

SELT – School of Experimental Language Training

SELT is a *Teaching English Service Learning Program* and
Community Action Research Project

designed and conducted by **OSEA**
1997-1999, 2010-present
In the Maya community of Pisté, Yucatán, México

Director, 1997-1999, 2010-present

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Co-Director, 1997

Dr. Joy Logan, Latin American Literature & Cultures, University of Hawaii

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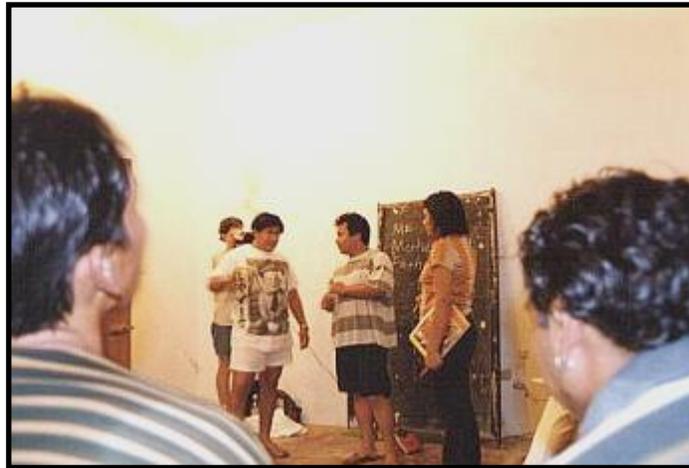
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1997 Student SELT Instructors:

Carlos Arana	University of Texas-Austin
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SELT was one of the central components and areas of investigation of the Field School of Experimental Ethnography. SELT has three main objectives:

- 1) to provide English-language instruction to the community of Pisté;
- 2) to train Field School students in the theory and use of social-based methodologies of language teaching;
- 3) to evoke a space of transculturation within the classroom where the "double sensation" of ethnographic activity could undergo experimentation with expanded methods of documentation.



Drawing from strategies suggested by Freire, Giroux, and Action Research Instruction, SELT sought to create an English program based on the linguistic needs as expressed by the people of Pisté and where feedback, observation, and documentation were both reciprocal and multiply-voiced activities. The curriculum was not preset. Registration interviews in Spanish about the location and frequency of the use of English, and first-day instruction questions about class expectations, provided material for subsequent role-playing situations done by the adolescent and adult Pisté students. These role-playing activities served as both a needs assessment to guide the curriculum and as an initial proficiency assessment of linguistic skills. As well, they allowed us to displace the written text from its privileged position in the classroom, which was necessary in this semi-literate context. Instructional activities geared towards meeting these needs and the goals of the Field School were collectively designed by the instructors with the help of the directors and functioned within a broad four-week topical frame that moved from Self and Family, the Classroom, the Community of Pisté, Tourism and Chichén Itzá.

Each instructor taught one course and observed another. Instructors kept classroom journals of their own course and ethnographic documentation (fieldnotes and photographs) of the class s/he was observing. Every day one hour was devoted to discussion of the day's classes by instructors and the director. Additionally, students' feedback and comments, which were elicited through class activities involving dialogues, commentaries on class photos, role-playing and drawings, also entered into ongoing critique of classroom techniques and, thus, forged a focal space in which to explore multiple modes and uses of documentation of the "observed" observing.

History of SELT and Ethnographic Ethics

The Field School in Experimental Ethnography, founded in 1997, emerged out of previous field seasons (1994-1996) in which I brought undergraduate students from different universities to the Maya community of Pisté, where they lived with families for 6-8 weeks in an intensive program of transcultural, multilingual exchange and anthropological fieldwork. Students conducted independent research projects or voluntarily taught English as a Second Language (ESL) to hundreds of adults and grade school children for free. As an anthropologist doing research in and with the community of Pisté for the last fourteen years (since 1984), teaching English emerged as one way to reciprocate to the community the gift that they have given me; that is, the generosity with which they have allowed me into their lives and to share in the experience of their triumphs and sorrows. In turn, I am indebted to the passion and commitment with which the students gave of themselves to share in this transcultural experience with the people of Pisté. Together, we have sought to fulfill the ethical responsibility of ethnographic engagement.

