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SOSYAL BİLİMLER ENSTİTÜSÜ

A COMPARATIVE STUDY OF VERBAL INTERACTION PATTERNS USED IN TURKISH EFL CLASSES

(YÜKSEK LİSANS TEZİ)

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ABSTRACT

In order to reduce the gap between theory and actual classroom practice there is a need for classroom-centered research providing feedback about the interaction between a teacher and his pupils so that instruction can be improved. For that reason the aim of this dissertation is to produce a descriptive and comparative account of verbal interaction patterns of native and non-native EFL teachers as used in EFL classrooms. In Chapter I, the background to the problem, which traces the origins of interaction analysis, is given briefly. In this chapter, the problem, the purpose of the study, the research criteria, the importance of the study, its scope and limitations, and definitions of the basic terms used in the study are also introduced. Chapter II reviews literature relevant to the study. In Chapter III, the research method is explained.

Chapter IV deals with the analysis of the results. In Chapter V, conclusions drawn within this study, and suggestions for further research, are presented.

ÖZET

Bu tez ortaöğretimde Türk ve yabancı İngilizce öğretmenlerinin sınıflarındaki öğretmen-öğrenci, öğrenci-öğrenci arasındaki sözsöz etkileşimi tanımlamayı ve karşılaştırmayı amaçlamıştır.

Söz konusu etkileşime ilişkin bilgi edinmek için bu sınıflar "etkileşim analiz yöntemi" kullanılarak gözlenmiştir. Bu yüzden birinci bölümün ilk ünitesinde etkileşim analiz yönteminin geçmişte ne amaçlarla, ne zaman, nerede kullanıldığı kısaca verilmiştir. Birinci bölümün diğer üniteleri problemi, çalışmanın amacını, denencelerini, önemini, alanını, sınırlılıklarını ve tanımları kapsar. İkinci bölümde çalışmayla ilgili kaynak taranmıştır. Üçüncü bölümde ise araştırma yöntemi ayrıntılı bir şekilde verilmiştir. Dördüncü bölüm bulgularla ilgilidir. Bu bölümde gözlem yoluyla elde edilmiş bulguların çözümlenmesi ve yorumlanması söz konusudur.

Son bölümde bu çalışmayla ulaşılan sonuçlar ve ileriye dönük araştırmalar için öneriler yer almaktadır.

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CHAPTER I

INTRODUCTION

1.1. Background to the problem

Classroom-centered research gives us a way of obtaining a substantial body of knowledge about what actually goes on in EFL classrooms. As Bailey (1975: 641) points out, there are numerous methods of evaluating language teaching and learning which are in common use. One accurate method is direct classroom observation, the most widely used form of which is interaction analysis.

Classroom-centered research is certainly not unique to language teaching and did not even originate from language teaching researcher. In fact, it took language teaching some time to begin to catch up with the rest of the educational research world.

Thus classroom-centered research should be considered a term covering research in both language learning and the broader educational field.

Modern classroom centered research began in the fifties among teacher trainers, and arose in response to the need for providing student teachers with adequate feedback on their teaching. The trainers realized that they needed to investigate what constituted effective teaching, and then find a way of incorporating their findings into effective teacher training.

In studying teaching effectiveness, many researchers look at what teachers do in the classroom as they interact with students. At this point, classroom interaction can be studied and described by means of systematic observation. As Ober et.al.(1971: 7) states, observational systems are built and developed so that a person can be trained to use them for studying classroom behavior and for planning and analyzing his own teaching.

The studies conducted by Kirk (1964), Hough and Amidon (1967), Furst (1965), Lohman et.al.(1966), Hough and Ober(1966) indicate that there are distinct differences between the student teachers who were taught interaction analysis and those who were not so trained. Ober et.al.(1971: 8) quotes from Hough and Ober's study:

Subjects taught interaction analysis were found to use, in their teaching simulation,

significantly more verbal behaviors that have been found to be associated with high student achievement and more positive student attitudes toward their teachers and school. These same subjects were found to use significantly fewer behaviors that have been found to be associated with lower achievement and less positive attitude.

Results of the studies mentioned above show differences between trained and untrained subjects with respect to their verbal teaching behavior. It can be concluded that training in an observational system helps a teacher to become more aware of and better able to control his teaching behavior, resulting in maximum learning.

The earliest attempt to analyse and describe in a systematic way the spontaneous interaction between a teacher and the children in his class was probably the work of Anderson(1939) and Anderson et.al.(1946), who from as early as 1939, observed for a number of years the sort of 'contacts' between children in nursery and elementary school classes and related these to the behavior of the teacher towards the children(Wragg, 1970: 99).

Anderson found that the teacher who was 'integrative' would find more integrative acts in his classroom, expanding the children's opportunities for self directive and cooperative behavior with the teacher and their peers, whereas the 'dominative' teacher would have

more dominative contacts between the children in the class, restricting children's activities, leading to distracted, aggressive, non-cooperative conduct.

Flanders(1960) developed Interaction Analysis as a classroom observational technique to test the effect of teaching behavior on student attitudes and learning. Flanders(1970: 376) states that teaching effectiveness consists of relationships between what a teacher does while teaching and the effect of these actions on the growth and development of his pupils. Presumably an effective teacher interacts skillfully with pupils so that they learn more and like learning better than they do with ineffective teachers.

Methods of behavioral observation developed and first used in social science research are also applicable to the observer of foreign language instruction.

In the field of language teaching, systematic observation systems have been used to give objective feedback about classroom interaction to FL teachers. The aim has been that through using Interaction Analysis, teachers can improve self-evaluation rather than relying on being told what they should do. Seeing what actually does happen in his class, a teacher can intelligently decide what should happen in his class.

In Philadelphia, the United States, Politzer and Weiss(1969) conducted a study of successful foreign

language teachers. They observed seventeen French teachers instructing first-year high school classes. Their research attempted to determine what teaching behaviors were related to student achievement.

We can mention two important research programs carried out in FL teaching using Interaction Analysis by Moskowitz, and by Hayman and Moskowitz in the years 1974 and 1976 respectively.

The findings obtained from these two studies have uncovered certain qualities which effective FL teachers seem to possess, such as flexibility, innovation, patience, agreeable manner, encouragement of students and understanding. These kind of studies are intended to enable foreign language teachers to determine what kinds of changes they may wish to make in their own behavior for more effective results.

In Turkey Ercan(1984) used Interaction Analysis to examine the relationships between verbal behavior of EFL teachers and student achievement at the Middle East Technical University.

The present study focuses on the verbal behavior in EFL classrooms of native and non-native EFL teachers at secondary school level. At the present time there is a lack of data which describe objectively the kinds of teacher-pupil interaction patterns which are present in secondary school EFL classrooms in Turkey. It is

hoped that this study will provide a useful feedback about classroom interaction to FL teachers.

1.2. Problem

At present in Turkey both native and non-native EFL teachers teach English both at secondary schools and universities.

Although there is an improvement in Turkish FL teacher training programs there is a growing tendency to employ native English language teachers in schools by authorities who can afford it(1).

Generally speaking the FL teachers in Turkey are graduates of either Education Faculties or the Institutes of Education. Training teachers for secondary and high schools was not organized at University level before 1982. Although there were some FL teachers in Turkish school system who were university graduates, they were from the Departments of English Literature and the main objective of these departments was not to train English language teachers.

In 1982 all Institutes of Education were reorganized and included in the structure of Universities under

(1) For example at the University of Anadolu in 1983 there was only one, in the 1984-85 academic year there were 4, and in 1988 there were 19.

the name of Faculties of Education. In addition, the old three year training given by these authorities was replaced by a new four-year one.

The preference of native English language teachers by the authorities who can afford it lies in the argument that they are the natural reflection of the target language in terms of their pronunciation and fluency. It is questionable, however, whether they are all armed with the efficient teaching skills as good as they are reputed to have.

In this study interaction analysis was employed to provide feedback about the classroom verbal interaction of native and non-native EFL teachers. The classrooms were compared only in terms of verbal behavior which occurred, considering that the verbal behavior of an individual is an adequate sample of his total behavior. As Amidon and Hough(1967: 118) point out, teaching is more than talking, but visits to a randomly selected number of classrooms will confirm the fact that the predominant instructional behavior of the teacher is talk, indeed, almost 70% of classroom instructional time is spent in talking by either the teacher or students.

1.3. Purpose of the study

The purpose of this study is twofold. The first is to analyze and compare the verbal interaction patterns

in EFL classrooms of native and non-native teachers at Yakındođu Özel Lisesi in Eskişehir. It is assumed that the analysis of the classroom verbal behavior of the teachers and students will provide data for both a description of the type of classification of talk that is used, and a possible cause-and-effect analysis of classroom verbal behavior. The second is to make recommendations in teacher training for shaping the verbal behavior of both undergraduate and inservice teachers so that they can be aware of and better able to control their verbal behavior, leading to maximized learning.

1.4. Research criteria

Classroom verbal behavior of native and non-native EFL teachers are observed in terms of the following points:

1. The percentage of classroom time spent in each of the 29 categories of classroom behavior. The categories and their definitions are given on Table 3.1.

2. The amount of total teacher talk

3. The amount of total student talk. The term "total talk" means that talk both in English and Turkish is included.

4. The total classroom talk which was in English (the target language) and Turkish(mother tongue).

The term "total classroom talk" is used to refer to both teacher and student talk that take place in the classroom.

5. Ratio of indirect behavior to direct behavior of teacher.

6. The amount of sustained behavior for teacher talk and student talk. When the behavior remains in a single category for longer than three seconds, it is called sustained behavior.

7. Ratio of student response(open ended or student initiated) to student response(specific). "Student talk-initiation" means talk which students direct to the teacher or another student without solicitation from the teacher. Student response(specific) means the teacher initiates the contact or solicits student statement.

1.5. Importance of the study

It is hoped that the Interaction Analysis system employed in this study will be used in a program for student teachers training at the Faculties of Education. Its importance results from the fact that it provides feedback about what actually happens when students and teacher are in the classroom. It reduces the subjectivity and introduces more objectivity in guiding pre-service teacher-trainees. With the help of Interaction

Analysis data every single incident of classroom behavior can be remembered, and people being observed are given information directly and objectively.

Also this system can be used in selection of FL teachers before employing them.

1.6. Scope and limitations of the study

In order to achieve the purpose stated above, the FLint system (foreign language interaction system) was used. FLint, developed by Moskowitz, is the modification of a general educational schedule (Flanders' (1960) FIAC cf. Table 2.1.). Moskowitz expanded and refined Flanders' categories in order to make them appropriate to the obvious complexities of language teaching, where language is medium as well as content; where more than one language may be used; and where, as in pronunciation practice, all the learners may need to have a chance to try to produce the same answer to exactly the same question.

This system includes verbal and nonverbal behaviors, as well as whether specific behaviors are in the target or native language. In other words it enables the observer to observe both verbal and non-verbal behavior that occurs in the classroom.

Since the aim of this study was to analyze verbal interaction in the given classrooms, non-verbal

behaviors were not taken into consideration. For the purposes of this research the FLint category system was modified with the intention of describing but not rating, evaluating or judging the verbal interaction in the given EFL classes.

The observation involved keeping a record of what goes on in the classrooms observed, using an audio-cassette recorder. Eighteen forty-five minute audio-recordings of three native and three non-native EFL teachers instructing six different preparatory classes at Yakındoğu Özel Lisesi in Eskişehir were made. The teachers were each observed for three full periods of 45 minutes. Observational visits were conducted during December in the 1988-89 Academic Year. The necessary permission for such an observation was obtained from the local education authority(cf. Appendix E)

The limitations of this study can be stated as following:

- The observer didn't have any choice in selecting the teachers. The head of English section of Yakındoğu Özel Lisesi chose the teachers. As a result of this the teachers participated in this study were not grouped according to their teaching experience or their educational background.

- Observational sessions were conducted within a month.

- Since the data was collected by the teachers themselves the observer could not control the topics introduced in EFL class.

- Non-verbal behavior occurred during the class time was not observed.

1.7. Definitions

Interaction: Human interaction can be defined as a process which takes place between two or more people engaging in reciprocal action. This action may be verbal or nonverbal. However this study focuses primarily on verbal interaction. In the classroom environment the interaction process involves classroom talk and takes place between teacher and pupils. As Flanders(1970: 1) states, teacher behavior, by its very nature, exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching.

Classroom interaction: The concept of classroom interaction refers to the chain of events which occur one after the other, each occupying only a small segment of time(Flanders, 1970: 3).

The classroom should be considered as a social space with the norms and expectations associated with particular positions. The names for these positions

are teacher and students. The teacher acknowledges responsibility for the direction of the discourse, for deciding who shall speak when, and for introducing and ending the topics. Sinclair and Coulthard(1975: 21) consider three -part exchange- that is an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher -to be the basic unit of classroom interaction.

The classrooms can be classified according to the interaction patterns. In this sense Celce-Murcia (1984: 4) groups the classrooms under three basic types: Teacher Dominated, Teacher Centered and Student Centered classrooms. If the teacher talks or lectures most of the time and student participation is minimal (i.e., $T \rightarrow S$), then the classroom is teacher dominated. If the teacher gives the students the opportunity to participate but usually initiates and controls classroom activities(i.e., $T \rightleftarrows S$), then the classroom is teacher centered. If the teacher organizes activities such that the students can initiate and control much of the interaction(i.e., $S \rightleftarrows S$), then the classroom is student-centered. Description of the dominant type of interaction that occurs in the classrooms in this study is considered to be possible.

Classroom interaction can be studied and described from points of view such as verbal interaction, non-verbal behavior, levels of cognition, and types of questions and answers.

In this study it is assumed that an analysis of the classroom verbal behavior of teachers and students will provide data in both describing the type or classification of talk that is used and producing a cause-and-effect analysis of classroom verbal behavior.

Interaction Analysis: Interaction analysis is one method of systematic observation (Morine, 1975: 75).

The observation of the classroom events becomes possible through the use of Interaction Analysis. It is clear that to go into a classroom to observe without any definite purpose can be both tiresome and unrewarding. Thus systematic observation is used in analyzing teaching behavior, investigating pupil-teacher interaction patterns, quantifying verbal behavior.

Flanders (1970: 5) defines Interaction Analysis as a label that refers to any technique for studying the chain of classroom events in such a fashion that each event is taken into consideration. An observer sits in the classroom, or views a video-sound playback or just listens to a voice recording and keeps a record of the flow of events on an observation form.

There are two basic kinds of observation system: Sign and Category.

Sign system: A sign system is composed of a list of behaviors. During a given period of time, the observer simply checks or marks in some manner each behavior

that occurs. Regardless of the frequency of occurrence, the behavior is checked only once during the observation period.

Brandt(1975: 25) states that compared with a category system, a sign system is usually made up of a much larger number of types of behavior to be observed, but the behavior types are more narrowly defined and occur much less frequently. Whereas an observer using a category system must record every behavioral or time unit, one employing a sign system may watch for relatively long periods without seeing and recording any behaviors simply because the particular behaviors making up the sign system do not occur.

Category system: In the category system there are a set of categories representing events taking place in the classroom. An event is the shortest possible act that a trained observer can identify and record. The category system provides classification of behaviors that the observer learns. At regular intervals within the observation period, the observer determines into what category the observed behavior falls and records that category number. The product of the observation is a long list of code symbols, one symbol for one event. Analysis is made of the frequency of events in each category, and a profile of the distribution is drawn.

As a research tool the FLint Category System (cf. Table 3.1.) was used in this study. The procedures employed are dealt with in detail in Chapter III.

During the presentation of data collection and data analysis the following terms were often used:

Teacher behavior: Acts by the teacher which occur in the context of classroom interaction(Flanders, 1970: 4).

Matrix: A chart which provides an organized visual picture of the lesson(Moskowitz, 1976: 142). Table 3.2. shows a sample matrix.

Indirect categories: Categories which encourage the actions of students and expand their opportunity to participate. For example, to ask a student a question is to invite participation. These are categories 1-4, including those with subscripts, such as category 2a or 4p in the FLint system(Moskowitz and Hayman, 1974: 225).

Direct categories: Categories which tend to limit the actions of students and their participation. That is, when a teacher is lecturing, he is not asking for participation at that time(Moskowitz and Hayman, 1974: 225). These are the categories described in 5-7 and their subscripts in the FLint system(cf. Table 3.1.).

Extended(sustained) behavior: Behavior lasting for approximately six continuous seconds(Moskowitz, 1976: 146). The cells representing extended behavior in the matrix are steady state cells(cf. Table 3.3.). They indicate extended use of the same category, e.g., long questions, long answer to questions, etc. All other cells are transition cells; that is, they indicate the beginning or ending of a particular teacher or student behavior.

CHAPTER II

REVIEW OF LITERATURE

2.0. Chapter Overview

This chapter contains four sections each of which is considered to have a relationship to each other and provides a basis of support for the study.

In the first section the teaching learning situation is defined to identify the numerous factors which shape the classroom environment. As far as the interaction taking place in this instructional situation is concerned it is inevitable not to take the differences and similarities between the interaction inside and outside the classroom into consideration. After defining the differences and similarities between the interactional patterns inside and outside the classroom their indications in language teaching are questioned.

Section two deals with what interaction analysis is as well as for what purposes it has been used. While tracing the classroom research performed so far, it has been realised that many research programs were conducted to find out the relationship between teacher behavior and teaching effectiveness. Thus section three is devoted to teacher behavior in the classroom. Some research findings on teaching behavior derived in the field of social sciences and language teaching are discussed.

Classroom Interaction Analysis becomes possible through use of systematic observation. The kinds of observation systems constitute the last section.

2.1. Interaction in the context of teaching learning situation

Teaching can be considered as an interactive process taking place within a complex social environment in which events occur, the activities which involve participants, the nature roles played by participants (teacher, student and others such as a teacher aide), and the time dimensions surrounding the events.

According to Ober et.al.(1971: 2-4) the teaching learning situation can be viewed as an interaction among teacher, student, and content. If well planned and executed, this interaction consists of three steps:

1. Developing objectives
2. Planning and executing instruction
3. Measuring and evaluating results

Ober et al.(1971) further describes this situation regarding the elements, the principal characters and their roles as in the following:

1. The complex teaching-learning situation can be divided into a series of related, yet separate variables that can be identified, classified, measured, and studied.

2. The role of the teacher as he operates within the framework of this situation can be described in terms of three sets of functional variables:

- a. establishing learning objectives
- b. facilitating learning/instruction
- c. measuring and evaluating learning

3. The instructional-learning situation, as it relates to the instructional phase of teaching, consists of three basic elements:

- a. the learner
- b. the learning stimuli(content, climate, involvement)
- c. an instructional agent-in this case, the teacher

4. In terms of the instructional-learning situation, two important sets of variables in the learning stimuli are content, or instructional approach and the socio-emotional climate.

5. Within the framework of the instructional learning situation, the instructional agent(teacher) has two very important functions:

a. to create a positive socio-emotional climate in which the learner will feel comfortable and learning will be facilitated.

b. to manipulate and control the content in ways that will facilitate learning to the ends determined by the learning objectives.

6. The creation of a positive socio-emotional atmosphere and the manipulation and control of the learning stimuli are contingent upon skills that can be identified and described in functional and strategical terms and, in turn, that can be learned and measured.

7. Observers can be trained to acquire and sharpen certain skills that will enable them to study the classroom in a systematic and objective fashion.

The classroom offers a more highly structured speech situation than most ordinary speech situations to anyone involved in the observation of this situation. Sinclair et al.(1975) emphasizes this aspect of the classroom environment while discussing the reasons why they chose the classroom situation for discourse analysis. Sinclair et al.(1975: 6) describes classroom as having much more overt structure, where one participant has acknowledged responsibility for the direction

of the discourse for deciding who shall speak when, and for introducing and ending the topics.

It is clear that the unequal power distribution in the classroom described above creates a verbal interaction different from everyday conversation. Hatch and Long(1980: 17) point out that classroom discourse reflects the inequality of power. Teachers have great power and students much less. The teacher, for example, can determine the topic(s) of conversation, and often reveals this explicitly with a statement at the beginning of a lesson("Today we're going to talk about...") By and large teachers also control who speaks, when, and to whom. This feature is illustrated by the time honored practice of students raising their hands when wishing(bidding) to speak, followed by the teacher calling upon(nominating) a particular student to do so. Whereas in naturally-occurring conversation, for example, change of topic is unpredictable. Participants are of equal status and equal rights to determine the topic. Thus while one speaker can usually control the direction of the discourse as long as he is actually talking, a succeeding speaker who is bored can change the topic completely.

Coulthard(1977: 101) explains the reasons leading to this difference as: "Verbal interaction inside the classroom differs markedly from desultory conversation

in that its main purpose is to instruct and inform and this difference is reflected in the structure of the discourse."

The classroom discourse described above is hoped not to be so in EFL classes. This is because EFL classrooms tend toward much more group work and activities which are less teacher-centered. There are many communicative activities the teacher can do to minimize his/her domination of the class and to stay out of the discussion unless needed.

However Nunan(1987) found out that a classroom-based study of communicative language practice revealed the persistence on non-communicative patterns of interaction. In his study he recorded, transcribed, and analysed five communicative language lessons in order to investigate the degree to which features of genuine communication were present in language classes. Nunan(1987: 137) states that on the surface the lessons appeared to conform to the sorts of communicative principles advocated in the literature. However when the patterns of interaction were examined more closely, they resembled traditional patterns of classroom interaction rather than genuine interaction.

Thus, the most commonly occurring pattern of interaction was identical with the basic exchange structure found in Sinclair and Coulthard's mother-tongue classes(1975).

The structure consists of the following three part exchange:

1. An Elicitation(initiation) by the teacher
2. A Response by the learner
3. An Evaluation by the teacher

The pattern is exemplified in the following exchange taken from Nunan's study(1987: 137)

T: The question will be on different...? What?
Different...?

S: Talks

T: Tasks? What?

S: Subject

T: Different sub...?

S: Subjects. Subjects.

T: Subjects, subjects, thank you, right, yes.

In the classroom the teacher monitors communication in a far more conscious and deliberate way in order to avoid misunderstandings whereas the same thing happens at a subconscious level in ordinary speech situations. In a typical lesson, the teacher constantly checks to find out whether the pupils understand what is being communicated to them. In addition, he usually prompts the pupils, corrects their responses and repeats and rephrases statements(Heaton, 1981: 22).

Ferrar(1986: 19) states that most language use in classroom tends to be, at most, realistic-it

reflects real-life communication; while outside the classroom, language use is real-it just is real-life communication.

The following taken from Sinclair and Coulthard (1975: 37) illustrates fully what the difference between realistic and real is:

"What time is it, Susan?"

"Three o'clock."

The closing item outside the classroom could well be "Thanks", because you really want to know what the time is; inside the classroom, "Good girl" because telling the time is today's topic and you are checking that your students have learned the appropriate response.

Since the environment is different, the classroom interaction does not always reflect natural conversation. As Lier(1984: 168) points out classroom communication does not need to be a perfect replica of natural communication in the target language. The learning environment requires shaping, and this requirement in itself allows for changes in communication patterns.

2.2. Classroom Interaction Analysis

Flanders(1970: 3) defines classroom interaction as a concept referring to the chain of events which occur one after the other, each occupying only a small segment of time. An event is the shortest possible

act that a trained observer can identify and record. For example, teaching behavior is acts by the teacher which occur in the context of classroom interaction. Often, during classroom interaction, the same sequence of events occurs again and again; such a sequence can be called a pattern. A pattern is a short chain of events that can be identified, occurs frequently enough to be of interest, and can be given a label since this often facilitates thinking.

Interaction Analysis is a method used to observe the classroom events. It involves using an observation schedule so that it can be possible to reduce the stream of classroom behavior to small scale units suitable for tabulation or computation. With the help of Interaction Analysis the chain of classroom events is studied in such a way that each event is taken into account.

Interaction Analysis systems can be used for a number of purposes:

1. Interaction Analysis and inservice education: Many teachers would like to improve their own effectiveness. This involves making a change and then deciding whether the change was or was not an improvement. Interaction Analysis can provide information about the communication that now exists, can help to identify alternatives that the teacher would like to try, can provide data

to indicate whether a change has occurred, and can become a reference point for deciding whether a change was or was not an improvement(Flanders, 1970: 10).

2. Using Interaction Analysis in developing awareness: Working with the Interaction Analysis system individual teachers can develop awarenesses about what they do in the classroom. This enables them to improve their behavior for future performance. Interaction Analysis system is considered to be effective both with experienced teachers and with those new to the profession.

3. Interaction Analysis and teacher education: In preparation of future teachers Interaction Analysis presents an alternative to method of supervising. Moskowitz(1971: 211) states that using a system of interaction can help break through the barrier of resistance and threat commonly found in supervisory relationships. It's easy to become sensitive when your teaching is being corrected. But you tend to be less sensitive with a matrix than you are when personal comments are made. Ober et al.(1971) has provided strong evidence that student teachers trained in Interaction Analysis are better able to control their own behavior than untrained student teachers.

Interaction Analysis has been in use as Flanders (1970: 7) states first, for the improvement of instruction;

second for the preparation of future teachers, and third, for the prediction of educational outcomes.

2.3. Teacher behavior in the classroom

It has been a question among many researchers whether a relationship between teacher verbal behavior and teaching effectiveness does exist. In studying teaching effectiveness, it is inevitable to look at what teachers do in the classroom as they interact with students.

The system developed by Flanders(1970) is for examining teacher behavior in the classroom. The conclusions drawn from this study indicate that there are mainly two types of teaching behaviors-those involving direct influence and those involving indirect influence. Teachers who utilize primarily direct influence tend to do most of the talking-lecturing, giving directions, criticizing students for unacceptable behavior, and justifying their own authority. Whereas teachers who practice indirect influence encourage students to talk, ask more open-ended questions, praise and encourage student responses, accept and clarify the feelings and ideas of students.

Moskowitz and Hayman(1974) studied "best", typical, and first-year teachers in three urban junior high schools through the FLint Interaction Analysis

system. They conclude that best teachers used the greatest amount of indirect influence. They are more indirect in their styles than new teachers.

Anderson(1939) divides teacher behaviors into two main kinds: Integrative teacher behavior and Dominative teacher behavior. Anderson(1939: 4) states that the use of force, commands, threats, shame, blame, attacks against the personal status of an individual are called "dominative" techniques of responding of others. Integrative behavior is consistent with concepts of growth and learning. Integrative behavior is flexible, adaptive, objective, scientific. Anderson demonstrates that children's behaviors were consistent with the kind of personality the teacher displayed in the classroom.

So it seems reasonable to assume that the teacher's behavior is an important factor in creating socio-emotional climate in the classroom.

Smith and Lusteran(1979: 255) point out some of the ways teachers create negative emotional conditioning are by:

"Nailing" students-trapping them when it's obvious they don't know the right answer or haven't been paying attention.

Never smiling.

Being irrationally strict.

Rushing students on tests.

Being sarcastic, making jokes at a student's expense, or ridiculing.

Withholding praise, not recognizing effort or improvement.

Physically punishing students.

Punishing the whole class for the misbehavior of a few.

Smith and Lusterman(1979: 201) report the results of 50 studies done by Rosenshire and Furst(1973) about the relationship between teacher behavior in the classroom and various measures of student performance. The following factors are most consistently related to improved student learning:

Clarity of presentation.

Variability, i.e., use of a variety of activities, materials, etc.

Enthusiasm of instructor.

Extent to which instructor is task oriented.

Teacher indirectness-encouraging students to initiate and participate actively rather than doing most of the talking.

Use of structuring comments-providing an overview for what has happened or is about to happen.

Providing for multiple levels of questions, i.e., questions that test judgement and evaluation as well as memory.

Moskowitz(1976: 135) states that good teachers seem to know how to make students like learning a foreign language and want to continue this study. Moskowitz(1976) conducted a study to gather data on excellence in foreign language teaching consequently to determine specific classroom behaviors and activities which outstanding foreign language teachers use as they interact in their classes. She studied and compared the classroom interaction of ten foreign language teachers who were identified as outstanding in a survey of former students with a group of 'typical' foreign language teachers.

Moskowitz(1976: 156) concludes that the following typified the classroom interaction of outstanding foreign language teachers:

The target language dominates the classroom interaction, whether the teacher or the students are speaking.

Even in first level classes, very little native tongue is used.

The teachers have fewer verbal tics.

Students use the foreign language to raise questions.

The amount of teacher talk is less.

The teachers use more indirect behaviors(those which encourage and reinforce student participation).

The teachers give students more immediate feedback which is indirect.

The teachers often smile, praise, and joke.

Their praise is longer, more varied.

There is more laughter in their classes.

The teachers personalize the content more.

The students are "with" the teacher, rather than not paying attention or being flippant; their participation is on-task.

Students exhibit more outward signs of enthusiasm to participate.

Student behavior is criticized very little.

Less classroom time is devoted to students doing silent reading or written tasks.

Fewer routine tasks are carried out by the teacher.

There is a greater amount of warm-up questions, review, and focusing on the skill of speaking.

It can be concluded that a body of research findings like the ones mentioned above and armed with an understanding of an Interaction Analysis system which fosters better awareness and control of one's teaching behavior, foreign language teachers can better determine what kinds of changes they way wish to make in their own behavior for more effective results.

2.4. Observation systems developed for the analysis of classroom interaction

Being both a participant and leader in a complex social setting like a classroom a teacher is unable to concentrate for long on any individual student or the frequency of certain behavior. His observations are for very different purposes. For example he observes the behavior and activities of his pupils as a basis for action or intervention to maintain the smooth running of his class. A researcher using observational systems can identify, classify, quantify and analyze specific classroom behaviors and interactions because he does not participate and has a narrower focus.

When the literature is surveyed, it is found that observational systems were first developed and used in social science research. Flanders can be considered as the 'father of interaction analysis'. He developed the well-known observation system of interaction analysis to measure verbal behaviors in the classroom. The FIAC developed by Flanders is a category system consisting of ten categories(cf. Table 2.1.)

In this system a system of codes is used to facilitate the collection of data. The researcher often codes interaction in units determined by time periods. For example, the researcher might check whether

Table 2.1.

THE FLANDERS SYSTEM OF INTERACTION ANALYSIS

The Flanders System of Interaction Analysis divides verbal activity into ten categories each of which has a number. There is no scale implied by the numbers.

The ten Categories

Teacher Talk	Indirect Influence	<ol style="list-style-type: none"> 1. Accepts feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included. 2. Praises or encourages: praises or encourages student action or behavior. Jokes that release tension not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included. 3. Accepts or uses ideas of students: clarifying, building or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. 4. Asks questions: asking a question about content or procedure with the intent than a student answer.
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Table 2.1.
The Flanders System (con't)

Teacher Talk	Direct Influence	<p>5. Lectures: giving facts or opinions about content or procedure; expressing his own idea; asking rhetorical questions.</p> <p>6. Gives directions: directions, commands, or orders with which a student is expected to comply.</p> <p>7. Criticizes or justifies authority: statements, intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.</p>
Student Talk	<p>8. Student talk-response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.</p> <p>9. Student talk-initiation: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, the observer must decide whether student wanted to talk. If he did, use this category.</p>	
	<p>10. Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>	

the teacher accepts or uses ideas of the student, praises or encourages the student or lectures to the class. Flanders' ten category system has been criticized on a number of grounds. This is because the system includes only two student categories while a great deal of attention is given to teacher talk-seven of the ten categories.

