Mike Harrison

PDA Part B Experimental Practice

Using guided fantasy in the classroom

Contents
2-5 – Introduction, Background, Relevance to teaching context
6 – The lesson, commentary
7 – Experimental objectives, Evaluation of objectives
7-8 – Reflection and evaluation
9 – Bibliography, Webliography, Appendices index
10-27 – Appendices
INTRODUCTION

I have chosen to investigate using the technique of guided fantasy, as used in the training philosophy of Neurolinguistic Programming. My main reasons for this are:

- The technique was demonstrated in a teaching input session given by David Albery. I enjoyed the experience of investigating aspects of teaching through the means of a guided fantasy and wanted to see whether this could be applied to language teaching and learning.
- My background reading during this DELTA has raised my awareness of the importance of affect in language learning. Krashen suggests that people learn best when they are relaxed and happy. I have certainly recognised learners having trouble with their learning when they are agitated or worried about something. I wanted to know if a technique like guided fantasy can lower learners’ affective filter and enhance the learning process.
- I am very interested in the role that imagination has to play in learning. Pinker supposes that we do not think in any particular language, rather ideas are couched in a kind of mentalese (1994: 47-78). Considering a technique like guided fantasy has made me curious to how imagination can be exploited in a language classroom.
- Teacher talking time is often something that trainee teachers are encouraged to keep to a minimum in a language lesson, to give the learners more opportunity to speak. However, I believe that the teacher is one of the most important sources of language input in the classroom, so I am interested in how to best use myself and my voice as a teaching resource.

BACKGROUND

What is guided fantasy?

The Cleveland Clinic defines guided imagery (definition chosen as this is synonymous with fantasy) as

...a form of focused relaxation that helps create harmony between the mind and body. It is a way of focusing your imagination to create calm, peaceful images in your mind, thereby providing a “mental escape.”

(Cleveland Clinic website)
I understand this as asking a person or people to imagine something, usually an image of a place but this could equally be based on another sense such as smell or touch, and then giving them instructions to change what they are imagining. Guided fantasies that I have experienced and read about have fallen into two categories: those that take the listener on an imagined journey, as in the example mentioned above – we were guided through a fantasy of a language school where different approaches were being used – and those that do not (for example, the fantasy task I have used in my experimental lesson). To me this latter type tends to focus on asking the listener to work with their representational system and submodalities, i.e. how we represent our experience through our senses.

Guided fantasy forms part of the cannon of techniques developed as part of Neurolinguistic Programming (NLP): ‘a training philosophy [...] developed by John Grinder and Richard Bandler in the mid-1970s as an alternative form of therapy’ (Richards and Rogers, 2001: 125). They were interested in how successful people communicate and how to replicate this for themselves and other people.

NLP is not a method or an approach to language teaching. Rather, it is a set of assumptions about how we process our experience of the world and communicate this to ourselves and others through language in our mind. These assumptions then form the basis of techniques that are designed to change how we talk and feel about this experience for the better (Revell and Norman, 1997: 14).

Thornbury notes that, although there is little research on NLP itself, that some facets of it find support in other areas of research. For example, the focus in NLP on modalities (sight, smell, hearing, movement, taste and touch) finds support in literature on multiple intelligences. Many NLP techniques are designed to build rapport and put people at ease, which draw parallels with investigations into affect in teaching (such as Krashen’s affective filter hypothesis). Taking into account a person as a whole has obvious appeal for those adopting a humanistic approach to teaching (Thornbury, 2006: 143).

NLP is based upon four ‘pillars’: knowing exactly what you want to achieve in order to achieve it (or outcomes); maximising similarities and minimising differences for successful communication (or establishing rapport); ‘noticing what another person is communicating – often non-consciously and often non-verbally’ (or sensory acuity); being able to change what you are doing if this is not helping you achieve your goals (or flexibility) (Revell and Norman, 1997: 16). My understanding is that guided fantasy primarily addresses the pillars, or principles, of rapport, raising sensory acuity and helping people to be more flexible.
Application of guided fantasy in language teaching