Participants:

130 Pisté Residents (Children and Adults)

Classes: 7 Sections (Children one hour Monday–Thursday)

(Adults one hour Monday and Wednesday)

Beginning

2 Sections Ages 8–10

1 Section Ages 11–13

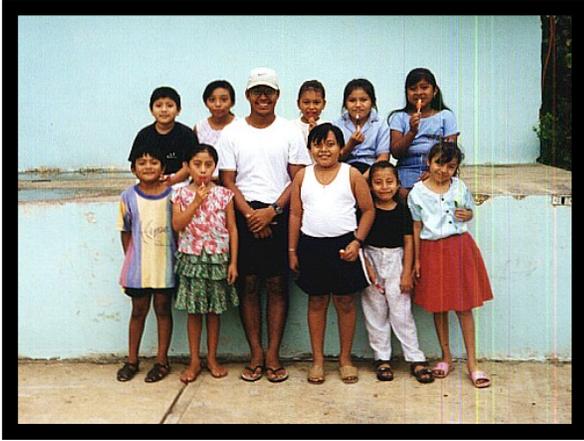
1 Section Adults

Intermediate

1 Section Ages 11–13

1 Section Ages 14–16

1 Section Adults



"What it Means to be a Language Teacher



From
SELT Portfolio
By Laurie Kovacovic

The one thing I thought I would never do is become a language teacher. But throughout the course of teaching English to children and adults in Pisté, I realized that every time the mouth moves or the body gestures, a lesson in language is given; and that the lesson is not only about certain words or grammar, but also about communication.

My own struggles with English, which is my native tongue, helped form the approach I took to teaching English as a second or third language. The primary problem in my experience with language has been the failure of oral and written language to adequately express feelings, descriptions, or almost anything. Or perhaps the problem was my eclipsed vision that oral and written language were the only acceptable ways to “concretely” state something. Somehow, a boundary line was drawn between body language and word language, even though the two are used simultaneously. The body’s contribution to language was forgotten by the mouth and hand. So when teaching language in the ESL setting, I tried to connect body movement to spoken language as much as possible. Instead of learning the definition of words by a chain of connections relating the English word to the Spanish word, and then to the object, I tried to include more active means of connection. For example, instead of teaching the word “pencil” as translated to *lapiz* which represents that thing in your hand which by now you might forgotten that you are holding, even though you are learning its word right now, I used movements like writing with a pencil, touching a pencil, and drawing a pencil, to define the word. Hopefully this practice of connecting word language with body language and movement helped the students learn English, and not a translated version of Spanish.

Outside of ESL it became apparent that I was not the only person teaching language in this manner. The many people I would talk to in the street, whether in Spanish or Maya, also relied on gestures and movement to accompany the spoken word, especially in situations where they were teaching new words, phrases or expressions. In one situation, a middle aged woman introduced me to her family in Maya. She pointed to each person, raised her hand to indicate older and younger, and positioned herself in proximity of those related most directly to her. I pretty well understood (or I think I did) the relationships. Later in the conversation however, she

referred to the same people without gestures and I was lost. We then shared a chuckle at our mutual confusion and understood perfectly well the humor of the situation. Another example of understanding spoken language through body movement was hearing and seeing people greet each other in the street. Without understanding a single word, at first, the raise of a head, a hand, a repeated expression, the tone and rhythm of the words explained more clearly what was occurring than a direct translation to English or Spanish ever could. In the instances in which I was able to understand what was transpiring without full translational knowledge of the words used, I understood more completely the meaning of the language being exchanged. And so when speaking myself, whether in the more formal arena of the classroom, or casual encounters on the street, I tried to talk as much as possible with my body, so that my language could also be understood, and mutually intelligible exchanges could take place.

The main reason the people of Pisté want to learn English is as a means of economic opportunity in the context of tourism. In order to serve the international clientele of tourists with expectations of effortless communication, English is a necessity. So of course, language lessons, in the classroom and otherwise, dealt mostly with words needed to sell, seat, and service the tourists. But it would be impossible to teach, no less retain, all the words used in tourist-Pistéleno exchanges. So in order to continue communication after words have failed, there must be a backup plan. That plan is movement and gesture. Language can and does persist without words.

But tourist economy is not the only reason for people wanting to learn English nor my teaching it. Learning and teaching language is a gateway to communication on a personal level. It requires interaction and exchange. Language is something we can reciprocate, play with, and create. Not once did I feel like I was solely teaching English because with every exchange I learned something not only about language, but also about the person with whom I was engaged, as they did with me. This even occurred on a group level as “jokes” frequently emerged from blundered attempts to “speak correctly” in class. These jokes were understood and enjoyed by everyone, especially if they were the result of one of my blunders, and they usually were. Also, the interaction of learning/teaching language is a situation of trust. Students trusted me to teach them useful, correct English. They entered into a situation in which they would be corrected, singled out, and challenged. This is an example of double sensation because I too was being challenged by teaching, I was also in the spotlight, and my Spanish and Maya skills were under requested scrutiny. I too, had to trust my students.

