitude and his success in college. The findings, based on sixty-two Middle-Eastern college students in California, show that there is a highly significant correlation between pre-arrival attitudes and adjustment. A student favorably disposed to American culture and way-of-life patterns of behavior is more likely to succeed than a student who arrives with negative feelings.
toward American culture.

In order to understand textbooks, the student must be able to interpret any cultural content that occurs in examples or illustrative material. If he is unable to interpret this cultural content the rest of the material may be valueless. Even much technical material requires that students increase their ability to understand the culture and language of native English speakers. Therefore, the learner must formulate affective aims of understanding and judging the culture and language of native English speakers in order to develop a positive attitude toward learning English.

The preceding discussion of aims of TESL learners in Iranian universities can be summarized in a set of eight general aims. At the end of a course of study in ESL, the learner should achieve the following goals:

1. Comprehension of written English as it appears in textbooks and in tests in his regular academic subjects.

2. Understanding of the content of lectures and other oral presentations in regular academic situations.

3. Communication ability for use in academic situations such as discussions and asking and answering questions over subject matter.


5. Writing ability sufficient for successful completion of tests and homework assignments.

6. Writing ability sufficient for preparing compositions and research reports on academic material.
7. Positive attitudes toward learning the English language.

8. Positive attitudes toward the culture and way-of-life of societies where English is the native language.
CHAPTER 3. OBJECTIVES

The relationship between the aims of Chapter 2, and the objectives in this chapter is vital to the concept of systems programs. Once an educator determines what general goals are appropriate for the learner, he must consider what behaviors will give evidence that the learner has achieved the goal. For example, one aim states that the learner will have "comprehension of written English as it appears in textbooks and in tests in his regular academic subjects." The purpose of the objectives is to represent what behavior will demonstrate successful attainment of this goal. One objective might specify that the learner "determines the meaning of statements, exclamations, and questions by analyzing their word order." A taxonomy, therefore, will list a representative group of behaviors that together constitute achievement of the aim.

The taxonomies which have been written for foreign language education are mainly limited to the work of Valette\(^1\) and Herbert.\(^2\) I have used the format and organization of Herbert especially in the areas of subject-matter and skills. Valette provided guidance on the levels of difficulty that must be expressed in the objective. Because Herbert was concerned with elementary students, he did not specify complex tasks, nor did he include any affective
behaviors. Neither of the references can be used without modification but by analyzing their respective strengths and weaknesses I have attempted to avoid the weaknesses of each taxonomy.

There are three components that are necessary to a taxonomy of second language objectives: skills, subject matter, and level. The four skills of listening, speaking, reading, and writing are each paired with the subject matter content which is subdivided into phonology, morphology, structure, vocabulary, and culture. Each objective derived from matching a skill with subject matter can also be classed according to one of the three levels of difficulty of the behavior required. These three categories, i.e., skills, subject-matter and level, are discussed more fully below.

Skills and Levels

**Listening comprehension**

Purpose: to enable the learner to understand oral speech by applying his knowledge of English. At level one, knowledge, he recognizes and understands the meaning of memorized or recombined material. At level two, application and analysis, the learner applies his knowledge to understand unfamiliar speech of varying difficulties culminating in unedited conversations, dialogues and lectures. At level three, evaluation, the learner evaluates aspects of speech
such as style, tone, themes, and organization.

**Speaking**

Purpose: to enable the learner to reproduce the speech sounds which he has learned to recognize aurally. At level one, he imitates English speech and demonstrates the ability to recall memorized material such as dialogues, guided drills, and substitution exercises. At level two he participates in simulations or guided communication and also expresses his own thoughts and ideas without guidance from the teacher. At level three the learner approaches native fluency in all situations, expressing a wide range of ideas and information. Materials emphasize fluency in social and academic situations such as question and answer, discussion, short talks, or oral presentations of reports.

**Reading**

Purpose: to enable the learner to recognize graphic signs on a printed page as speech sounds in order to interpret the meaning of a written communication. At level one the learner interprets meaning in material of controlled difficulty in familiar contexts. At level two he applies knowledge of subject matter content to comprehend unfamiliar material including ungraded academic texts. An example of such a context would be a passage in a standard biology
textbook which the student has not studied. At level three, the learner evaluates aspects of literature such as style, tone, and imagery.

**Writing**

Purpose: to enable the learner to reproduce graphic symbols of English with accepted standards of usage in order to complete academic assignments successfully. At level one he copies written English, recognizes and recalls patterns and structures based upon knowledge of subject-matter content. At level two he writes letters and reports and learns basic symbols used for editing in order to correct errors in his written assignments. The learner is allowed to use the dictionary as an aid. At level three he writes any kind of material with the proficiency of a native user of the language.

**Combined**

Purpose: to fuse internal and external behaviors involving knowledge of subject-matter content so the learner can perform complex language tasks. Fused activities are closer to natural language tasks and provide economic use of the limited time available to the students by requiring the use of several skills simultaneously.
Subject Matter Areas

**Phonology**: Segmental phonemes which are meaningful distinctive speech sounds such as vowels, consonants, and diphthongs. Suprasegmental phonemes are represented by the intonation, stress, linkage and rhythm patterns of English.

**Morphology**: Components which govern the internal structure and form of words including verb forms, number, gender, adverb forms, comparatives, affixes, and diminutives.

**Structure**: Phrases and longer structures of English such as verbal, nominal, pronominal, adverbial and prepositional phrases, and word order patterns. Larger units of syntax include paragraphs and complete compositions of several pages.

**Vocabulary**: Meaning of words categorized according to the eight parts of speech. Includes both passive and active vocabulary items.

**Culture**: Components include way-of-life, paralanguage, idioms, gestures, and arts of English culture and peoples.

The following set of objectives is subdivided into two main sections: cognitive-psychomotor, and affective. Cognitive refers to the subject matter of ESL and these behaviors are matched with the psychomotor skills.
Affective refers to the attitudes and motivation of the learner. The levels of affective behaviors ranked from the lowest to the highest degree of difficulty are receiving, responding, and valuing. At the lowest level the learner receives information about a segment of the target culture, such as gesture patterns. At the second level he responds to the meaning of the gesture. By level three he accepts and values the cultural pattern and integrates it into his own behavior. In other words, at the highest level his attitudes and values are similar to those of a typical native of the target culture.

Taxonomy of ESL Objectives

Cognitive-psychomotor domain

1. Phonology

1.1. Listening Comprehension

1.1.1. Shows that he recognizes differences between English consonant, vowel and diphthong phonemes and substituted Persian phonemes. Unmatched English phonemes are heard in contrasted minimal pairs of words, phrases and sentences.

1.1.2. Applies his knowledge of phonological patterns to comprehend and analyze lectures at the level of difficulty of first and second year academic courses.

1.1.3. Shows his recognition and understanding of terminal contours of English heard in contrasted minimal pairs of sentences.
1.1.4. Transfers his knowledge of intonation patterns to understand lectures given by native speakers.

1.1.5. Identifies phrases exhibiting forms of linking or reduced speech in dialogues and lectures.

1.1.6. Indicates whether a passage displays normal English rhythmic patterns.

1.2. Speaking

1.2.1. Produces unmatched English phonemes in controlled drills and exercises achieving conscious control of their pronunciation.

1.2.2. Expresses his own thoughts and participates in role-playing activities requiring transfer of knowledge of English phonological patterns.

1.2.3. Recognizes and applies knowledge of the contrast between English articulation of the phones [t,d,s,z,l,n] to produce alveolar rather than Persian dental-alveolar articulation.

1.2.4. Produces the phoneme /w/ in all English distributions. Extinguishes interfering distributional patterns from Persian which result in the production of the phoneme substitute /v/.

1.2.5. Produces initial English consonant clusters which occur in distributional contrast to Persian canonical forms.

1.2.6. Applies his knowledge of English intonation, stress, and rhythmic patterns to produce correct pronunciation.
1.3. Reading

1.3.1. Perceives, recognizes and understands the difference between two or more words, letters, or sentences which he reads in order to show knowledge of the graphic symbols corresponding to English phonological patterns.