Hough(1967), Amidon et al.(1967), Ober(1971), Hunter(1972) modified the Flanders system in order to provide a method for differentiating the type of teacher question and to give more attention to student talk.

Amidon and Hough(1967) mention 20 different category systems being used in the United States in 1965. The systems modified are handled in much the same manner as Flanders system. The categories are numbered so that an observer may listen to classroom talk and tally a number every three seconds according to which category is occurring. These numbers are then transferred to a matrix or chart like form for interpretation. Hunter(1972: 68) states that the teacher who has been observed can then use the matrix to learn, for example, what percentage of the time he talked compared with his pupils; whether he followed pupil contributions with praise, with acceptance, or with criticism; whether the questions he asked were broad enough to be followed by extended pupil response or

were of the narrow sort which can be answered in a few words.

In the field of foreign language teaching Moskowitz (1966) produced the most widely known and used modification of a general educational schedule (Flanders' (1960) FIAC) and called it FLint (Foreign Language Interaction System) (cf. Table 2.2.) (1). She expanded and refined Flander's categories and then used FLint both as a research tool, to pursue the issue of 'what constitutes 'good' language teaching', and as a feedback tool for her important work in teacher training, where she trained her student teachers to analyze their own teaching using the FLint categories so that they could have objective feedback about their teaching behavior and a firm basis for comparison in their later attempts to behave differently in class (Allwright, 1983: 197).

Bailey (1975) criticizes the FLint and Flander's category system. She states that these systems are unwieldy, contain ambiguous categories, are unreliable and that they take too long for observers to master. She offers the time-interval recording system as a practical and reliable alternative. Her aim is to contribute to the improvement of foreign language interaction.

(1) Table 2.2. shows the revised version of the FLint (1971).

As a final remark it can be said that whatever observational system is used, its aim is common. So they should be seen as complementary, not in any way in conflict with each other.

Table 2.2.
The FLint System

<p>Teacher Talk Indirect Influence</p>	<p>1. DEALS WITH FEELINGS: In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</p> <p>2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</p> <p>2a. JOKES: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</p> <p>3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</p> <p>3a. REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate.</p> <p>4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.</p>
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Table 2.2.
The FLint System(con't)

Teacher Talk Direct Influence	<p>5. GIVES INFORMATION: Giving information, facts, own opinion or ideas, lecturing, or asking rhetorical questions.</p> <p>5a. CORRECTS WITHOUT REJECTION: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</p> <p>6. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow.</p> <p>6a. DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly, to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</p> <p>7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.</p> <p>7a. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</p>
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The FLint System(con't)

Student Talk	<p>8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers. Reading aloud.</p> <p>8a. STUDENT RESPONSE, CHORAL: Choral response by the total class or part of the class.</p> <p>9. STUDENT RESPONSE, OPEN-ENDED OR STUDENT-INITIATED: Responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</p>
	<p>10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</p> <p>10a. SILENCE-AV: Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</p> <p>11. CONFUSION, WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.</p>

The FLint System(con't)

- 11a. CONFUSION, NON-WORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.
12. LAUGHTER: Laughing, giggling by the class, individuals, and/or the teacher.
- e. USES ENGLISH: Use of English(the native language) by the teacher or the students. This category is always combined with one of the 15 categories from 1 to 9.
- n. NONVERBAL: Nonverbal gestures or facial expressions by the teacher or the student which communicate without the use of words. This category is always combined with one of the categories of teacher or pupil behavior.

CHAPTER III

METHOD

In this chapter "Sample", "Research design", and "Data collection" are presented.

3.1. The Sample

The research is based upon data collected from 6 EFL teachers and 180 preparatory year students at Yakındođu Özel Lisesi in Eskişehir.

3.1.1. Students

The students participating in this study were in their first year of secondary education. At the beginning of the term all students who started their secondary education were grouped into nine preparatory classes without any standard placement test since

they were all "true" beginners, that is, they had not been instructed in English courses during their primary school education. Their ages varied between 11 to 12. In this study six different preparatory classes, each of which having about 30 students, were observed.

Each preparatory class was instructed for five hours by a native EFL teacher, and twenty-two hours by a non-native EFL teacher.

In all preparatory classes "Project English Book 1", "Streamline Departures" and "Streamline English Video" were used in the first mid-term of the 1988-89 Academic Year.

3.1.2. Teachers

The sample includes three native teachers of English, forming Group-Native, and three non-native teachers of English, forming Group-Turkish(1).

Group-Native consists of two male teachers having B.A. and M.A. in TEFL with 3 years and no teaching experience respectively, and a female teacher having M.A. in TEFL with 6 years teaching experience.

(1) Abbreviations GN and GT for Group-Native and Group-Turkish are used respectively throughout this study.

Group-Turkish consists of two female teachers having B.A with 5 and 12 years teaching experience, and a male teacher having B.A with 10 years teaching experience.

Native EFL teachers used "Streamline Departures"; non-native EFL teachers used "Project English Book 1" in their lessons.

3.2. Research design

The FLint category system(Foreign Language Interaction System) as the observational tool was used to gather data.

3.2.1. The FLint category system

Moskowitz(1971) developed the FLint system, (cf. Table 2.2.), expanding the ten categories of the Flanders' system(cf. Table 2.1.) so that she could make the system better fit the needs of foreign language supervisors and teachers. This system was originally developed by Moskowitz in 1966 and has been revised several times as a result of field testing.

For the purposes of this research the FLint category system was modified with the intention of describing but not rating, evaluating or judging the verbal interaction in the given EFL classes(cf. Table 3.1.)

3.2.1.1. The categories in the FLint

In FLint there are 29 categories representing events taking place in the classroom. An event is the shortest possible act that a trained observer can identify and record. The category system provides classification of behaviors that the observer learn.

The categories are mainly divided into two parts: Teacher Talk and Student Talk. Categories 1-7a form teacher talk and categories 8-9 form student talk.

Categories 1-4, including those with subscripts, such as category 2a or 4p are called indirect categories. For example, to ask a student a question is to invite participation. Expansion occurs when a teacher asks questions(category 4), clarifies student ideas and uses them in problem solving(category 3), praises and encourages student action(category 2), or makes constructive interpretations of student feeling or attitudes(category 1). Flanders(1967: 221) points out that these statements express teacher authority indirectly through their support of selected patterns of student behavior. The teacher assumes a less dominant posture, and the proportion of student talk increases.

The categories which are described in 5-7 and their subscripts are direct categories. They tend to limit the actions of students and their participation. Restriction occurs when a teacher lectures or expresses

Table 3.1.

The FLint System

Teacher Talk	<p>1. DEALS WITH FEELINGS: In a non-threatening way, accepting, reflecting, discussing, referring to, identifying with, or communicating understanding of past, present, or future feelings of students.</p> <p>2. PRAISES OR ENCOURAGES: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence. Confirming answers are correct.</p> <p>2a. JOKES: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. Unintentional humor is not included in this category.</p> <p>3. USES IDEAS OF STUDENTS: Clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still recognized as being student contributions.</p> <p>3a. REPEATS STUDENT RESPONSE VERBATIM: Repeating the exact words of students after they participate.</p> <p>4. ASKS QUESTIONS: Asking questions to which an answer is anticipated. Rhetorical questions are not included in this category.</p>
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The FLint System(con't)

Teacher Talk	<p data-bbox="346 260 1322 422">5p. PERSONALIZES ABOUT SELF: Talking about himself (herself). Telling a personal story or anecdote about his(her) own life.</p> <p data-bbox="346 476 1322 696">5r. CARRIES OUT ROUTINE TASKS: Attending to routine matters, i.e., taking attendance, passing out books, test papers, etc. Making routine announcements.</p> <p data-bbox="361 750 1322 911">6. GIVES DIRECTIONS: Giving directions, requests, or commands which students are expected to follow.</p> <p data-bbox="346 965 1322 1246">6a. DIRECTS PATTERN DRILLS: Giving statements which students are expected to repeat exactly to make substitutions in (i.e., substitution drills), or to change from one form to another (i.e., transformation drills).</p> <p data-bbox="361 1300 1322 1580">7. CRITICIZES STUDENT BEHAVIOR: Rejecting the behavior of students; trying to change the nonacceptable behavior. Communicating anger, displeasure, annoyance, or dissatisfaction with what students are doing.</p> <p data-bbox="346 1634 1322 1860">7a. CRITICIZES STUDENT RESPONSE: Telling the student his response is not correct or acceptable and communicating by words or intonation criticism, displeasure, annoyance, rejection.</p>
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Direct Influence

Table 3.1.
The FLint System(con't)

Student Talk	<p>8. STUDENT RESPONSE, SPECIFIC: Responding to the teacher within a specific and limited range of available or previously shaped answers.</p> <p>8a. STUDENT RESPONSE, CHORAL: Choral response by the total class or part of the class.</p> <p>8r. STUDENT RESPONSE, READS ORALLY: A student or students read aloud to the class.</p> <p>9. STUDENT RESPONSE, OPEN ENDED OR STUDENT-INITIATED: Responding to the teacher with students' own ideas, opinions, reactions, feelings; giving one from among many possible answers which have been previously shaped but from which students must now make a selection. Initiating the participation.</p>
	<p>9a. STUDENT RESPONSE, SILENCE: Students are following instructions of teacher in silence, i.e., silent reading, writing an exercise, taking out books, going to the board.</p>
	<p>10. SILENCE: Pauses in the interaction. Periods of quiet during which there is no verbal interaction.</p> <p>10a. SILENCE-AV: Silence in the interaction during which a piece of audio-visual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</p>

The FLint System(con't)

11. CONFUSION, WORK-ORIENTED: More than one person at a time talking so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with task at hand.

11a. CONFUSION, NONWORK-ORIENTED: More than one person at a time talking, so the interaction cannot be recorded. Students out-of-order, not behaving as the teacher wishes, not concerned with the task at hand.

12. LAUGHTER: Laughing or giggling by the class, individuals, and/or the teacher.

Special
Conventions

e. USES TURKISH: Use of Turkish(the native language) by the teacher or the students. This category is always combined with one of the 23 categories from 1 to 9 and their subscripts except 9a.

his own opinions(category 5), gives directions(category 6), gives criticism or justifies the use of his own authority (category 7). He uses these statements to exert direct control. He is directive in order to focus on a particular idea or problem, in order to achieve compliance, or in order to correct misbehavior. In doing this, he will talk more and will take a more dominant role in the classroom.

Moskowitz(1971: 22) explains the advantages of using so many categories: "By using more categories, you gain further information about and insight into your teaching and the picture you get of a lesson becomes clearer."

The following are a few of the additional things about the FLint system:

1. It is possible to find out whether the teacher tends to deal with wrong answers by correcting students with or without rejection by comparing category 7a with 5a.

2. By comparing category 7 with 7a it can be figured out what it was that the teacher criticized, the student's behavior or response.

3. By looking at categories 8 and 8a you can note how much choral response there is before individuals are called on.

4. When there is confusion, the source of it can be determined in categories 11 and 11a.

5. You can see how much levity occurs in the class through categories 2a and 12.

Category e is used in conjunction with any of the 23 categories from 1-9 and their subscripts to indicate that the behavior was performed in Turkish, that is, the native language.

3.3. Data collection

All the procedures explained in this section are mainly based on Flanders(1970), Ober et al.(1971) and Moskowitz(1971).

The system of twenty-nine categories was used to collect Interaction Analysis data from an audio-tape. In the observation of the verbal interaction the following procedure was used:

The observer listened to the recording and recorded the kind of verbal behavior that occurs every three seconds. At the end of each three-second period, the observer decided which category best represented the communication events just completed. She wrote this category number down while simultaneously assessing communication in the next period and continued at a rate of 20 observations per minute, keeping her tempo as steady as possible. In doing this a steady tempo of assess-record-assess-record was maintained. If more than one type of verbal behavior occurred within a time span the observer recorded the appropriate category numbers in sequence without regard for the three second time limit.

When the same behavior continued for a period of time, this category was recorded every three seconds, and this behavior is called sustained(extended) behavior.

Data were collected on data collection forms (cf. Appendix A-1). The appropriate category numbers for the verbal behavior were recorded sequentially in columns (from top to bottom) at three-second intervals or whenever behavior changed in the way told above.

Category number 10 was inserted before beginning to collect data and following the completion of data collection. The beginning and ending 10's indicated the beginning and ending of the verbal interaction and provided an entrance to the matrix.

The same procedure was repeated for each of the eighteen recordings. The recordings were listened to at least three times to make sure that the most correct category number was recorded for the behavior observed.

The following text, taken from one of the 18 recordings in this study, serves as an example of data collection:

Classroom Interaction		Data
Teacher	: Who is this man? ⁴	1. <u>4</u>
Pupil ₁	: He's Bob. ⁸	2. <u>8</u>
Pupil ₂	: He's Bob Field. ⁹	3. <u>9</u>
Teacher	: If you know, put up your hand please. ⁷ Who is he? ⁴	4. <u>7</u> 5. <u>4</u>
Pupil ₁	: He is Bob. ⁸	6. <u>8</u>
Teacher	: Very good. ² Who is Bob? ⁴ Tell me about him, Mert. ⁶	7. <u>2</u> 8. <u>4</u>

Pupil ₁	: He's a pop star. ⁸	9.	<u>6</u>
Teacher	: Aha!.. ² Tell me more. ² Tell me	10.	<u>8</u>
	more about him. ² He's a	11.	<u>2</u>
	rock ² star and ... Salvinaz. ⁶	12.	<u>2</u>
Pupil ₃	: He's rich and famous. ⁸	13.	<u>2</u>
Teacher	: Very good ²	14.	<u>2</u>
Teacher	: Everyone! ⁶ Look at this	15.	<u>6</u>
	house ^{5m}	16.	<u>8</u>
Pupils(chorally)	: Look at this house ^{8a}	17.	<u>2</u>
Teacher	: Look! ^{5m}	18.	<u>6</u>
Pupils(chorally)	: Look! ^{8a}	19	<u>5m</u>
		20.	<u>8a</u>
		21.	<u>5m</u>
		22.	<u>8a</u>

3.3.1. Processing the data

The observer prepared the raw data for inspection and interpretation after she had collected information on classroom interactions systematically.

In preparing data for interpretation there are four basic steps:

1. Bracketing the data into data pairs.
2. Entering the data pairs in a 29x29 matrix¹ as tallies.

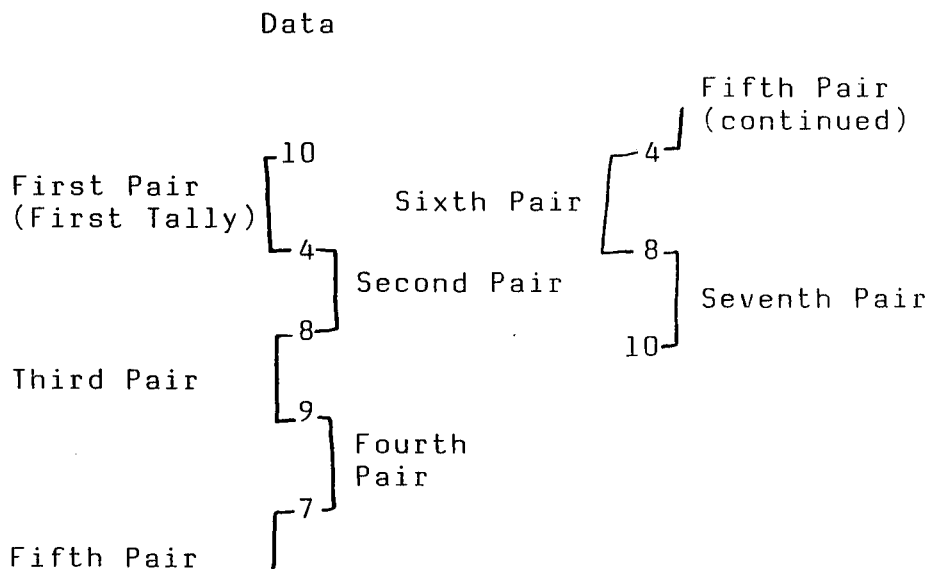
(1) Since there are 29 categories in the FLint system used in this study 29x29 matrix was used.

3. Totaling the tallies by rows and columns
4. Computing category percentages.

3.3.1.1. Matrix plotting

3.3.1.1.1. Bracketing the data into data pairs

The sequential or raw data collected during observations were bracketed in the following manner.



Each code symbol was used twice, except for the first and last symbol. A symbol was first used as the second number in a pair and then as the first number in the following pair. In this method of pairing, there was $n-1$ pairs or tallies, given n code symbol. In other words the number of data pairs was one fewer than the number of observations. In this study there were 900 observations and 899 data-pairs. Because

each observational session lasted 45 minutes, 20 tallies were recorded per minute. If 45 is multiplied by 20, 900 is found.

After the data were paired in the way told above they were ready to enter the Matrix. Appendix A-1 presents the data bracketed before plotting.

3.3.1.1.2. Recording data in the matrix

After the data were bracketed, they were then transferred to a 29x29 matrix by inserting each data pair in its correct cell.

The cells were located by row and column numbers. The rows were the horizontal columns in the matrix and were numbered vertically on the left-hand side; the columns were the vertical columns in the matrix and were numbered across the top of the matrix(cf. Table 3.2.)

To enter or tally the 10-4 data pair, one would move down the row numbers to row 10; then one would move across row 10 to column 4. At this point, a tally was entered in the 10-4 cell, as illustrated on the sample matrix(Table 3.2.). The same procedure was followed until each data pair was entered as a tally in the matrix.

A separate matrix was designed for all eighteen forty five minute lessons of GN and GT(cf. Appendices C-1 to C-9 and D-1 to D-9). There were nine forty

five minute observed lessons of each of GN and GT. Three observational sessions were conducted for each teacher in both groups.

3.3.1.1.3. Totaling the tallies by rows and columns

The tallies were then added and converted to Arabic numerals, and the row and column totals were computed. To compute the row and column totals, the tallies across each row and down each column were added, and the totals were entered in the provided Row or Column Tot. Since the number of tallies should be the same for the sum of each row and its corresponding column, this provided a useful check on accuracy in the plotting exercise. This oriented the observer to locate a lost or misplaced tally. The same procedure explained so far was repeated for all 18 matrices.

3.3.1.1.4. Computing category percentages

After the number of tallies per category and the total number of tallies had been determined, the percentages of each category were computed. The percentage figure for each category was inserted in the appropriate column of the percentage(%) row that appears at the bottom of the matrix(cf. Appendix C-1). This was accomplished by using the following formula taken from Flanders (1970: 69).

$$\text{Category Percentage} = \frac{\text{Total no. of tallies in one category}}{\text{Total no. of tallies in the matrix}} \times 100$$

3.3.1.2. Areas in the matrix

The matrix provides the observer an organized visual picture of the lesson. In analyzing the data, from time to time, areas in the matrix are referred to. For that reason it is considered to be instructive to give the areas in the matrix. These areas are identified in Table 3.3. and are described as follows:

Area A: Represents teacher statements of extended indirect influence in the classroom. It also includes stages of transition from one of these areas to the other as well as steady-state cells indicating that the teacher gives importance to using student ideas, extending and amplifying student statements, and accepting and enlarging upon student feelings.

Area B: Includes teacher statements of extended direct influence in the classroom. Extended information giving, opinion giving, directions and criticism of student behavior, and justification of teacher authority appear in this area. In addition, corrective feedback is included in this area.

Area C: Contains all instances of two types student talk: prolonged talk by one student and sustained

talk by several students. In both cases the talk is not interrupted by teacher talk. For example, when a student continues to talk for an extended period of time (more than three seconds), tally marks will be plotted in this area, as will all instances of transition from one student talk category to another.

Area D: Represents extended student response. Student response in silence, confusion-work oriented and confusion-nonwork oriented and laughter appear in this area. It also includes stages of transition from one of these areas to the other.

Area E: Contains all instances of student talk following teacher talk. All cells in area E are transition cells; that is, they indicate the beginning of student talk following teacher talk.

Area F: Contains all instances of teacher talk following student talk. All cells in area F are transition cells; that is, they indicate the beginning of teacher talk following student talk. For example, if a teacher praised a student's answer, the information would be entered in this area, as it would in the case of teacher criticism or acceptance of student responses.

Area G: Contains all instances of indirect teacher talk following direct teacher talk. All cells in area G are transition cells.

Area H: Examination of the tabulations that fall into this area indicates teacher talk following student response in the form of "Student Response, Silence", "Silence", "Silence-AV", "Confusion-Work Oriented", "Confusion-non work oriented" and "Laughter". All cells in area H are transition cells.

Area I: Contains student response following indirect teacher talk and direct teacher talk. All cells in this area are transition cells.

Area J: Contains student response following student talk. All cells in J are transition cells, that is they indicate the beginning of student response following student talk.

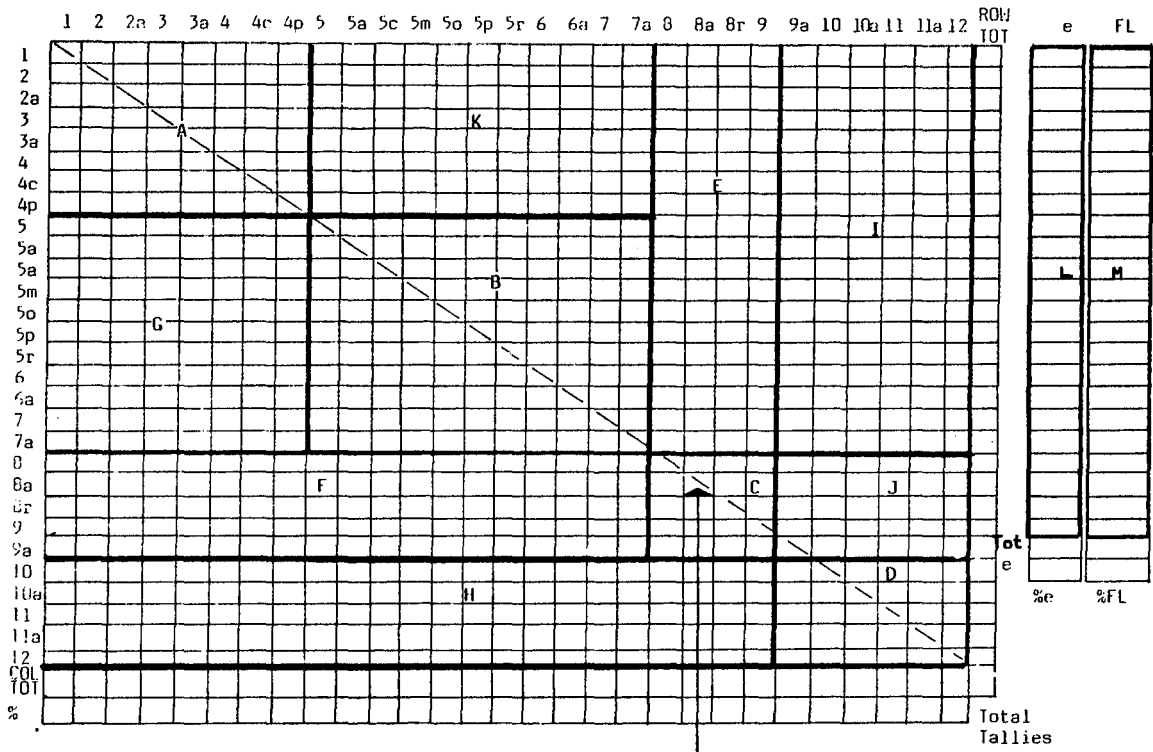
Area K: Represents direct teacher talk following indirect teacher talk. All cells in this area are transitional cells.

Area L: This hanging column beside the matrix contains native language behaviors. It presents a brief summary about the verbal behavior used in communicating in the native language.

The matrix contains all of the verbal behaviors in the lesson. However for categories with an "e" attached to them, as the category was entered into the matrix, an entry was also made in the appropriate "e" cell. For example, in the tallies below:

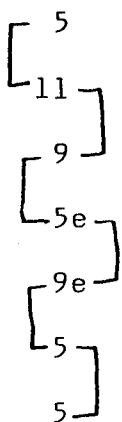
Table 3.3.

Areas of the Matrix



COL.TOT= Column Total ROW TOT = Row Total
 e = Native language FL = Foreign Language

- A= Teacher statements of extended indirect influence
- B= Teacher statements of extended direct influence
- C= Student talk
- D= Extended student response
- E= Student talk following teacher talk
- F= Teacher talk following student talk
- G= Indirect teacher talk following direct teacher talk
- H= Teacher talk following student response
- I= Student response following indirect teacher talk
- J= Student response following student talk
- K= Direct teacher talk following indirect teacher talk
- L= Verbal behavior in the native language
- M= Verbal behavior in foreign language.



the pairs entered in the matrix were:

5-11

11-9

9-5

5-9

9-5

5-5

As these pairs are entered into the matrix a tally is also entered in the 5e and 9e cells under column e.

Area M: This column contains total classroom talk in foreign language. To get the totals for this column (the foreign language column) take the number of tallies in each Turkish cell and subtract these from the corresponding category in the row total column, which is to the left of this column. Enter the result in the second column. Just suppose there is a total of 156 tallies in category 9, 24 being in Turkish. If you subtract the Turkish in category 4 from the total in category 9, you'll be left with the total in the foreign language. In this case it would be 132.

Steady-State Cells: They are the cells that lie along the diagonal of the matrix. Only when the behavior remains in a single category for longer than three seconds will there be tallies in these cells. If, for example, there is a tally in the 7-7 cell, it means that the teacher was criticizing student behavior during a period of more than three seconds. All other cells are transitional cells representing movement from one category to another.

CHAPTER IV

ANALYSIS OF THE RESULTS

4.1. Data analysis

In order to achieve the purpose stated in the Introduction first of all category percentages were computed analysing each tabulated matrix (cf. Appendices C-1 through C-9 and D-1 through D-9).

4.1.1. The Percentage of classroom time spent in each of the 29 categories

The category percentage was computed using the formula:

$$\text{Category Percentage} = \frac{\text{Total no.of tallies in one category}}{\text{Total no.of tallies in the matrix}} \times 100$$

(Flanders, 1970: 69)

Table 4.1.

The Percentage of Classroom Time Spent in each of the 29 Categories of Classroom Behavior																						
Groups and Sessions		GN											GI									
		1st			2nd			3rd					1st			2nd			3rd			Mean
		I ₁	I ₂	I ₃	I ₁	I ₂	I ₃	I ₁	I ₂	I ₃	I ₄	I ₅	I ₁	I ₂	I ₃	I ₁	I ₂	I ₃	I ₁	I ₂	I ₃	
1. Deals With Feelings	0.6	0.2	0.1	0.2	1.2	0.1	-	0.3	-	0.3	-	-	0.3	-	-	0.3	-	0.4	-	-	1	0.2
2. Praises or Encourages	5.8	6.7	5.6	3.2	1	2.3	5	0.6	2.1	3.1	3.1	2.8	1	1.7	1.6	0.4	4.3	4.1	0.2	2.2	2	
2a. Jokes	-	-	-	0.4	0.1	-	-	-	-	0.05	-	-	-	-	0.1	1.3	-	-	-	0.1	0.16	
3. Uses Ideas of Students	0.3	0.4	0.8	0.8	1.1	0.1	0.5	0.3	0.3	0.48	0.1	0.4	0.1	0.5	2.2	0.6	0.5	1	0.1	0.61		
3a. Repeats Student Response Verbatim	0.5	0.4	1.2	0.2	5.7	1.6	1	2.5	0.4	1.5	4	10.2	2.8	3	6.6	5.7	4.8	6.1	2.5	5		
4. Asks Questions	7.7	5.3	1.5	4.7	7.5	2.7	6.7	2.4	2.3	4.3	6.2	11.6	3.8	6.5	7.1	16.6	10.1	10.9	4.2	8.5		
4c. Asks Cultural Questions	-	-	-	0.4	0.2	-	-	-	-	0.04	-	-	-	-	-	-	-	-	-	-		
4p. Personalizes	2	-	-	0.8	-	-	3.1	1.7	0.2	0.86	-	0.5	0.1	2.8	10.6	0.4	1.2	2.3	2.1	2.2		
5. Gives Information	2	10.1	7.11	4.1	11.4	5.1	5.8	4.7	7.4	6.4	5.5	6.5	1.4	3.7	12.5	10	0.3	5.2	9.5	6		
5a. Corrects Without Rejection	2.3	0.3	1.7	0.3	0.4	1.7	1.6	1.4	0.4	1.1	0.6	3.7	1.5	0.6	2.4	0.1	0.4	2	0.7	1.3		
5c. Discusses Culture and Civilization	-	-	-	-	2.3	-	-	-	-	0.25	-	-	-	-	-	-	-	-	-	-		
5m. Models	13.6	5.6	7.1	7.6	5.7	3	7.2	7.4	2.4	6.6	-	2	10.6	12.7	4.4	7.2	14.5	4.6	5.2	6.8		
5o. Orients	1.6	1.4	3	0.4	1.8	0.4	0.8	0.2	1.6	1.2	2.7	4.6	4.7	0.7	0.7	2.2	2	1.4	7	2.8		
5p. Personalizes About Self	0.6	0.2	0.4	4.6	0.4	-	2	2.6	0.4	1.2	-	-	-	-	2.1	0.6	-	0.3	0.3	0.36		
5r. Carries Out Routine Tasks	-	-	0.1	5.2	0.8	3.4	1	-	1	1.2	0.5	-	0.6	1	-	-	-	-	2.4	0.5		
6. Gives Directions	8.8	7.4	9.4	4	6.5	9.3	9.1	6.7	12.7	8.2	19.7	12.1	12.5	5.7	7.7	7.5	12.7	9.7	9.6	10.8		
6a. Directs Pattern Drills	1	5.7	2.8	11.6	1.1	10.6	1.5	2.7	8.4	5	0.4	3.3	0.2	-	1.1	-	4.8	4	11.4	2.8		
7. Criticizes Student Behavior	1.4	1.1	1	2	0.3	3.8	0.6	2.7	4.4	1.9	0.4	-	1.5	0.4	-	0.5	0.1	-	1.1	0.4		
7a. Criticizes Student Response	1.8	0.4	1.8	3	1.5	2.7	2.6	1.1	1.6	1.8	1.8	4.3	1.1	0.8	2.3	3.2	2.2	1.2	3.4	2.2		
8. Student Response, Specific	17.2	8.5	14.7	8.8	11.2	10.4	18.1	11	4.5	11.6	8.4	26.4	9.6	5.3	17.5	16.6	9.8	22.9	5.8	13.5		
8a. Student Response, Choral	7.7	5.7	5.5	10.6	13.5	3.7	9	8.2	3	6.6	4.8	2.3	12.7	13.9	5.3	6.8	19.3	9.8	11.7	9.8		
8r. Student Response, Reads orally	9	0.1	6.5	-	-	0.3	-	-	0.1	1.7	13.2	3.6	16.7	21.5	-	-	-	7.8	3	6.2		
9. Student Response, Open Ended or Student Initiated	6.8	22.1	17.7	6	17.7	8.7	11.7	18.6	17.3	14	0.8	0.2	11.2	1.6	0.6	1.2	-	0.6	4.2	2.2		
9a. Student Response, Silence	0.8	11.7	2.1	12.1	0.6	10.2	3.1	10.9	11.3	6.9	10.5	3.6	7.5	0.7	8.7	0.6	8.2	2.3	7.3	5.4		
10. Silence	2.2	0.7	1.5	1.3	0.6	1.7	2.6	1.4	1.8	1.5	1.5	1.7	2.1	2.4	2	3.1	0.6	2	0.8	1.8		
10a. Silence-All	-	0.2	-	-	-	-	-	1.5	3	0.5	7.2	1	4.1	7.2	2.1	7.2	-	4.7	-	3.7		
11. Confusion-work oriented	1.1	11.7	1.4	4.3	5.8	14.1	4.1	7.5	11.9	6.8	6.4	-	1.8	4.8	0.1	2.5	3.4	0.2	2.8	2.4		
11a. Confusion, Non Work-Oriented	-	0.1	-	-	-	1.6	0.5	1.6	-	0.5	-	-	-	-	-	0.1	-	-	-	-		
12. Laughter	2	0.9	0.3	2.5	0.3	1.3	1.4	0.7	0.5	1	-	0.1	0.1	1.2	0.8	-	0.1	-	0.5	0.3		

For example, there were 65 tallies on category 10a. It was divided by 899 (the total number of tallies in the matrix) and multiplied it by 100 and got 7.2% (Appendix D-1). The same procedure was applied to the percentages of all categories. The category percentages of GN and GT can be seen in Table 4.1.