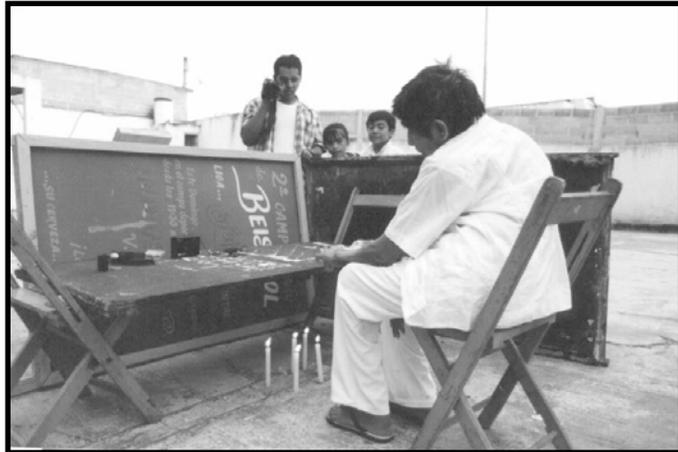
Being a language teacher is a situation of intense exchange. By learning what others think about language, you begin to re-evaluate your own perceptions of what it is, how it works, and how it changes. For me, a newfound awareness of its physical dimensions helped reconfigure my thoughts on and use of ever-changing language. By teaching language, you learn language, and language is created between those involved in the exchange. Of course this experience is not reserved only for “language teachers” but for anyone in a state of communication.

CLOSING CEREMONY OF THE SELT, AUGUST 6, 1997

Student participants of The Field School in Experimental Ethnography taught over 130 adults and children from the Yucatec Maya community of Pisté. In a closing ceremony, students from Pisté received certificates of completion of the English Course. The Closing Ceremony or *Clausura* celebrated student success with food, music, a ritual blessing and cleansing by a Maya Hméen, or “priest,” and a demonstration of the songs in English that were learned (“Old Don Victor had a Milpa,” “Head and Shoulder, Knees & Toes,” and “The Hokey Pokey”). In turn, the SELT teacher-ethnographers performed a demonstration of the Maya that they had been learning during their stay in the community by singing “The Hokey Pokey” in Maya. A documentary exhibit of the English classes was installed in a room of the Town Hall next to the plaza area where the closing ceremony was conducted. The exhibit included photographic essays by the Ethnographer-SELT teachers and drawings made by the children during the course of their lessons. In potlatch style, the photographs were given to the students from Pisté, aged 8-16, who ravaged the photographic displays in search of images of themselves and friends. Other student ethnographers who did not participate in the teaching of SELT, video-documented the entire ceremony, a copy of which has been given to the community.

In terms of ethnographic research, the Closing Ceremony, was an example of an “ethnographic installation.” This ceremony was a meaningful event that culminated a four week process of transcultural exchange and ethnographic study of double sensation. It was meaningful to the children who participated and to the families who shared in their children’s cross-cultural and multilingual educational experience. The standard product of ethnographic research, a book written in a foreign language and sold in inaccessible markets, has no immediate value for the participating members of the community. However, the memories and artifacts of the event, which in turn are evocations of a shared experience of close human engagement within a momentarily expanded community of belonging form the real object and goal of ethnographic fieldwork and practice.





Commentary on the SELT Clausura

August 6, 1997

Laurie Kovacovic

The clausura was a very special and successful event. It provided the opportunity for the teachers, the students, the families, and the community to be together informally and to celebrate the shared experience of language classes, as well as the “happening” of the clausura itself.

The setting, El Palacio Municipal, was ideal. It was a space we had used from beginning to end, from inscripciones [SELT registration] to adult classes to the clausura. Not only was it a continuing site for events, but it also showed the collaboration involved in the language school. The space belongs to Pisté, but it was shared with us (the field school) and the community at large to facilitate a coming together of people for the purpose of learning language, practicing ethnography, and simply getting to know one another. El Palacio Municipal was one of the central zones of contact, not only for those of us directly involved in teaching and learning there, but also for the observers (from both the field school and the community). Also, the fact that so many different events take place there, from baptism parties to wedding receptions to art exhibitions to drunken incarcerations, liberated the event from the confines of a school structure and idea, and opened it up to a more generalized community event. I, at least, felt much more relaxed and open at El Palacio than I would have at La Primaria.



Looking at Photos of the SELT Clausura

It was also a great space for show and tell. It worked out well that the display items were upstairs. I saw children pulling on their parents' arms, urging them to come see what they had accomplished. The display room, which was the main ejido office up on the second floor of the Palacio, created a concentrated space of engagement with what we did in ESL. It was easier to discuss school artifacts in the showcase area, and then let conversation wander where it may outside of the room. I

don't mean to suggest a division between the terraza area and the display room, rather that the event occurred in one space, and a part of that space brought together all the work of all the students in a condensed area.