1.3.2. Applies knowledge of phonological systems in English to comprehend material he reads in first and second year academic textbooks.

1.3.3. Recognizes and understands academic material by using knowledge of punctuation marks to determine intonation patterns.

1.3.4. Recognizes the phonetic marks used in dictionaries to depict the pronunciation of a word.

1.3.5. Perceives, recognizes and understands which syllables in a word receive stress and which words in a sentence receive stress. Makes a reasonable guess when encountering unfamiliar words or sentences by applying knowledge of stress patterns.

1.3.6. Circles words which display linking or reduced forms of speech.

1.3.7. Indicates the patterns of English rhythm by marking pauses and phrase units.

1.4. Writing

1.4.1. Spells phonetic representations according to the rules of English spelling. Uses imitation, recall, and transfer of knowledge and aids such as the dictionary and manuals of style to write business letters, friendly letters, short answer tests, essay questions, outlines, notes, and research reports.
1.4.2. Punctuates sentences and longer passages to show standard patterns of intonation using periods, question marks, exclamation points, commas, dashes, and quotation marks correctly.

1.4.3. Writes sentences in dialogues or narration of informal colloquial speech to display linking or reduced forms of speech.

1.4.4. Writes sentences with English rhythm patterns. When communicating his own ideas he displays control sufficient to achieve communication.

1.4.5. Spells a word from memory or in dictations over familiar material.

1.4.6. Writes sentences corresponding to pictures presented to him.

1.5. Combined Skills

1.5.1. Uses knowledge of phonological rules to transfer sentences dictated by the teacher into a composition.

1.5.2. Reads material aloud which he has read silently using correct pronunciation, intonation, rhythm, and stress. The material includes textbook passages, letters, dialogues, and his own compositions.

1.5.3. Tells classmates or teacher a story which he has heard orally.

1.5.4. Writes a story heard orally, or read in a text. Uses knowledge of English phonological patterns to transfer what he has heard into graphic or oral forms.

1.5.5. Writes notes taken from texts or from lectures, transfers these notes into outline form, and takes tests given immediately after the lecture or when delayed by two weeks using these notes as an aid.
2. Morphology

2.1. Listening Comprehension

2.1.1. Perceives the differences between all verb tenses, recognizes these tenses in familiar contexts, and recalls the situations which correspond to each tense. Identifies which tense he hears in lectures or dialogues.

2.1.2. Matches a picture to one of three sentences he hears according to the person and tense being depicted.

2.1.3. Applies knowledge of the rules for indicating number and gender to familiar and unfamiliar words in order to comprehend spoken English.

2.1.4. Indicates on an objective test which of the several words heard is the correct form of the adverb.

2.1.5. Identifies which words are diminutive forms of words and phrases. With unfamiliar material he uses his knowledge to guess intelligently at the meaning of new words.

2.1.6. Identifies superlative and comparative adjectives and adverbs by analyzing their morphological components.

2.1.7. Isolates prefixes or suffixes and indicates their meaning. With unfamiliar material he makes an intelligent guess at the meaning of the word based upon his knowledge of prefix and suffix morphemes.

2.1.8. Identifies what morphological changes have occurred to the radical form of the verb to form new words.

2.2. Speaking

2.2.1. Imitates and reproduces sentences displaying all tenses of verbs, especially those most often required in academic or social speech.
2.2.2. Performs oral substitution drills requiring selection of appropriate words resulting from a change of a radical verb form.

2.2.3. Produces utterances reflecting the morphological rules governing number and gender.

2.2.4. Produces sentences containing comparatives by applying knowledge of the morphological changes to words in guided and free communication.

2.2.5. Uses his knowledge of prefixing and suffixing to produce orally words which he has seen or heard in familiar or recombined contexts.

2.3. Reading

2.3.1. Applies his knowledge of English morphemes to identify and comprehend any of the tenses encountered in academic texts.

2.3.2. Identifies which of three pictures corresponds to a sentence he reads according to the person and tense of the verb.

2.3.3. Applies his knowledge of the morphological indications of gender to comprehend passages which he reads.

2.3.4. Chooses which of several words fills the adverb slot in a sentence.

2.3.5. Identifies diminutive forms of words which he encounters in written form.

2.3.6. Analyzes the morphemes of comparative and superlative in order to identify words which he encounters in reading material.

2.3.7. Isolates prefixes and suffixes from base and indicates that he comprehends their meaning, or makes a reasonable guess by applying his knowledge of word construction.
2.4. Writing

2.4.1. Writes sentences and longer compositions correctly spelling verb forms. Produces written English such as guided compositions, communication of his own thoughts, or research results.

2.4.2. Chooses the correct word to complete a sentence based upon his knowledge of morphological patterns of English.

2.4.3. Writes alternative word forms when given the radical verb.

2.4.4. Writes sentences and paragraphs to show control of gender distinctions by relying upon knowledge of morphological rules.

2.4.5. Supplies the correct prefix or suffix to words in order to complete a sentence.

2.5. Combined Skills

2.5.1. Listens to dictated material and writes a correct copy based upon his knowledge of morphemes.

2.5.2. Reads aloud passages containing recombined material with pronunciation which shows understanding of English morphology.

2.5.3. Tells a story which he has heard or read showing that he has understood the meaning of words based upon their morphological components. He also writes down a story he has heard or read.

2.5.4. Writes notes taken from texts or from lectures. Transfers these notes to outline form and takes tests immediately or after a two week delay using these notes.

2.5.5. Prepares and delivers an oral report. Writes a report on films, speeches, cultural activities, books, or articles assigned for independent projects.
3. Structure

3.1. Listening Comprehension

3.1.1. Recognizes whether utterances he hears are complete sentences and whether the word order is correct.

3.1.2. Determines the meaning of sentences by analyzing the word order.

3.1.3. Identifies which picture corresponds to a sentence based upon word order.

3.1.4. Indicates whether the order of adjectives in a noun phrase or sentence is correct.

3.1.5. Differentiates between noun and pronoun clauses.

3.1.6. Recognizes questions and exclamatory sentences by their word order and phrase structure.

3.1.7. Determines whether several sentences follow each other in logical or chronological order.

3.1.8. Follows oral directions to show that he understands phrases and sentences conveying time or logical sequences.

3.1.9. Identifies whether a pronoun corresponds to its referent.

3.1.10. Identifies direct and indirect objects in sentences.

3.2. Reading

3.2.1. Produces complete sentences in free and guided conversation.

3.2.2. Produces statements, questions, and exclamations using simple, compound, complex, and compound-complex sentences.
3.2.3. Speaks in sentences which show correct placement of adjectives in noun phrases. Expands noun phrases using the correct order of adjectives.

3.2.4. Uses prepositional phrases to show direction and placement in direct dialogues and free communication.

3.2.5. Produces utterances with pronouns substituted for noun referents.

3.2.6. Produces sentences in guided practice containing possessive adjectives with a gerund.

3.2.7. Produces questions using 'wh' question words, and yes-no question patterns.

3.2.8. Produces sentences with direct and indirect objects, passive word order, delayed subject, and reported speech.

3.2.9. Gives directions using logical and chronological sequence.

3.2.10. Acts out a situation in which he displays a particular emotion such as anger, boredom, frustration, or anticipation.

3.2.11. Tells a personal experience effectively by organizing his ideas and statements efficiently.

3.2.12. Participates in a group discussion in which he helps decide which of five possible courses of action would best suit a situational problem.

3.3. Reading

3.3.1. Recognizes complete sentences and differentiates them from sentence fragments which he sees in printed form.

3.3.2. Identifies sentences which display correct word order.
3.3.3. Determines the meaning of statements, exclamations, and questions by analyzing their word order.

3.3.4. Tells what type of sentence is displayed without recourse to punctuation marks using only his knowledge of word order.

3.3.5. Understands pronoun clauses by referring back to their noun antecedent.

3.3.6. Follows the logical or chronological order of passages by knowledge of sentence sequences.

3.3.7. Identifies the subject of the sentence by recourse to the deep structure in transforms such as passive and delayed subject sentences.