4.1.2. The amount of total teacher talk

In order to find total teacher talk the total number of tallies through 7a was divided by the total number of tallies in the matrix and multiplied by

Table 4.2.

The Percentage of Total Teacher Talk-Student Talk

Sessions	GN											
	1 st				2 nd				3 nd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Teacher Talk	54.2	38.1	49.8	47.3	52.8	37.8	47.4	46	49.1	49.8	46.2	48.3
Student Talk	40.9	42.6	25	36.1	25.5	36.5	23.3	28.4	38.9	37.9	44.7	40.5
Sessions	GT											
	1 st				2 nd				3 nd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Teacher Talk	58.2	49.2	63.4	56.9	40.9	60.7	59.5	53.7	46.7	62.5	43.7	50.9
Student Talk	27.4	23.5	40.4	30.4	42.4	32.7	24.9	33.3	29.2	41.3	26.8	32.4

100. As an example there were 368 tallies in columns 1 through 7a on matrix D-1. When it was divided by 899

and multiplied by 100, the percentage of the total teacher talk, which is 40.9% was found. This shows how much teacher talk occurred within 45 minutes. The same procedure was used to find out the percentage of total teacher talk for each session and for GN and GT(cf. Table 4.2.)

4.1.3. The amount of total student talk

The percentage of student talk was found by dividing the total number of tallies 8 through 9 by the total number of tallies in the matrix and by multiplying by 100. For example there were 382 tallies on categories 8 through 9 on the matrix D-1. 382 was divided by 899 and then multiplied by 100, 42.4% was found. The percentage is the indication in determining how much the students talked during the class time. The same procedure was used for each of the 18 tabulated matrices. Table 4.2. shows the percentage of student talk for each group.

4.1.4. The total classroom talk which was in English and Turkish

4.1.4.1. The total classroom talk which was in English

The percentage of total classroom talk-teacher and student talk- was computed by dividing the total number of tallies in FL column hanging on the right

of the matrix by the total number of tallies in column e and column FL and by multiplying by 100. For example there were 744 tallies in column FL(cf. Appendix D-1) 744 was divided by 750(Total number of tallies in column FL = 744 + Total number of tallies in column E = 6 = 750) and multiplied by 100 and 99.2% was obtained.

This shows 99.2% of classroom talk was conducted in English. The same procedure was applied for each group and for each session (cf. Table 4.3.)

Table 4.3.

The Percentage of Total Classroom Talk Which Was in English and Turkish

Sessions	GN											
	1 st				2 nd				3 rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
English	98.7	95.9	99.5	98.03	98.9	93.8	95.1	95.9	99.6	96.2	99.2	98.3
Turkish	1.2	4	0.4	1.8	1	6.1	4.8	3.9	0.36	3.7	0.78	1.6
Sessions	GT											
	1 st				2 nd				3 rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
English	100	99.8	94.9	98.2	100	99.7	98.7	99.4	99.2	99.8	98.8	99.2
Turkish	-	0.1	5	1.7	-	0.25	1.2	0.4	0.8	0.12	1.1	0.6

4.1.4.2. The total classroom talk which was in Turkish

The percentage of total classroom talk was computed by dividing the total number of tallies in e column hanging on the right of the matrix by the total number of

tallies in column FL and column e and by multiplying it by 100. For example there were 6 tallies in column e(cf. Appendix D-1) 6 was divided by 750 and multiplied by 100 and 0.8% was obtained.

This percentage indicates how much classroom talk occurred in Turkish. See Table 4.3. for the percentages obtained for each group and for each session.

4.1.5. Ratio of indirect behavior to direct behavior of teacher

Ratio of indirect behavior to direct behavior was calculated according to the following formula:

$$I/D \text{ Categories} = \frac{\text{Total no. of tallies 1 through 4p}}{\text{Total no. of tallies 5 through 7a}}$$

$$I/D = \frac{1 + 2 + 2a + 3 + 3a + 4 + 4c + 4p}{5 + 5a + 5c + 5m + 5o + 5p + 5r + 6 + 6a + 7 + 7a}$$

(Moskowitz, 1971: 216)

1 through 4p represent indirect behavior, 5 through 7a represent direct behavior of the teacher. On Matrix D-1 ratio of indirect behavior to direct behavior was found as 0.56 by dividing 133 by 235. The lower the ratio, the stronger the second element of the comparison.

I/D ratio of GN and GT is shown in Table 4.4.

Table 4.4.

Ratio of Indirect Behavior to Direct Behavior of Teacher

Sessions	GN											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Indirect Direct Ratio	$\frac{173}{302}=0.57$	$\frac{153}{295}=0.51$	$\frac{49}{367}=0.13$	0.40	$\frac{100}{388}=0.25$	$\frac{47}{293}=0.16$	$\frac{63}{364}=0.17$	0.19	$\frac{148}{294}=0.50$	$\frac{73}{270}=0.27$	$\frac{135}{313}=0.43$	0.4
Session	GT											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Indirect Direct Ratio	$\frac{119}{301}=0.39$	$\frac{260}{302}=0.86$	$\frac{82}{311}=0.26$	0.50	$\frac{133}{235}=0.56$	$\frac{185}{258}=0.71$	$\frac{111}{459}=0.24$	0.50	$\frac{188}{336}=0.55$	$\frac{215}{331}=0.04$	$\frac{251}{284}=0.88$	0.69

4.1.6. The amount of sustained behavior

4.1.6.1. The amount of sustained teacher talk

The amount of sustained teacher talk was found by dividing the total number of tallies in steady-state cells 1 through 7a by the total number of tallies in the matrix and by multiplying by 100. On Matrix D-1 there were 76 tallies in steady-state cells 1 through 7a. 76 was divided by 899 and multiplied by 100, 8.45% was obtained. The percentage of sustained teacher talk can be seen in Table 4.5.

Table 4.5.

The Percentage of Sustained Behavior

Sessions	GN											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Sustained Teacher Talk	11.7	7.8	13.3	10.9	9.8	8.1	12.7	10.2	12	15.5	9.4	12.3
Sustained Student Talk	2.8	16.4	25.2	14.8	15.5	15.3	12.1	14.3	14.7	23.3	8.3	15.4
Sessions	GT											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
Sustained Teacher Talk	11.6	12.2	16	13.2	8.4	13.7	11.4	11.1	15.4	18.1	15.6	16.3
Sustained Student Talk	0.33	21.9	3.8	8.6	20.1	11.1	19.6	16.9	15.3	1.6	4.4	7.1

Table 4.6.

Ratio of Student Initiated to Student Response, Specific

Sessions	GN											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
	$\frac{54}{80}=0.67$	$\frac{168}{99}=1.69$	$\frac{160}{133}=1.20$	1.18	$\frac{62}{155}=0.4$	$\frac{199}{77}=2.58$	$\frac{79}{94}=0.84$	1.27	$\frac{106}{163}=0.65$	$\frac{160}{101}=1.33$	$\frac{156}{41}=3.80$	1.92
Sessions	GT											
	1st				2nd				3rd			
	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean	T ₁	T ₂	T ₃	Mean
	0	$\frac{6}{206}=0.029$	$\frac{8}{36}=0.10$	0.04	$\frac{38}{53}=0.71$	$\frac{6}{158}=0.03$	$\frac{101}{87}=1.16$	0.63	$\frac{15}{48}=0.31$	$\frac{2}{238}=0.0084$	$\frac{11}{150}=0.073$	0.13

4.2. Interpretation of GN and GT matrices

Interpretations in this section are made on the basis of analysis of the matrices that were built(cf. Appendices C-1 through C-9 and D-1 through D-9).

4.2.1. The amount of classroom time in each of the 29 categories

Each of the bar graphs in Figures 4.1. through 4.29 illustrate how much classroom time was spent in each category for GN and GT. The average percentages are inserted above the bar graphs.

The time spent in category 1 is 0.3% of the class time for native EFL teachers(GN) and 0.2% for non-native EFL teachers(GT)(cf. Figure 4.1). For both

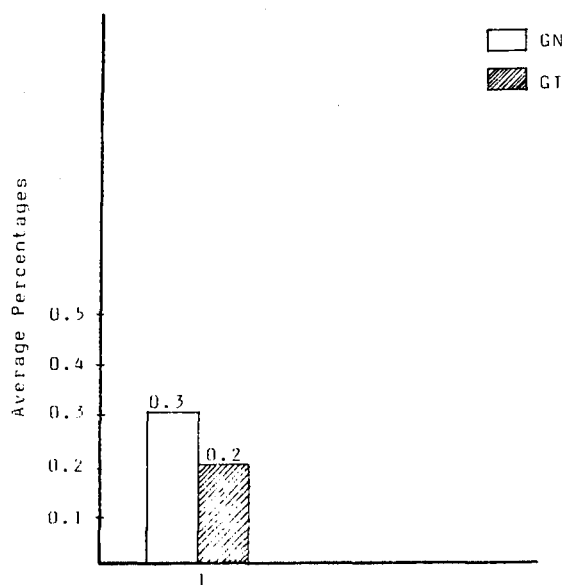


Figure 4.1 Deals feelings

groups it can be said that very little time was spent in dealing with the feelings of students.

Amidon et al.(1967: 137) states that not much use is made of clarifying emotion of students in the classroom. Little difference in the use of category 1 is found between direct and indirect teachers. Indirect teachers may use up to 0.5% while direct teachers usually use less than 0.1%.

The time spent in category 2 is 3.1% for GN but, it is 2% for GT. Amidon et al.(1967: 138) states that the average amount of praise used is about 2% of the total time of classroom interaction. Native EFL teachers used praise and encouragement more than GT and the average(cf. Figure 4.2).

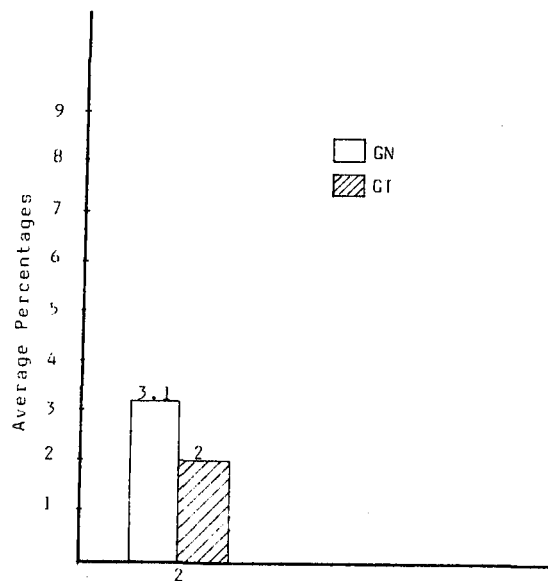


Figure 4.2 Praises

The time spent in category 2a is 0.05% for GN and it is 0.16% for GT. In the light of literature surveyed it can be said that use of humor seems to be an important part of the best teachers' techniques (Moskowitz, 1974: 227).

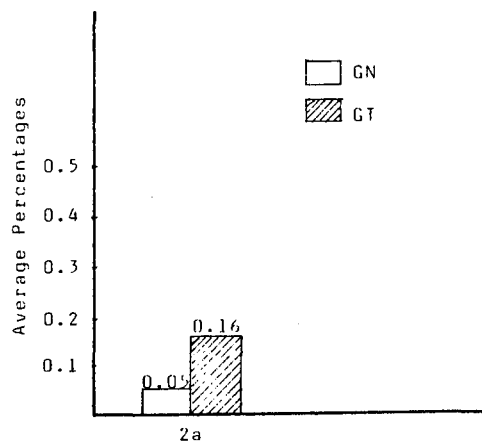


Figure 4.3 Jokes

Both groups spent little time using ideas of students. It is 0.48 for GN and it is 0.61 for GT. According to the literature only about 2% of tallies of direct teachers fall in category 3, but about 9% of indirect teacher statements fall in this category (Amidon et al. 1967: 138). So the average percentages of GN and GT are below the average.

The time spent in category 3a is 1.5% for GN, whereas, it is 5% for GT. It is clear that GT spent much more time on repeating student response verbatim. This results from the fact that category 8 was immediately

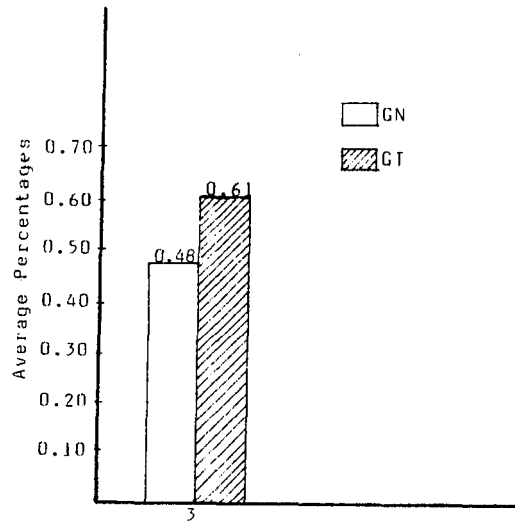
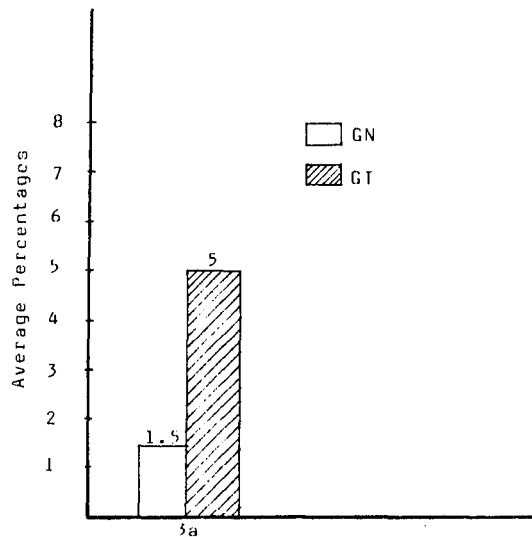


Figure 4.4 Uses Ideas of Students

followed by category 3a. That's why 8-3a cells are heavily loaded(1) on the matrices for GT(cf. Appendices D-1 to D-9).

Figure 4.5 Repeats Student
Response Verbatim

(1) A cell is considered to be heavily loaded if it contains more than 5-6 tallies.

The amount of time spent in category 4 is 4.3% of the total interaction for GN and 8.5% for GT. GT used category 4 more than GN. But when the matrices of GT are examined closely, it is understood that GT repeated exactly the same question several times before getting the answer to this question. This is the reason why 4-4 cells are heavily loaded for GT(cf. especially Appendices D-4, D-7, D-8, D-9).

Even the raw data on data collection forms support what is told above. Look at the striped patterns on the raw data(Appendices B-4, B-7, B-8, B-9). They relate to questioning strategies of GT. On the other hand the same thing is not true for GN.

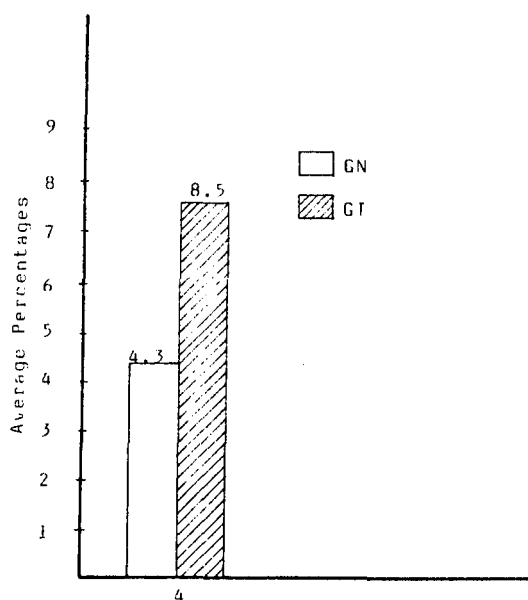


Figure 4. 6 Asks Questions

GN spent 0.06% of class time on asking cultural questions whereas GT did not ask any cultural questions or discuss culture and civilization(category 5c) at all. When dealing with culture, GN tended to give

factual information (the average percentage is 0.25% for GN) rather than raise questions.

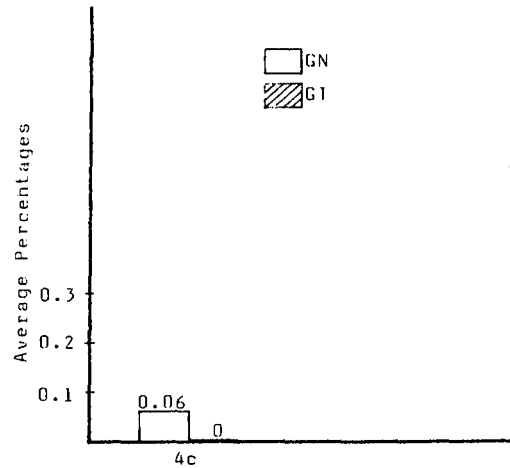


Figure 4.7 Asks Cultural Questions

Category 4p (personalizes) is 0.86% for GN and it is 2.2% for GT. GN spent less time in category 4p in comparison with GT. Moskowitz (1976: 156) points out that outstanding foreign language teachers personalize the content more.

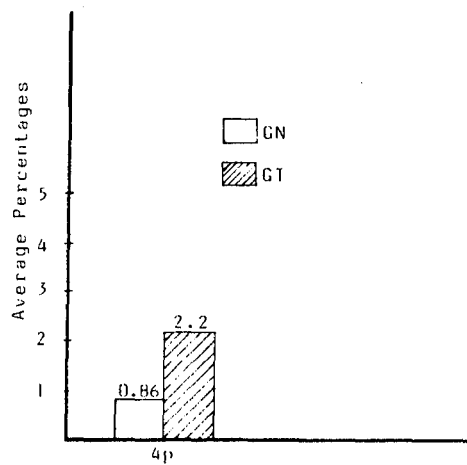


Figure 4.6 Personalizes

The percentage of the time spent in category 5 is 6.4% for GN, it is 6% of the total time for GT. For both groups most of the lecturing appears as sustained behavior when the matrices of GN and GT are studied(Appendices C-1 to C-9, D-1 to D-9).

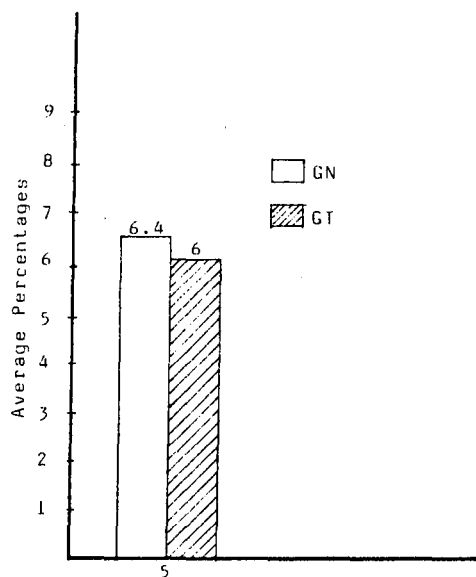


Figure 4.9 Gives Information

The time spent on category 5a is about the same in both groups(cf. Figure 4.10). The time spent in category 5a is 1.1% for GN and 1.3% for GT. If we compare the categories 5a and 7a, both of which are related to correction in terms of two groups the shared aspect of the given groups is that both groups of teacher corrected student responses with rejection (category 7a) more than without rejection(category 5a). This contradicts the findings Moskowitz states(1976). She compared the classroom interaction of outstanding foreign language teachers with a group of 'typical'

foreign language teachers. She found that both groups of teachers corrected student responses without rejection more than with rejection. This might be due to the age of students observed in this study. Moskowitz's students were high school students.

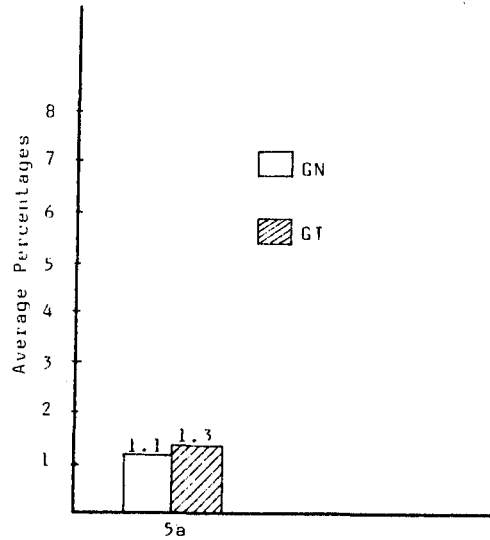


Figure 4.10 Corrects Without Rejection

Category 5c (discusses culture and civilization) constituted 0.25% of the total interaction for GN. Whereas GT didn't use category 5c.

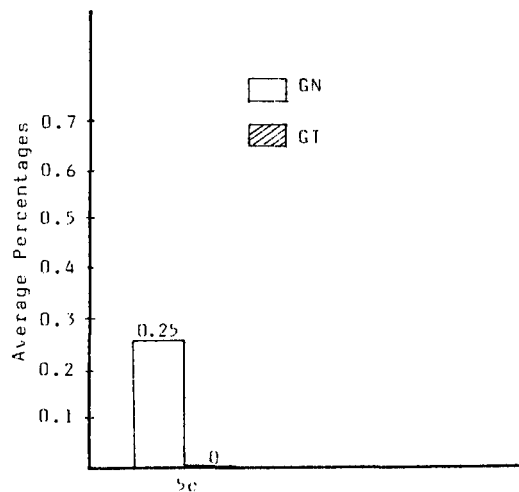


Figure 4.11 Discusses Culture and Civilization

The time spent in category 5m is 6.6% of the total time for GN, it is 6.8% of the total time for GT. Except two matrices (Appendices D-3, D-9), on other matrices of GN and GT, most of the time category 5m was immediately followed by 8a. 8a-5m cells are heavily loaded; this is the indication of how much pronunciation practice occurred through teacher modelling followed by choral response by the total class during the class time. In this practice the teacher is getting the students to repeat the word or word groups or the sentence pattern over and over again.

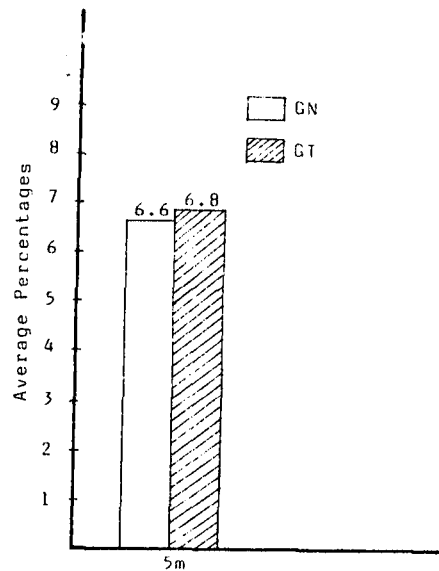


Figure 4.12 Models

In orienting GT spent more time than GN did. The percentage is 1.2% for GN, 2.8% for GT.

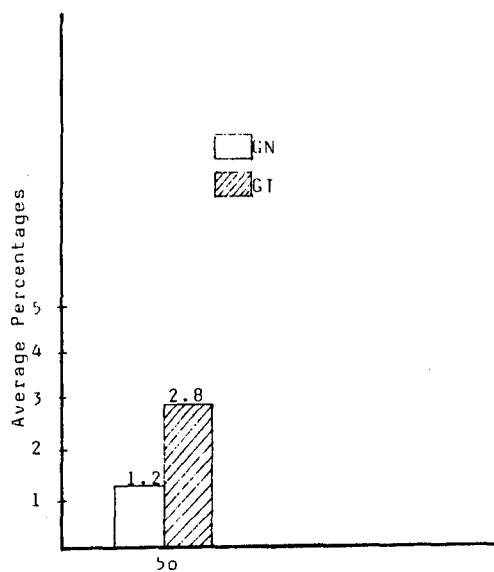


Figure 4.13 Orients

The teachers in GN personalized more than those in GT. The percentage is 1.2% for GN, 0.36% for GT. What is remarkable for GN is that five of the matrices show that the teacher was interrupted either by questions or statements from the students spontaneously (see Appendices C-3, C-4, C-7, C-8, C-9, 5p-9 cells).

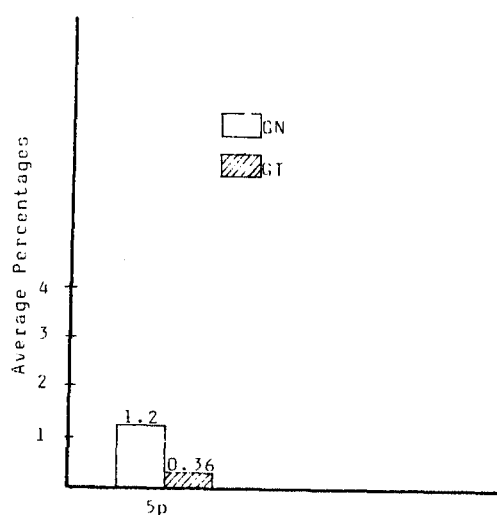


Figure 4.14 Personalizes About Self

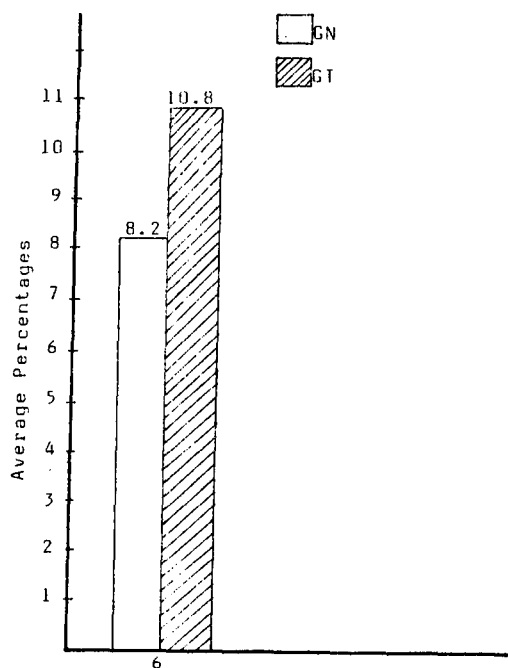


Figure 4.16 Gives Directions

Group-Native conducted more pattern drill than Group-Turkish. The percentage is 5% for GN and 2.8% for GT. This might result from the nature of the lessons teachers in GN taught. If the titles of the matrices of GN are read, it is learnt that six of the lessons are related to teaching command form.

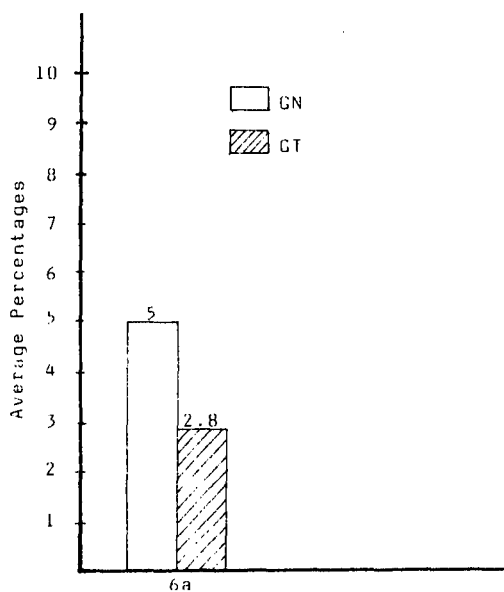


Figure 4.17 Directs Pattern Drills

GT spent less time criticizing student behavior than GN. The percentage is 1.9% for GN, 0.4% for GT. When the matrices of GN are examined, it is realized that category 11 is followed by category 7. Also examination of Figure 4.27 supports this because GN spent 6.8% of class time in category 11 (confusion-work oriented) whereas the percentage is 2.4% for GT.

Criticism occurred even though students were dealing with tasks. This may sound strange, but if the age of students is taken into consideration this sounds logical. Most of the time they spoke chorally, made noise so interaction could not be recorded. Category 11 also indicates students' desire to participate. They always called out "Miss/Mrs X", "Mr.X" or "Sir" to answer the question or read the dialogue. So this kind of confusion results from enthusiasm rather than disorder. It can be concluded that students' calling out is contrary to teachers' wishes. That's why there was criticism.

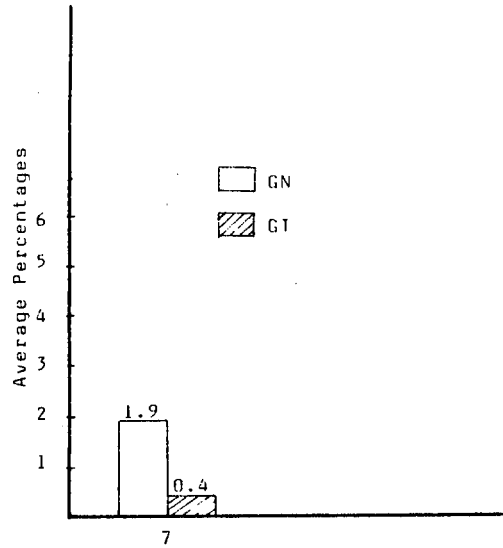


Figure 4.18 Criticizes Student Behavior

The time spent on category 7a is 1.8% of the total time for GN. It is 2.2% of the total time for GT.

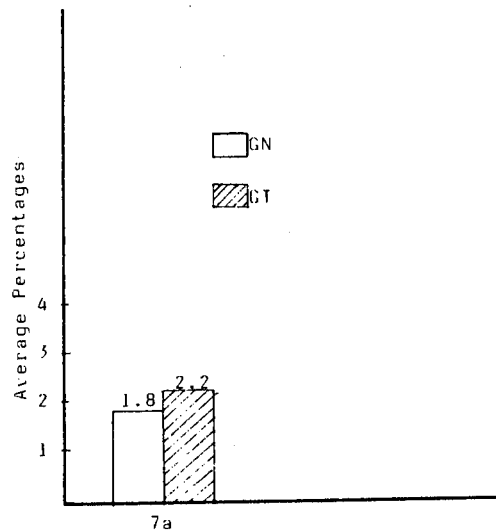


Figure 4.19 Criticizes Student Response

A study of categories 8, 8a, 8r, 9 reveals the patterns of student talk. This is discussed in detail in section 4.23 in this chapter. The following figures, 4.20 through 4.23, reveal the average percentages of GN and GT.