As mentioned above, this varies in different context. From my reading on NLP, these include more or less completely teacher-created and –led fantasies (such as in Revell and Norman, 1997: 23, 68, 104-5 & 119), or they may be more concentrated on student-created images and the teacher merely gives instructions for changing this, like making the imagined image brighter. They may also be visual fantasies, or ones that centre on verbal language (see Baker and Rinvolucri, 2005: 45). Richards and Rogers describe a lesson sequence where the teaching of a particular grammatical form is linked with the emotions and feelings relating to an experience. In this case the present perfect form is linked with the experience of eating a biscuit. The teacher guides the students through this imagined experience, asking learners to recreate their associated emotions and feelings and then using the language to describe what has made them feel this way (‘I have eaten a biscuit’) (Richards and Rogers, 2001: 129-130).

NLP has been incorporated into the cannon of published ELT materials, with the examples previously cited of Revell and Norman’s In Your Hands: NLP in ELT and Unlocking self-expression through NLP by Baker and Rinvolucri. The former is a practical introduction to the ideas behind NLP and applying these to language learning and teaching, while the latter is a resource book of activities based on the assumptions of NLP. Revell and Norman also wrote a collection of NLP activities, Handing Over. I have also noticed activities based on NLP principles such as imagining what you want and building rapport in more conventional ELT materials such as Total English: Intermediate (describing a ‘tree of friends’ in chapter 1, talking about a ‘dream house’ in chapter 3) (Clare and Wilson, 2006: 18 & 48).

Criticism
In some quarters, NLP is derided because it makes grandiose claims about what can be achieved with its application, for example:

NLP can enhance all aspects of your life by improving your relationships with loved ones, learning to teach effectively, gaining a stronger sense of self-esteem, greater motivation, better understanding of communication, enhancing your business or career... and an enormous amount of other things which involve your brain.

(www.nlpinfo.com – quoted in The Skeptic’s Dictionary, see webliography)
Indeed, the founders of NLP themselves appear to be unclear on the exact nature of the philosophy.

We have no idea about the “real” nature of things, and we’re not particularly interested in what’s “true”. The function of modeling is to arrive at descriptions which are useful.

(Bandler and Grinder 1979:7, in Tosey and Mathison, 2006: 3)

Despite reservations about the validity of the approach, of which I am fully aware, I believe it will be of interest to investigate the particular technique of guided fantasy and see how it may be applied in my teaching context.

RELEVANCE TO TEACHING CONTEXT

The 2000 *Breaking the Language Barriers* report conducted by the working group on English for Speakers of Other Languages (ESOL), headed by Sir Claus Moser, found that the range of potential ESOL learners is hugely diverse, with a variety of needs, in terms of education and language, and experience (Working Group on ESOL, 2000: 9 available on the internet – see bibliography). I have often found that traditional published materials, particular those produced for a global market, do not address this diversity. By asking my students to imagine something, a lesson using guided fantasy can become immediately personalised to each student, regardless of their level of language or education.

Much of ESOL provision is focused on being able to communicate in the target language, so there is an emphasis on working on students’ levels of spoken literacy (oracy) as well as traditional literacy – understanding and producing written language. A guided fantasy activity is useful in this respect as it requires the students to focus on what they are listening to in order to follow the instructions. I feel this promotes positive washback in encouraging students to listen and interact with what they listen to at other times when they are studying.
THE LESSON

COMMENTARY

- I have chosen to try out this technique with my evening class of low pre-intermediate adult ESOL learners. This is a group of students most of whom have been together since September, so there is already a good rapport established with the group. I feel this to be a key point to consider, as this technique relies upon the students trusting the teacher during the giving of instructions about the fantasy.

- I have noticed at times that the students either are unable to use their imagination to consider language or topics that we are studying in class, or that they lack the language to express this. It is my hope that by working on a task that requires the students to imagine something that I can help them to develop their mental capability in this respect.

- I am using an activity from Baker and Rinvoluci entitled *Creating a Picture* (2005: 45). This differs from what a typical guided fantasy might be described as – the teacher guiding the students through a situation as a group – in that each student will invariably imagine something different. This is exactly what I want to work on in the lesson, as the different imagined pictures will encourage students to compare their experiences after being guided through their fantasy.