3.3.8. Interprets written directions requiring comprehension of prepositional phrases.

3.3.9. Utilizes methods designed to improve his reading speed and comprehension.

3.3.10. Skims material for main idea or specific information.

3.3.11. Scans a dictionary quickly and efficiently to locate a vocabulary item.

3.3.12. Increases his reading speed by a significant amount as determined by pretest and post-test results.

3.3.13. Eliminates subvocalizations and finger pointing during silent reading.

3.3.14. Reads in phrases of larger and larger units.

3.3.15. Formulates specific purposes for his readings such as reading to obtain information, determine sequence of events or outcome.

3.3.16. Reads for the central idea in a passage containing unfamiliar vocabulary items whose meaning can only be determined by the aid of a dictionary.
3.3.17. Recognizes general techniques used in persuasive material.

3.3.18. Comprehends the interrelationships among the ideas in a paragraph.

3.3.19. Shows that he understands nonliteral statements such as metaphor, simile, exaggeration, and irony.

3.3.20. Reads with understanding simple graphs, charts, diagrams and tables.

3.3.21. Identifies the type of logical relationship illustrated in a pair of sentences or a paragraph with or without the aid of connectives and transition words. (The categories of logical relationships include question, answer, restatement, summary, example, definition, evidence, contrast, comparison, cause, alternative, inference, generalization, evaluation, amplification, result, parallel idea, and related action.)

3.3.22. Uses knowledge of the transformational patterns of English to analyze and decode complex embedded sentences.

3.3.23. Crosses out nonsense words in a passage of several sentences or paragraphs.

3.3.24. Identifies implied meanings in a passage such as setting, time, speaker, character's mood, and extrapolated action.

3.3.25. Identifies and evaluates an author's attitude from stated and implied evidence in a reading selection.

3.3.26. Understands the plot, point of view, and recurring themes in a story.

3.3.27. Selects the diagram which corresponds to the chronological order of the plot.

3.3.28. Locates figures of speech in a selection.
3.3.29. Varies reading speed according to purpose and difficulty.

3.3.30. Interprets the meaning of passages displaying possessive adjective plus gerund.

3.3.31. Comprehends 'wh' and yes-no question patterns.

3.4. Writing

3.4.1. Writes complete sentences with correct word order patterns in letters, essays, compositions and reports.

3.4.2. Expresses his thoughts and reports on research in his field of study using a variety of sentence types.

3.4.3. Expands the noun phrase of a sentence using correct adjectival order.

3.4.4. Writes a set of directions showing correct usage of structural patterns of prepositional phrases and chronological order.

3.4.5. Substitutes pronouns for nouns in compositions of several sentences.

3.4.6. Uses logical connectives to link sentences and paragraphs together.

3.4.7. Changes sentences from passive to active, declarative to interrogative and positive to negative.

3.4.8. Combines sentences by using relative clauses, adverb or adjectival clauses.

3.4.9. Produces two types of sentences containing direct and indirect objects.

3.4.10. Writes questions using 'wh' question words and inverted word order.

3.4.11. Organizes a jumbled sentence into correct word order.
3.4.12. Organizes a jumbled group of sentences into a coherent paragraph.

3.4.13. Writes sentences using possessive pronouns and possessive phrases.

3.4.14. Uses grammatical and lexical devices to link together sentences, paragraphs, and longer units in his writing.

3.4.15. Reports facts in the form of lecture and reading notes.

3.4.16. Explains facts clearly in objective and essay exams.

3.4.17. Inserts conjunctions and other relational features of English into sentences and paragraphs.

3.4.18. Evaluates his research in papers assigned by the instructor.

3.4.19. Paraphrases, summarizes or outlines a passage of several paragraphs.

3.4.20. Writes a story based upon a model by using the point of view of another character in the story.

3.4.21. Rewrites the opening of a story by changing the adjectives and nouns.

3.4.22. Cooperates with a group to rewrite a story into a skit with action and dialogue.

3.4.23. Rewrites a newspaper item.

3.4.24. Rewrites a test question and other directions to show comprehension.

3.4.25. Writes a summary of a paragraph in which questions provide cues.

3.4.26. Writes one-sentence summaries of a paragraph or longer selection.
3.4.27. Organizes ideas and statements efficiently.

3.4.28. Diagrams the relationship of ideas in a paragraph.

3.4.29. Writes sentences, paragraphs, or longer examples of English which exhibit the various logical relationships.

3.4.30. Constructs diagrams, charts, tables, or figures when required.

3.4.31. Combines two or more sentences into one.

3.4.32. Writes a short essay in which he argues for a particular point of view.

3.4.33. Changes his tone to exhibit formality or informality, humor, factuality, or irony.

3.4.34. Completes a moderately difficult crossword puzzle.

3.4.35. Changes time and point of view in a model composition to create an altered version.

3.4.36. Separates a long passage into proper paragraphs.

3.4.37. Writes a topic sentence for a given subject and then completes the paragraph.

3.4.38. Cooperates with a group to write a collective story.

3.4.39. Extends a story he has read or heard by writing another episode or by changing the ending.

3.4.40. Varies his style, tone, and choice of language to reflect his subject matter, purpose and audience.

3.5. Combined Skills

3.5.1. Hears a sentence and writes it with correct word order.
3.5.2. Writes a story that he has been told displaying correct structure patterns of English.

3.5.3. Participates in discussions and debates and uses his knowledge of logical sequence.

3.5.4. Participates in a play reading and speaking his lines with control over the structure patterns.

3.5.5. Judges whether a speech he has heard and read displays logical structure and clear organization.

3.5.6. Hears an active sentence and writes its passive, negative, and interrogative transforms.

3.5.7. Hears a lecture and writes a report on it.

3.5.8. Uses the library for a search for material and also conducts interviews of persons for a report to be presented orally in class over a topic of his own choosing.

3.5.9. Lists three important facts from a passage he has read or heard.

3.5.10. Writes a résumé or synopsis of a selection he has heard or read.

3.5.11. Describes orally or in writing the characters in a story using descriptive adjectives and knowledge of connotative meaning.

3.5.12. Discusses methods used to improve reading speed and comprehension.

3.5.13. Shares his opinion about the motivation of characters and outcome of a film or story he has read or heard.
4. Vocabulary

4.1. Listening Comprehension

4.1.1. Hears an instruction containing a preposition and places an object according to the relation expressed by the preposition.

4.1.2. Hears a noun and an adjective together and indicates whether the two words can be logically associated.

4.1.3. Shows knowledge of concrete nouns by indicating whether a sentence he hears corresponds to the object described.

4.1.4. Indicates by knowledge of conjunctions whether a sentence corresponds to a picture.

4.1.5. Identifies whether a statement which he hears corresponds to a picture by referring to pronoun, adjective, adverb, and verb usage.

4.1.6. Differentiates between sentences displaying correct and incorrect usage of definite and indefinite articles and adjectives of quantity.

4.1.7. Indicates whether a vocabulary word is the same or the opposite of a picture.

4.1.8. Hears a description of an object or action and decides whether it matches a visual representation.

4.1.9. Uses context clues to guess meaning of new words he hears in a lecture or other oral communication.

4.2. Speaking

4.2.1. Answers a question asking what object or action is depicted in a drawing or picture.

4.2.2. Supplies adjectives to describe a noun or adverbs to describe a verb.
4.2.3. Uses prepositional phrases to describe positions and gives orders corresponding to directions.

4.2.4. Gives a synonym or antonym for a word he hears according to directions.

4.2.5. Improvises a dialogue with another student using new vocabulary words.

4.2.6. Discusses the meaning of difficult words or explains meaning using an extended definition.

4.3. Reading

4.3.1. Matches words with their synonyms or antonyms according to directions.

4.3.2. Reads a sentence and decides whether a picture displays the same comparative relationship represented in the sentence.

4.3.3. Decides if a paragraph describes the picture shown him.

4.3.4. Reads several paragraphs and answers questions about the meaning of words on the basis of context clues.

4.3.5. Tells which of several translations is appropriate for the sentence he reads.

4.3.6. Guesses the meaning of vocabulary words in an unfamiliar passage.

4.3.7. Distinguishes denotative and connotative meanings of words.

4.3.8. Determines the meanings of homonyms he reads in a sentence.

4.4. Writing

4.4.1. Writes a synonym for a word presented to him.
4.4.2. Writes a dialogue or short paragraph describing an object or event he has witnessed.