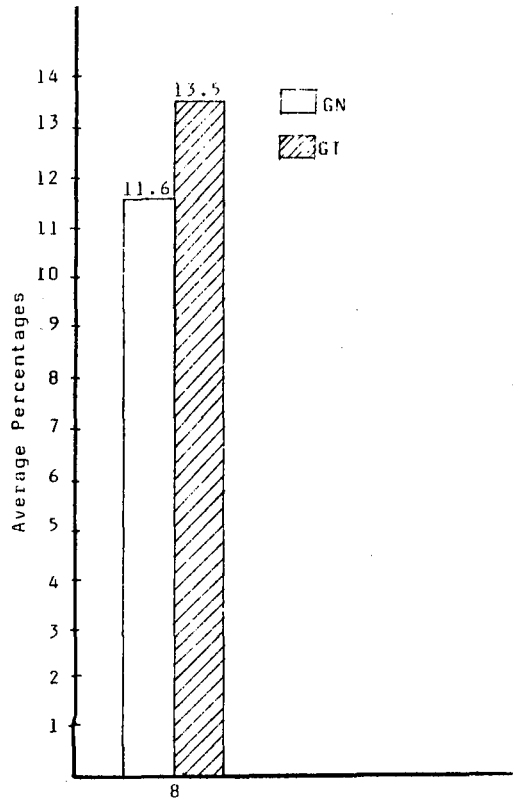


Figure 4.20 Student Response Specific

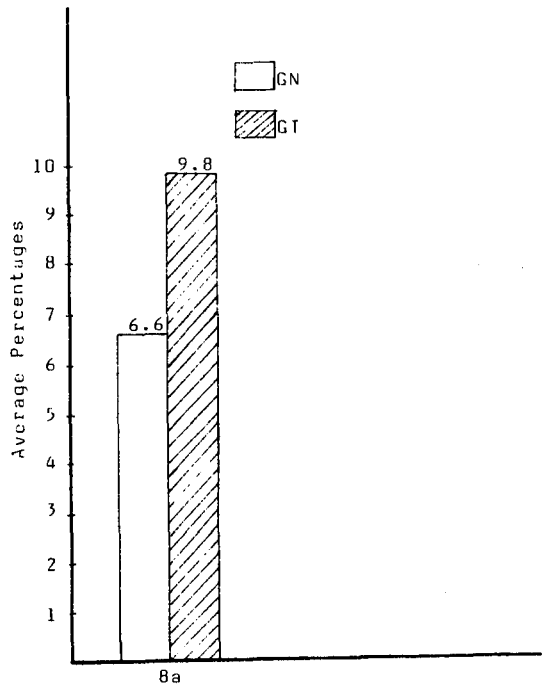


Figure 4.21 Student Response, Choral

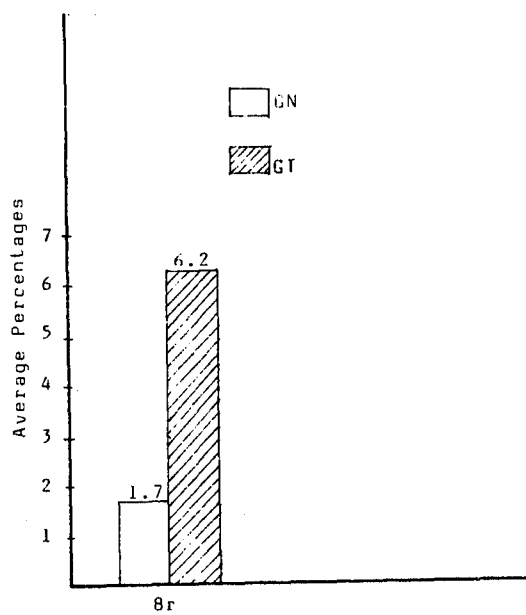
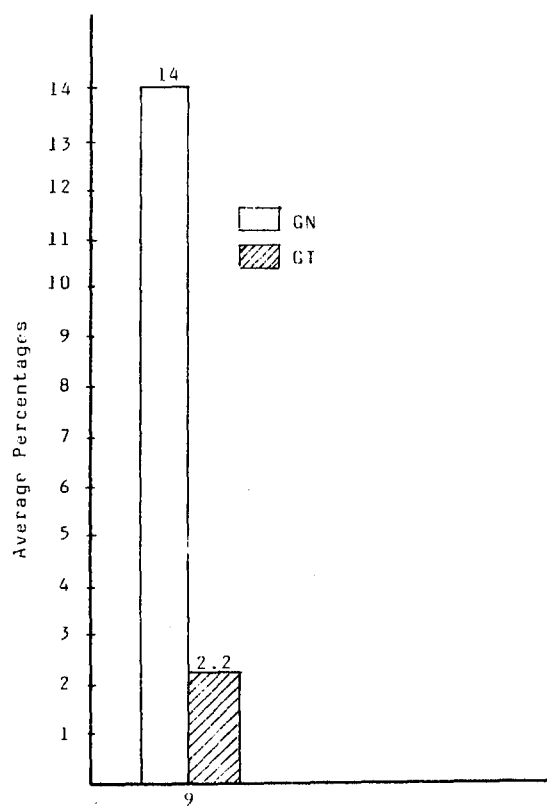


Figure 4.22 Student Response, Reads Orally

Figure 4.23 Student Response,
Student Initiated

Category 9a is used more in GN and less in GT. The percentage is 6.9% for GN, 5.4% for GT. This category indicates how much time students spent in silent reading, writing things from the board in their notebooks.

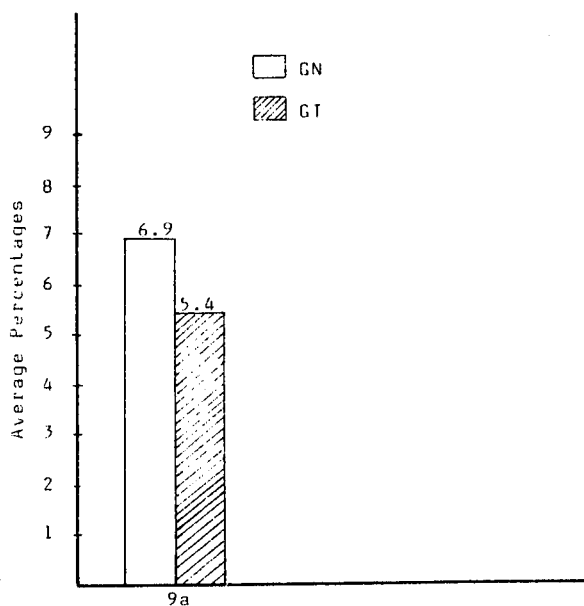


Figure 4.24 Student Response, Silence

Category 10 (silence) appears in nearly equal percentage for both groups.

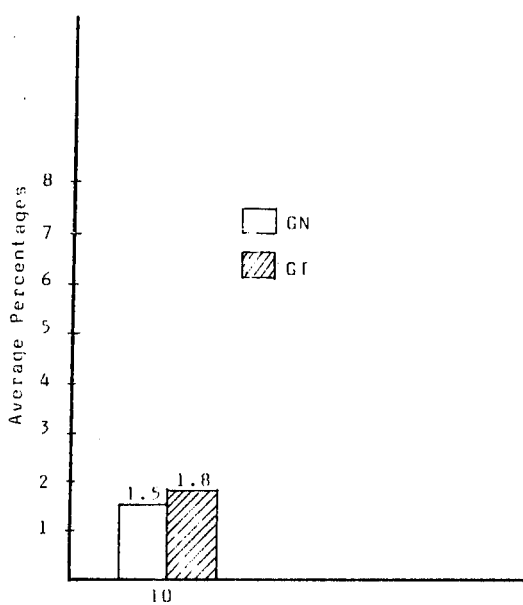


Figure 4.25 Silence

GN used less tape recorder than GT. Instead of tape recorder, teachers in GN read the dialogues or passages out loud to the class. The frequency of the use of this category is 0.5% for GN and 3.7% for GT.

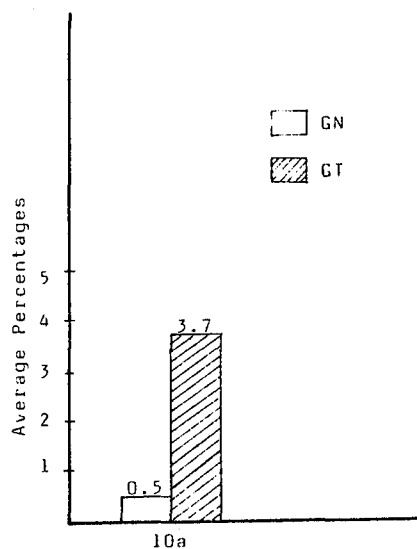


Figure 4.26 Silence-AV

The percentage of the time spent on category 11 is 6.8% for GN, whereas, it is 2.4% of the total time for GT.

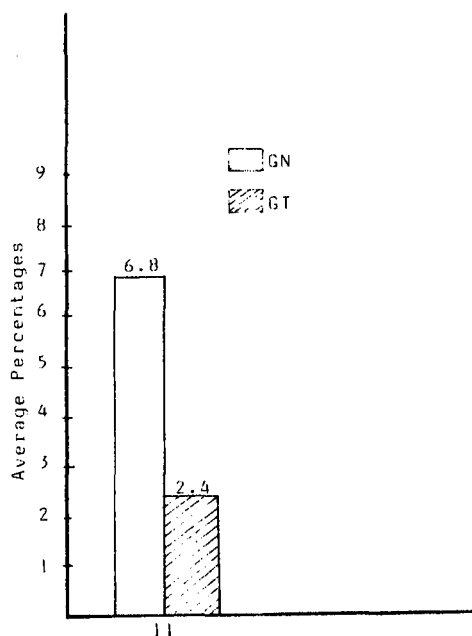


Figure 4.27 Confusion-Work Oriented

There is no behavior falling in category 11a for GT whereas the percentage is 0.5% for GN. 11a helps to determine the source of confusion-whether it is work-oriented or not.

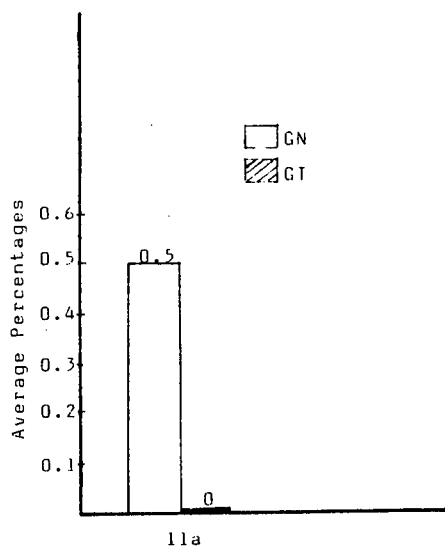


Figure 4.28 Confusion, Non Work Oriented

The percentage of time spent in category 12 (laughter) for GN is more than GT. It is 1% for GN and 0.3% for GT. Moskowitz(1976) indicates that there is more laughter in outstanding foreign language teachers.

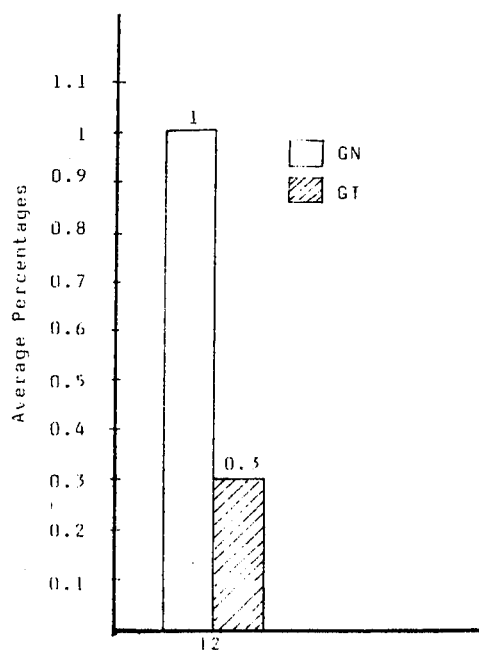


Figure 4.29 Laughter

4.2.2. The amount of total teacher talk

Figure 4.30 illustrates that teachers in GT talked a greater percent of time than did teachers in GN in each session. According to the literature surveyed less teacher talk is desirable. Amidon and Giammatteo(1967: 186) reported that the superior teachers talked approximately 40% of their total classtime, while the comparison group selected randomly talked approximately 52% of the time. Moskowitz and Hayman(1974) indicated that compared with 'typical' and first-year teachers, 'best' teachers in inner-city schools talked less, used more indirect behaviors.

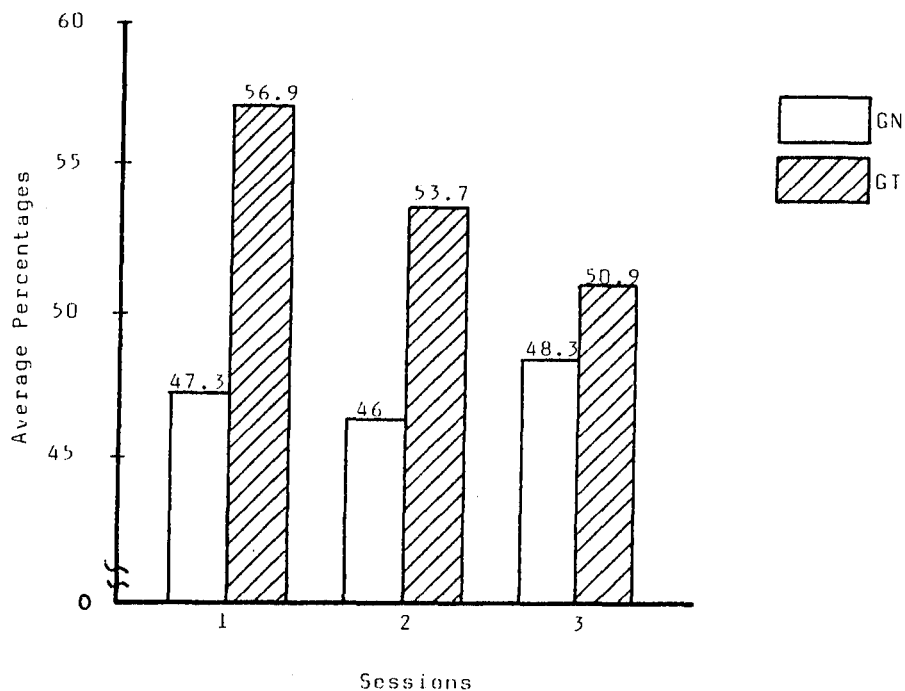


Figure 4.30 The Percentages of Total Teacher Talk

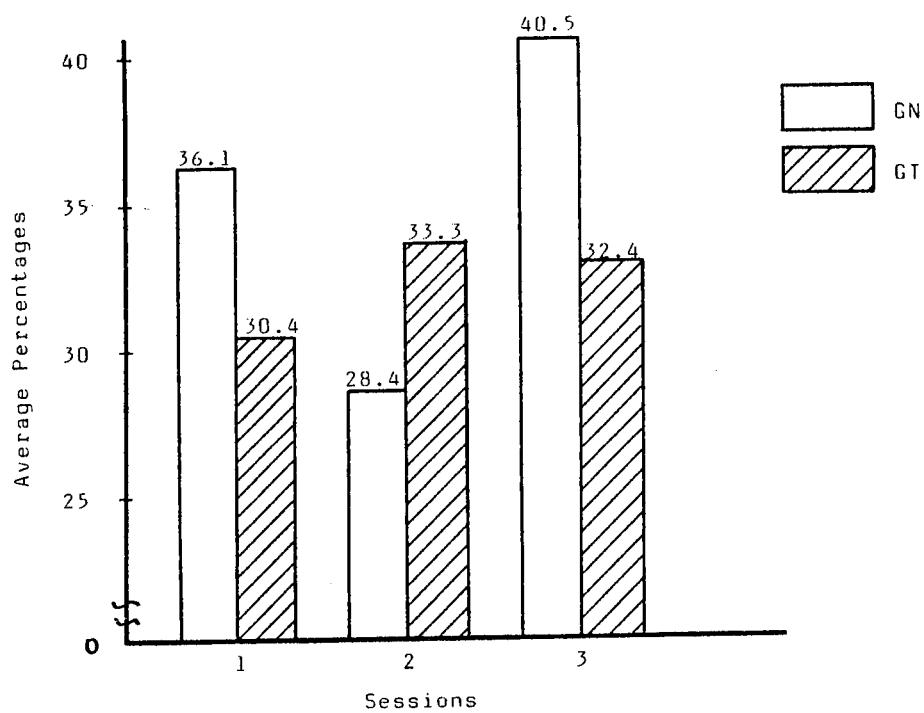


Figure 4.31 The Percentages of Total Student Talk

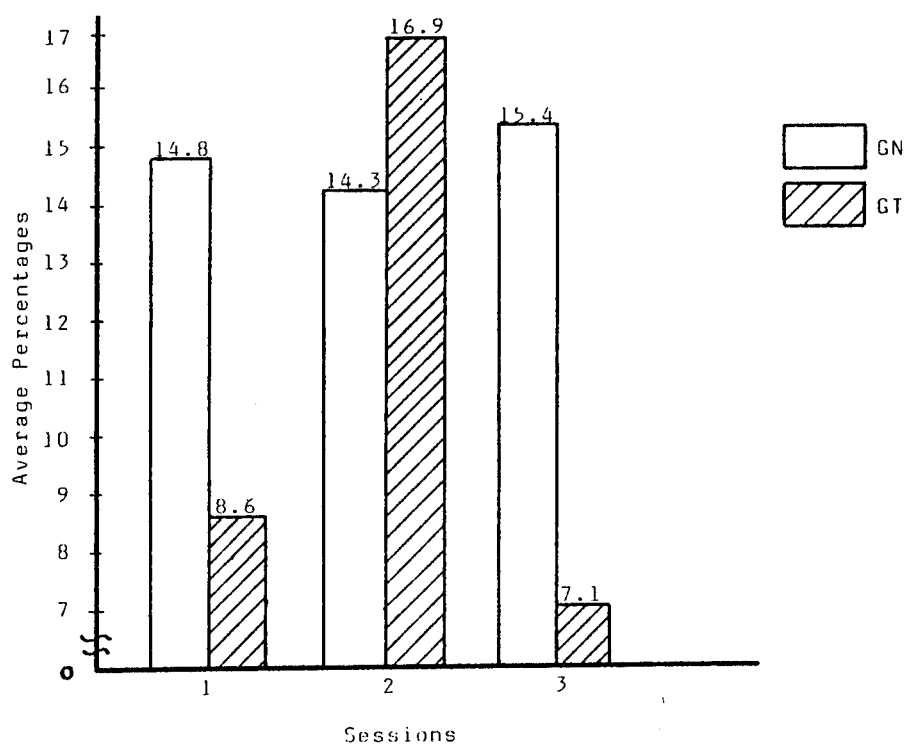


Figure 4.32 Percentage of Sustained Student Talk.

4.2.4. The total classroom talk which was in English (target language) and Turkish(mother tongue)

When we compare GN and GT in terms of English used during the total classroom talk, it is seen that the percentages of GN and GT are almost the same for 1st and 3rd sessions(cf. Figure 4.33). In the second session mother tongue in GN classes is used more than GT. Most mother tongue is used in, primarily, category 9, student initiated talk, category 5 and very little 2 and 7 (cf. Appendices C-1 to C-9).

The same thing is true for GT, but much less in comparison with GN(cf. Appendices D-1 to D-9).

We can conclude that mother tongue is used used more in GN in all sessions(Figure 4.34).

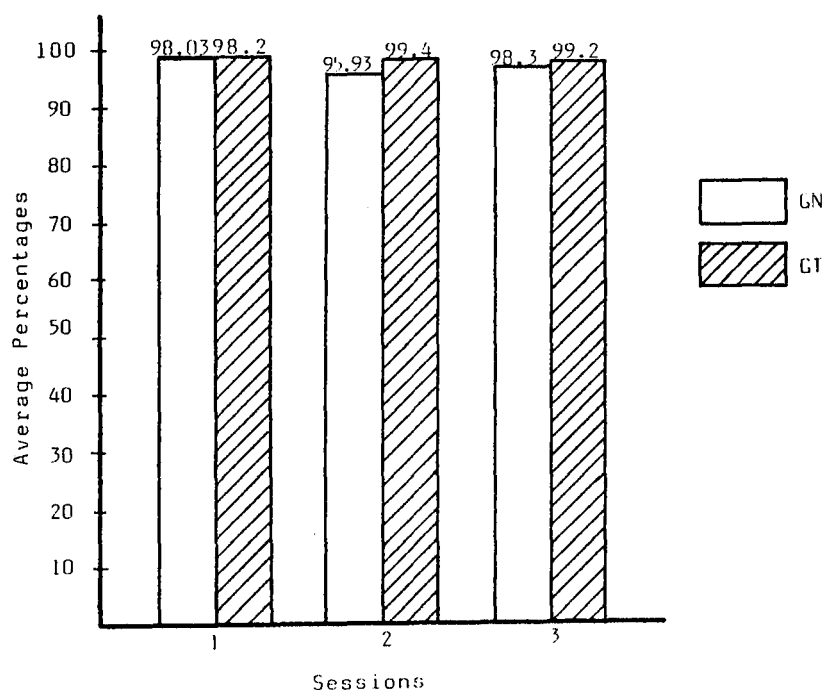


Figure 4.33 The Percentage of Total Classroom Talk in English

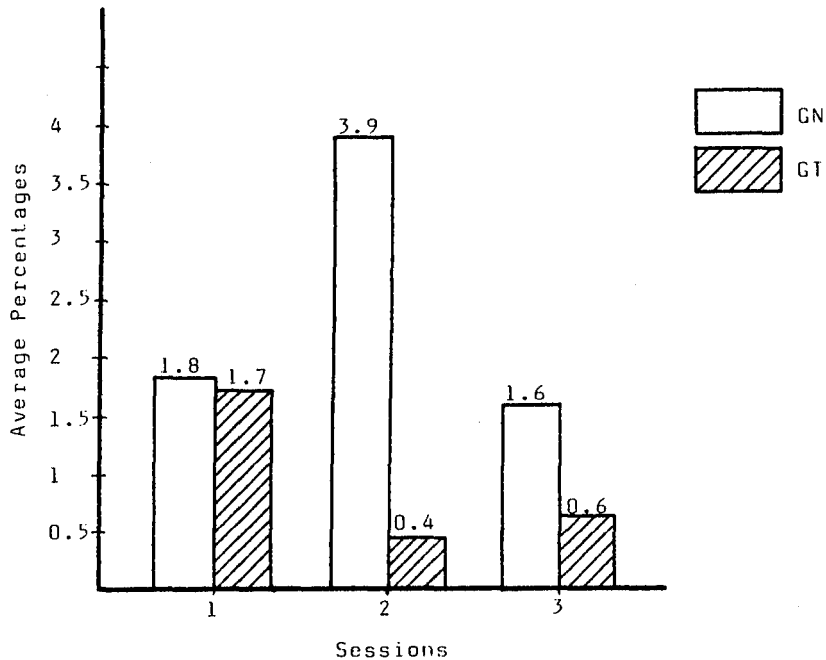


Figure 4.34 The Percentage of Total Classroom Talk in Turkish

4.2.5. Ratio of indirect behavior to direct behavior of teacher

In all three sessions teachers in GT are more indirect than teachers in GN (Figure 4.35). The reason for this result can be explained in terms of the content of lessons GN taught in all sessions (cf. the title of matrices of GN, five of them are completely about teaching grammar, whereas, when we examine the titles of matrices of GT, we realize that two of them are completely teaching grammar). Teaching grammar necessitates more direct behavior. Literature reviewed also supports this. Ercan (1984: 63) states that the higher achieving teachers are less indirect in the lessons dealing with grammar, more indirect in teaching vocabulary and in teaching reading.

Another explanation can be drawn as follows. If GN are really direct teachers, there is contradiction in terms of total student talk of GN and sustained student talk of GN(cf. Figures 4.31 and 4.32). The sum of student talk in GN is higher than that in GT. Interestingly enough sustained student talk in GN is higher than sustained student talk in GT.

Flanders(1967: 226) stated that the most indirect teachers asked longer, more extended questions and did this about four times more frequently than did the most direct teachers. Short questions usually elicited short student responses; long questions long student responses.

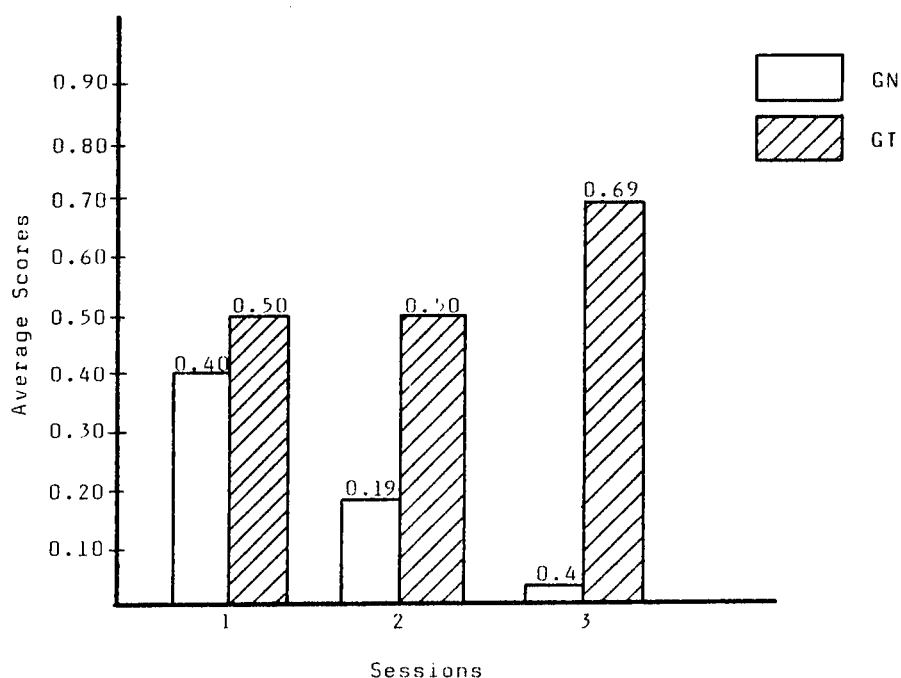


Figure 4.35 Ratio of Indirect Behavior to Direct Behavior of Teacher

4.2.7. Ratio of open ended or student initiated student response to specific student response

Student initiated talk is considerably high in all sessions for GN but not so for GT(Figure 4.37). If column 9 is examined on all matrices of GN(Appendices C-1 to C-9) it can be understood which behaviors are followed by student initiated talk. On the matrices of GN 5-9, 9-9, 11-9 cells are remarkable. 5-9 cells indicate the students either asked questions or expressed themselves without prompting to do so. The teacher had a chance to interact naturally with the students. They exchanged their ideas. These kinds of interaction resemble the things that people normally do with language in the real world.

Heavily loaded 9-9 cells indicate how much pair work occurred during the class time. Pair work gives a chance to the students to work independently.

11-9 cells show that student outbursts(confusion work oriented in the classroom) resulted in student initiated talk. Moskowitz and Hayman(1974: 227) indicate that it is desirable to have a good deal of student initiated response.

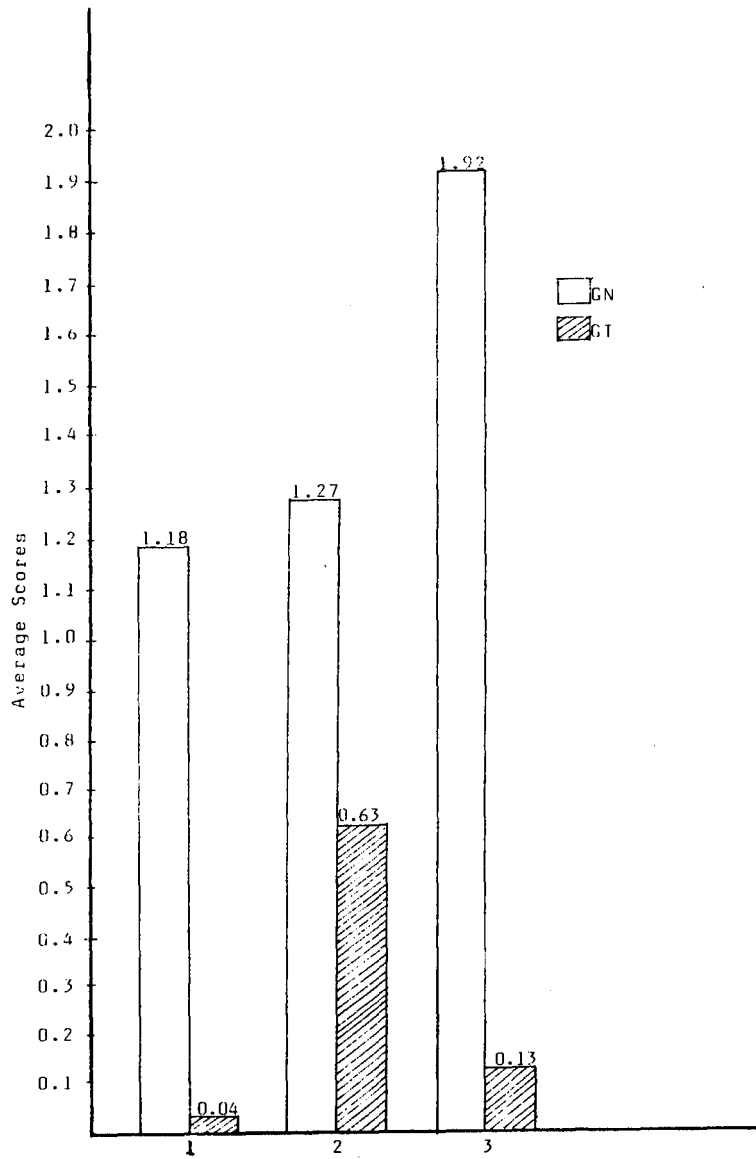


Figure 4.37 Ratio of Student Response, Open Ended
to Student Response, Specific

CHAPTER V

DISCUSSION AND SUGGESTIONS

In Chapter IV the verbal interaction patterns exhibited by native and non-native EFL teachers are examined and a cause-and-effect analysis is given in detail.

Although the findings obtained during this observation are limited to the time and content of the lessons taught during the observational sessions, the analysis of the data has revealed the following points in relation to the verbal behavior exhibited by native EFL teachers:

1. The amount of teacher talk was less.
2. Direct influence was more.
3. The number of repetitive questions and directions was fewer.

6. There was less criticism of student behavior.
7. Less classroom time was devoted to drills.
8. Student-Initiated talk was less.
9. The use of mother tongue was less.
10. Less routine tasks were carried out by the teachers.
11. There was more joking but less laughter.
12. There was less praise.
13. The teachers personalized more, except category 5p(cf. Figure 4.8).
14. Student-response in silence was less.
15. The amount of student talk was less.

As can be seen non-native teachers show totally opposite verbal behavior.