- I have chosen to adapt the activity slightly in rephrasing some of the instructions as I feel the language in them is slightly too complex for the level of my students. I will also pre-teach any difficult vocabulary, as it is important that the students can follow the instructions clearly. It will cause problems if they need to stop me to ask about any words they do not understand.

- I have also chosen to slightly adapt the post-fantasy activities in this lesson to include more focus on language. I will conduct feedback with the students, by giving them time to discuss their experience in small groups, and then ask them to analyse the language that they used to do this. I want the students to focus on the language they are using, in particular in terms of the categories of words they use, as I feel this will help them in the future, both in their ESOL lessons and day-to-day lives. Being able to recognise which words are nouns, verbs, adjectives, etc. will help them to unlock the meaning of other texts they encounter.

- In the experimental lesson, I will first describe what we are going to do in the guided fantasy. I feel that this is important so it is not a shock to the students when I ask them to close their eyes and give them instructions about what they are imagining.
EXPERIMENTAL OBJECTIVES

My experimental objectives for the lesson are

- To find out if my students are interested in the activity and are comfortable, i.e. relaxed and at ease enough, using guided fantasy in an ESOL lesson.
- To see how comfortable I feel as a teacher using the technique of guided fantasy. In particular I want to see how able I am to give clear instructions during the fantasy.
- To see what language can be generated through a guided fantasy activity.

EVALUATION OF OBJECTIVES

In order to evaluate my experimental objectives I have prepared two questionnaires. One will be for the students in the lesson and will include questions about the students’ general impressions of the lesson. The other questionnaire will be for a colleague I have invited to observe. This will include questions on my general classroom practice as well as the objectives. I will also observe the students’ behaviour and interest levels during the lesson and reflect on these, as well as my own level of comfort.

REFLECTION AND EVALUATION

I was happy during this lesson that I felt comfortable managing the guided fantasy and kept my instructions clear so that the students could follow them easily. My observer gave feedback that mentioned how easily the group worked together and that there was a relaxed atmosphere in the class. I also felt that the feedback about the language activity at the end of the guided fantasy justified its inclusion.

All the students mentioned how they enjoyed the guided fantasy for various reasons, such as being relaxed, using their mind and learning things from the instructions. A number of the students enjoyed the lesson for various reasons, such as being able to imagine the colours, listening to my instructions, as well as it being different to a usual lesson. This evidence from the students and observer comments demonstrate that both teachers and students can be comfortable with this kind of activity. However, just before I started the guided fantasy part of the lesson, I noticed that one student was giggling. Eventually, the student did settle down when she saw that the others in the class were taking it seriously. As a result, I would only
attempt this type of activity with a group of students who I know relatively well and it is probably more suited to adult groups rather than teenagers or younger learners.

The feedback from my observer regarding the language task I had planned for after the fantasy was pleasing. I was happy to notice in the lesson that the learners were really engaging with the language they had used, and doing so analytically. This is something that I have not noticed the students in this class doing much of in previous lessons. However, if I were using the technique again I would make a point to follow my observer's advice and let the students talk among themselves before asking them to write anything down. In this way they will be able to pool their knowledge in terms of structures and vocabulary to describe their experience. I would also be able to monitor and feed in language to help the students in this task. This would also have the benefit of making the writing and analysing task easier as the students will definitely have some content to analyse. I had noticed that some students had written only a few notes on their experience before we analysed the language.
Bibliography


Webliography

- Cleveland Clinic, *Guided Imagery*, [http://my.clevelandclinic.org/departments/integrativemedicineguided_imagery_facts.aspx](http://my.clevelandclinic.org/departments/integrativemedicineguided_imagery_facts.aspx) [accessed 27.04.2012 17.05]

APPENDICES INDEX

1. Lesson plan: group profile, aims, timetable fit, assumed knowledge, procedure
2. Materials: guided fantasy instructions, language sheets
3. Student questionnaire blank
4. Completed student questionnaires
5. Observer questionnaire blank
6. Completed observer questionnaire
7. Observer commentar
APPENDIX 1: Lesson plan

Main aim

To encourage student participation in a speaking activity using guided fantasy.