4.4.3. Writes a composition describing how to do something.

4.4.4. Writes the sentence corresponding to the picture presented to him.

4.4.5. Writes sentences showing his ability to use new vocabulary words to express his own thoughts.

4.5. Combined Skills

4.5.1. Uses the dictionary and structural clues to determine meaning of words he hears or reads.

5. Culture

5.1. Listening

5.1.1. Identifies courtesy phrases which are common to English cultures. Differentiates authentic American phrases from phrases that would be used in other cultures.

5.1.2. Indicates whether a greeting and parting statement are appropriate to the situation or status of the participants.

5.1.3. Hears a representative collection of English music such as jazz, rock, western, and folk and identifies each type.

5.1.4. Shows his comprehension of the cultural meaning of a speech or song he hears.

5.1.5. Identifies the variety of language from elements of intonation, tone, and inflection.

5.1.6. Distinguishes between gestures or kinesics typical to American culture but different from Persian culture.
5.1.7. Shows that he understands the meaning of idioms he hears.

5.2. Speaking

5.2.1. Produces courtesy phrases appropriate to a wide variety of situations especially those involving foreign professors or friends.

5.2.2. Uses appropriate oral commands and requests in a variety of improvised and simulated situations.

5.2.3. Participates in dramatizations of situations in which he responds with characteristic American attitudes, gestures, idioms, and paralinguistic behaviors.

5.2.4. Sings the lyrics to songs of various American or foreign types.

5.2.5. Reads short literary passages aloud.

5.2.6. Responds to questions using gestures characteristic of the target culture.

5.2.7. Responds to questions about routine behaviors such as eating, sleeping and recreation times and activities as if he were a native English speaker.

5.2.8. Describes a familiar custom, dress, or holiday of the target culture.

5.3. Reading

5.3.1. Shows comprehension of American folk stories and other readings with moderate cultural content.

5.3.2. Reads poetry and short stories in English as well as specimens of popular culture such as comic strips and magazines.
5.4. Writing

5.4.1. Writes a dialogue about a situation including American characters.

5.4.2. Explains Persian way-of-life contrasts to an imaginary foreign pen pal.

5.4.3. Writes a description of way-of-life patterns he sees in a movie.

5.5. Combined Skills

5.5.1. Participates in field trips to foreign cultural institutions in the community.

5.5.2. Attends plays, exhibits, movies, and concerts given by foreign artists.

5.5.3. Participates in the production of a radio or one-act play as a character or member of the stage crew.

5.5.4. Joins in a discussion about attitudes expressed by American college students which he has heard on a tape.

5.5.5. Explains the meaning of gestures seen or observed in English films.

5.5.6. Describes orally or in writing the attitude of a speaker or character by analyzing his gestures.

Affective domain

1. Recognizes that English is a valuable aid to success in the university.

2. Indicates desire to continue his study of English after completing his formal courses.

3. Acts on this desire.

4. Completes all assignments carefully.
5. Attends all class and extra-class sessions which are required or recommended.

6. Comes to class on time and participates willingly in all activities.

7. Shows that he recognizes the differences between the two cultures.

8. Indicates examples of English or foreign culture in his own country.

9. Accepts the different ways foreigners have of expressing different thoughts and actions.

10. Eliminates the desire to term one culture's behavior patterns more correct than another.

11. Shows tolerance for behavior typical of a person's background and for example, judges an American by American standards of behavior.

12. Treats class members with tolerance,

13. Cooperates willingly in group activities.

14. Operates in positions of leadership or cooperation.

15. Builds an attitude of interest and appreciation for language learning.

16. Expresses confidence and pleasure in his own progress and achievement.

17. Feels that it is important to learn English for more than purely utilitarian reasons.

18. Expresses the desire to visit a country where English is spoken.

19. Voluntarily participates in activities in English outside of the classroom.

20. Identifies areas which he needs to improve.

21. Acts to improve those areas of most difficulty for himself.
22. Determines what personal objectives and aims are most important to him now and in the future.

23. Aids other weaker class members willingly when they have difficulty.

24. Expresses the desire to understand the way-of-life and cultural patterns of English speakers.
CHAPTER 4. TEACHING STRATEGIES

Many ESL classrooms suffer because the teacher uses a limited repertoire of teaching strategies. As Wilga Rivers points out, frequently

...teachers teach as they were taught, by teachers who taught as they were taught, and techniques appropriate in another era are perpetuated. From time to time such teachers add a few techniques which they have seen demonstrated or of which they have read, but their approach to their lessons remains fundamentally unchanged.

The contents of this chapter can help ESL classrooms become more exciting and enjoyable environments for learning. Learning which can be enjoyed by the learner is more likely to be retained. The teacher should keep in mind, however, that innovative and enjoyable activities should be planned primarily to facilitate the acquisition of new material or the review of previous material.

Drama

Dramatizations in the classroom vary in form and difficulty. I have, therefore, divided the teaching strategies of the topic into the categories of role-playing, improvisation, one-act plays and radio plays.
Role-playing

At the intermediate and advanced levels, students often reach a level where competence far exceeds performance. Classroom drills and exercises usually fail to develop many of the skills needed for real communication. Role-playing is a strategy which enables the learners to put themselves into situations where actual communication takes place. By taking on the role of a native speaker, a learner loses his inhibitions. Outside of the English class he may be considered pretentious if he affects the speech and mannerisms of a native English speaker. However, in the excitement of a role, authentic communication takes place. Within the skit, the character reacts with the other characters, and the situation takes on an aura of reality.

Role-playing can be used to reinforce basic structures, to build vocabulary, and to contribute to cultural understanding. With supplementary exercises the teacher can add practice in reading and writing skills. Unlike regular drills, skits allow practice of extralinguistic elements of language. The student listens and speaks to each character, but also uses physical movement, facial expression, intonation, gestures, and stress to convey meaning. In many skits, idiomatic expressions arise naturally. The most important benefit, however, is that the participant loses himself in
his role and forgets to translate his thoughts from Persian and begins to think in English.

At the earliest stages of role-playing, the teacher should provide a suitable skit and model for the class. Teachers who are not native speakers or who are unsure of their acting ability may wish to prepare tapes, which may also be employed by teachers who want to provide variety by using audio-visual aids.

The basic procedure for presenting a lesson based on a skit is as follows:

1. Read the skit to the class, demonstrating the verbs which appear in the stage directions. Write the stage directions to emphasize two-word verbs such as "pick up" or "set down". Have the students imitate the dialogue and mimic the physical movements of the stage directions. Check their comprehension with questions about the action of the characters.

2. Divide the class into groups. Use as many groups as there are characters, so that each group can be assigned to imitate the lines of one character. When they imitate and repeat the dialogue, hearing individual voices will be possible.

3. Choose one student to play each character and have the cast perform the skit. Correct errors of intonation, stress or rhythm after the skit is completed.

4. Set the stage with simple props or scenery. Have a second group perform the skit. This time emphasize which gestures are appropriate for the characters' words and actions.
5. Assign the skit for memorization. In the next lesson, select another group of students to perform. Assign one student to prompt the actors if they falter.

After the students have had experience with a few skits, have them try writing their own. They will find seeing their own skits exciting, and they will develop several language skills. Edit their skits to remove errors in usage or cultural content.

Improvisation

As another alternative, describe a situation and have the class improvise words and actions for it. Give each player a paper describing his role but do not specify what he is to say. Do not let the other players know the contents of the individual's instructions.

Have the class consider the general situation by setting the scene either by reading the following to the class or by providing written material for silent reading.²

_Scene:_ It is after dinner on a weeknight. Mr. Brown is sitting in the living room with his three children (Ron, seventeen; Mary, sixteen; and Jack, fourteen). Mary is reading a fan magazine, Jack a comic book, and Dad a newspaper. Ron is dozing on the couch. Mrs. Brown is off-stage in the kitchen. The scene is suddenly interrupted by a telephone call.