This study is limited to the observation of EFL classes of only six teachers teaching at preparatory level. It is hoped, however, if data are collected from a wide variety of Turkish EFL classes at different levels, at different stages in the school year, more appropriate results related to the verbal interaction patterns of EFL teachers in Turkey, in general, can be obtained. This might help the Ministry of Education in planning in-service teacher training programmes according to the needs of teachers. However such a study requires a research group.

In fact during the data collection, preparation and matrix plotting, the observer experienced great difficulties. A computer program in order to facilitate processes used with the observational system can be developed.

In this study the verbal behavior of the given classrooms were observed using tape recording. Further research can be conducted about the analysis and comparison of both verbal and non-verbal classroom behavior of new and experienced FL teachers by making video recordings.

Another area for further research can be the observation of verbal behavior in the classrooms of FL teachers teaching communicatively and those teaching in a traditional way.

Appendix A-1

Material : Streamline Departures
Lesson 2

Date: 12/12/1988

Name: GN

Situation : Command Forms

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
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14	6	5	8a	5r	9a	6	6	9a	11	11	8	6	9a	6	11	6a	11	7a	10	11	5	8	9a	9a	9a	6a	11	7	9	9	9	9	11	5a	11	10a	10a	8a	4	5	6	5a	5	9a	12	
15	6	5	11	5r	5	6	9a	6	6	6	8	6a	5	6a	9a	9a	11	6	11	6	5a	2	7a	6a	12	9a	11	7	9	9	9	9	6	4	5	10a	6	3a	8a	5	7	4	9a	5	6a	
16	6	9	11	5r	11	6	11	6	9a	6	8	6a	5	6a	6	9a	8	6	6	6	9	5	0	7a	9a	7	11	11	11	9	9	9	9	6	8	5	10a	6	4	11	9a	11	8a	5p	5	9a
17	9a	9a	9	11	9a	9a	9a	9a	6	6	6a	5	9a	6a	2a	7a	11	6	8	9	5	0	6a	6	6a	11	7	11	9	9	9	9	5m	9	5	10a	6	8a	6a	6	4	5m	5	9a	5r	
18	9a	5	5	11	11	11	9a	11	11	6	10	9a	11	9a	9a	2	6	11	10	6	5	5a	7a	6	6a	11	11	11	9	9	9	9	5m	5	5	10a	5m	3a	8a	2	6	8a	9	5	5r	
19	9a	8a	9	11	7	11	9a	11	9a	10	6a	9a	6	6	11	5m	6	6	8	6	4	6	9a	6a	9a	5	11	7	9	9	9	9	4	9a	4	10a	8a	9	6a	6	8	5	4	9	5r	
20	9a	5	5a	7	11	7	9a	7	9a	11	9a	9	6a	6a	9a	11	8	6	8	8	8	5	0	6a	9a	7	7	7	11	9	9	9	8	4	10	10a	5m	5	8a	9a	10	11	4	5	10	

Appendix A-2

Material : Streamline Departures

Date: 12/12/1988

Name: GN

Lesson 1

Situation : Command Forms

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	10	5r	11	11	9a	11	6a	6	5	8	4	11	9a	8	7	6	7	11	6	11	11	11	6	8a	11	11	8	3a	6	6a	9a	9a	9a	5m	11	11	6a	5	7a	8a	8a	2	9	9	9
2	11a	5r	11	6	6a	6a	9a	5m	5	3a	12	11	6	5a	7	8	7	11	9a	7	6	5	8r	5	6	5a	11	2	9a	9a	6a	12	6a	8a	11	11	9a	6	6	6	5m	6	9	9	9
3	11a	5r	11	7	11	9a	6a	5m	5	3a	6	7	6	8	9	11	11	5m	9a	6	7	6	5a	4	6a	8	11	6a	6a	2	9a	11	9a	2	6	6a	4	8	8	8a	8a	8	9	9	9
4	11a	5r	11	6	12	2	9a	6	6	5	11	6	8	6	7	5a	5a	11	5	11	9a	8	8r	8a	6	10	8	6a	9a	2	6a	11	6	6	6	8a	4	2	2	7a	2	6	9	9	9
5	7	5r	11	6	6a	7	6	6	6	4	6	8	12	8	10	6	8	11	5	11	9a	8	8r	9	8	11	11	8	6a	6a	9a	7	5m	6a	12	6	5	6	8	8	4	8	9	9	9
6	5r	5r	5r	9a	9a	11	6a	7	8	11	11	8	10	6	6a	11	8	6	5	6	9a	3a	3a	5	5o	7	5a	8a	9a	8a	6a	11	8a	9a	6	6	6	8	7a	6	6	4	9	9	9
7	8a	5r	5r	6	12	6a	11	7	5a	5m	11	7a	7	8	9a	11	8	9a	11	9a	9a	8	4	8	8	5a	5a	7	6a	6a	6a	11	5m	7a	8	12	8	7a	10	5m	8	8a	9	9	9
8	5r	11a	5r	9a	11	9a	6a	4	8	6a	11	11	6	11	6a	8	11	9a	11	9a	9a	5	4	5m	3a	11	6a	8	9a	9a	11	4	8a	6a	2	9a	10	11	8a	8a	7a	4	9	9	9
9	5r	11a	7	6a	6a	11	11	8	3a	9a	5a	11	6	11	9a	11	11	9a	6	9a	11	5	11	8a	9	6a	8	3a	6a	6a	6	4	5m	9a	12	11	8	6	2	5m	8	8a	9	9	9
10	5r	11a	7	9a	9a	6a	9a	5a	2	6a	8a	11	10	9a	6	3a	6	9a	9a	5	11	5	4	5m	8	6a	2	6a	9a	6a	6a	5	8a	11	8	6	7a	8	6	8a	5	2	9	9	9
11	5r	11a	11a	6a	11	9a	11	8	3	9a	10	8	11	5	11	11	9a	9a	9a	9	11	11	11	5o	7a	6a	6a	6a	6a	9a	9a	5	5m	11	3a	6a	8	7a	5m	6a	6a	5o	9	9	9
12	7	7	11a	9a	11	11	11	5a	6	6a	8	6	11	11	8	6	7	9a	11	9	7	5	6	6	6a	8	8	8	6a	6a	7	5	8a	7	6a	9a	7a	8	8a	6	8	5o	9	9	9
13	5r	5r	11a	12	5m	11	6a	8	11	9a	11	8	8	11	6	8	11	9a	11	5	11	5	8	11	8	7a	8	6a	6a	9a	6a	6a	5m	7	8	6a	8	4	4	8	7a	6	9	9	9
14	5r	5r	11a	6a	5m	6	9a	4	11	6a	11	6	7a	11	8	3a	11	11	11	5	5	11	3a	11	8	7a	5a	8	6a	6a	9a	9a	8a	11	2	9a	7a	7a	8a	9	8	6	9	9	9
15	5r	5r	11a	9a	6a	6a	11	4	8	9a	6	4	8	5m	6	11	6	9	9a	5	11	5	4	9	2	10	6a	6a	9a	9a	6a	11	5m	6a	6a	6a	8	8	12	5a	6	9	9	9	
16	5r	11a	11a	11	6a	9a	10	6	3a	11	6	8	6	11	8	11	9a	5	2	5	7	5	5	5	3a	8	8	6a	6a	6a	9a	6a	8a	9a	8	9a	7a	3a	11	5m	8	9	9	9	
17	5r	11a	5r	11	9a	6a	10	8	8a	11	11	7a	8	7	6	11	5m	9	11	5	7	11	5	5	6a	7a	10	8	9a	9a	6a	9a	5m	4	12	8a	8	6a	11	7a	6	9	9	9	
18	5r	5r	7	6	11	9a	6	10	5	6a	8	5a	7a	7	8	6	5m	5	11	5	11	11	4	6a	6a	11	8	10	6a	6a	9a	6a	8a	5	6a	6a	7a	6	4	9	8a	9	9	9	
19	5r	5r	5r	6a	6a	6a	6	9	11	9a	10	6	11	7	5	8	5m	5	5	5	11	11	8a	8	8	11	7a	8	9a	9a	12	9a	5m	9a	8	9a	8a	8	8a	6	4	9	9	9	
20	5r	5r	1	6a	9a	9a	7	9a	6	2	7a	6a	9a	11	5	11	11	5o	11	11	9a	6	4	8	10	6a	8	2	7	6a	6a	6a	8a	2	2	9a	7a	8	6	5m	8a	9	9	9	10

Appendix A-3

Material : Streamline Departures

Date: 6/12/1988

Name: GN

Situation : Teaching Imperatives

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	10	9a	5r	6	6a	9a	12	9a	8a	9a	9a	6	8	4	8	7	4	8a	9	9	8a	5p	9a	6a	6a	11	6a	6a	6a	5o	9a	9a	4	2	8a	8a	5m	8	7a	5m	5p	8a	6	8	5m
2	5r	5	5r	6a	9a	6a	6a	5m	6	6	2	8	8	8a	7a	8	8	5m	4	5p	7a	9a	6a	11	9a	7a	9a	9a	9a	1	7	9a	10	4	5m	5m	8a	5m	8a	8a	5p	4	5m	5a	8a
3	5r	5r	5r	9a	12	9a	9a	8a	6a	6	2	7a	7a	2	8	7a	4	8a	8	9	8a	5p	9a	11	6a	9a	6a	6a	6a	1	9	9a	4	8	8a	8a	5m	8	8a	5	5p	8	8a	6	4
4	5r	5r	5r	6a	6a	6a	7a	5m	9a	12	6a	7a	8	12	5m	8	8	2	5p	5p	9	9	6a	7	9a	9a	9a	9a	10	9	9a	10	8	5m	7a	8a	8a	7a	8a	5p	4	5m	4	10	
5	5r	5r	5r	9a	9a	8a	9	8a	12	6	8a	8	8	4	8a	7a	2	6	5m	9	5p	5p	9a	7	11	7	6a	6a	2a	10	5	9a	8	8	8a	5m	5m	7a	8	5p	5p	8	8a	8	8a
6	5r	5r	5r	6a	6a	3a	9	5m	7a	8	9a	5a	2	11	5m	4	5m	6	8a	5p	9	9	6a	5	6a	7	9a	9a	12	6	5	9a	7a	2	5m	8a	8a	8	11	5	5p	4	5p	4	8a
7	5r	5r	5r	9a	9a	6a	6a	8a	6a	9a	6	7a	6a	11	8a	8	8a	6	5m	11	4	5p	9a	6a	8a	5	6a	2a	6a	5m	7	9a	8	6	8a	2	5m	3	8	5	4p	8	5p	8a	3
8	6	5r	5r	6a	6a	9a	5	5m	7	6a	6	5	8	11	5	7a	5m	9	8a	11	10	9	6a	9a	6a	6a	9a	12	9a	8a	7	9a	5m	6	5m	5m	8a	2	8	6a	8	5p	7	4	4
9	6	5r	5r	9a	6a	6a	5	8a	7	8	11	6	8	11	4	8	8a	5p	9	9	10	5p	9a	6a	8a	9a	12	11	6a	5m	7	9a	8	8	8a	8a	5	8	8a	8a	4p	4	5p	5m	5
10	6	5r	5r	6a	6a	7	9a	5m	6a	9a	6	8	3a	11	8	9	7a	12	5p	5p	9	9	11	9a	6a	11	6a	6a	9a	8a	6	9a	5m	8	5m	6	5	2	4c	6a	8	8a	5p	8a	8a
11	6	5r	5r	9a	6a	6a	12	8a	9a	6a	6a	2	6	11	5m	5m	7a	9	9	4	9	5p	11	6a	9a	9	9a	9a	6a	5	6	9a	8a	2	8a	5m	9	8	8	8a	5a	4	5p	4	7
12	6	5r	5r	9	9a	9a	9a	5m	12	8	9a	8a	8	4	8	8a	5m	5p	5p	9	9	10	7a	9a	6a	6a	6a	6a	9a	5	9a	9a	5m	2	5m	8a	9	3	4c	6a	4p	8	5p	8	8
13	6	5r	5r	6a	6a	6a	2	8a	2	9a	6a	4	8	11	5m	4	8a	4	9	9	5p	10	11	6	9a	9a	9a	9a	2a	6	9a	9a	8a	4	8a	5m	7	8	8	8a	8	2	5p	2	3
14	5o	5r	5r	9a	9a	9a	6a	5m	4	12	9a	5m	9a	6	8a	8	5m	8	5p	11	9	9	6a	9a	6a	6a	6a	2a	12	6	9a	9a	5m	8a	5m	8a	7	2	8	6a	4p	4p	5p	2	4
15	7	5r	5r	6a	6a	6a	9a	8a	8a	6a	6a	4	8	8	5m	2	8a	7a	9	9	5p	5p	6a	11	9a	9a	9a	12	5	9a	9a	9a	8a	8a	8a	5m	9	4p	5	5o	8	8	5	5m	8
16	5r	5r	5r	9a	9a	9a	6a	5m	2	8	9a	8	7a	6	8a	5	5m	8	5p	9	12	11	7a	11	11	6a	2	12	9	11	9a	9a	5m	2	5m	8a	3	8a	5	4p	4	5	5	8a	4
17	5r	5r	5r	6a	6a	6a	9a	8a	6a	9a	6a	2	10	8	5m	10	8a	8	9	12	9	11	6a	6a	11	9a	6a	6a	5	11	9a	9a	8a	6	8a	5m	3	4c	8	8a	8	5	5	6a	8a
18	9	5r	5r	9a	9a	9a	6a	5m	9a	2	9a	8	8	6	8a	5	5m	2	5o	12	5p	6a	11	9a	6a	12	9a	9a	11	11	5	9a	4	5m	5m	8a	2	4c	5	4p	5	9	4	8a	3
19	5	5r	5r	6a	9a	6a	9a	8a	2	8	6a	7a	5m	8	4	4	8a	5p	5p	4	12	9a	4	6a	9a	12	6a	6a	11	11	5	9a	8	8a	8a	5m	8	8	5	8a	5	9	6	6a	3
20	5r	5r	5r	7a	6a	9a	6a	5m	7	9a	9a	7a	8a	6	4	8	5m	9	4	11	9	6a	8a	9a	11	11	9a	9a	5o	11	5	4	8	5m	5m	8a	8	7a	5	5p	4	5m	11	8a	10

Appendix A-4

Material : Streamline Departures

Date: 7/12/1988

Name: GN

Situation : Teaching Imperatives

2 word verbs "Turn (the light) on"

Turn (it) on

Substitute direct object

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	10	6	9a	6a	12	5	8a	12	10	4	8	12	5	2	8	2	4p	8	4p	4p	4p	5a	8	2	6	8	6	8	7a	11	8	5m	10	8	8a	8	9a	5m	5m	6	9	9	9	9	8a
2	5m	10	9a	8a	5p	5	2	5p	10	4	7a	5a	4	6	8	6	11	8	12	4p	8	5	2	6	11	7a	8	8a	5	4	5a	8a	6	4	4	8	9a	5m	8a	4	9	9	9	9	6
3	8a	6	6	6a	12	6	6	5p	5	10	11	5a	8a	8	4p	5m	5p	5a	9	8	3a	5	4	8	8	8	2	5a	6	8a	9a	5m	8	11	5	2	9a	5m	5m	5	9	9	9	9	9a
4	5m	6	8	8a	5	6	5m	9	5	8	11	4	4	5a	8	8a	4p	4p	9	4p	2	6	4	5m	8	8	8	8	8	8a	7a	8a	10	11	6	6a	9a	5m	8a	5	9	9	9	9	5r
5	8a	11	8	6a	5	6	8a	9	5	11	8	8	8	4p	9a	5m	4p	8	11	4p	8	6	5m	8a	6	2	10	7a	8	4	9	5m	8	6	8	8	9a	5m	5m	4	9	9	9	9	5r
6	7	11	3a	8a	5	9a	5m	5p	5	8	2	2	9	4p	8	8a	4p	11	6	8a	4p	11	8a	6	8	6	8	8	7a	8a	4	8a	6	8	8	8	9a	5m	8a	8a	9	9	9	9	6
7	5m	11a	3	2	5	9a	8a	9a	5	4	4	4	9	8	4	5m	5	8	9a	4p	8	6	5m	4	8	8	8	7a	8	4	8	5m	8	8	8	2	9a	5m	5m	5	9	9	9	9	6
8	8a	7	2	6	12	9a	5p	9a	11	8	8	6	4	2	8	8a	5	3	6	8a	2	6	8a	8	4	8	2	8	8	8a	2	8a	10	3a	2	6a	9a	5m	8a	5	9	9	9	9	11a
9	5m	7	10	5m	4	5	5p	5	5	12	2	8	8	6	2	6	8a	11	9a	9	6	6	5m	8	8	7a	8	7a	7a	3a	6	5m	6	4	8	6a	9a	5m	5m	5	9	9	9	9	11a
10	8a	6	10	8a	8a	5	5p	5	5	4	11	8	5a	8	6	6a	4p	4p	12	8	6	9a	8a	10	8	8	10	6	4	3a	8	8a	8	8	8	8	9a	5m	8a	5	9	9	9	9	7
11	5m	8	10	5	3	8a	5p	5	5	4	8	8	4	2	6	8a	8	8	6	5a	8	9a	5m	10	4	4	8	8	4	4	8	5m	5a	2	5	8	9a	5	5m	5	9	9	9	9	5r
12	8a	2	5m	6a	11	8a	5p	11	11	8	12	12	8	11	8	6a	8	3a	9a	4p	7a	9a	8a	8	8	8a	2	8	10	8a	7a	8a	6	6	4	2	6	5	8a	9	9	9	9	5r	
13	5m	8	8a	6	11	3	5p	11	11	4	4	8	4	12	8	8a	2	4p	2	8	7a	9a	11	2	2	5a	6	4	4	7a	8	5	8	8	6	6	5m	9	4	9	9	9	9	5r	
14	8a	3a	5	6	5	5p	5p	5	11	8a	7	8	8	8	2	6a	4p	8	6	7a	11	6	6	5m	6	8	6	8	8	8a	5	4	2	8	8	5m	5m	9	8	9	9	9	9	11a	
15	5m	8a	5	9a	5	5p	9	5	11	4	7	11	2	2	8	8a	4p	2	8	8	8	6	8	8a	8	8	8	4	10	3a	11	6	6	2	8	8a	5m	9a	4	9	9	9	9	9	11a
16	8a	6	5	9a	5	5m	9	5	5m	8a	8	3	4	8	8	6a	10	6	8	4p	7a	4	7a	5m	2	5a	10	8	4	6	6	8	8	6	5a	5m	5m	6	4	9	9	9	9	5r	
17	5m	6	5	5	8a	8a	5p	5	8a	4	12	8	8	4p	2	8a	11	6	6	8	6	8	4	8a	8	8	8	2	8a	8a	5m	2	7a	8	8	8a	5m	5m	4	9	9	9	9	5r	
18	8a	11	5	6	6a	5m	5p	11	5	8	4	2	5a	8	6	5	8	10	11	7a	8	4	8a	5m	7a	8	6	6a	4	7a	8a	6	8	11	8	2	5m	8a	8	9	9	9	9	4	5r
19	5m	11	4	9a	9a	8a	12	5	5	3a	9a	5	4	2	8	5	2	6	11	8	8	8	4	8a	8	4	8	6a	8a	8	5m	8	7a	11	5	6	5m	5m	8	9	9	9	9	8a	5r
20	8a	9a	8a	5p	9a	5m	5p	5	9	4	9a	5	8	4p	8	4p	4p	4p	10	2	5a	4	8	6	10	8	7a	8	8	7a	8a	10	6	4	6	6	5m	8a	6	9	9	9	9	6a	10

Appendix A-5

Material : Streamline Departures

Date: 15/12/1988

Name: GN

Situation : Grammar "Is there...? / Are there...?"

Teaching a Christmas Song

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45

1 10 8 9 7 5m 8 8 8 6 5 3a 5 6 9 9 9 9 3 1 1 5 8 4 5m 3a 8 8 5 5m 11 8a 2 8 8 5 4c 5c 5 8a 8a 8a 8a 8a 8a 8a

2 5 3a 9 8 9 3a 3a 4 5m 5 4 9a 5m 9 9 9 9 10 9 1 4 3a 4 8 4 3a 5a 9a 6a 8 3a 3a 2 8 4 8a 5c 5 5m 8a 8a 8a 8a 6 8a

3 5 4 5 9a 5 3 4 8 5m 6 10 12 5m 9 9 9 9 11 5 1e 8 2 4 9 8 6 7a 4 8 2 6 6 6 3 9 5c 5c 5 8a 8a 8a 8a 8a 6 8a

4 5 8 5 9 5 6a 8 3a 9 9 5 5 5m 9 9 9 9 9 11 9 7a 4 8 9 4 8 5m 4 3a 3a 8 11 11 6 5 8a 5c 5 5m 5m 8a 8a 8a 8a

5 5m 3a 9 12 5 11 3a 4 5 5 5 5 5m 9 9 9 9 5 1 1 8a 8 3a 5 8 3a 4 8 6a 6a 8 8 8 11 5 2a 5c 9 8a 8a 8a 8a 6 8a 8a

6 5m 9 9a 6 5 6a 4 4 9 9 9 9 5 6 9 9 9 9 9 1 1 8 3a 4 5 7a 11 8a 3a 8 11 5a 8 8 8 9 12 5c 5p 5m 8a 8a 8a 6 8a 8a

7 5m 4 4 5m 4 6 8 8 9 5 3a 5 9 9 9 9 6 6 1 1 5a 4 4 5 11 6 3a 4 6a 8 7a 3a 5o 8 11 5c 11 5p 8a 8a 8a 8a 6 8a 8a

8 5 4 5 5m 4 8 7a 4 3a 9 5 5 9 9 9 9 5 6 11 11 11 8 8 5 5 8 5 4 8 3a 6 6 5m 8a 5 5c 11 5o 5m 8a 8a 8a 8a 8a 8a

9 5 8 4 9a 5 3a 4 8 5 5 9 11 9 9 9 9 5 9a 5r 11 4 7a 3a 5 9a 3a 6 11 8 5p 8 8 5m 8 11 5c 5c 5o 8a 6 8a 8a 8a 8a 8a

10 9 3a 4 9a 9 2a 8 3a 5 9 9 11 9 9 9 9 4 9a 5r 5o 8 8 4 4 9a 6 5m 8 3a 5o 8 8 5a 8a 9 5c 5c 5m 5m 6 8a 8a 8a 8a 8a

11 9a 3 8 9a 9 2 7a 4 6 5 5a 9 9 9 9 9 11 11 5r 5o 3a 3a 4 8 5 8 5m 8 6a 5m 8 4 11 11 5 5c 5c 5m 5m 8a 8a 8a 8a 8a 8a

12 9 3 3a 9a 3a 6a 8 8 6 5 5 5 9 9 9 9 6 11 5r 5m 6 4 8 3a 5 7a 5m 3a 8 5m 2 8 8 8 11 5c 11 5m 5m 8a 8a 6 8a 8a 8a

13 9 9 9 4 9 6a 4 4 9 9 5 9 9 9 9 9 8a 11 9 5m 5m 8 7a 4 6 8 11 3 3a 5m 6 3a 8 8a 11 9 5c 5m 5m 8a 6 6 8a 8a 8a

14 5 5 9a 4 11 5m 8 8 5 5 5c 9 9 9 9 9 3a 11 9 5 8a 3a 8 8 6 7a 6 5m 6a 5m 11 6 2a 7a 11 5c 9 4 8a 8a 6 8a 8a 8a 8a

15 5m 9a 11 9a 11 5m 8 3a 9 9 5 5 9 9 9 9 5 6 9 5 4 4 4 3a 5m 4 8 5m 8 11 8 8 6 5 11 4c 5p 9a 8a 8a 5m 8a 8a 8a 8a

16 5 9a 9 5 5 11 3a 5o 5 5 5 9 9 9 9 9 5 6 5 6 8 8 5a 4 5m 10 3a 9 10 6 8a 8 8 5 11 8a 11 9a 8a 6 5m 8a 8a 8a 5r

17 4 4 4 4 5 7 3 5o 9 5 5a 5 9 9 9 9 5 7 5 6 3a 3a 9a 8 6 4 5 5 8 8 8 7a 8 8 11 5c 5o 6 8a 8a 6 8a 8a 8a 5r

18 4 4 11 8 11 5o 9 5o 9 9 5a 9 9 9 9 9 5 1 5 5 3 4 4 3a 8 8a 4 5o 2 8 7a 8a 3a 5 11 5c 5o 5m 5m 8a 8a 8a 8a 6 5r

19 8 8 11 3a 11 5o 10 5o 5 9 5a 5 9 9 9 9 5 9 5a 5 3 8 8 4 3a 4 8a 5o 3a 3a 8 6 11 5 11 5c 5o 8a 8a 8a 8a 8a 6 5r

20 4 3 11 5m 8 4 4 6 9 9 9a 6 9 9 9 9 9 9a 9a 9 4 3a 7a 8 6 11 5 5m 6 4 8 8 6 9 11 9 5 5m 6 8a 8a 8a 8a 6 10

Appendix A-6

Material : Streamline Departures

Date: 15/12/1988

Name: GN

Situation : Teaching Reading

Review of Command Forms

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	10	5m	4	8	4	6	8	3a	8	8r	6	2	8r	9a	8a	5c	5	4	5	4	8	4	6	8	2	6	5a	6a	5	4	9	9	9	9	9	9	9	4	8	2	6a	8	6	6	9	9	
2	5o	5m	8	5a	8	9	2	4	4	5a	6	6	8r	9a	5	5	11	8	5	8a	7a	8a	8	7	6	5m	2	8	5	10	5	9	9	9	9	9	9	8	2	6	4	2	8	6	9	9	
3	5o	5m	4	4p	2	12	3	4	8	5m	8a	6	8r	9a	5	5m	11	2	5	5o	8	5o	5a	8a	8	8	6a	8	6	8a	5c	9	9	9	9	9	9	2	6	8	8	6	2	6	9	9	
4	5o	5m	8	8	8	5	6	8	5a	6	8r	6	8r	9a	5	5m	7	5	5	6	2	5o	11	7a	2	8	8	7a	5o	3a	5o	9	9	9	9	9	9	6	8	8	8	5m	6	9	9	9	
5	5o	5m	12	2	3	5	5m	12	6	5m	8r	8r	8r	8r	9a	6	8a	11	5	4	5m	6	9a	6	8	6	8	7a	8	5o	5	5o	9	9	9	9	9	9	8	7a	2	6a	8a	8	9	9	9
6	6	5m	11	4p	8a	4	8a	4p	5m	8r	8r	8r	8r	9a	5m	5m	5	4	8	5m	8	9a	5m	2	9	8	5	5	5o	8a	9	9	9	9	9	9	9	9	10	8	6	6a	5m	5a	9	9	9
7	6	5m	4p	8	5	8	5m	8	8a	8r	8r	8r	8r	9a	8a	8a	6	8	3a	4	8	9a	8a	6	2	2	8	6a	1	3a	9	9	9	9	9	9	9	9	6a	7	8	8	8a	6a	9	9	9
8	11	5m	4p	4p	4	8	8a	7a	5m	8r	8r	5m	8r	9a	5m	5	5m	5m	4	8	2	6	5m	8	2	6	2	6a	5o	5	9	9	9	9	9	9	9	10	9	5a	8	2	8a	9	9	9	
9	7	5m	8	8	8a	10	4	8	8a	8r	8r	8	8r	9a	8a	5	8a	5m	8	2	3a	8	8	2	6	6	6	6	8	5m	8a	9	9	9	9	9	9	5o	6	6	11	6a	6	6a	9	9	9
10	6	5m	5	4	3a	8	4	2	6	8r	8r	7a	8r	9a	5	5p	5m	5m	2	4	6	2	5m	2	6	8	8	7a	5m	5	9	9	9	9	9	9	9	5o	8	8	4	8	6	8a	9	9	9
11	5m	5m	5	4	4	2	8	4p	6	8r	8r	5m	8r	6	5	5p	8a	6	8	6	10	6	5a	6	6	8	5a	8	4	6	9	9	9	9	9	9	7	6	10	4	8a	8	9a	6a	9	9	9
12	5m	5m	4p	8	8	4	8	4p	6	8r	8r	8	5o	5m	5	5p	9	5m	4	8	6	8	5m	8	6	7a	6a	2	8a	11	9	9	9	9	9	7	6	6a	10	5	2	11	8a	9	9	9	
13	5m	5m	8	8	3	4	4	8	8r	8r	8r	2	5o	8a	4	4	9	8a	8	8	8	2	8a	8	6	7a	6a	8	4	11	9	9	9	9	9	9	5m	6	6	5	6a	9	6a	9	9	9	
14	5m	5	4p	2	6	8	8	7a	8r	8r	8r	8r	5o	5	8a	8	5a	5	2	7a	8	6	5m	2	8	5	10	7a	8	7	9	9	9	9	9	9	8a	10	8	6	5	5	8a	9	9	9	
15	5m	5	8	4	5m	8	5a	6	8r	8r	8r	8r	5o	5	4p	8	5	5	5	5	7a	6	8r	2	8	5	8	8	3a	7	9	9	9	9	9	9	5m	6a	7a	8	2	11	6	9	9	5o	
16	5m	4	10	4	8a	5a	4	5	8r	8r	8r	8r	6	5p	8a	3a	9a	5	5	4	8	8	5m	6	8	5	8	2	3	5o	9	9	9	9	9	9	8a	10	8	8	8	11	8a	9	9	5o	
17	5m	8a	8	4	5m	4	8	7	8r	8r	8r	8r	6	4p	9	2	5	5	5	8	6	2	8a	8	2	6	5o	6a	5	5o	9	9	9	9	9	9	5m	6	2	2	2	11	6a	9	9	5o	
18	5m	4	3a	8	8a	4	7a	4p	5a	8r	8r	5m	9a	8a	5	4	5	4	5	5a	6	6	2	2	6	6	8	8	4	5o	9	9	9	9	9	9	8a	8	3a	8	6a	6	8a	9	9	5o	
19	5m	8	2	4	5m	8	8	8	8r	6	8r	8r	9a	3	5	8a	5	5	4	6	9a	8	6	6	6	8	2	8	10	5o	9	9	9	9	9	9	5m	5a	4	5a	6a	8	6a	9	9	5r	
20	5m	4	4p	8	8a	4	8a	5a	8r	6	8r	8r	9a	4	9a	3	5	5	5	8	9a	2	8	8	8	8	6a	21	10	6	9	9	9	9	9	9	8a	6	8	8	8	3a	8a	9	9	10	