Subsidiary aims

To present/revise language for talking about experiences (adjectives: interesting, scary, relaxing; phrases: the first thing I thought was…, etc.)

To give students the opportunity to review what they have done in the lesson

Time table fit

In last week’s lesson I presented collocations with the verb take and verb-noun collocations is something that we will continue to work on in other lessons. In this lesson, I will ask students to focus on the language that they use following they use following the fantasy. I will encourage them to think about which words are collocates and any more fixed expressions that they use.

In the part of the lesson following the observation I will work using the language that the students collect from their experience of the fantasy and each other, and we will look at more verb-noun combinations.

Assumed knowledge

Students are able to imagine a place they know.

Students will be able to articulate their experience of the fantasy at least basically.

Students will be able to record vocabulary in a way such that it will be accessible in future lessons.

Students may not have had experience of this kind of activity before.

Students are willing to share their experiences with each other.

Anticipated problems

1. Students are unwilling to take part in the lesson. I will encourage them to do so by pointing out that they will hear and use a lot of useful language in the lesson.
2. Students are unfamiliar with vocabulary contained in the guided fantasy instructions. I will pre-teach/check any vocabulary or terminology that students may be unfamiliar with.
3. Students may be unwilling to close their eyes during the fantasy. I will encourage students to close their eyes as it will be easier to use their imagination in this way. If they are unwilling to do this, I will ask them to sit facing away from each other.
4. Students may not be able to put their experience into words in the writing task following the fantasy. I will monitor and assist students as necessary.
5. Students are unable to recall the guided fantasy instructions. I will print these out so that students have a correct version to refer to.
APPENDIX 1 CONT.

I have chosen my weekly Entry 2 ESOL evening class for this experimental practice. The students are from a wide range of countries, including Brazil, Poland, Lithuania, Portugal, the Ivory Coast, and Romania. As a result, the students in the class have varying experience of education in general. ESOL classes in the UK tend to focus on communicative activities that maximise student-talking time. A guided visualisation task will require a greater focus on listening as well as working with the imagination.

Having taught these students for the past 8 months, I know they prefer classes where the focus is on communication. However, I have also noticed that at times the students lack the imagination to fully engage in these communicative activities. I believe that they will find the focus on using imagination a refreshing change from their usual lessons. I would like to experiment to see whether guiding the students through a visualisation can be a useful stimulus for language and skills work.

Class profile

This Entry 2 class meets twice a week in the evening for General English lessons in which an overarching aim is preparing for Cambridge ESOL Skills for Life exams. Some members of the class are talkative and motivated (though they often require prompts to focus on the class’ content), while others are less so. The course runs from September to July, with enrolment in September and January. As a result, some students have been in the class for about 8 months and others just 2 or 3. I see the class once a week and the lessons tend to involve a lot of speaking, to encourage more reticent students in this skill, with an emergent focus on vocabulary and grammar. The scheme of work for the class has to be written for the current half-term (roughly 6 weeks) but is flexible, so lessons can be planned to focus on areas the students are struggling with.

The lesson takes place on Monday at 6.30pm. The learners often come straight from work and can be lethargic. I try to include engaging activities that require students to think and move to combat this! The students are motivated to learn English for different reasons but mainly it is to enable them to settle in the country.