Write the individual player's instructions on separate sheets of paper and distribute them to the appropriate actor. Mr. Brown's might read as follows:
Mr. Brown: You are a man who sticks to his word. Your son wants you to break a rule but you won't allow any exceptions. While you are reading your paper, Ron will try to get your attention, but don't pay much attention to him. It will be funnier if you keep your newspaper in front of your face and answer only briefly. You are slightly henpecked so, if your wife speaks to you, be sure to pay immediate attention to what she says. When Ron mentions taking a taxi, begin to pay more attention. You don't want him to spend a lot of money.

Ron's instructions tell him that the caller on the phone is his grandmother who has come on a surprise visit. She asks him to pick her up at the airport, but Ron has difficulty persuading his father to let him take the car on a week night. His brother and sister are told that it is probably his girl friend calling. They suspect that he wants to take her to the movie. All of the other actors are then taken by surprise when Ron accidentally tells them their grandmother is on the phone.

With improvised situations, the student moves to very free communication. Because he doesn't know what the other characters have been told, he will have to pay close attention and think fast. Each actor will have to improvise his own lines by reacting to others or initiating action.

One-act plays

The one-act play has been used successfully in many ESL classrooms. It requires more time, but need not be limited to special clubs or extra-class activities. Short plays
which require only twenty minutes may be obtained or longer plays can be shortened and modified to fit restricted class schedules.

Additional techniques are valuable when using longer dramatic material. When the amount is too great to memorize during one class period, use some of the following techniques:

1. Select the actors and give them the play to read several days in advance. Instruct them not to memorize the lines. Some will need help which can be provided by a tape in the language laboratory.

2. Distribute the script to the rest of the class and have everyone imitate the dialogue following a model. Divide into groups and assign one part to each. Have them close the script and repeat the lines for a second time. Choose individual students to read a line silently then look up and deliver it to the other members of the cast. The advantage of this method is that the actors do not memorize the lines but learn to speak to the right person.

3. After having the whole class practice the play, select a cast of the best students. Have them use the script and follow the same method of "read and look up." When one player is speaking, all the rest of the cast should be looking at him, not at their scripts.

4. When class-time is limited, assign the play as a small group project and have the group present it to the remainder of the class. Make them responsible for the entire production but go over the play with them at least once at rehearsal. The play need not be memorized as the actors may improvise or use the "read and look up" technique. Help arrange for sound effects if needed. Once the class members try drama, they may want to try writing a play or skit themselves.
Radio plays can also be used to improve listening and speaking skills. To increase listening skills prepare taped material or obtain commercial recordings. At lower levels, editing of the tape may be necessary. Select plays that are interesting, varied, and culturally inoffensive.

Translations of Persian folk tales can be useful for the teacher who wants to show his appreciation for the learner's culture. A group of students may be willing to translate and tape the play for the rest of the class. The teacher may keep tapes on file in the classroom or language laboratory for students to check out as an optional assignment. Many group activities can be built around the radio play or it may be used to individualize instruction.

Any taped material must be interesting and lively because there are no visual clues, and distorted speech sounds may also be present. To prepare for longer taped materials, start with short commercials from American radio and television. Weather, news and sports reports may also be added for topical interest. Tapes of American students discussing current topics would be immensely interesting to Iranian college students. Stimulating discussion could follow any of these shorter staged or real tape presentations.
Way-of-life Culture

Routine behaviors common to Americans are termed "way-of-life culture." Many American situations require a response different from the student's usual response. Common civilities should be mastered well enough for the learner to interact with foreign faculty or students at Pahlavi. In the following situations I have indicated some of the cultural contrasts that are important in common social situations.

1. When meeting an American acquaintance, the student should expect that the greeting will be informal. A simple "Hi," or "Hello" may be all. This is in strong contrast to the elaborate and lengthy greetings of two Persian friends.

2. Persians commonly stand much closer when engaged in conversation than Americans, who would feel uncomfortable if a Persian infringed upon their territory. Body language is often buried in the subconscious and most Americans would probably offend their Iranian friends by moving back during a conversation. Other concepts, for example privacy and individuality, might be discussed.

3. The teacher should tactfully discuss the taboo against men holding hands or kissing in public. Bring in pictures showing the wide variety of customs that are used when greeting others. Emphasize that no way is superior to all others but that ways are different.
4. As a guest, the Persian student should be aware of several behavior contrasts. If possible, give the class the opportunity to be guests or to simulate realistic situations. Go over important behavior patterns before exposing the student to the situation using audio-visual aids depicting amusing situations that might arise due to way-of-life conflicts. Films can be used to stimulate discussion.

5. Although the Persian guest is very considerate of his hosts, if he misunderstands the importance of being on time he can easily offend an American who expects him to arrive on time.

6. A conflict may occur when the American hostess expects her guest to compliment her good cooking. Persians generally do not comment during the meal, but may protest about the amount of trouble the hostess has gone to. The American hostess may become offended by the Persian guest's omission, and it is thus important to emphasize this part of a guest's behavior.

7. Common parting conventions should be described to emphasize the informality which is also present in greetings. Do not neglect the more formal partings required in some situations. The students are likely to be on slightly more formal terms with professors or visiting speakers.

8. In social situations the students may be called upon to express their appreciation for something or someone. Failure to prepare students for this social custom may result in their failure to voice their appreciation when they are expected to do so. Discuss remarks concerning aspects of personal experience which are taboo in social conversations, for example questions about age or weight.

9. Teach the student how to apologize politely when he has made a mistake.

10. Explain conventional remarks to be exchanged with hosts when leaving their home.
11. Outline occasions calling for handshakes or bows.

Mention that standing to show respect is also a behavior pattern in the United States. Discuss advantages and disadvantages of the American custom of making the guest "feel at home." It could be quite a surprise to be asked to help with the dishes or bring a dish of food. In a society where the guest is very important, such a behavior will be misinterpreted unless the reason for this behavior is discussed.

Role-playing and discussion are two excellent aids to teaching American way-of-life patterns and their contrasts to Persian way-of-life. In addition to polite expressions, slang words should be noted. Familiarize the students with voice patterns that are associated with commands, anger, sorrow, coaxing, pleasure, indignation, menace, and swearing. While tone of voice often carries meaning, tone qualities are often missed by students who are desperately trying to understand unfamiliar words and sentences. The lecturer who jokes or uses sarcasm or irony is likely to offend the students unwittingly. Be sure your students understand that people often take offense because they interpret incorrectly other peoples' tone of voice.

Exercises in reading short selections can help students recognize tone in literary material.
Stimulate students to write skits illustrating way-of-life patterns by asking questions such as the following:

1. What do you do if you are going to be late to a dinner at your professor's house?

2. What do you do if you don't like the food which your hostess has prepared?

3. How do you refuse an invitation politely?

4. What do you say when you must leave a party early?

5. What do you say if you've forgotten the name of someone to whom you have been introduced before?

6. How can you ask the teacher for special help on assignments?

7. How can you get information about studying abroad?

Facilitate way-of-life learning activities by using a variety of techniques and aids: discussion, films, written material, lectures by informants or yourself, and role-playing. A field trip may provide an opportunity for students to practice some of their skills in a real situation. Prepare the students for it carefully and follow it up with discussion of the results of the trip. Activities using composition and reading may supplement and extend way-of-life learning.
Native Informants

Ask native English speakers who reside in Iran to visit the classroom. The class can also be taken out into the field to meet residents in their working environments. It is important to expose the students to various accents and dialects of English. They may have trouble understanding teachers from Britain, Australia, Japan, India or Iran. Many native and nonnative speakers have heavy accents which make comprehension difficult for other native speakers, not to mention Iranian students. Although it is unreasonable to expect each student to understand all of the many varieties of English, the teacher should help him become familiar with the most important varieties. Tapes in the language laboratory can be kept on file to aid learners facing certain accents. They can familiarize themselves with the pronunciation so that they will not have as much difficulty in the classroom.
CHAPTER 5. SAMPLE LESSONS

These lessons are based on the use of scientific vocabulary in biology. The main core in Lesson One is the dialogue and in Lesson Two it is the fusion exercise. The plans contain five sections: objectives, materials, motivation, review, and presentation of new material.