Material : Streamline Departures

Situation : Review of giving Commands

Date: 13/12/1988

Name: GN

Teaching Reading

Listening Comprehension

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	10	5	9a	6a	11	6a	9	11	9a	9a	9a	8	8	11	9a	11	9	4	8a	8	5	11	6	9	9	9	9	9	9	6	8	5	9	10a	7	8a	5	5m	6	8	5m	6	8a	9a	9a	4	
2	6a	6	9a	9a	6a	9a	11	6a	2	6	9	8	9a	11	9a	8	5	8a	11	3	9	9	5	9	9	9	9	9	9	6	2	5	5	10a	5m	5m	5	8a	5m	5m	8a	5	5	9a	9a	8a	
3	8a	11	6a	6a	9a	6a	6a	11	6a	6	9	8	8	8	9a	11	9	11	11	4	4	5	5a	9	9	9	9	9	9	8	8	5	9	10a	8a	8a	9	5m	8a	8	11	5	5	9a	6	5a	
4	8	11	9a	9a	6a	9a	9a	9a	9a	9a	9	8	9a	8	11	9a	5	5	5m	8	11	5	5o	9	9	9	9	9	9	8	4	5	9a	10a	11	9	11	8a	5m	5m	5	11	5	9a	9a	11	
5	5m	6	11	9	9a	6a	6a	5c	11	8	8	9a	12	9a	11	11	9	5	11	4	11	5m	5o	9	9	9	9	9	5o	2	8	5	5o	10a	11	5	5m	5m	8a	6	5	5	11	9a	9a	4	
6	8a	9a	6a	6a	6a	9a	9a	6a	11	9a	9	8	8	9a	11	11	5	8a	8	8	11	5m	5o	9	9	9	9	9	11	11	8	9	10	10a	5	9	8a	6	5m	8a	11	11	11	9a	9a	4	
7	5m	11	9a	9a	9a	6a	9a	9a	11	8	8	9a	9a	11	8	11	6	5	7a	3a	4	9	5o	9	9	9	9	9	11	9a	9	12	10	10a	9a	5m	6	8a	8a	5m	11	9	9	9a	9a	8a	
8	8a	6	6a	6a	6a	9a	6a	6a	11	9a	9a	11	11	11	11	6	8	5	9a	9	8	5	5o	9	9	9	9	9	6	8	2	5p	4	6	9a	8a	5m	5m	5m	8a	9	9	5c	9	9a	3a	
9	5m	6	9a	9a	9a	9	9a	9a	6	8	9a	6	7	11	7	6	5	5	9a	5	4	11	5o	9	9	9	9	9	10	8	9	9	8	6	5	9	8a	8a	8	5m	5	5	9a	6	9a	9	
10	8a	11	6a	6a	6a	6a	11	2	11	9a	8	5c	8	6	8	5	8	8	11	8	8	9	5o	9	9	9	9	9	6	2	3	9	10	6	5	5	11	5m	5m	8a	4	5	9a	9a	5o	3a	
11	5m	6	9a	9a	9a	9a	11	11	11	8	9a	6	9a	6	9a	5	4	7a	5m	5	12	5	9	9	9	9	9	9	6	11	6	11	6	6	9a	5	11	8a	8	5m	8a	9a	5	9a	5o	4	
12	11	11	12	9a	6a	6a	7	6a	6a	8	7	6	8	6	11	5	8	11	9	11	11	9	6	9	9	9	9	9	11	4	6	9	6	9a	5	9a	6	5m	5m	9a	5m	5p	5	9a	4	8a	
13	11	5	11	11	9a	9a	6a	9a	9a	7	8	7	8	8	9a	4	5	11	5	11	4	5	6	9	9	9	9	9	11	8	4	11	10a	6	5	5	6	9a	8	5m	8a	5	9a	11	8a	3a	
14	11	6a	6a	11	6a	6a	9a	11	6	9a	9a	6	5a	9a	9	8a	5	8	5	5	8	9	9	9	9	9	9	9	6	11	9a	6	10a	5m	9	5c	5m	5	5m	8a	5	9	6	11	6	9	
15	7a	9a	9a	11a	9a	9a	6a	11	6	12	9a	8	9a	8	11	5	8a	3	5	11	2	5	9	9	9	9	9	9	6	5a	9	5	10a	8a	9	9a	6	11	8	5m	11	4	6	6	7a	5	
16	5	6a	6a	7	9	9a	12	6a	6	8	8	9a	9a	9a	11	5	4	5m	9	11	8a	5	9	9	9	9	9	9	5m	8	5	5	10a	5m	11	5m	8a	5c	5m	8a	5	8a	6	6	6	4	
17	5	9a	9a	9a	6a	11	9a	9a	9a	9a	8	8	8	8	8	5	8a	6	5	5	5	9	9	9	9	9	9	9	11	4	9	5	10a	8a	11	9a	6	9a	8	5m	9	11	9a	7	4	8a	
18	1	6a	12	6a	9a	11	11	6a	9a	6a	8	9a	9a	9	9a	9	11	5m	11	5	5o	9	9	9	9	9	9	9	11	11	1	9	10a	5m	6	5	6	9	5m	8a	9	6a	9a	9a	8a	4	
19	11	9a	6a	9a	6a	6a	6a	9a	6a	9a	8	8	9a	9a	8	9	11	8a	5	5	4	10	9	9	9	9	9	9	9	6	4	9	9	10a	8a	6	5	5m	5	8	5m	11	8a	9a	9a	4	8a
20	11	6a	9a	9a	9a	9a	9a	11	6	8	8	9a	12	8	9a	5	7	5m	4	9	8	6	9	9	9	9	9	9	9	4	8	5	5	10a	8a	5m	5	8a	5	5m	8a	11	6a	9a	9a	8a	10

Appendix A-8

Material : Streamline Departures

Date: 13/12/1988

Name: GN

Situation : Teaching Dialogue and Vocabulary

"Rob Dillar isn't happy"

"What make..? /What kind..?"

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45																																																
1	{	10	{	5m	{	8a	{	4	{	8a	{	5p	{	2	{	8	{	8	{	8	{	5m	{	12	{	8	{	8a	{	5p	{	8	{	7a	{	5m	{	8r	{	5m	{	8r	{	5m	{	5m	{	5m	{	5a	{	8a	{	10	{	4	{	7a	{	8a	{	8r	{	8r	{	8r	{	8	{	8	{	6	{	6	{	8	{	8	{	8	{	8	{	6a	{	4	{	5a	{	9	{	9
2	{	6	{	5m	{	7	{	8	{	5m	{	4p	{	4p	{	4	{	12	{	2	{	8a	{	1	{	2	{	5m	{	4p	{	5a	{	6	{	8a	{	7a	{	8	{	2	{	8	{	8a	{	5m	{	8	{	5m	{	8	{	8a	{	4	{	4	{	8r	{	8r	{	10	{	8	{	8	{	8	{	8	{	8	{	2	{	2	{	6	{	8	{	8	{	5o	{	9	{	9
3	{	6	{	5m	{	5m	{	2	{	8a	{	5p	{	8	{	8	{	12	{	11	{	5m	{	6	{	8	{	8a	{	8	{	4p	{	5	{	5m	{	5m	{	2	{	8	{	12	{	5m	{	5m	{	2	{	8a	{	2	{	7	{	6	{	8a	{	8r	{	2	{	8r	{	7a	{	8	{	2	{	11	{	2	{	6	{	8	{	2	{	5	{	5o	{	9	{	9		
4	{	6	{	5m	{	8a	{	4	{	2	{	4p	{	2	{	2	{	8	{	7	{	8a	{	8	{	3	{	5m	{	5a	{	8	{	7	{	8a	{	8r	{	8r	{	7	{	12	{	8a	{	5m	{	6	{	5m	{	4	{	4	{	8	{	4	{	8r	{	6	{	8r	{	6a	{	7a	{	6	{	7	{	5o	{	6	{	8	{	2	{	5	{	5o	{	9	{	9		
5	{	6	{	5m	{	5m	{	8	{	6	{	8	{	8	{	6	{	2	{	7	{	5m	{	8	{	8a	{	8a	{	8	{	5a	{	4p	{	7a	{	2	{	8r	{	7	{	5m	{	2	{	5m	{	5m	{	8a	{	8	{	8	{	12	{	8a	{	8r	{	8r	{	5a	{	4	{	8	{	8	{	7a	{	5o	{	8r	{	5o	{	5o	{	4	{	9	{	9				
6	{	9a	{	5m	{	8a	{	2	{	6	{	4p	{	2	{	5m	{	8	{	5m	{	8a	{	8	{	5	{	4	{	2	{	4	{	8	{	5m	{	8r	{	2	{	6	{	8	{	6	{	5m	{	8a	{	2	{	8	{	4	{	4	{	4	{	8r	{	5a	{	8r	{	8	{	6	{	5a	{	8	{	6	{	8r	{	6a	{	5o	{	10	{	9	{	9				
7	{	9a	{	5m	{	5m	{	2	{	8	{	8	{	6	{	8a	{	2	{	8	{	5m	{	8	{	4	{	4	{	4p	{	8	{	5a	{	8a	{	2	{	6	{	8r	{	2a	{	8r	{	5m	{	4	{	4	{	2	{	8	{	8	{	8a	{	8r	{	8r	{	2	{	10	{	6	{	6	{	2	{	6	{	8r	{	8	{	6	{	5	{	9	{	9				
8	{	9a	{	5m	{	8a	{	5	{	8	{	6	{	8	{	5m	{	8	{	2	{	8a	{	2	{	8a	{	8	{	8	{	3a	{	8	{	2	{	6	{	8r	{	8r	{	6	{	8r	{	5m	{	4	{	4	{	8	{	10	{	4	{	4	{	8r	{	8r	{	8r	{	5a	{	6	{	5m	{	6	{	8r	{	5	{	8	{	5o	{	9	{	9						
9	{	9a	{	5m	{	5m	{	8	{	2	{	4p	{	7a	{	8a	{	8	{	8	{	5m	{	4	{	3a	{	4	{	4p	{	4	{	4	{	10	{	8r	{	8r	{	7a	{	8r	{	2	{	5m	{	4	{	4	{	2	{	8	{	8	{	8a	{	8r	{	8r	{	8r	{	6	{	5o	{	8a	{	8	{	8r	{	5	{	2	{	5o	{	3a	{	9	{	9				
10	{	9a	{	5m	{	8a	{	2	{	4p	{	8a	{	8	{	5m	{	5m	{	2	{	8a	{	4	{	4	{	8	{	8	{	4	{	8	{	5o	{	5m	{	8r	{	12	{	8r	{	6	{	5m	{	4	{	8	{	6	{	3a	{	4	{	4	{	8r	{	8r	{	8r	{	8	{	5o	{	5m	{	2	{	8r	{	5	{	6a	{	1	{	9	{	9						
11	{	9a	{	5m	{	5m	{	6	{	10	{	2	{	9	{	8a	{	8	{	6	{	5m	{	8	{	8	{	5m	{	2	{	8	{	5a	{	5o	{	8r	{	8r	{	5m	{	8r	{	6	{	5	{	8	{	4	{	8	{	4	{	8	{	5	{	2	{	8r	{	8r	{	8	{	9a	{	8a	{	8	{	8r	{	5m	{	6a	{	1	{	6	{	9	{	9				
12	{	11	{	5m	{	8a	{	5m	{	9	{	4	{	8	{	5m	{	12	{	5m	{	8a	{	8	{	3	{	2	{	4p	{	12	{	6	{	4	{	8r	{	8r	{	8	{	8r	{	1	{	9	{	2	{	8	{	8	{	8	{	4	{	4	{	6	{	8r	{	2	{	7a	{	9a	{	5m	{	8	{	2	{	5m	{	8	{	5m	{	6	{	9	{	9				
13	{	6	{	5m	{	5m	{	8a	{	4p	{	4	{	8	{	8	{	5m	{	8a	{	5m	{	2	{	6	{	4	{	8	{	4p	{	5m	{	6	{	8r	{	5m	{	5m	{	5m	{	1	{	5	{	4	{	10	{	2	{	4	{	8	{	8	{	6	{	5m	{	5o	{	8	{	6a	{	8a	{	2	{	6	{	6	{	7a	{	5m	{	11	{	9	{	9				
14	{	6	{	5m	{	8a	{	5m	{	8	{	8	{	2	{	5a	{	11	{	6	{	8a	{	4	{	5m	{	8	{	12	{	8	{	8a	{	6	{	8r	{	8	{	8	{	8	{	1	{	4	{	8	{	8	{	10	{	8	{	4	{	8	{	10	{	8r	{	5m	{	2	{	8	{	5m	{	6	{	6	{	8r	{	8	{	5m	{	11	{	9	{	9				
15	{	11	{	6	{	5m	{	8a	{	7a	{	4	{	6	{	12	{	5m	{	5m	{	5m	{	4	{	8a	{	5a	{	5p	{	7a	{	5m	{	8r	{	8r	{	6	{	5m	{	7a	{	11	{	8a	{	8	{	7a	{	5	{	4	{	8	{	2	{	10	{	6	{	5m	{	6	{	6a	{	8a	{	8	{	8r	{	8r	{	6a	{	5m	{	7	{	9	{	9				
16	{	7	{	5m	{	8a	{	5m	{	8	{	8	{	8	{	8	{	8	{	8a	{	8a	{	4	{	5m	{	8	{	9a	{	8	{	8a	{	8r	{	8r	{	5m	{	8	{	5m	{	11	{	4	{	4	{	12	{	8	{	6	{	12	{	5	{	10	{	8r	{	4	{	8	{	8	{	5m	{	2	{	6	{	5a	{	6a	{	5m	{	6	{	9	{	9				
17	{	11	{	8a	{	4	{	8a	{	3	{	12	{	8	{	5m	{	12	{	5m	{	2	{	8	{	8a	{	4	{	7	{	2	{	5m	{	8r	{	8r	{	8a	{	6	{	8	{	5m	{	8	{	8	{	5	{	8	{	10	{	5a	{	6	{	10	{	10	{	8	{	8	{	2	{	8a	{	6	{	5m	{	5m	{	8	{	4	{	6	{	9	{	9				
18	{	6	{	5m	{	8	{	5m	{	4p	{	4	{	2	{	8	{	2	{	8a	{	2	{	4	{	5m	{	8	{	8	{	4p	{	8a	{	8r	{	5m	{	5m	{	5m	{	6	{	5m	{	2	{	5a	{	4	{	5a	{	4	{	5a	{	8r	{	8r	{	10	{	2	{	3a	{	6	{	5m	{	8	{	8	{	8r	{	7a	{	8a	{	6	{	9	{	9				
19	{	5m	{	8a	{	9	{	8a	{	8	{	12	{	6	{	12	{	8	{	5m	{	6	{	8	{	8a	{	2	{	5a	{	4p	{	5m	{	8r	{	8	{	8a	{	8r	{	5m	{	5m	{	4	{	6	{	7	{	8	{	6	{	6	{	8r	{	10	{	8r	{	4	{	5o	{	8	{	8a	{	2	{	8r	{	6	{	8	{	4	{	6	{	9	{	9				
20	{	5m	{	5m	{	7	{	5m	{	5p	{	8	{	8	{	5m	{	5m	{	8a	{	9	{	4	{	5m	{	5p	{	4p	{	8	{	8a	{	5a	{	7a	{	6	{	12	{	8a	{	5m	{	8	{	5m	{	8	{	2	{	8	{	4	{	8r	{	10	{	8r	{	6	{	6	{	2	{	2	{	6	{	4	{	8	{	2	{	10	{	9	{	9	{	10				

Appendix A-9

Material : Streamline Departures

Date: 8/12/1988

Name: GN

Situation : Teaching Reading/Listening Comprehension

Teaching Grammar "There is .../There are..."

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	10	10	8	9	9	9	8	6	8	9	5	7	6	3	10a	8a	5a	5m	9a	6	9a	9a	9a	11a	9	4	3a	8	11	8	8	9	5p	6	9	9	9	7	6	7a	8a	5m	11	8a	6a	
2	6a	4p	5a	9	9	6	5a	11	5m	7	9	5	4	4	10a	5m	9	8a	9a	6	9a	9a	9a	11a	9	5a	8	2	11	11	5p	3a	7	6	9	9	9	5	6	5m	5m	8a	6	5m	8a	
3	8a	8a	4p	9	9	4	8	11	8	7	6	5a	6	8a	10a	8a	5m	10	6	6	9a	9a	9a	7	9	8	8	3a	6	5p	11	8	7	9	9	9	9	5	9a	8a	8	5m	5m	6a	6a	
4	3a	5	8	9	9	4	6	7a	10	7	5m	5	4	1h	10a	5m	8a	6	6	9a	9a	9a	9a	11	9	3a	7a	8	8	11	8	3a	8	9	9	9	9	11	5	7a	5	8a	5m	5a	8a	
5	6a	11	11	9	9	8	8	7a	8	7	8a	5	8	8	10a	8a	5m	6	9a	9a	9a	9a	9a	11	9	4	11	8	8	7	5p	5p	5p	9	9	9	9	9	5a	5m	5m	11	5m	8a	6a	
6	8a	11	8	9	9	6	5m	4p	10	7	5m	9	3a	11	9	5m	8a	9a	9a	6	9	9a	9a	9a	9	8	6a	8	8	7	11	8	1h	9	9	9	9	5	9a	8a	8	5m	5m	6a	8a	
7	6a	4p	12	9	9	8	8	8	8	5	6a	5	4	9	4	8a	5m	9a	4	9a	9	6	9a	9a	11	4	11	10	3a	11	8	5p	6	9	9	9	9	11	9a	7a	5m	5m	5m	8a	6a	
8	8a	8	5a	9	9	10	4	5a	8	5	8a	5	8	5	9a	5m	8a	9a	8a	9a	9a	9a	9a	9a	11	6	8	8	11	11	5p	11	8	9	9	9	9	11	5	5m	8	5m	5m	6a	8a	
9	2	4p	4p	9	9	5a	8	8	11	5	6a	5	10	6	6	8a	5m	9a	6	9a	9a	9a	9	11	6	8a	3a	3a	11a	7	8	8	5p	9	9	9	9	9	5	8a	5m	8a	5m	8a	6a	
10	5m	4p	8	9	9	5p	5m	8	4	5a	8a	9	4	6	5m	5m	8a	9a	6	9a	9a	9a	9a	6	6	5	4	6	11a	8	5p	5p	5p	9	9	9	9	5	5	11	8	6a	5m	6a	8a	
11	9	8	4p	9	9	9a	8	3a	8	5	6a	9a	8	10a	8a	8a	5m	9a	6	9a	9a	9a	9a	6	1	5	8	10	6	8	5p	5p	11	9	9	9	9	5m	5	11	7a	8a	5m	8a	6a	
12	10	5a	8	9	9	11	9a	11	5a	5	8a	12	2	6	5m	5m	8a	9a	9a	9a	9a	9a	6	12	4	3a	8	6	9a	12	12	8	9	9	9	9	6	5	9	8	6a	5m	6a	8		
13	4p	8	4p	9	9	5p	9a	8	5p	4	5	5p	3a	10a	8a	8a	5m	9a	6	9a	9a	9a	9a	4	9	8	9	8	11a	7a	8	8	5p	9	9	9	9	5m	9a	6	7a	8a	9	8a	10	
14	8	11	8	9	9	4p	11	3a	11a	8a	5	5p	3	10a	5m	5m	8a	9a	9	9a	9a	9a	9a	8a	1	3a	3a	8	7	7	5p	5a	11	9	9	9	5p	8a	9	5m	5m	6a	9a	11	8	
15	4p	7	5a	9	9	8	11	11	11a	4	5	9	4	10a	8a	8a	5m	9a	5	9a	9a	9a	9a	9	1	4	6	11	11	4	8	5p	8	9	9	9	10	5m	5	8a	11	8a	5m	5a	3a	
16	8	4p	11	9	9	3a	11	8	11a	8a	11	12	8	10a	5m	8a	8a	9a	9a	9a	9a	9a	9a	9	9	8	8	11	8	8	10	5p	5p	9	9	9	6	8a	5a	5m	11	6a	6	7a	11	
17	3	8	6	9	9	4p	11a	7	11a	3a	11a	12	2	10a	8a	5m	5m	9a	9a	9a	9a	9a	6	11	3a	3a	7	8	2	8	11	8	9	9	9	11	9	5m	8a	5a	8a	8a	6a	6a		
18	9	3a	6	9	9	8	7	8	11a	9	11a	9	3a	10a	5m	8a	8a	9a	9a	9a	9a	9a	9a	6	5	9a	6	6	11	11	11	8	5p	9	9	9	6	5	6	5m	11	6a	5m	8a	8	
19	4p	11	9	9	9	11	7	4	11a	5	11a	11	8	10a	8a	5m	5m	9a	6	9a	9a	9a	9a	6	5	6a	8	8	8	6	8	7a	6	9	9	9	6	9a	5m	8a	11	8a	8a	11	3a	
20	9a	4p	9	9	9	11	7	8	7	9	6	11	3a	10a	5m	8a	8a	9a	9a	9a	9a	9a	9a	11	9	5	8	8	8	8	6	5p	8	6a	9	9	9	11	9a	8a	5a	7a	11	5m	7a	10

Appendix B-1

Material : Project English Book 1

Date: 12/12/1988

Name: GT

Situation : Teaching Vocabulary, Reading Exercises

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	10	2	5	6	5m	5m	5m	8a	5m	8a	10	8a	6	8r	5m	5	5	5	8a	6	10a	10a	10a	10a	8a	8a	8a	11	8r	8r	6	8r	8r	6	8r	8r	4	3a	4	3a	8	2	4	12	8	8
2	5r	2	2	6	8a	8a	8a	5m	8a	5m	8r	8r	8r	8r	8a	4	5	5	4	10a	10a	10a	10a	5m	5m	5m	11	8r	8r	11	8r	8r	11	11	8r	11	8a	8	4	7a	4	8	4p	3a	5a	
3	5r	6	6	9a	5m	5m	5m	8a	5m	8a	8r	8r	8r	8r	5m	5	4p	5	8a	10a	10a	10a	10a	8a	8a	8a	6	8r	8r	6	8r	8r	7	11	8r	8	4	3a	4	8	8a	4	8	11	4p	
4	5r	8r	8r	9a	8a	8a	8a	5m	8a	5m	8r	8r	8r	11	8a	5	4p	5	4	10a	10a	10a	10a	5m	5m	5m	6	8r	8r	11	8r	8r	11	8r	2	11	4	4	11	3a	8a	4p	2a	8		
5	5r	8r	8r	9a	5m	5m	5m	8a	5m	8a	8r	8r	8r	8r	5m	5	4p	10	8a	10a	10a	10a	10a	8a	8a	8a	8r	2	8r	6	8	8	8r	6	8r	3a	8	4	8	11	4	12	10	12	8	
6	5r	8r	8r	9a	8a	8a	8a	5a	8a	5m	8r	8r	11a	8r	8a	5m	9	10	4	10a	10a	10a	5o	5m	5m	5m	8r	8r	8r	11	8r	8r	8r	11	8r	4	3a	8	9	8	4	7a	8	10	3a	
7	5r	8r	7a	4	5m	5m	6	8a	5m	8a	8r	8r	6	8r	5m	5m	10	9	8a	10a	10a	10a	6	8a	8a	8a	8r	11	8r	6	8r	8a	8r	11	8r	4	4	3a	4	11	8	7a	3	9	2	
8	10	8r	8r	8a	8a	8a	5m	5m	8a	5m	8r	8r	8r	8r	8r	5m	10	5	3a	10a	10a	10a	6	5m	5m	5m	8r	6	8r	8r	11	8r	8r	6	5o	8	4	4	11	11	8	8	4p	9	3	
9	10	2	8r	6	5m	5m	8a	8a	5m	8a	8r	8r	8r	8r	5m	5m	5	4	4	10a	10a	10a	10a	8a	8a	8a	8r	6	8r	8r	11	8r	8r	6	5o	3a	11	4	4	8	2	5o	8	4p	4p	
10	5r	10	8r	6	8a	8a	5m	6	8a	5m	2	8r	8r	2	8a	5m	5	8a	8a	10a	10a	10a	10a	5m	5m	5m	8r	10	8r	8r	6	8r	8r	8r	6	4	8	4	11	3a	6	12	3	8	8	
11	5r	6	8r	5	5m	5m	8a	5m	5m	8a	11	8r	8r	5m	5m	5m	5	4	3a	10a	10a	10a	5m	8a	8a	8a	8r	6	8r	8r	11	8r	8r	8r	10	11	3a	11	8	4p	5o	9a	4p	12	12	
12	10	8r	8r	5	8a	8a	5m	8a	8a	5m	8r	8r	8r	8a	8a	5m	10	8a	8a	10a	10a	10a	8a	5m	5m	5m	8r	11	8r	8r	6	8r	8r	8r	4	8	9	8	7a	8	4	9a	8	4p	3	
13	6	8r	8r	5	5m	5m	8a	5m	5m	8a	8r	8r	8r	5m	5m	5m	5	3a	4	10a	10a	10a	5m	8a	8a	8a	8r	11	8r	8r	6	8r	8r	7	4	3a	9	3a	8a	12	4	12	4p	8	4p	
14	8r	8r	5a	5	8a	8a	5m	8a	8a	5m	8r	10	2	8a	8a	5m	4p	4	8a	10a	6	10a	8a	5m	5m	5m	8r	6	8r	8r	1	8r	8r	8r	11	4	3a	5o	5a	4	8a	7	8a	8	8	
15	8r	8r	5a	5	5m	5m	8a	5m	6	8a	8r	6	11	5m	6	10	4p	8a	3a	10a	10a	10a	5m	5m	8a	8a	8r	11	8r	8r	6	11	8r	8r	8	11	4	4	4	4	3a	7	3a	12	4p	
16	8r	8r	8r	5	8a	8a	5m	8a	5m	5m	8r	8r	6	8a	6	5	4p	4	10	10a	10a	10a	5m	8a	5m	5m	8r	6	8r	8r	8r	6	8r	8r	3a	1	4	4	4	4	11	4p	9a	10	4p	8
17	8r	8r	5a	5	5m	5m	8a	5m	8a	8a	2	8r	8r	5m	9a	4	4p	8a	5	10a	10a	10a	8a	8a	8a	8a	8r	10	8r	8r	8r	11	8r	8r	4	8	4	11	11	8	8a	4p	4p	8	9a	
18	8r	8r	10	6	8a	8a	5m	8a	5m	5m	8r	8r	8r	8a	9a	5m	5	4	5	10a	10a	10a	5m	5m	5m	6	8r	6	8r	8r	8r	6	8r	8r	8	3a	8	8	8	3a	4p	8	8	9a	7a	
19	2	8r	5o	5m	5m	5m	8a	5m	8a	8a	8r	8r	8r	5m	5	9	5	8a	5	10a	10a	10a	8a	8a	8a	5	8r	8r	8r	8r	8r	6	8r	8r	3a	4	3a	4	8	9	8	3	3a	7a	6	
20	10	2	5o	8a	8a	8a	5m	8a	5m	4	8r	11	8r	8a	5	5	5	4	6	10a	10a	10a	5m	5m	5m	6	8r	8r	6	8r	8r	11	8r	8r	4	8a	4	8r	7a	9	12	12	4p	4p	10	

Appendix B-3

Material : Project English Book 1

Date: 8/12/1988

Name: GT

Situation : Review of Present Continuous Tense

Teaching Dialogue

Exercises, Drills

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	10	8	2	10a	10a	8r	6	6	2	8r	8r	11	8	11	8r	4	8	6	3a	5	4	6a	7a	10a	5o	10	9a	9a	4	11	9a	3a	11	11	9a	11	9a	9a	9a	8	6	5	5	5	8a
2	5r	2	8	10a	10a	8r	8r	11	11	8r	8r	6	7a	6	8r	8	3a	4	4	6	4	8a	5m	10a	10a	10a	9a	9a	8	8	6	9a	6	6	6	11	9a	9a	9a	8	6	9a	5	5	8a
3	5r	4	3a	10a	10a	8r	8r	5o	5o	8r	8r	11	5m	11	5m	3a	7a	8a	8a	8	8	6a	8	10a	10a	8r	9a	9a	3a	7a	6	7a	9a	11	6	6	6	9a	6	7a	9a	5	5	6	8a
4	5r	4	2	10a	10a	8r	8r	11	11	8r	8r	6	8	11	8	4	9	5o	8a	8r	7a	8a	5a	10a	8r	10a	9a	6	4	4	6	6	6	6	9a	9a	6	9a	6	7a	6	5	5	5	8a
5	5r	8	6	10a	10a	8r	8r	6	5	8r	8r	8r	6	6	2	4	2	5o	6	8r	8	2	8	10a	3a	8r	9a	4	11	8	6	9a	6	6	6	9a	6	9a	9a	7a	6	7	5	5	8a
6	5r	3a	9a	10a	5o	8r	8r	8r	11	6	8r	8r	5m	6	6	8	3a	5	8a	2	8	10	8	10a	9	2	9a	11	8	3a	6	11	9a	9a	9a	6	6	9a	9a	10	9a	7	5	5	8a
7	5o	2	6	10a	4	8r	8r	8r	6	11	8r	8r	8	8r	5o	3a	5	5	3a	6	4	6	2	8r	10a	5o	9a	8	5o	2	11	6	6	6	9a	6	9a	6	9a	6	9a	6	5	6	8a
8	5a	6	8	10a	11	8r	8r	8r	11	6	8r	8r	5m	8r	6	4	10	6	10	6	8	6	3a	6	10a	5	9a	4	8	4	7	6	6	9a	6	9a	6	8	9a	10	9a	5	5o	6	8a
9	6	6	4	10a	11	8r	8r	8r	6	11	8r	8r	7a	8r	4	4	4	6	4	8r	3a	6	8	8r	10a	5	9a	11	3a	4	6	9a	6	6	6	6	9a	2	9a	10	9a	5	5o	8a	8a
10	6	9a	8	10a	6	2	8r	8r	11	6	8r	8r	5m	8r	4	8	4	6	8a	8r	11	6	2	10a	8r	5	9a	11	4	8	6	6	6	9a	9a	9a	8	3a	9a	10	6	5	5o	8a	8a
11	4	4	3a	10a	6	11	8r	8r	6	11	8r	8r	8	8r	8	7a	4	4	10	8r	5o	6	5	10a	8r	6	5o	8	4	3a	6	6	6	9a	7	6	6	6	9a	9	8	5	5o	8a	8a
12	8	10	2	10a	6	5o	8r	8r	6	6	5m	8r	6	8r	4	8	8	4	3a	2	6	6	5	10a	3a	6	6	3a	4	3a	6	6	9a	6	9a	9a	9a	11	6	6	2	4	5o	8a	8a
13	3a	4	6	10a	6	11	8r	8r	8r	11	8	8r	5m	8r	8	3a	3a	8a	4	11	6	6	5	8r	2	6	6	2	11	2	6	6	9a	6	9a	6	6	6	8	9a	6	8	10	8a	8a
14	6	8	5o	10a	6	5o	8r	8r	8r	6	5m	8r	8	8r	6	4	2	7a	8a	11	5	11	10	8r	9	6	9a	8	8	6	6	6	9a	9a	9a	8	9a	9a	6	9a	9a	5	10	8a	8a
15	4	8	5o	10a	8r	11	8r	8r	8r	8r	8	8r	5m	8r	8	4	4	8a	2	11	9	11	5o	11	10a	6	6	3a	7a	5o	6	6	9a	4	9a	8	6	9a	8	9	5o	5	5	8a	8a
16	8	7a	6	10a	8r	6	11	8r	8r	8r	11	8r	8	8r	5m	4	4	4	5o	6	5	11	5	11	10a	6	6	4	8	5o	6	9a	6	8	9a	7a	6	6	8	6	5o	8a	5	8a	2
17	2	11	10a	10a	8r	11	6	8r	8r	8r	11	8r	11	8r	8	11	8	8a	5	6	6a	4	6	11	8r	9a	9a	11	3a	6	6	6	6	8	9a	8a	6	6	7a	6	6	5	4	8a	5
18	6	4	10a	10a	8r	6	11	8r	8r	8r	6	8r	6	8r	2	8	3a	3a	5	8r	8a	11	6	5	8r	9a	9a	8	8r	6	8	11	6	11	6	3a	9a	6	8a	9a	5	5	8a	8a	6
19	4	8	10a	10a	8r	11	6	8r	8r	8r	11	6	11	8r	3a	5a	3	4	5	8r	6a	8	6	5	6	9a	9a	3a	3a	6	8	8	8	8	8	6	9a	9a	11	9a	5	5	9	8a	5r
20	8	8	10a	10a	8r	6	11	8r	8r	8r	6	5m	6	8r	4	8	5o	8a	5	8r	8a	8	10a	5	8r	9a	9a	4	4	6	2	3a	3a	6	3a	6	9a	7a	11	6	9	5	6	8a	10