They get on relatively well as a group, although some members of the class are more withdrawn and reticent than others. At times it can be difficult to get them to work in pairs or groups.
<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Aim/s</th>
<th>Procedure</th>
<th>Interaction</th>
<th>Mats.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.30</td>
<td>1 - lead-in</td>
<td>To introduce the topic for the lesson (imagining the past) in a personalised way.</td>
<td><strong>Dictate the word ‘past’ and. Explain task.</strong>&lt;br&gt;<strong>Ss talk in groups about what this word means to them and about their past and future. Monitor and prompt if necessary.</strong>&lt;br&gt;<strong>Invite feedback from each group to the class.</strong></td>
<td>T-S</td>
<td>S-S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S-S</strong></td>
<td></td>
<td>S-T/S</td>
</tr>
<tr>
<td>6.40</td>
<td>2 – pre-task vocabulary clarification</td>
<td>To clarify unknown vocabulary in the guided fantasy instructions.</td>
<td><strong>Board potentially problematic words from the instructions. Ask Ss if they know the meaning. Elicit meaning</strong></td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td>6.45</td>
<td>3 - guided fantasy (1)</td>
<td>To activate schemata about a place the Ss know.&lt;br&gt;To prepare Ss for a speaking activity about their experience of the activity.</td>
<td><strong>Ask Ss to imagine a picture of a place they know well. Guide Ss through the fantasy, giving them different instructions to change their picture. Ss listen and imagine.</strong>&lt;br&gt;<strong>Ask Ss to open their eyes and write down their impressions of the experience. Ss then talk in groups about the experience.</strong>&lt;br&gt;<strong>Ask Ss to recall the instructions and board these.</strong></td>
<td>T-S</td>
<td>T-S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S</strong></td>
<td></td>
<td>S-T</td>
</tr>
<tr>
<td>7.05</td>
<td>4 - guided fantasy (2)</td>
<td>To give Ss the opportunity to give the instructions for the fantasy.</td>
<td><strong>Ask one S to give the instructions to me.</strong>&lt;br&gt;<strong>Share feedback on my experience.</strong></td>
<td>S-T</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>T-S</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.13</td>
<td>5 - language analysis</td>
<td>To ask Ss to consider the language they used in the activity and feedback</td>
<td><strong>Hand out language sheets (A). Ask Ss to complete these to think about the language they used. Monitor and help Ss as necessary.</strong></td>
<td>T-S</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Details</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.25</td>
<td>6 - checking learning</td>
<td>To give Ss the opportunity to discuss what has been covered in the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask Ss to work together to summarise in bullet points what they have learnt in the lesson.</td>
<td>S-S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: Lesson materials

Instructions during the visualisation

• Make your picture brighter.

• If it’s black and white, give it colour.

• If it’s colour make the colours more intense

• Bring the picture nearer to you, but not too close

• Make the picture a bit bigger

• If it has a frame round it take the frame away

• Put someone you like into the picture

• Put yourself in the picture

• Make it clearer

• Now make the picture a bit smaller

• Reduce the light in your picture

• Take your friend and yourself out of the picture

• Make the picture more blurred less clear

• Put a frame round the picture

• Turn the picture black and white

• Send the picture far away into the distance

• Bring the picture back to where you want it to be and how you want it to be
APPENDIX 2 CONT.

Language sheet

Write down any words or phrases that you used to talk about the experience in this lesson. (If you are not sure what the words are, check in a dictionary)

<table>
<thead>
<tr>
<th>nouns (a beach, happiness, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>verbs (imagine, see, hear, etc.)</td>
</tr>
<tr>
<td>adjectives (calm, annoyed, beautiful, etc.)</td>
</tr>
</tbody>
</table>
adverbs (slowly, quickly, …to someone, in + place)

longer phrases (these might be combinations of the words above)

Use this space to write anything more about the activity

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
Guided visualisation* 
lesson questionnaire

*Guided visualisation – when you are asked to imagine something and are given instructions

1. Was it the first time that you have done a guided visualisation in class?

2. Did you enjoy imagining the picture and listening to the instructions? Why / why not?

3. What did you enjoy / didn’t you enjoy about the lesson?

4. Did you learn any vocabulary or phrases in the lesson? Give some examples.

5. Did you learn anything about relaxing or imagining in the lesson? Give some examples.

6. Would you like to do this guided visualisation activity in class in the future?

7. Do you have any other comments?
Guided visualisation

lesson questionnaire

*Guided visualisation – when you are asked to imagine something and are given instructions

1. Was it the first time that you have done a guided visualisation in class?
   
   Yes

2. Did you enjoy imagining the picture and listening to the instructions? Why / why not?
   
   Yes, I did, because my imagination fly, and was a good experience.

3. What did you enjoy / didn’t you enjoy about the lesson?
   
   To create a scene and listening the instruction.