Lesson One

Objectives

At the completion of the lesson the learner:

1. expresses his feelings about the objectives for the course, the unit and the lesson.

2. pronounces correctly thirty vocabulary words from the biological sciences upon perceiving a picture stimulus.

3. uses the guide words and alphabetical order to locate vocabulary words in the dictionary.

4. participates willingly in a pretest over the structures to be learned in the unit.

5. responds to a visual cue with the appropriate line of a dialogue.

6. writes a guided composition by answering questions about his first week at school using complete answers.

7. shares his experiences at college with his fellow students by writing his answers to the questions on the guided composition on the blackboard.
Materials

Dittos

1. Prepare a glossary of thirty high-frequency terms from the biological sciences for each student. Select the items on the basis of a pretest after consulting with teachers or textbooks in that field. Define each entry in English, translate it into Persian, and use it in a context appropriate to a biology lecture. This list can be modified by changing the number of words or displaying words with a certain function or structure. The Persian translations may be eliminated, or the list may not be distributed until the day of the taped lecture. In the latter instance, the list becomes an exercise in using context clues to determine meaning. Finally, specialized vocabulary from such other subjects as physics, mathematics, chemistry, or education can be substituted.

2. Prepare another ditto of dictionary entries. Each entry must match the words to be used in the exercises using a dictionary to determine meaning. Try to locate a copy of the same dictionary for each student. Include the English alphabet on the ditto since many students are not familiar with the order.

3. Ditto the dialogue if it is not in the students' text.
4. Ditto a short pretest on the structures and vocabulary for the entire unit.

Audio-visual aids

1. Provide drawings or cut-outs from magazines to depict the vocabulary words in the glossary and dictionary exercises. Retain these for use throughout the unit.

2. Make drawings or collect pictures corresponding to the action or characters in the dialogue.

3. Prepare a transparency of questions for the guided composition. The main advantage of using a transparency rather than a ditto is that exposure of certain parts can be controlled by masking.

4. Collect any props which may be helpful in the dialogue.

5. Tape the dialogue to provide an opportunity for students to hear several native speakers.

Motivation

Be sure students are aware of how this lesson and the unit are relevant to their needs. The dialogue and guided composition should be self-motivating because the students are emotionally involved in similar experiences during their first week at college. Emphasize the utility of the vocabulary. A variety of audio-visual aids and activities
keeps the pace lively. The modeling of the dialogue and sounds may be the students' first opportunity of hearing native or near-native pronunciation of these sounds. Motivate correct pronunciation with examples of minimal pairs whose meaning is distorted when they are pronounced incorrectly.

The main purpose of this first lesson is to create a pleasant, nonthreatening atmosphere in which students can experience success. The activities cover the four skill areas and provide valuable informal and formal tests of the students' needs and proficiencies. The guided essays can provide information about the students' attitudes.

Review

There will be no formal review in the first lesson, although much of the material has probably been studied by the students during high school. Be alert to their background and adjust the amount of time spent introducing structures and vocabulary to students' responses.
Presentation of New Material

**Introduction**

Introduce the course, objectives, and take care of routine business. Discuss the main objectives of the course at this time as well as the objectives of the first lesson and unit. Encourage students to identify their own needs and objectives.

**Vocabulary**

Pass out glossary dittos, model pronunciation and have the class repeat in chorus and individually. Using pictures as cues, have the students supply the word which corresponds to the picture. Repeat this exercise but use the words in the sentences on the ditto. The purpose of this exercise is to make the students aware of the correct pronunciation and to help them connect visual representations with the vocabulary. The meaning of the words need not be heavily stressed at this time because more exercises appear in the following lessons.

**Dictionary**

Part of the words may come from the previous list of scientific vocabulary, but the items should be suited only to this method of word attack. Go over the order of the alphabet. Mnemonic aids may assist students in remembering
the order. Present each word in one or more sentences. Help the students find the corresponding definitions from the entries on the ditto. Explain how to use the word guides that appear at the top of each page of the dictionary. Supply exercises to facilitate students' identification of the guide words which include the vocabulary word between them.

Place this exercise at the beginning of the course, since freshmen will need these skills immediately. Point out that the dictionary is the last resort, used only if context and structure fail to indicate meaning. List some of the more useful dictionaries on the ditto.

Pretest

Indicate the purpose clearly so that the students do not feel any anxiety. Distribute the test and allow five to ten minutes for the students to work on it. Collect the answers and evaluate the results later.

Dialogue

After passing out the dialogue, model the entire utterance and then repeat each sentence individually for the students to imitate. Divide the class into various groups to provide variety. Present pictures corresponding to the action or characters while modelling the sentence or utterance.
Gradually give the picture cue and ask the students to supply the corresponding utterance. After this practice play the tape of native speakers modeling the dialogue. Select the best students to take parts. Have them use props to make the dialogue more realistic. Ask another group to improvise a similar situation but vary one or more of the conditions.

**Guided composition**

Using the transparency, display one question at a time. Ask the students to write a truthful answer to each question. The result should produce a coherent paragraph. Ask for their reactions to the university, their attitudes towards learning English, or their plans for the future.

**Related activity**

Assign the dialogue for memorization. Select one group to review the dialogue just before the end of the class period.

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**Lesson Two**

**Objectives**

At the completion of the lesson the learner:

1. identifies correctly which of the two phonemes, /θ/ or /ð/ is heard in minimal pair practice. (Voiced and voiceless "th.")
2. circles the words in a sentence which contain \( /\theta/ \). Does the same for \( /\delta/ \). Recopies the sentences.

3. produces correctly minimal pairs and sentences containing \( /\theta/ \) and \( /\delta/ \).

4. circles "yes" if a word containing either \( /\theta/ \) or \( /\delta/ \) is pronounced with American intonation. Circles "no" if it is pronounced with Persian intonation.

5. pronounces correctly the words from the biological vocabulary list of Lesson One upon perceiving a visual cue.

6. uses transformation rules to produce appropriate sentences of reported speech from the dialogue of Lesson One.

7. indicates orally whether a transformation of direct to reported speech from the dialogue is correct or incorrect.

8. supplies the correct word in a substitution chart by adding affixes to a base word, or by making other structural changes. The categories are verb, noun, adjective, and adverb.

9. tells a story that he has heard to another student.

10. participates actively and willingly in group activities requiring him to communicate using reported speech.

11. helps the group correct grammatical errors on a written copy of the story.

12. reads a story and tells it to his group. (This objective only applies to the group captains.)

13. writes down the story which he has been told using reported speech. (This objective only applies to the group captains.)

14. helps decide which of two written versions is closer to the original.
15. participates in a group presentation of a skit depicting the story.

16. tells the story to the class beginning at any random point of the action.

17. prepares homework practicing the use of the dictionary and structure to determine meaning, and transforming direct to reported speech and vice versa.

Materials

Dittos

1. Prepare copies of two different science-fiction stories. Select them for their moderate difficulty and high interest. Students should require no more than five minutes to read them with comprehension.

2. Prepare sentences containing voiced and voiceless /th/.

3. Provide substitution charts in which students are required to supply correct parts of speech.

4. Write a list of vocabulary words for students to define outside of class. Select words that respond to structural clues and dictionary use. The second section requires a mixture of reported and direct speech examples for the students to reverse by using the transformation patterns.
Audio-visual aids

1. Make transparencies (or use the board or charts) to present examples of transformations between direct and reported speech. Include examples of contrasting word order patterns between Persian and English. Limit to three or four types because reported speech is among the most difficult and complex patterns of English.