Appendix B-4

Material : Project English Book 1

Date: 6/12/1988

Name: GT

Situation : Teaching Dialogue "Family Life" and Vocabulary
Listening Comprehension

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45
1	10	5o	3a	8a	4	2	5	6	4	5	5m	8a	4p	5m	8a	5m	8a	2	8a	4	6	4	3a	3a	8	6	3a	7a	4	8	2	3	9	3a	10a	10a	10a	8	5	10	2	4	8	8	8
2	5o	6	3a	5m	5	6	5	6	8	5	8a	6	4p	8a	3a	8a	5	5m	3a	11	4	4	5	4	3a	6	3a	7a	8	2	6	2	7a	5	40a	10a	10a	8	8	6	4	4	2	2	8
3	11	6	6	8a	4	5m	6	5	8	6	5m	5m	10	5m	3a	5m	4	8a	6	8	4	11	5	8	9	10	9a	4	2	8	5o	8	8	8	10a	4	10a	3a	3a	6	4	11	8	6	2
4	6	5	5m	5m	8a	8a	5	5	4	8a	8a	4p	8a	5	8a	4	5m	5	8	4	11	5	3a	3a	10	9a	5	8a	8a	5o	7a	2	3a	40a	8	10a	4	4	4	5	8	8	6	5	
5	8	4	8a	8a	6	5m	5	8	4	5m	5m	8	4	5	6	8a	8a	8a	7a	4	4	5	6	4	7	9a	8	4	5	8	8	5o	10a	10a	10a	4	4	4	8	8	8	8	8		
6	8	9a	5m	6	6	8a	5	4	2a	10	8a	8a	4	6	5	9a	7	10	5m	4	4	8	4	10	4	5o	7a	4	4	8	5	3a	2	5o	40a	10a	10a	4	4	11	3a	4	8	8	8
7	8	9a	8a	10	8a	6	5	4	3a	4	5m	5m	5	8	5	5p	5	6	8a	11	8	4	4	4	8	5o	5	8	9a	7a	4	2	8	6	10a	10a	10a	9a	8	11	3a	11	2	9	4
8	8	9a	5m	10	5	5	5	4	8a	10	5	3a	5	5p	5	6	6	11	4	8	4	5	3a	6	5	7a	9a	4	8a	8	7a	6	40a	10a	10a	5	3a	8	10	8	8	6	8		
9	8	2	8a	10	4	5	5m	8	4	10	5m	10	8	4	5	4	5m	5m	4	7a	8	2	4	4	4	6	11	7a	5	8a	5	2	5	10a	10a	10a	10a	4	8a	3a	6	7a	3a	8	8
10	8	5	5m	5	8a	6	8a	3a	8	8	8a	6	5	6	5	6	8a	8a	4	4	4	8	4	4	5o	11	5	4	5	5	8	2	10a	10a	10a	10a	4	7a	4	6	5	8	2	2	
11	8	5	8a	6	4	5m	6	4	8	3a	5m	5	8	8	5	4	5m	5m	6	4	4	3a	4	8	6	4	5	8	4	4	2	8	10a	10a	10a	10a	8	6	8	4	4	8	8	6	
12	2	6	5m	4	4	8a	5m	8	4	2	8a	5	5	3a	5	11	8a	8a	5m	8	8	8	6	4	8	10	5	7a	4	5	10	8	10a	10a	10a	10a	3a	11	3a	4	4	2	2	5o	
13	5o	6	8a	8a	10	5m	8a	7a	8	3a	6	4	4	10	5	8	5m	5m	8a	4	3a	3a	6	8	8	4	4	10	6	10	10	7a	10a	10a	10a	10a	4	11	6	8	8	8	8	5o	
14	5o	6	5m	4	6	8a	5m	8	7a	3	5m	8a	8	10	5	5p	8a	8a	5m	8	4	4	4	3a	2	4	4	4	5a	4	10	8	7a	40a	10a	10a	10a	8	5	4	6	7a	4	8	6
15	5o	5	8a	8a	5a	6	8a	4	5	5m	8a	5	3a	10	5	5p	5m	6	5o	11	8	8	4	8	8	4	11	4	5	8	10	8	8	10a	10a	10a	10a	3a	8	4	4	8	8	2	9
16	5o	7	5m	4	4	5m	5m	4	5	8a	5m	4	6	5	5	5m	8a	5m	6	11	8	7a	4	4	2	4	4	4	8	2	6	7a	7a	40a	10a	10a	5o	4	3a	8	11	5	8	8	5
17	6	5	8a	8a	8	8a	8a	8	9	5m	8a	4	5m	5p	5	8a	5m	5m	5	8	2	8	8	8	8	8	8	8	8	8	8	5	10a	10a	10a	6	4	3a	8	11	8	2	10	10a	
18	5o	4	5m	5	8	5m	2	3a	5	8a	5m	8	8a	5p	6	5m	8a	8a	6	2	4	3a	7a	3a	3a	5a	8	11	3a	3a	4	2	8	10a	6	10a	6	11	3	7a	8	8	8	10a	
19	5o	5	8a	4	8	8a	5m	4	5	5m	8a	3a	5m	4	5m	8a	5m	4	4	3a	8	4	5m	4	4	8	7a	11	4	8	8	8	2	10a	7	10a	9a	8	3	5	3a	8	8	2	10a
20	5o	8a	5m	8a	3	7	8a	4	5	8a	5m	4p	8a	8a	8a	5m	8a	5	4	3a	3a	8	8	4	8a	8	11	4	8	3a	3a	2	8	40a	10	10a	4	7a	3	8	6	8	2	8	10

Appendix B-6

Material : Project English Book I

Date: 6/12/1988

Name: GT

Situation : Reviewing the last lesson "Body Language"

Playing a game "Teacher says "touch your hair"

Teaching Present Continuous Tense

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45

1 10 5r 3a 5m 8 5a 9a 6a 6 2a 6 5 5m 5o 5m 8 6a 6a 6a 6a 8a 8a 5m 6a 8a 5o 5m 9a 6 9a 9a 5 9a 5 7a 5m 9a 4 7 9a 5o 7a 3a 5o 8

2 5r 5r 4p 8a 3a 5o 6a 9a 6 12 5m 6 8a 4 8a 8 8a 8a 8a 8a 6a 6 6a 8a 6a 5o 8 6a 11 5o 5 5 9a 8r 5 8a 4 8 9a 5 5o 5o 4 5 8

3 5r 5r 8 5m 4p 5o 9a 6a 5 4 8a 5m 2 8a 5m 5a 5o 6a 6a 5o 8a 6a 5m 6a 8a 5o 2 9a 11 6 9a 5 9a 7a 5 5m 4 3a 9a 6 5o 9a 6 8 2

4 5r 5r 3a 8a 11 6a 7a 9a 5 8a 6 8a 5m 7a 8a 4 5o 8a 8a 5o 5 8a 4 8a 2 6 6a 6a 5o 5 5 4p 9a 6 5 8a 5 2 9a 9a 4 7 9a 8 5

5 5r 4p 4p 4p 8 9a 5a 6a 6 6 8 5m 8a 7a 6 8a 5o 6a 6a 6 6a 6a 8a 6a 6 6a 8 9a 6 9a 6 8a 6 8r 8r 5m 5o 3a 4 11 11 5 9a 3a 5

6 10 4p 4p 8 2 6a 6a 9a 5 6 12 8a 5m 12 9a 5a 5o 8a 8a 5o 8a 8a 6 8a 6a 5m 2 6a 6 9a 9a 8 8r 5a 8r 8a 9a 6 9a 11 11 5 4 2 5o

7 5r 8 8 3a 3a 9a 9a 6a 5 2 5m 6 8a 6 5p 8 5o 6a 6a 5o 3a 6a 6a 6a 8a 6a 11 9a 9 9a 9a 5 8r 6 8r 4p 4 9a 4 8 11 11 4 5 5o

8 5r 5 3a 4 1 7a 6a 9a 6 4 8 6 5m 5 5p 5 6 8a 8a 5o 6a 8a 8a 8a 6a 5m 11 6a 4 9a 5a 5 8r 6 8r 8a 5 9a 5 3a 5a 11 11 10 9a

9 5r 5o 4p 8a 9 7a 9a 7a 5 8a 8 5o 8a 4 6 5 6 6a 6a 6 8a 6a 6a 6a 8a 6a 9a 9a 8 6a 9a 4p 8r 8r 8r 4p 4 4 5 3 6 7 11 10 9a

10 5r 5o 8 6 1 9a 6a 7a 5 8 5m 6 6 11 5m 5m 6 8a 8a 6 5a 8a 8a 8a 6a 8 5 9 2 6a 5 8 8r 5a 3a 6 8a 4 9 2 9a 7 8 8 4

11 5r 6 7a 5m 5 7a 9a 5o 6 8 8a 6a 6 4 8a 6 6a 6a 2 6a 5a 6a 6a 6a 8a 6a 10 1 9 5o 5 6 7a 8r 8r 6 6 11 9a 9a 9a 8 8 8

12 5r 4p 4p 8a 5 9a 6a 5o 5 5 5m 8a 5m 8a 5m 5m 5m 8a 6a 5m 6 8a 8a 8a 6a 8 6a 9 9 6 11 5 8 7a 8r 5o 6 11 5 9a 4 3a 3a 8 9a

13 5r 4p 8 4 5 5a 9a 5o 5 5 8a 6 8a 3a 8a 8 6 6a 8a 6a 6 2 6a 6 8a 7 9a 1 5a 9a 5 9a 7a 7a 8r 5o 9a 8 5 4 9a 2 3a 7a 9a

14 5r 8 3a 4 4 5 6a 5o 6 2 7a 5m 5m 6 6 5a 6a 8a 3a 5m 6a 5o 8a 6 6a 6a 6a 1 5o 5o 5a 9a 5 8r 8r 5o 5 3a 5 8 4 5 2 5 6

15 5r 8 8 4 8a 10 9a 6 5 5m 5m 8a 8a 5m 6 7a 5m 6a 6a 10 8a 5o 6a 2 8a 8 9a 5 5o 5 9a 9a 6 8r 8r 5o 9a 9a 11 3a 11 5 5a 5a 6

16 5r 7a 6 8 5 4 7a 6 5 5m 8a 2 5m 8a 6a 8 6a 8a 8a 6a 6a 5o 8a 6a 6a 7a 6a 1 9 9a 9a 9a 8r 8r 11 5o 9a 7a 11 9 11 9a 9a 5 5o

17 5r 11 5m 3a 5 8a 9a 5o 5 6a 6 6 8a 5m 8 7a 5m 6a 6a 8a 8a 6 6a 8a 8a 8 9a 1 5 5p 1 9a 7a 8r 5m 5o 9a 9a 8 4 4 9a 9a 5 5o

18 5r 11 8a 4p 5 6a 9a 9a 8a 7 10 6 5m 8a 2 8 4 8a 8a 6a 6a 6a 8a 6a 2 7a 6a 1 9 9a 12 9a 8r 7a 8a 6 11 6 9a 4c 8 4 7 5 5o

19 5r 4p 5m 4p 5o 9a 5a 5 5 6a 6 6 8a 5m 6a 7a 8a 6 6a 8a 8a 5m 6a 8a 6 5 9a 5o 7a 9a 5 9a 8r 8a 5m 5o 11 6 9 9a 3a 4 5o 5 5o

20 5r 8 8a 4p 5o 6a 9a 5 5 8a 6 6 6 7 6a 6 5o 6 8a 6a 6a 6a 8a 6a 5o 6 6a 5o 6 9a 5 7 8r 7a 8a 6 4 7 5 5o 7a 8 5o 5 10

Appendix B-7

Material : Project English Book 1

Date: 15/12/1988

Name: GT

Situation : Sketch

Teaching Vocabulary

Review of Present Cont. Tense

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	10	8	8	8	8	8	8	8	5o	4	4	8	4	5a	10a	10a	8	4	9	5m	5m	5m	8r	8r	8r	8r	8r	5m	5p	5	5m	8a	6	3	8a	6a	8a	7a	3a	8	6a	3a	8a	8a		
2	5o	8	8	8	5a	8	8	8	5o	1	4	3a	8	5	4o	6	8	4	8a	8	3	8a	8a	8a	8r	6	8r	8r	5m	4p	5	5m	3a	4	9	3a	8	6	8	6	8	4	6a	6a	3a	
3	5o	8	8	8	8	8	8	8	6	6	4	4	3a	6	10a	6	3	8	4	4	5	5m	5m	5m	8r	6	8r	8r	6	8	5	6	4	4	5	4p	7a	8a	2	8	5a	8a	6a	8a	6a	
4	6	8	8	8	8	5a	5a	6	4	4	4	4	9a	10a	4	4	3a	8a	4	5	8a	8a	8a	8r	6	8r	8r	5m	4p	8	5m	8a	4	9	8a	5m	3a	5	3a	5	3a	4	6a	8a		
5	8	10	8	8	8	8	8	8	6	8	4	4	8a	10a	10a	10	4	4	6	4	5	5m	5m	4	8r	6	8r	8r	8a	4p	3a	8a	5	6	5	5	8a	6a	5	8	6	6a	8a	8a	3a	
6	8	8	8	8	8	8	8	8	4	3a	8	8	3a	10a	10a	8	8	4	8a	4	5	8a	8a	6	8r	8r	8r	8r	5m	4p	4p	5m	5	6	5	5o	9a	8a	6	3a	8	6a	6a	8a	6a	
7	8	8	8	5a	8	8	8	8	6	4	5a	7a	6	10a	10a	3a	3a	8	6	8	5	5m	5m	6	8r	8r	5o	8r	8a	8	8	8a	11	8	5	6	6	6	8	8	3a	4	8a	5	8a	
8	8	5a	5a	8	8	8	8	8	6	5	8	4	4	10a	10a	4	3	3a	4	4	5c	8a	8a	6	8r	8r	6	8r	5m	3a	3	6	5	5	10	6	8a	8a	3a	3a	6	8a	6a	5	3a	
9	8	6	8	9a	8	8	8	8	4	10	3	8	8a	10a	10a	4	6	4	8	4	6	5m	5m	6	8r	8r	6	8r	8a	6	4p	9a	6	5	9a	10	6	6	5	4	6	3a	8a	6a	6a	
10	10	9a	6	8	8	8	8	8	6	6	4	7a	3a	10a	10a	8	4	4	6	11	6	8a	8a	8r	8r	8r	6	8r	4p	4p	8	8	5	9a	5	9a	10a	5m	5	5	8a	6	6a	6a	8a	8a
11	6	8	9a	5a	5a	8	8	8	8	8	4	8	4	10a	10a	3a	3	8	4	8	9a	5m	5m	8r	8r	8r	6	8r	4p	4p	8	4	9a	10	4p	10a	8a	6	6	3a	6	6a	8a	8a	8a	
12	8	8	9a	8	8	8	8	8	8	3a	4	7a	8a	10a	10a	4	8	7a	8	3	10a	8a	8a	8r	8r	8r	6	8r	4	4p	7a	8a	9a	5	4p	10a	5m	6	6	5	6	4	6a	5	3a	
13	8	8	8	8	8	8	8	8	3a	8	6	4	3a	10a	10a	4	3a	4	6	4	5m	5m	5m	8r	8r	8r	6	8r	8	4p	4	5	9a	5	10	10a	6	5	5m	5	5	8a	8a	5	6a	
14	8	8	8	8	8	8	8	8	3a	4	8	6	10a	10a	4	4	8	8	4	8a	8a	8a	8r	8r	8r	8r	5o	8	5	8	5	9a	4	8a	10a	6a	6	5m	6	10	6a	6a	6a	8a		
15	8	8	8	5a	8	8	8	8	4	9	8	3a	4	10a	10a	8	9	5a	8	4	5m	5m	5m	8r	8r	8r	8r	5o	3a	4p	2	5	9a	4	3a	6a	10	6	5m	8	5o	4	8a	8a	3a	
16	8	8	8	8	8	8	8	5a	8a	4	3a	3a	4	10a	10a	5a	8	6	3a	6	8a	8a	8a	5a	5a	8r	8r	10	4p	8	3	5	9a	4	8a	8a	6a	8	6	3a	5o	8a	6a	6a	6a	
17	8	8	8	8	8	5a	8	8	5	4	6	6	8	10a	10a	5	7a	4	10	4	5m	5m	5m	8r	8r	8r	8r	10	5p	7a	4p	4	9a	10	3a	3a	8a	7a	8	6	5o	6a	8a	8a	8a	
18	8	8	8	8	8	8	8	8	9	6	6	4	3a	10a	10a	6	8	4	8	8a	8a	8a	8r	8r	8r	8r	10	4p	4p	8	8a	9a	10	8a	6a	6	8	3a	8	6	6a	6a	8a	3a		
19	8	8	8	8	8	8	8	8	3	6	4	4	4	10a	10a	4	3a	8	4	8	5m	5m	5m	8r	8r	8r	8r	6	4p	8	3a	3a	9a	4	3a	8a	8a	6a	6	3a	6	4	8a	5	5	
20	8	8	8	8	8	8	8	8	4	4	4	8	8a	10a	10a	4	4	3a	10	3a	8a	8a	8a	8r	8r	8r	8r	5m	5p	7a	5o	4	6	8	4p	3a	6	8	8	6	9a	8a	6a	6a	10	

Appendix B-8

Material : Project English Book 1

Date: 6/12/1988

Name: GT

Situation : Simple Present Tense: Yes/No Questions

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45		
1	10	10a	8	8	8	5	5m	5	4	3a	6	2a	5	4	4	5	9a	4	5p	5	7a	9a	6	5	4	4p	8	8	6	5p	8	3a	3a	11	5p	8	9a	5	4p	8	3	4p	6a	6			
2	6	10a	3a	3a	3a	7a	6	8a	6	8a	4	4	6	5	8a	4	5	9a	4	6	5	8	4p	9a	6	8a	5	3	3a	4p	4p	3a	4	4p	5	5p	5a	9a	5	4p	7a	3	8	8a	6		
3	6	10a	8	4	8	8	6	5m	5	3a	8a	8a	6	5	5	10	5	9a	4	9a	4p	3	8a	9a	9a	9a	4p	4p	3	4p	8	4p	4	4p	4	5p	8	9a	5	8	7a	4p	4p	6a	6		
4	5o	10a	3a	8	3a	3a	5m	8a	4p	5p	3a	3	5	10	9a	8	5	4	8	9a	8	8	9a	9a	9a	9a	8	5	3	4p	5a	8	8	10	8	5	3a	4	5	7a	4p	4p	8	8a	9a		
5	5	6	8	3a	8	8	5m	4	5p	5p	6	5p	5	4	4	5	5	8a	7a	9a	8	3a	9a	4	9a	9a	3a	4p	3	8	5	4	4p	8	7a	4	4p	4	4p	8	12	8	5	6a	9a		
6	5	6	3a	8	7a	3a	5m	8a	5p	5p	5p	4p	9	4	5	2a	5	9a	10	9a	4p	8	9a	4	9a	6	6	4p	4p	3a	4p	4	8	6	8	5	5	8	4p	7a	2a	7a	4p	8a	9a		
7	6	6	8	3a	8	8	6	4	4p	4p	5p	8a	9	8a	5	2a	5	9a	8	9a	8	6	5	4	9a	4p	5m	8	8	5	8	8	5a	4p	8	4p	5	5a	4p	8	2a	8	5	6a	9a		
8	9a	6	3a	8	7a	3a	5m	8a	8	8a	5p	4p	12	4	5	5m	5	6	5a	9a	6	8	5	8	9a	4p	5m	5a	4p	4p	5	3a	8	8	5p	10	6	8	8	8	12	5a	12	8a	9a		
9	10a	9a	8	3a	8	8	8a	4p	3a	4	6	2a	5	8	5	5m	5	9a	8	9a	8	3a	1	5a	9a	4p	5m	4p	8	8	4p	4p	5	3a	6	4p	6	9a	3a	8	2a	8	4p	6a	9a		
10	10a	9a	3a	8	3a	3a	5m	4p	3	8	6	2a	6	8	4	5m	5	5o	5	9a	3a	5	1	6	9a	8	5m	4p	4p	5a	8	8	5	3	6	10	5m	8	8	8	4p	8	8	8a	9a		
11	10	6	8	3a	8	8	8a	8	4p	7a	5m	12	5m	4	4	5m	5	5o	5	4p	6	8	4p	8	4p	3a	5m	8	8	8	6	4	5	4p	8	4p	5m	5a	6	4	8	5a	5	6a	9a		
12	10a	6	3a	8	3a	3a	5m	3a	8	8	5m	8	5m	6	4	6	6	6	5	4p	5	2	4p	3a	4p	4p	4p	3a	3a	3a	8	4	4	8	8	4p	4	5p	9a	4p	3	5	4	8a	9a		
13	10a	8	8	3a	8	5o	8a	6	8	3a	5m	4p	5m	4	5	5m	5	6	5	8a	5	8	10	8	8	4p	10	4	4p	4p	5a	8	8a	4	7a	4p	10	5p	9a	5	4	5	8a	6a	9a		
14	10a	3a	3a	8a	7a	5	6	1	3a	4	6	8	6	8	5	8a	5	6	6	8a	9a	3	4p	3	8	8	8a	8a	8	10	8	3a	5	8	7a	10	8	5	9a	4p	8	4p	10	8a	9a		
15	10a	8	8	3	5	9	5m	1	3	8	5m	2a	5m	4	4	5m	5	9a	9a	4p	9a	8	8	3	3a	8	5	4	4p	4p	2	4p	5	7a	6	8	7a	5	9a	8	8	8	6	6a	9a		
16	10a	3a	3a	4	6	5	5m	4	5	3a	8a	12	8a	10	5	8a	5	9a	9a	5	9a	5a	5a	8	3	4p	5	8a	8	4p	4p	8	5	8	8	4p	5	5	9a	8	12	4p	6	8a	9a		
17	10a	8	9	5	8	5	5m	4	5p	4p	5m	2a	5m	4	5	5m	5o	9a	9a	5	4	6	5	7a	6	8	5	4p	3	8	8	2	5	3a	6	4p	5	5	9a	2	5a	4p	6	6a	9a		
18	10a	3a	5	8	3a	6	6	4	5	8	8a	8	8a	4	4	8a	5o	9a	4	5	4	9a	6	8	9a	3	5p	8	5	4p	5a	4p	4p	4	7a	10	8a	9a	9a	4p	5	8	10a	8a	9a		
19	10a	8	8	3a	8	6	5m	8	6	4	5m	2a	5m	5	8	5	6	5	8a	5	4	9a	5m	5a	9a	3	5p	5a	5	8	8	8	10	4	7a	8	6	9a	9a	8	4p	4p	10a	6a	9a		
20	10a	3a	3a	10	3a	6	8a	4	5m	8a	8a	2a	8a	4	4	5	1	6	5	5	5	5	8	9a	10	5	5	4p	4p	4p	5	4p	5a	5a	8	8	7a	5a	9a	5	9a	12	8	5	10a	8a	10

Appendix B-9

Material : Project English Book 1

Date: 16/12/1988

Name: GT

Situation : Review of Present Continuous Tense
Teaching Reading

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	10	5	3a	8	9a	6	4	7a	6	3a	10a	10a	8	6	8r	8r	8	3a	7a	8	8	8	2	7a	8	7a	5a	5	9a	3a	8	6	3a	4	4	7a	3a	5o	8a	8a	4	5	3a	8	4	
2	5o	6	6	8	4	9a	6	6	6	5	10a	10a	4	5o	8r	8r	5o	6a	4c	8	8	8	8	6a	8	6	6	4	9	8	2	6	4	8	4	4	4	6	3a	3a	8	5	4	5a	8	
3	5o	6	9a	8	8	4	5	5	8	6	6a	6a	8	5	8r	8r	6a	8	8	5o	5a	8	4	8	5a	8	8	8	5	3a	8	6	4	3a	4	8	8	6	5m	4	7a	5	8	4	7a	
4	6	9a	9a	3a	8	8a	6	8	3a	10	8a	8a	3a	5	8r	8r	8	5a	8	6a	8	8	8	3a	8	3a	3a	6	8a	8	3a	5	6	4	4	4	4	5	5m	4	6	5o	3a	4	4	
5	9a	6	6	6	3a	5	6	3a	8	8	3a	3	4	8r	8r	3a	6a	8	8	8	8	5a	6a	8	2	8	8	7a	3a	4	5	8	4	8	8	6	5	6	8	8	5o	7a	8	8		
6	6	6	9a	9a	6	6	5o	4	7a	8	4	5	6a	10	8r	8r	6a	4	8	2	8	8	8	8	5a	6	5a	4	8a	7a	8	6	7a	8	8	8	4	6	6	3a	3a	5m	8	3a	3a	
7	9a	9a	9a	9a	4	8	5o	10	8	3a	10	6a	6a	6	8r	8r	8	8	8	6a	5a	8	5a	7a	8	8	8	8a	7a	5	5a	6	8	3a	8	3a	8	5m	4	6	5m	5m	3a	4	6	
8	9a	9a	6	6	8	8	5o	8	7a	3a	4	6a	8a	6	8r	8r	8	3a	8	8	5a	5a	8	8	5o	6	7a	3a	5o	8	5o	6	7a	6	8	4	3a	5m	8a	5m	4	5	5	4	4	
9	8	6	9a	8	8	3a	6	3a	7a	8	4	8a	3a	6	8r	8r	3a	5o	4	3a	4	2	8	3a	6	8	10	7a	6	3a	5o	6	8	4	3a	4	5	5	3a	4	4	5	4	4	4	
10	8	8	9a	8	8	6	6	6	8	5	8	2	4	8r	5o	5o	3a	5o	4	6a	4	4	8	6a	5	7a	10	8	8	8	5	8	6	8	8	8	5	5m	5	4	8	5	4	8	8	
11	3a	8	9a	6	5a	9a	8	6	4	8	5a	3a	10	8r	6	5o	6a	5o	8	8	6	8	8	8	5	8	8	3a	5a	7a	5	3a	6	3a	2	4	5	5	5	8	8	5m	8	7a	8	
12	4	8	9a	9a	6	9a	7a	8	8	3a	5o	6a	8	8r	6	6a	6	5o	8	3a	6	8	8	3a	6	7a	5a	7a	8	8a	5	3a	8	3	4	4	4	5	6	6	3a	3a	5m	8	8	6
13	9a	3a	4	9a	8	9a	5a	3a	3a	5	10	6a	3a	8r	8r	8	6a	5o	8	6a	8	8	8	6a	6	8	8	8	3a	3a	5	4	4	4	8	8	5	5	4	6	4	6	5a	4	6	
14	8	6	8	4	5o	4	5o	8	6	10	6a	8a	4	8r	8r	6a	8	10	7a	8	8	6	8	8	4	5a	3a	3a	8	8	4	4	8	8	4	5a	5	5	8a	5m	4	4	8	8	6	
15	6	9a	8	8	8	8	4	7a	6	6	6a	3a	8	5a	8r	8	3a	6	5	3a	8	6	8	3a	10	8	8	7a	3a	7a	8a	4	8	3a	8	4	5	5m	3a	4	8a	10	5a	3a	6	
16	9a	6	8	3a	8	8	8	8	8	5	6a	4	5a	8r	8r	7a	6a	9a	8	6a	5a	10	2	6a	4	7a	5a	5o	8	12	5	8	7a	10	4	4	5	5	5m	8	10	8	5o	3	6	
17	9a	9a	3a	8	3a	8	3a	7a	3a	5	8a	10	6	8r	5a	8	8	5o	8	8	8	4	5o	8	8a	4	8	5	3a	8	5o	3a	7a	5o	8	8	4p	6	5m	8	4p	6	4	5o	6	
18	8	6	6	3a	6	3a	6	8	8	6	3a	8	6	8r	8r	7a	3a	6	8	8	5a	8	5o	8	6	8a	4	5	8	7a	5o	6	8	5o	4	3a	8a	4	6	3a	4p	8	4	4	6	
19	8	8	9a	5	9a	5o	6	5a	8	6	5	8	9a	8r	8r	3a	6a	8	8	7a	8	8	6a	6	6	3a	5	5	3a	8	5m	4	3a	5o	4	4	5o	4	6	6	5	5a	8	8	6	
20	8	8	4	6	9a	6	8	5a	3a	10a	10a	2	5	8r	5a	6a	8	8	5a	7a	8	8	8	8	8	8	8	4	5	8	3	5m	8	6	4	8	8	5o	4	4	5m	5	8	7a	5a	10

Appendix C-1

Matrix

Date: 12/12/1988

Name: GN

Situation : Streamline Departures
Teaching
Command Forms

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT	
1	1																														
2		1																													19
2a			1																												
3				1																											3
3a					1																										4
4						1																									21
4c							1																								
4p								1																							2
5									4	1	22																				67
5a										2																					4
5c																															
5m																															22
5c																															15
5p																															4
5r																															9
6																															115
6a																															76
7																															40
7a																															15
8																															41
8a																															27
8r																															1
9																															156
9a																															102
10																															17
10a																															27
11																															107
11a																															
12																															5
COL TOT	19	3	4	21	2	67	4	22	15	4	9	115	76	40	15	41	27	1	156	102	17	27	107	5	399						
%	2.1	0.3	0.4	2.3	0.2	7.4	0.4	2.4	1.6	0.4	1	12.7	8.4	4.4	1.6	4.5	3	0.1	17.3	11.3	1.8	3	11.9	0.5	Total Tallies						

	e	FL
	1	18
		3
		4
		21
		2
	3	64
		4
		22
		15
		4
		9
		115
		76
		40
	1	14
		41
	2	25
		1
		132
Tot e	24	610
	31	FL
	4.83	95.16
	%	%FL