4. Did you learn any vocabulary or phrases in the lesson? Give some examples.
   
   Yes, blurred

5. Did you learn anything about relaxing or imagining in the lesson? Give some examples.
   
   Yes, I think it is better for you back the story after relaxing.

6. Would you like to do this guided visualisation activity in class in the future?
   
   Yes, maybe

7. Do you have any other comments?
   
   No
Guided visualisation®

lesson questionnaire

"Guided visualisation – when you are asked to imagine something and are given instructions

1. Was it the first time that you have done a guided visualisation in class?
   yes

2. Did you enjoy imagining the picture and listening to the instructions? Why / why not?
   yes, I did. It was very interesting and new experience.

3. What did you enjoy / didn’t you enjoy about the lesson?
   I enjoy lesson’s construction, different style. I like visually. It was very interesting.

4. Did you learn any vocabulary or phrases in the lesson? Give some examples.
   yes. : blurred
   make the colours more intense etc.

5. Did you learn anything about relaxing or imagining in the lesson? Give some examples.
   I think, yes. We have to more communicating with classmates.

6. Would you like to do this guided visualisation activity in class in the future?
   Yes.

7. Do you have any other comments?
   I like Mike’s lessons.
Guided visualisation*

lesson questionnaire

*Guided visualisation – when you are asked to imagine something and are given instructions

1. Was it the first time that you have done a guided visualisation in class?
   
   no

2. Did you enjoy imagining the picture and listening to the instructions? Why / why not?
   
   yes, because I relaxing.

3. What did you enjoy / didn’t you enjoy about the lesson?
   
   I was interesting.

4. Did you learn any vocabulary or phrases in the lesson? Give some examples.
   
   Yes. Brighter, intense, clearer, blurred.

5. Did you learn anything about relaxing or imagining in the lesson? Give some examples.
   
   Yes. I feel colours.

6. Would you like to do this guided visualisation activity in class in the future?
   
   yes

7. Do you have any other comments?

©Mike Harrison, 2013
APPENDIX 5: observer questionnaire blank

Guided visualisation lesson – Observing teacher questionnaire

1. Were my instructions clear?

2. Was my choice of material adequate for the lesson?

3. Did the lead-in activity introduce the topic of the lesson well?

4. Did the students appear engaged during the lesson (during the lead-in, visualisation and follow-up activities)?

5. Was my classroom management effective during the lesson?
   Did I show adequate awareness of my students’ individual needs?

6. What did you think of my choice of visualisation task and my use of it during the lesson?

7. Did I achieve my aims?
APPENDIX 6: completed observer questionnaire

Guided visualisation lesson – Observing teacher questionnaire

1. Were my instructions clear?
   Yes, very well guided apart from a couple of times for the more abstract/complicated tasks. When a demo/prompt would’ve helped.

2. Was my choice of material adequate for the lesson?
   I think the handouts were useful + the initial idea was good but perhaps more exploration of the pictures when visualised would have been good. The context was quite abstract, but perhaps having the context set on remembering places we’ve been + how the images in our mind change?

3. Did the lead-in activity introduce the topic of the lesson well?
   Yes, very when on a task. (Perhaps think about setting tasks for when you are writing on the board to keep the focus?)

4. Did the students appear engaged during the lesson (during the lead-in, visualisation and follow-up activities)?
   Did I show adequate awareness of my students’ individual needs?
   You gave clear instructions + the tone of the lesson was relaxed but focussed thanks to your relaxed way of managing + responding to the 433.

5. Was my classroom management effective during the lesson?
   Different to the GVs I’ve done as it wasn’t asking 8 to create a narrative or nth from the GV, but rather playing with the whole idea of GV + asking the 8 to end creating a speaking activity out of the experience.