2. Tape the two stories by having a native speaker read each one.

Motivation

Facilitate the learning activities on reported speech by relating your first examples to the dialogue used in Lesson One. In the fusion activity, allow the students to work in small groups with a minimum of interference. This method gives the students an opportunity to communicate and compete with each other. They are released from the pressure of speaking before the whole class. Allow the students a maximum amount of speaking practice by extending the fusion activities with role-playing or narration. Give both immediate and extended opportunities to apply what they have learned. The variety of activities and experience in real communication should make this lesson provide both learning and enjoyment.
Review

Vocabulary

Review the vocabulary words by pronouncing each word in a sentence and having the class imitate the sentence. Follow this activity by presenting the pictures as visual cues and asking the class for the corresponding word. Check for correct pronunciation individually. Correct the homework over vocabulary.

Dialogue

Select a student to give the first line of the dialogue. Have another student indicate whether the response is correct. If the first student's answer is wrong, have the second student correct it. Continue through the entire dialogue. Choose a group of students to present the dialogue before the class. Have them use props and appropriate physical actions.

Presentation of New Material

Vocabulary

Show examples of how verbs can be modified to form other parts of speech such as nouns, adjectives, and adverbs. Have them complete the table by substituting the modified word in the appropriate position. Select words from the unit list which respond to this method of deter-
mining meaning.

Pronunciation

Present a diagram of the speech organs. Introduce the sounds by having the students listen while you repeat the phonemes alone. Remind them to listen for the difference between voiced and voiceless. Have them imitate the sounds while feeling the vibration or lack of vibration of their vocal chords. Always point to the symbols /ɔ/ or /θ/ corresponding to the sound. Be sure they are aware of the position of the tongue. Persians consider it impolite to show the tongue. The teacher must overcome this reluctance to show the tongue or else poor pronunciation will result.

Present minimal pairs contrasting /t/ with either /θ/ or /ð/. Have students select the word which has voiced or voiceless /th/. On their papers they should mark whether it was the first or second word and which of the /th/ phonemes were heard.

Distribute copies of several sentences. Tell the class to circle all the voiced or unvoiced sounds of /th/ in the first sentence. Alternate which sound they are to locate. Have them copy each sentence below the example.

Show a sentence or a picture corresponding to a word. Have the students produce these utterances and check their pronunciation.
Play a tape which contains examples of words containing /th/ sounds pronounced with both American and Persian intonation. Ask the students to identify which intonation is used in each example.

**Reported speech**

Present the transparency of the examples of transforming direct to reported speech. Return to the dialogue and have students transform the direct speeches into reported speech. Follow this with written exercises.

**Fusion exercises**

Divide the class into groups of six, then divide each of these groups into two subgroups. Each subgroup should select a captain, who receives a ditto of one of the two science-fiction stories. Label one story "A" and give it to the captain of group "A". Label the second story "B" and give it to the captain of group "B". Have each captain read his story to himself and then have him tell it to the other two members of his group. Switch the two captains and have the two members of group "A" tell the story "A" to captain "B". The reverse is done in group "B" where captain "A" hears story "B". These two captains then write down the stories they have been told. From the captains' written accounts, the combined groups "A" and "B" decide which version
is closer to the original. They work as a group to correct any grammatical errors and then hand in the written versions.

Finally, have the students select one of the stories to present as a skit. Ask them to choose a title and give them five minutes to prepare the skit. As an alternative to role-playing, select one student to begin narrating the story, interrupt him and ask another student to continue the narration. Check the use of reported speech in all oral and written work.

Related activity

Distribute exercises for homework. Ask the class if they have any questions over the assignments.
CHAPTER 6. EVALUATION

Evaluation is the fourth and final component of a program designed for an ESL course. In the context of a systems approach, evaluation refers to each of the previous categories: aims, objectives and strategies. The need to evaluate a program may appear to be self evident; yet, all too often ESL programs are set up on a once-and-for-all basis and despite repeated failures in the system the same form and procedures are retained. A good ESL program must provide for a systematic review of each component. This review should take place throughout the period of instruction and after the learners have completed the entire course.

There are four possible reasons for the failure of an ESL program: inadequate assessment of needs, faulty objectives, poor teaching strategies, and invalid or unreliable measurement of student behaviors. In this chapter, I will discuss each of the situations that may arise to produce an inadequate ESL program. I will also discuss some considerations involved in testing and measuring student behaviors.

Inadequate assessment of needs affects the aims of the program and can exist for several reasons. The most common is merely the result of the rapidly changing demands
made upon ESL students. The aims of five or ten years ago may be insufficient for Iranian students now. The program developers may have emphasized the needs of the country or of the administrators of the school instead of considering the learners' needs. A more subtle problem may result if the developers fail to determine what the students' proficiencies are before the commencement of the course. If the students have already attained the goal there is no need for the aim.

Even if faulty objectives are attained, the learner will not have acquired the proposed aims. In such a case, perhaps the problem is that the program objectives are all concentrated on low level behaviors, or the subject matter is not adequately represented. The teacher must continuously adjust the objectives until the correct combination is obtained.

Poor teaching strategies can affect a program whose aims and objectives are otherwise satisfactory. When the instructor can determine which objectives have not been achieved or have been only partially achieved he can examine the adequacy of the activities designed to facilitate the learning of the behavior. By manipulating various features of the instructional process, the teacher can adjust his methods to the behavior needed.

Finally, the measurement of the results of instruction
may be faulty. At Pahlavi there is much emphasis on objective tests, but an area such as listening comprehension may be ignored. In such a case the department may believe that its students have been prepared for their classroom work although many of the student behaviors have not even been assessed. Another very common problem is that the tests measure not what has been taught but general skills such as are common to general achievement tests.

These four deficiencies in the construction of a systems approach to ESL programs can occur alone or in a wide variety of combinations. The important concept, however, is that each component is related to all other components. The instructor who uses the four components can adjust each aspect as he receives feedback from the students.

Measuring student behaviors in ESL classes can be achieved with two types of tests: diagnostic and formal. Diagnostic tests can be used for placement of the incoming freshman but there is a major problem inherent in most placement programs resulting from the varying control each individual student has over each of the skill areas. For example, a learner may be fluent in speaking and reading, but he may be unable to write a coherent sentence or paragraph. A placement test would either average his scores together, or place him according to his proficiency in only
one of the skills. The only solution for this problem is individualizing instruction or separating classes for each skill.

Pretests are diagnostic tests used to assess an individual's performance before instruction. The pretest complemented by a post-test provides a comparison for the instructor. The post-test may be used for formal grading or for feedback to the student. It is important to provide informal feedback to the learners so they can experience success and adjust their own particular learning strategies for the formal tests. The teacher should include nongraded tests for this purpose.

Formal tests must be constructed to measure the specific lesson or program behaviors which are required. The lesson objectives are written to be quite specific, but the instructor can usually break down each lesson objective into several test items. In general, however, I would recommend that the following standards be set for the three levels of psychomotor skills.

Level one: the standards for passing should be set at a relatively high level or else students will lack sufficient dexterity to transfer their behavior to unfamiliar material of increasing difficulty. For listening and reading activities at least 80% of the material should be mastered. For speaking activities the level of performance should be
ultimately evaluated by whether the learner achieves communication. Nevertheless, in speaking objectives at least 70% of the material should be learned. Writing at level one requires perfect copy of memorized and familiar material. The student's performance with recombined material should be judged by standards allowing varying degrees of error which are established by the teacher on the basis of such elements as difficulty, purpose and length of an assignment.

Level two: here the learner has less conscious control over production of unfamiliar and recombined material. Standards for listening comprehension should be at least 60% and for reading comprehension at least 70%. Speaking should be evaluated according to whether communication takes place. With writing the standards vary, but some activities should require a high degree of correctness. At levels two and three subjective factors often enter into evaluation, in which case the criterion becomes whether the learner can communicate.

Level three: no specific criteria are set as most behavior at this level is more appropriate for English majors than those students in a regular academic program. It is difficult to measure these activities because the conditions and results of student learning cannot be anticipated by the teacher when the material and method of presentation are out
of the teacher's immediate control. Regardless of the difficulty in measuring this behavior and of the improbability of many students achieving native proficiency in all or any of the skills, the teacher must maintain objectives in the course and help the students approach these complex and difficult levels.
CHAPTER 7. CONCLUSION

Learning a foreign language as an adult is a difficult task. For the students at Pahlavi University it is crucial to master the skills of English which are needed in their academic classes. From my observations I have determined that the program of TESL at the university is not taking sufficient account of the needs of the majority of the students nor the special needs of individual students. The purpose of this thesis has been to determine what the aims and objectives of an ESL program in Iran should be, what teaching strategies could best accomplish these goals, and what evaluation should be made to measure the effectiveness of the program and the learner's progress.