Appendix C-2

Matrix

Streamline Departures Lesson 1
 Situation : Teaching Command Forms

Date: 12/12/1988

Name: GN

	1	2	2a	3	3a	4	4c	4e	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT	
1	\																												1	1	
2		1		1	1	2								1		4	5	1		1									3	1	21
2a			\																												
3				\												1															1
3a		2		1	\	2			1							4				1	1		1					2		15	
4					4	\			4						2				1	2	8						3	1		25	
4c							\																								
4p								\																							
5					3			20	\				1		5	3			1	1		2	1				9			46	
5a									1	\		1			2	2				8		1					1			16	
5c											\																				
5m											4	\	1		1	2	1				15						3			27	
5o													\	1		3														4	
5r	1														23			3			1						1	2		31	
6						1						5				\	11	9	4		30	3	1	1	9	1	7		2	84	
6a																4	\	10			16	1			61		4			96	
7						1				1					4	5	2	\	8		1			2	1	1	8	1		35	
7a									1	1						1	2		\	1	11	1			2	5				25	
8		8			11	3			3	6	2					12	2		19	\	8	1	1		7	9		2		94	
8a		5				4			2	1	10				1	3	2	1	2		\		1	1				1		34	
8r						1				1												\								3	
9								7	1						1		1			2			\	66	1					79	
9a		5				2			2		1				5	37	3	1			1			15		16	4			92	
10															1	1	1	1	5	1		1		1		3	1			16	
10a																															
11					1	3			6	4	4				1	21	11	10		7				4	4	1	49	1		127	
11a															2			2										11		15	
12																2	4			1				1	1	3				12	
COL TOT	1	21		1	15	25			46	16		27	4		31	84	96	35	25	94	34	3	79	92	16		127	15	12	899	
%	0.1	2.3		0.1	1.6	2.7			5.1	1.7		3	0.4		3.4	9.3	10.6	3.8	2.7	10.4	3.7	0.3	8.7	10.2	1.7		14.1	1.6	1.3	Total Tallies	

e	FL
	1
	21
	1
	15
	25
1	45
	16
	27
	4
	31
	84
	96
	35
	25
1	33
	3
3	76
Tot e.	5
	632
	99.21

Appendix C-3

Matrix

Date: 6/12/1988

Name: GN

Situation : Streamline Departures
: Teaching Imperatives

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	1																								1				2	
2	3				3			2	1			3		1		2	6	1		5	1							1	29	
2a																												4	4	
3	2				2															1					1				8	
3a																1	1												2	
4					2			1			2				1		1		19	8			2		4	3			43	
4c								1											3										4	
4p																			5	3									8	
5					4			14			1			2	2	3	1		1	2			3	2	1	1			37	
5a								1							1			1											3	
5c																														
5m					1											1				3	64								69	
5o	1							1					1					1											4	
5p					4			1	2		1			13			1						14		1	2	3		42	
5r															43	2							2						47	
6					1						4	1				12	3			9			1	2		2	1		36	
6a								1				1				4	2	2	4	9			2	78		2			105	
7								2						1	1	1	2	6		2			3						18	
7a					1			1			2					3		4	10	2		2		1		1			27	
8		13		3	1	7	1	2	4	3	7		2		3			11	13	2			2	5		1			80	
8a		5		2	1	10	2	1	4		46		3		2	8	1	5		3			2	1					96	
8r																														
9		1		1		2			3			2		22		2	5	2	1	1				10			1	1	54	
9a		4	4			1			2		1					2	57	1					3	19		7	8		109	
10					1			1						1	1					2	1		2			3			12	
10a																														
11					2							1				2	7	1	2	2	1		3	1			17		39	
11a																														
12		1				2			1							9	6		1				3	1		2	3		21	
COL TOT	2	29	4	8	2	43	4	8	37	3		69	4	42	47	36	105	18	27	80	96		54	109	12	39	21	899		
%	0.2	3.2	0.4	0.8	0.2	4.7	0.4	0.8	4.1	0.3		7.6	0.4	4.6	5.2	4	11.6	2	3	8.8	10.6		6	12.1	1.3	4.3	2.3	Total Tallies		

e	FL
	2
	29
	4
	8
	2
	43
	4
	8
	37
	3
	69
	4
	42
	47
	36
	105
	18
	27
	80
	96
9	45
Tot. 9	709 Tot
e	FL
1.25	98.74
%e	% FL

Appendix C-5
Matrix

Date: 15/12/1988

Name: GN

Situation : Streamline Departures
: Grammar "Is there...? Are there any...?"
Teaching Christmas Songs

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	6																						3			2			11	
2		1			3	1										3	1													9
2a																											1		1	
3				2		1					1				1	1							3		1				10	
3a		2		5		19			5		1	1	1		8	5						3				2		52		
4						13			3												40	3	3	2	4			68		
4c																					2								2	
4p																														
5					9				4	7		2	1		6					1		31				6		103		
5a									1									2								1		4		
5c						1					14										1	3				2		21		
5m					2				4		24				3	1				1	10	3	1		3		52			
5o					1				1		5	9			1													17		
5p												2	1													1		4		
5r																6						1		1				8		
6								2		8					16		1			15	9	3	1			4		59		
6a									1							1				5						3		10		
7	1											1								1								3		
7a					2			1		2					1					5	2					1		14		
8		6		2	4	3	8		1	3		1			1					11	18	4	2	1				101		
8a			1		2	2			1		2	8			1	9				1	3	9				1		122		
8r																														
9	3			1	4	6			3	1	2			2	3								10	1	3	2		160		
9a						1																		4		1		6		
10						2			2												1						1	6		
10a																														
11	1				1	1			3	2		2		1	7	2				11			4			18		53		
11a																														
12								1		1						1												3		
COL TOT	11	9	1	10	52	68	2		103	4	21	52	17	4	8	59	10	3	14	10	122		160	6	6		53	3	899	
%	1.2	1	0.1	1.1	5.7	7.5	0.2		11.4	0.4	2.3	5.7	1.8	0.4	0.8	6.5	1.1	0.3	1.5	11.2	13.5		17.7	0.6	0.6		5.8	0.3	Total Tallies	

e	FL
1	10
2	7
	1
	10
1	51
	68
	2
7	96
	4
	21
	52
	17
	4
	8
1	58
	10
	3
1	13
1	100
	122
17	143
Tot. e 31	Tot. FL 800
3.73	96.27
%e	%FL

Situation : Streamline Departures
Teaching Reading
Review of Command Forms

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT	
1									1																				1		
2	3															24	5			5		1								51	
2a																															
3						1			2							2						1								6	
3a	2				1	4			2							2														11	
4						8			2							1				29	9				3					52	
4c																															
4p								2												10	2									14	
5	1					12		1	3	1		1	1	2		6	1	1		1	2		2			2			64		
5a	1					2		1	1							3	2			3		1				2				16	
5c																															
5m						2			1							27				4	26	2								64	
5o	1											1	17		1	6							1	1						27	
5p						1		1																							4
5r																															1
6									1			14	1			22				34		2	4	3	2	2				85	
6a						1			1							1	5			7	7	1			3					26	
7								1				1								2		1	2				1			9	
7a									3			2								1	10									17	
8	4	1				2	5	10	2	2	13	2				2	3	2	14	27	1				4		2		133		
8a	2					2	4	4	1	8		15	2			3	6		1				2							50	
8r	1									1	2	1				1			1				52							59	
9									5	2		2				1		1					148					1		160	
9a						1																		15		1				19	
10						1						1				3	4			3	1				1					14	
10a																															
11						1		1	1							2	3						1					4		13	
11a																															
12									1	1																					3
COL TOT	1	51		6	11	52		14	64	16		64	27	4	1	85	26	9	17	133	50	59	160	19	14	13	3	892			
%	0.1	5.6		0.6	1.2	5.7		1.5	7.1	1.7		7.1	3	0.4	0.1	9.4	2.8	1	1.8	14.7	5.5	6.5	17.7	2.1	1.5	1.4	0.3	Total Tallies			

	e	FL
		1
		51
		6
		11
		52
		14
	2	62
		16
		64
		27
		4
		1
		85
		26
		9
		17
		133
		50
		59
Tot.	2	158
e	4	846
%e	0.47	99.52
		pt. FL
		%FL

Appendix C-7
Matrix

Date: 13/12/1988

Name: GN

Situation : Streamline Departures
Review of giving Commands
Teaching Reading/Listening Comprehension

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1																							1				1		2	
2																1				1				2				3		7
2a																														
3						1						1				1				1										4
3a						1																		3						4
4						1										1					12	13		1			2		30	
4c																														
4p																														
5	1					4			37			1			4	2				2	1		28		1	10			91	
5a																				1	1						1		3	
5c																														
5m													1			4					8	31		4			3		51	
5o						1								9										1		1	1		13	
5p									1															1						2
5r																														
6						3			4			8	1			25		2	1	4	3		4	5	1	1	5		67	
6a																					2		3	45			1	1	52	
7						1						1				1	1			3			1	2					10	
7a									1							1										1			4	
8		4		3	1	5		2	1	9								1	2	15			8	20	1	4	1	77		
8a					2	4		3	1	25						3	1			1		1	1	2	1	7		52		
8r																			1										1	
9	1	1		1	1	2			32			2	2	1		5	5	1		8			123	1		1	11	1	199	
9a		2											1			5	29				12	1	8	27		16	5	106		
10						2										2	2								1				7	
10a																									1				2	
11						5			11	1		3				14	10	4	1	7			9	3			37	1	106	
11a																		1											1	
12																														
COL TOT	2	7		4	4	30			91	3		51	13	2		67	52	10	4	77	52	1	199	106	7	2	106	1	8	899
%	0.2	0.7		0.4	0.4	3.3			10.1	0.3		5.6	1.4	0.2		7.4	5.7	1.1	0.4	8.5	5.7	0.1	22.1	11.7	0.7	0.2	11.7	0.1	0.8	Total Tallies

	e	FL
		2
		7
		4
		4
		30
	5	86
		3
		51
		13
		2
		67
		52
		10
		4
		77
	1	51
		1
Tot. e	35	164
	41	628
	6.12	93.87
	%e	%FL

Tot. FL

Appendix C-8
Matrix

Date: 13/12/1988

Name: GN

Situation : Streamline Departures
Teaching Dialogue and Vocabulary
"Rob Dillar isn't happy" "What make ...? What kind...?"

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	3											1				1													6	
2		4				11		5	2				3	1		28	2			8		4			2		1		71	
2a																														
3								1								1					1								3	
3a						3							1										1						5	
4						12										5	1			40	9				2		1		70	
4c																														
4p								1						1						14	1			1					18	
5						5		4			2	1			1	1				2			2						18	
5a						1	2		1		1				5	1				5		4					1		21	
5c																														
5m		1				2		1			3	4				2				18	59	5				1			123	
5o	1					1					1	7				3							1	1					15	
5p							3																1						6	
5r																														
6	1					1	1	1			14	2				17				22		14	2	1	2		2		80	
6a						1										2				6									9	
7						2	1				2				2		2	1		2							1		13	
7a						1					4				1	1				8								1	17	
8		48	3	3	16	2		14	6		1	6	2		6	2			13	23		1	2	4		1	10	155		
8a		7		1	9			3	46			1			1	2	1												70	
8r		10			1			1	4	5					3	1	2						50		3		1	81		
9					1			1	2						1	2				1				52		1		1	62	
9a																1								6			1		8	
10						2		3	1			1			1					3		3	1	5					20	
10a																														
11									2						2		4										2		10	
11a																														
12	1	1			2	1	1	1	5											3								2	18	
COL TOT	6	71	3	5	70	18	18	21	123	15	6	80	9	13	17	155	70	81	62	8	20				10		18	899		
%	0.6	7.8	0.3	0.5	7.7	2	2	2.3	13.6	1.6	0.6	8.8	1	1.4	1.8	17.2	7.7	9	6.8	0.8	2.2				1.1		2	Total Tallies		

e	FL
	6
1	70
	3
	5
	70
	18
1	17
	21
	123
	15
	6
	80
	9
	13
	17
	155
	70
	81
1	61
3	840
Tot. e	Tot. FL
0.36 %e	99.64 %FL

Appendix C-9

Matrix

Streamline Departures

Date: 8/12/1988

Name: GN

Situation : Teaching Reading/Listening Comprehension
Teaching Grammar "There is.../There are..."

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	1																						1					1	3	
2		1																											1	6
2a				3								2																		
3						2																		1						3
3a					2	4	1							1		3				3	1		3		1		5		23	
4						1		1								2					13	5							22	
4c																														
4p								1												13	1		1						16	
5						3			22			2			1					1		7	2			5			43	
5a							2					1	2					1	3	2						2			13	
5c																														
5m												11				3	1			7	4	1	3			1			67	
5o																									1		1		2	
5p								1						5		1	1		4			3				7	2		24	
5r																														
6	1					4						6				20		1	8	2		6	6	1	2	3	1		61	
6a																			2	21						1			25	
7						1	2	3							2		10		3			1				3			25	
7a												5				2				2						1			10	
8		5		1	15	3	4		7		6		14	2		1	4	17				2		7		10	1		99	
8a		1			3			4	2		32				1	18		3		1		2		1	6				74	
8r																														
9	1				2			1	10			2	1			7	1	2					129	3	2		5	2		168
9a						2										5							2	86		2				98
10						1	2		1							2	1		6											13
10a																											12			14
11						1	2	2	2		1		1	9	2	6	2	15				4	1				16	4		68
11a																2		4										9		15
12										1													2		2				1	7
COL TOT	3	6		3	23	22		16	43	13		67	2	24		61	25	25	10	99	74		168	98	13	14	68	15	7	899
%	0.3	0.6		0.3	2.5	2.4		1.7	4.7	1.4		7.4	0.2	2.6		6.7	2.7	2.7	1.1	11	8.2		18.6	10.9	1.4	1.5	7.5	1.6	0.7	Total Tallies

	e	FL
		3
		6
		3
		23
		22
		16
	7	36
		13
		67
		2
		24
	1	60
		25
	3	22
	1	9
		99
		74
Tot. e	16	152
	28	656
	4.09	95.90
	%e	%FL

Tot. FL

Appendix D-2

Matrix

Date: 13/12/1988

Name: GT

Situation : Project English Book 1
Teaching Grammar
"Present Continuous Tense"

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT	
1	1																														
2		4	9										3			7	2			2					2	7				37	
2a																															
3		1	1	1											2															5	
3a		7	1	4	23			1		1					4									1	2				44		
4						15									1					29	41					5			91		
4c																															
4p																				11										11	
5								1												1						1				3	
5a				1																1	1			1						4	
5c																															
5m												33	2		14					1	78			2		1				131	
5o												1	10		7															18	
5p																															
5r																															
6				9	4							12				39				21	3			24		3				115	
6a																					44									44	
7															1															1	
7a					1															1	10	6					2			20	
8		17	2	30	4	6	3	2							6					15	3						1			89	
8a		10	1	6	24			1	1	73					11	41			3	1				1	1					174	
8r																															
9																															
9a		1		3	1					8					11	1				1										74	
10				1									3		1										1					6	
10a																															
11									1						11	1			9								9			31	
11a																															
12																				1											1
COL TOT		37	5	44	91		11	3	4		131	18			115	44	1	20	89	174				74	6	31	1			899	
%		4.1	0.5	4.8	10.1		1.2	0.3	0.4		14.5	2			12.7	4.8	0.1	2.2	9.8	19.3				8.2	0.6	3.4	0.1			Total Tallies	

e	FL
	37
	5
	44
	91
	11
	3
	4
	131
	18
	115
	44
	1
	20
	89
	174
Tot. e	- 787
	- 100
%e	%FL
	Tot FL

Appendix D-3

Matrix

Date: 8/12/1988

Name: GT

Situation: Project English Book 1
Review of Present Continuous Tense
Teaching Dialogue/Exercises-Drills

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1																														
2				5	3				3					2		8				1			1		1		2			26
2a																														
3												1																		1
3a	8		1	1	12				1						3				1	1		1	1	1	1	1	4		36	
4						16															22	8			1		9		56	
4c																														
4p																														
5				2					3	1	2			7	1	1				1		2	1	2					50	
5a										1					1					4									6	
5c																														
5m																														12
5o				1				4					8		7										1	1	3		25	
5p																														
5r									1					4															5	
6				7		5		3	3					7	5					10	2	12		39		2	20		178	
6a																					4								4	
7															2			1											4	
7a				2				3							1				2	3	2		1	1	1	1			17	
8	10			24	3			1	3	4					6				10	12							3		76	
8a	3			2	1			1			1				1	3			1		27		1		2	1			44	
8r	4			3	1					2					4										99		2	2	2	119
9	1								2						3														8	
9a					3				1			2		3	1	2	1						1	52			1		95	
10				1	3			1			1		1	2									1			3	1		14	
10a																										7			65	
11					2				1			4			27		1			11								12	58	
11a																														
12																														
COL TOT	26	1	36	56		50	6	12	25	51	178	4	4	17	76	44	119	8	95	14	65	58							899	
%	2.8	0.1	4	6.2		5.5	0.6	1.3	2.7	0.5	19.7	0.4	0.4	1.8	8.4	4.8	13.2	0.8	10.5	1.5	7.2	6.4							Total Tallies	

e	FL
	26
	1
	36
	56
	50
	6
	12
	25
	5
	178
	4
	4
	17
	76
	44
	119
	8
Tot. e	667
	109
%e	%FL

Tot. FL

Situation : Project English Book 1
Teaching
Vocabulary-Dialogue "Family Life"
Listening Comprehension

Date: 6/12/1988

Name: GT

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW
1																														
2				3	3			2			2	1			4					22		1		1					39	
2a																														
3		2		2							1													1					6	
3a		3		3	6	19		1	3			1			8					4		2		2				52		
4					59				8						5					49	13	2	1	3		10		150		
4c																														
4p								2								1								1					4	
5		1			21				38			2	1	7	1	13	2			1		1		1	1	1		90		
5a																1													1	
5c																														
5m												1	1								62			1				65		
5o								1				10			8											1		20		
5p					2						1		3															6		
5r																														
6					13			9			12	4			16	1				5	1		3	4	1	1		68		
6a																														
7								3			1													1				5		
7a					4			8		1				4		4	6						1		1			29		
8		30	1	39	13			4	1			1		1		20	36	1		1		1		1	1	1		150		
8a		2		3	7			6			45				6	2			3	1		1		1	1			80		
8r																														
9				1				4							1				2				3						11	
9a		1			1							1												2			1		6	
10					3		1	3				1			6	1	3							9	1				28	
10a					1						1				1									1	1	1			65	
11					4			1							1				2	7							8		23	
11a																1													1	
12																														
COL																														
TOT		39	6	52	150		4	90	1		65	20	6		68	5	29	150	80		11	6	28	65	23	1		899		
%		4.3	0.6	5.7	16.6		0.4	10	0.1		7.2	2.2	0.6		7.5	0.5	3.2	16.6	8.8		1.2	0.6	3.1	7.2	2.5	0.1		Total Tallies		

	e	FL
	1	38
		6
		52
		150
		4
	2	88
		1
		65
		20
		6
		68
		5
		29
	1	149
		80
		5
Tot. e.	10	766
	-1.28	98.71
	%e	%FL

Appendix D-5

Matrix

Project English Book 1
 Situation : Teaching Dialogue
 Playing a game

Date: 7/12/1988

Name: GT

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5k	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT			
1	1																						2							3			
2		2		2											1		5								1	3	2				16		
2a																																	
3	1																														1		
3a		2		2	9				1						2		7	1		2											26		
4					8											1					6	13				7					35		
4c																																	
4p																		1														1	
5									1	5						6				1											13		
5a									1							3	1			5	4										14		
5c																																	
5m																						96										96	
5o					3										29	3	6						1	1							43		
5p																																	
5r															1	2	3															6	
6					6				2	1		1	2			50	1		1	23		2	5	12	3	2	1	1	113		2	111	
6a																						2										2	
7					1										2	2			4	1		1	1		1	1					14		
7a									3											4		1	1									10	
8		3			17	3				7			1			9		1	7	33					6							87	
8a		3			3				1	1		93	2			5	2			2			1		1							115	
8c		4							4							1							51		1							61	
9	1			1	1											3		2							1							101	
9a		2			2								2			5		1	1	1					54							68	
10				1	1									1	2		1	1	6			2			2	1	1					19	
10a				1													1										33	1					37
11					1					1						6				5							4					17	
11a																																	
12																								1									1
COL																																	
TOT	3	16		1	26	35		1	13	14		96	43		6	113	2	14	10	87	115	61	101	68	19	37	17				899		
%	0.3	1.7		0.1	2.8	3.8		0.1	1.4	1.5		10.6	4.7		0.6	12.5	0.2	1.5	1.1	9.6	12.7	6.7	11.2	7.5	2.1	4.1	1.8			0.1	Total		

e	FL
	3
	16
	1
	26
	35
	1
1	12
	14
	96
3	40
	6
2	111
	2
	14
1	9
	87
	115
	61
2	99
Tot. 9	Tot. 748
e. 1.18	98.8
%e	%FL

Tallies

Appendix D-6

Matrix

Project English Book 1

Date: 6/12/1988

Name: GT

Situation:

Reviewing the last lesson "Body Language"

Playing a game/Teaching Present Continuous Tense

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	3								2														2						1	9
2		1			2	1			3			2	2			1	6						1	1			1			20
2a			1																									1	1	
3				1																									1	
3a	1	4		1	1	2		5							2	2		1	1			1	2						23	
4						8		3							1				7	11		1	2			5			38	
4c																														
4p								5							1					10	2					1			19	
5	1	1	1		3			2	36			1	4		11	2				2	1	2	7	6	3	2	1		86	
5a					1					1					2			1	1		1								7	
5c																														
5m						2									2	7	1		3	31					1				47	
5o					2			2						37	14	2							2	3	1				63	
5p															1								1						3	
5r							1									20									1				22	
6		2					1	9				11	9		23	13	1		1			4	4	7	1	1			87	
6a											10				2	1	1		6	60				23					103	
7								1			1	1				2	2		1					2					10	
7a						1	6			1	1				3			6	4	1	2	4				1	1		31	
8		6			16			4	2		1				2	1	1	8	9				1	1			1		53	
8a		6			3	1		3	3	2		18	3		16	46		3	2										106	
8r						1		1	2										5			7					1		27	
9	4					2		10				3			2	1	2	3					9	2					38	
9a						11		3				1	2		2	18	1	4					3	19		2			66	
10						1								2	1	2			1							1			8	
10a																														
11						3		1	1			1	1					1	5				1				12		26	
11a																														
12						1		2				1				1													5	
COL TOT	9	20	1	1	23	38		19	86	7		47	63	3	22	87	103	10	31	53	106	27	38	66	8		26	5	899	
%	1	2.2	0.1	0.1	2.5	4.2		2.1	9.5	0.7		5.2	7	0.3	2.4	9.6	11.4	1.1	3.4	5.8	11.7	3	4.2	7.3	0.8		2.8	0.5	Total Tallies	

e	FL
	9
	20
	1
	1
	23
1	37
1	18
7	79
	7
	47
	63
	3
	22
2	85
	103
	10
1	30
	53
1	105
	27
27	11
Tot. 40	754 Tot
e 5.04	94.96 FL
%e	%FL

Appendix D-7

Matrix

Project English Book 1

Date: 15/12/1988

Name: GT

Situation : Sketch

Teaching Vocabulary/Review of Present Cont. Tense

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1																														
2				1					1																				2	
2a																														
3					4			2	1						1								1						9	
3a				1	1	15		4	3				1		10	11				4	2		2	1				55		
4						38			1						8					29	18			3	1			98		
4c																														
4p					1			7	1					2						7	2			1				21		
5					3			1	20				2		9	3				1			2	5	1			47		
5a									3						2					11		2						18		
5c																														
5m												5				4						33						42		
5o												1	5			6								1				13		
5p								2																				3		
5r																														
6						17			3			5			29	1				16	6	3		7	1			88		
6a						6										4				1	24			1				36		
7																														
7a						4		1	1			1								4								11		
8		2		5	32	4		2	1	15			1		3	1			10	127				1	2			206		
8a					22	2		1	7	1		28			9	13			1		4		1					89		
8r										2		2			1								66					71		
9				2		1			2																			6		
9a									1	1						1	1			3				12	2			21		
10						3			1			1	2		3	1				2				1	3	1		18		
10a												1				1	1									40		43		
11									1														1					2		
11a																														
12																														
COL TOT		2		9	55	98			21	47	18		42	13	3	88	36		11	206	89	71	6	21	18	43	2	899		
%		0.2		1	6.1	10.9			2.3	5.2	2		4.6	1.4	0.3	9.7	4		1.2	22.9	9.8	7.8	0.6	2.3	2	4.7	0.2	Total Tallies		

	e	FL
		2
		9
		55
		98
		21
		47
		18
		42
		13
		3
		88
		36
		11
		206
		89
		71
	1	5
Tot.	1	814
e	0.12	99.87
%e		%FL

Appendix D-8

Matrix

Project English Book 1

Date: 6/12/1988

Name: GT

Situation: Simple Present Tense: Yes/No Questions

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	11	11a	12	ROW TOT
1	2				1	1																							4	
2		3																	1										4	
2a			5		1				1						1				1								3	12		
3				5	2	6	2					1	1		1				3										20	
3a				5	6	9	2				1	1		4					29	1		1	1						60	
4					20	1	6								1				18	15				3				64		
4c																														
4p			1					22	7					2					50	4				9			1	96		
5	1	1			1	15	59					1	3	13					3	1		3	2	1			1	113		
5a				1		2	5							1	3				10										22	
5c																														
5m					2	1						16			5						15			1					40	
5o								2							3														7	
5p						5	3							9	2														19	
5r																														
6	1				2	4	5					13	2	1	19				1	8				13	1			70		
6a																					10								10	
7																														
7a						1	2							1	1				4	11					1				21	
8		4	2	8	56	9	13	6	21						6				16	13		1				1	2	158		
8a				2	3	5	4	6				10			4	9						1			3	1			48	
8r																														
9					1			2																			1		6	
9a					5	3	4							1	3									6	1	1			79	
10					2	4									3														18	
10a															1	1											17		19	
11								1																					1	
11a																														
12			3					1	1	1										2									8	
COL TOT	4	4	12	20	60	64	96	113	22	40	7	19	70	10	21	158	48	6	79	18	19	1	8	899						
%	0.4	0.4	1.3	2.2	6.6	7.1	10.6	12.5	2.4	4.4	0.7	2.1	7.7	1.1	2.3	17.5	5.3	0.6	8.7	2	2.1	0.1	0.8	Total Tallies						

	e	FL
		4
		4
		12
		20
		60
		64
		96
		113
		22
		40
		7
		19
		70
		10
		21
		158
		48
		4
Tot	2	772
e	0.25	99.74
%e		%FL

Appendix D-9
Matrix

Date: 16/12/1988

Name: GT

Situation: Project English Book 1
Review of Present Continuous Tense
Teaching Reading

	1	2	2a	3	3a	4	4c	4p	5	5a	5c	5m	5o	5p	5r	6	6a	7	7a	8	8a	8r	9	9a	10	10a	10all	11a	12	ROW TOT
1																														
2					1	2							1			1	1			3										9
2a																														
3						1						1				1				1										4
3a		1		3	4	16			8		3	2			18	13			5	18					1				92	
4						28			2						3					54	10			1	7				105	
4c																														
4p								2	1						1						1									5
5						5		1	26		2	3			13	1			4	1		1	1	1	1	1			59	
5a		1				3		1		2		3			4	1			16		3								34	
5c																														
5m						4			4		6				4															18
5o						4			3		4	17			8	3									2	1			42	
5p																														
5r																														
6						13			7		3	3			33	1				25		2		19	2	1			109	
6a						1										3				19	7								30	
7																														
7a						1	4		2			3			3	1			3	18	2				1			1	39	
8		6		1	75	14			2	29		2			8	1			29	7									238	
8a		1			11	1			2			1			1				3						1				21	
8r									3		2												20						33	
9									1															1					2	
9a						6			1			1			9				3						13				33	
10						3		1				2			3				1	5					1		6		16	
10a																3													9	
11																														
11a																														
12																				1										1
COL TOT		9		4	92	105		5	59	34		16	42		109	30			39	230	21	33	2	33	16	9		1	899	
%		1		0.4	10.2	11.6		0.5	6.5	3.7		2	4.6		12.1	3.3			4.3	26.4	2.3	3.6	0.2	3.6	1.7	1		0.1	Total Tallies	

e	FL
	9
	4
	92
	105
	5
	59
	34
	18
	42
	109
	30
	39
	238
	21
	33
	2
Tot. e	1
	1
	839
%e	%FL

Appendix E

Milli Eğitim Gençlik ve Spor Müdürlüğüne,

ESKİŞEHİR

Anadolu Üniversitesi Sivil Havacılık Meslek Yüksek Okulunda Okutman olarak görev yapmaktayım. Aynı Üniversitenin Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programına kayıtlıyım. Tez çalışmamı Yakındoğu Özel Lisesi hazırlık sınıflarında yapmak istiyorum. Müsaadelerinize saygılarımla arz ederim.16.11.1988

Anadolu Üniversitesi
Sivil Havacılık M.Y.O.

Oya Yüksel

ESKİŞEHİR



Milli Eğitim Gençlik ve Spor Müdürlüğü

ESKİŞEHİR

Üniversitemiz Sivil Havacılık Meslek Yüksek Okulu okutmanlarından ve Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Oya Yüksel, derslerini başarıyla tamamlamış ve tez yazma aşamasına gelmiştir. Tezini hazırlayabilmesi için Yakındoğu Özel Lisesi İngilizce hazırlık sınıflarındaki dersleri izlemesi gerekmektedir.

İlgilinin çalışmalarını yürütebilmesi için gereğine müsaadelerinizi arz ederim.

Doç.Dr. Gül Durmuşoğlu

T.C.
ESKİŞEHİR İLİ
Milli Eğitim Gençlik ve Spor Müdürlüğü

SAYI: Kültür Hizmetleri Şubesi 311/40345

Eskişehir, 16 Kasım 1988

KONU: Lisans tez çalışması.

İL MAKAMINA

ESKİŞEHİR

Anadolu Üniversitesi Sivil Havacılık Meslek Yüksek Okulu Okutmanlarından Oya YÜKSEL'in lisans tez çalışmasını, ilimiz Yakındoğu Lisesi Hazırlık Sınıfı İngilizce derslerini izlemesi gerektiği ve bu konuda araştırma yapabilmesi ile ilgili, Anadolu Üniversitesi Eğitim Fakültesinin 15.11.1988 tarih ve bilâ sayılı yazı ile bildirilmekte olup, yazı ekte sunulmuştur.

Anadolu Üniversitesi Sivil Havacılık Yüksek Okulunda Okutman Oya Yüksel'in yüksek lisans tez çalışmasını Yakındoğu Lisesinde hazırlık sınıfında yapabilmesi Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde gereğini müsaadelerinize arz ve teklif ederim.

Mehmet KILIÇOĞLU

Millî Eğitim Gençlik ve Spor Müdürü

O L U R
../11/1988

Üzer AYDİNATAY
Vali Yardımcısı
Vali a.

EKİ: 1

T.C.
ESKİŐEHİR İLİ
Milli Eğitim Gençlik ve Spor Müdürlüğü

SAYI: Kül.Hiz.Őb.311/40346

Eskiőehir, 16 Kasım 1988

KONU: Lisans tez çalışması.

ÖZEL YAKINDOĞU LİSESİ MÜDÜRLÜĞÜNE

ESKİŐEHİR

İlimiz Anadolu Üniversitesi Sivil Havacılık Meslek Yüksek Okulu Okutmanlarından Oya Yüksel'in yüksek lisans tez çalışmasını Okulunuz hazırlık sınıfında yapabilmesi ile ilgili, İl Makamından alınan 16.11.1988 tarih ve 311/40345 sayılı onay ekte gönderilmiştir.

Bilgi ve gereğini rica ederim.

MÜDÜR ADINA

Yakup ERDOĞAN

Eki: 1 onay.

Kültür Hiz.Őb.Md.

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