6. What did you think of my choice of visualisation task and my use of it during the lesson?
   To

7. Did I achieve my aims?

J. CARONEK
22.4.12
APPENDIX 6 CONT.

I think the main thing I felt in this lesson was that I liked how it wasn’t just ‘your’ experiment, but you made a lesson out of the experiment. However, I don’t know if this really helped achieve your aim of encouraging participation in a speaking activity because the activity was mostly writing + then reading out & discussing. Perhaps some prompts to scaffold + more less writing/not continuous writing would have created more of a speaking “activity”? There was lots of speaking in this class, but I’m not sure it comes under the heading of “activity” as much as asking the students to describe the scene they visualised having been taken on a 60 journey into it.
APPENDIX 7: observer commentary

1. 6:30 pm you get the class
   telling the Ss to get ready
   with a pen for a quick
dictation.
   You explain that Ss will
   need to move to talk
   after the dictation.
   You dictate “feel” twice.
   “One word — write it
down, check with
another person.”
   Students check.
   “What does it mean to you?
   Ss say, after a few secs
   of confusion, begin to discuss
   what it means to them.

2. 6:37
   You clarify that it’s not
   “past” or “past an exam.”
   You elicit some ideas, +
   board them.

3. 6:35 pm you sit and talk
   with Ss you are experiencing.
   You tell them they need
to close their eyes but
not to worry. The Ss
sigh, giggle, + look
excited.

what I thought:
- Perhaps move them before
  you start it?
- Your instructions are really
  simple and clear. The Ss
  are following easily.
- Good to continue.
- I like that you are using
  past + future are separated
  to slowly build up the
  Ss’ and lesson’s content.
6.37. You begin to board the vocab. for the instructions.

STs mainly write it down.
You ask STs to look at the words + talk about what they mean. You set a time limit of 2 mins.
STs get to work.

6.40. You get FB + check each item. Boarding some collocations (btw movie).

6.45. You tell the STs they don’t need pens etc...

You wear the STs to close their eyes, read your first instruction,
give an example of your own (a beach).
You read your instructions out slowly, roughly 10 secs.
between each one.

6.50. You finish the instructions.

"I would like you to write down your reaction to that experience..."

The STs create sure they clarify + they get to work.

You have these so well trained, but perhaps you could set the task before you start to write? Would you get them on task immediately?

Or perhaps you used some good ways of conveying meaning + cues, including some good pictures + your phone.

8... I st. giggles a bit.

You didn’t acknowledge it + neither do the others. She finally calms a bit, but continues to occasionally giggle.

Is this long enough to follow the instructions?
Could you have less instructions + more time?

Quite a difficult task!!
Perhaps an example would have been useful here?
Or 2 mins chat first, before writing?
APPENDIX 7 CONT.

7:55pm.

You stop the Ss writing and ask them to discuss their thoughts. You mention to take notes, spending a while with each group.

7:00pm.

You go to the board. The Ss discuss other things. You teach some long for FB. You elicit the corrections and possibilities.

7:05pm.

You elicit the instructions you used to teach them. You stop handing them and hand out the instructions. You ask to give you the instructions with some space. You close your eyes. Christine reads you the instructions. You sit. The other Ss mostly follow the words on their sheets.

--- but maybe that would have been too disjointed?!!
Maybe some Qs / prompts would have helped?

Some Ss seem really interested + have lots to say. Others not so much. I think the group near me would have benefitted from prompts.

You could do these 1 at a time or get set the task before you start writing to save time + keep focus. You choose a good area to focus on - editing adjs.

Perhaps you could've saved time + done this orally if you were handing them out anyway?

Not sure about this stage + it's aim. ㎢ SGD
as she reads.
You tell the Ss how you felt doing it for a
minute or 2.
7:15 pm
You ask the Ss to fill
in a sheet remembering
what language they used.
You tell them to do this
in groups.
You hand out the sheet +
clarify the task to one
group. You hand out
dictionaries.
Ss get to work, you
circulate + monitor.

7:28.
You ask the Ss to
write bullet points about
what they have done
in the lesson.
You've put prompts on the
board for this.

It's good to share
this with them, but
I think it could have
either happened before they
did it as a model, or
more S-centred by ...
?! Perhaps this stage
should come nearer to when they
spoke about it? Would asking for a whole
sentences be more
useful, even if the
sentences aren't exactly the
same as earlier?
I really like this way of
asking Ss to recall the
language they used. It's
challenging deep at this
level, but also a great
way to revisit + recycle.

I like this!
Great to get your Ss
thinking about what
they've done.
Also great to give them
prompts.

Jason
23.4.12