My approach to the problem has been influenced by the movement in foreign language education which has resulted in programs with more specific objectives and more individualization of instruction. I believe that many of the aspects of this program could be introduced in the existing ESL courses offered at Pahlavi University and that the resulting program would improve the outcome of such courses.

The effectiveness of any program can also be increased by expansion of the services of the Pahlavi English Department. While I have concentrated my attention on the learner, others might be able to contribute to the improve-
ment of the situation from the point of view of the regular academic areas. There appears to be a need for the English department to assist regular instructors in the special problems that both they and their students face as members of an English-speaking university. If the English department provided consultation and information to instructors or perhaps sponsored workshops, some of the students' present difficulties might be alleviated.

I hope that more work concerning the contrastive features of Persian and English, especially syntax and transformational grammar will be published. More attention to the affective domain must be introduced before significant improvement of learner attitude and motivation can occur. A study of the contrasting cultural and attitudinal problems should be undertaken for such a study would assist both Iranian and foreign teachers in the English department.

The TESL teacher in Iran must focus his attention upon the learner. If the learner is helped to find meaning in the activities of the ESL classroom, he can take a greater responsibility for his learning objectives. The teacher's role is to help the student attain his objectives while the student's role is to determine more and more what his own objectives are, how he can best obtain the desired result, and how evaluation should be made of his learning. In the final analysis it is the student who must do
the learning. The primary aim of this program is to make the learner more aware of his responsibility for his own learning.
Chapter 1

Abbreviations used in this text include ESL-English as a second language, and EFL-English as a foreign language. Corresponding to these terms are TESL-teaching English as a second language and TEFL-teaching English as a foreign language.

2 "English Language Instruction in Iran," English Record, 21(April 1971), 34.

3 Ibid., p. 32.

4 Quoted in Strain, p. 35.


Chapter 2


Chapter 3


Chapter 4


2. Based upon Richard Via's play "Never on Wednesday," which appeared in *English Teaching Forum*, 10, no. 4 (1972), 8-12.

3. Ibid., pp. 8-9.


Chapter 5

ANNOTATED BIBLIOGRAPHY


Exercises to help achieve objectives in foreign language instruction. A companion to Valette and Disick.


Useful guide to the terminology and development of objectives. Identifies factors involved in curriculum decisions.


Information about the purposes of behavioral objectives and system approaches to curriculum. Helpful for generating objectives especially in the affective domain. The section on needs assessment is a valuable contribution.


Cogent review of curriculum trends and behavioral approaches to foreign language education.


Discusses the use of simulations and provides examples of situations which lend themselves to staging.

This series reviews the major work done in the field of foreign language education and is invaluable for anyone teaching ESL. In this bibliography I have listed some of the articles which were most useful to me.


Useful division of culture into components. Suggests that culture is the least understood but most important content in early stages of learning.


Companion article to Via's play, "Never on Wednesday." Argues that plays are useful language activities.


Brief concise coverage of the general topics related to behavioral objectives.


Up-to-date collection of articles on many phases of ESL teaching.


Traces EFL background and development. Valuable chapter on teaching EFL overseas.


Useful treatment of dialogues and ESL classrooms.

Complete textbook for ESL classroom teachers. The authors provide excellent material for teaching culture and way-of-life patterns of American life.


Received an award for the best article on foreign language education for 1972. A complex but rewarding technique to use.


Useful reference covering many aspects of EFL. The chapter on advanced students is particularly suitable for the Iranian situation.


Basic to anyone teaching ESL courses.


Results show that pre-arrival attitudes toward American culture have a significant relationship to a student's academic success.


Member of Pahlavi English department investigates the errors made by Iranians on composition assignments. Limited in scope because of small sample size and type of error measured.

Reflects fear that accountability for learning outcomes results in profit-making organizations taking over education. Vital reading for those who want to eliminate trivial and simple objectives.


Discusses trends and movements in foreign language teaching. Reviews significant articles related to current goals.


Complete textbook for teaching reading skills.


A taxonomy of ESL objectives for elementary Spanish speakers in the United States. Suitable for short range rather than long range course objectives for elementary students. The formal objectives are written to include test samples.


Reports on the successful use of Persian folk stories such as Mullah Nasruddin to stimulate compositions among college students in Afghanistan.

Study of Iranians taking TOEFL exam found that cloze and dictation tests correlate highly with the "Listening Comprehension" subtest. Indicates that accurate and quick results from cloze and dictation can be used to evaluate listening comprehension and internal knowledge of English grammar.


Discusses important psycholinguistic developments and their relation to learning a second language.


Reviews movement which emphasizes the teacher as facilitator of learning. Indicates the importance of the learner and behavioral objectives.


Suggests ways to provide common grounds for discussions and how to handle questions and correction of the students English usage.


Explores three "myths" of foreign language teaching including the can't-get-away-from-the-text. Suggests that programs be adapted or developed for specific students rather than taken from established programs.

Reviews work done on making programs more relevant to student needs and goals.


Exercises and techniques to improve the speaking skills of advanced students.


Reference aid for all areas of foreign language teaching.


Contrastive analysis of verbs containing comparisons between the two languages, noting interference and problems caused by pattern conflict. Suggests exercises and techniques to improve students control of these structures.


Questions the value of intensive courses for college students. Results of the study in Hawaii indicate no significant difference between those enrolled in such courses and those taking a regular academic load.


Outlines a course of study leading to comprehension of academic lectures in English.

Discusses aspects of culture as they are related to foreign language learners.


Sees drama as a way to provide real communication. Suggests using works such as Shakespeare.


Reviews the significant articles and publications in several areas of behavioral objectives. Brings together scattered material in a useful bibliography.


Helpful discussion of the goals of advanced reading lessons.


Discussion of the implications of behavioral objectives and the accountability of teacher for learner outcomes.


Comprehensive coverage of foreign language teaching, however, it is more suited to the situation in the United States.


Basic to the study and teaching of ESL.


Distinguishes between aims and objectives and discusses long and short range aims.


Comprehensive textbook that can be adapted to teaching complex writing skills.


Determined that participation in an E. Med. (English as a medium of instruction program) is more important than years of ESL study.


Review of current work in cultural content of foreign language courses. Suggestions for testing cultural knowledge.


Outlines a program for teaching technical English.

Reviews foreign language teaching materials devoted to behavioral systems. Useful bibliography.


Suggests ways to individualize advanced classrooms by supplementing material and activities.


Presents the pronunciation problems caused by interfering patterns of phonemes, phones, allophones, and distributional forms.

Strain, Jeris E. "English Language Instruction in Iran." English Record, 21, No. 4 (April 1971), 31-38.

Description of the state of ESL in Iran and current trends in English language teaching there.


Includes psycholinguistic considerations related to scientific English for second language students.


Discusses the complexities involved in testing cultural content. Suggests in diagram form the diversity of situations and student response.

Reviews testing in foreign language education with emphasis on behavioral methods.


Practical guide to preparing foreign language objectives. The authors classify student behaviors, determine levels of difficulty, and provide a taxonomy. Although aimed at foreign language education in the United States it can be adapted to other situations.

Via, Richard. "Never on Wednesday." English Language Forum, 10, no. 4 (1972), 8-12.


Three articles by the former chairman of the Pahlavi English department discussing pronunciation errors caused by interference from the Persian phonological system.


Contrasts Persian and English patterns of reporting speech. Suggests reasons for recurring errors caused when learners translate their thoughts from Persian into English.

Distractors representing common errors caused by interference from Persian do not discriminate between weak and strong students and, therefore, are not adequate measures of ESL students.


Reports that attitude to a foreign culture is significant in determining how much learning will take place.


Psychological research indicates that the learners' attitude toward the culture and people of the target language are significant factors in adjusting to a new environment.
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