I still find it very hard to be critical of the event. Everything that happened was a great surprise for me, and I was incredibly moved by the contacts of that night. From what I could see, pretty much everyone enjoyed themselves; they took advantage of what was there, cookies, drinks, and people, and went with it. For me, it was a sort of affirmation of what I had been doing, teaching English and all. I had begun to wonder if my students liked me, if I was a decent teacher. I felt like I had not made good connections with the community. But at the event, parents of my students recognized me, and I had some wonderful, if short, conversation with them. Also, I was amazed by the excitement and anticipation the students had for performing their songs as well as witnessing our rendition of *The Hokey Pokey*.



Several times my ones) pulled at my me our class display, distributed the photos frenzy of grabbing them gave me hugs received this warmth older students, and asked if I would come year (and I certainly was not the only teacher to be engulfed by the affection and overflowing appreciation of students and parents. All the teachers commented on how touched they were by the events at the clausura, whether it was Edith being sweetly mauled by her class, or the fact that *all* of Lisa's students were able to attend. We were surprised at how many people showed up for the clausura, and then we understood how much our teaching English was indeed, a part of the community.



students (the little own arms to show and after we had through a wild hands, many of and kisses. I also from many of my was continually back to teach next hope I do). But I



SELT PORTFOLIO

by Lisa Porostovsky

AUGUST 7, 1997

I. What It Means To Be A Language Teacher

The opportunity to be a language teacher has been very rewarding. I know that the students show up everyday because they want to learn, not because they have to. Most of the people that live here depend on learning English so that they will be able to communicate with the tourists.

This experience has shown me how cultures adapt to each others differences. In my case the language barrier. I have had to overcome a large hurdle since I have been here. This part of teaching has been very discouraging because of my little knowledge of Spanish. When looking at the positive side, I plan to study Spanish when I return back to the states. But the up side to having this problem is that I am better able to relate to how confusing and frustrating it is to learn a new language. So this allows me to be more patient and sympathetic to those that need it. I want everyone to feel comfortable in the classroom and not be intimidated by this learning experience, so they will continue to want to learn.

All my students are at many different speaking levels. Two of my students are able to understand and communicate in English well. Two girls in the group barely speak or participate in the class, which sometimes complicates group activities. The rest of the students are at the same speaking levels. By having different speaking levels I am learning to be very diverse with how I implement lessons and what I expect out of the students.

Social skills are the same and in some respects different compared to the United States. The student-teacher attitude for respect is seen as the same in both cultures. This is a very positive attitude because it shows that both cultures place a special emphasis on education and teachers. One difference I have seen is the attitude of the girls in my class. When I compare my female students in my ESL class to the same age group that I teach in the USA, I see a social difference. The females here are much more reserved within the class structure, though some are beginning to emerge out of their shells. Teenagers in the U.S. that I know are giggly and are always trying to capture the attention of the males in the group. In my classroom, they sit in back quietly

speaking among themselves. Joy or I try to ask them a question and if we were lucky we may get an answer out of them. If we do get an answer it tends to be quite reserved.

For the two students that have been very reserved, we have tried many ideas to see if we could reach them. Joy and I would try to communicate with them one on one. This would work for a brief moment. Most of their responses to us have been blank looks. By splitting them apart into two different groups I was able to break some of the silence bond. With only four days of class left I moved the three females together. Once I segregated the class, the three girls began to communicate with each other. I really wish that I had thought of this early on so that they would have had more of a relationship with the group. But as they say, everyday of teaching is a new learning experience.

Some skills are essential to being a language teacher or any other type of teacher. The one that I feel is most important is being open and friendly with your students. Your students need to feel comfortable with you being placed as the authority figure of the classroom. Importantly, you must not project yourself as being superior over the students. Your students should be respected as you would want to be. Patience is essential with being a great teacher. Patience will guide how successful you will be as a teacher. Superior knowledge of the language that you are trying to teach is mandatory. This is where I feel unsuccessful as a ESL teacher. The language barrier inhibits me from having fun with my students. It would be great to be able to joke and develop a closer relationship than I am able to.

I have many hopes for the students. The first one is that I hope they will continue to learn English. Next, I hope they will be able to continue their education pursuits so they will become better educated. The last one is that I hope they will also have the chance to experience another culture as I have.

Being a language teacher has meant a lot to me because I have gained a better understanding of myself and a new culture with a great desire to continue learning Spanish. By being in the classroom, I hope to make an impact on my students to continue being educated, and hopefully I have impressed upon them the want to travel to my country and use what our ESL course and future courses will teach them.

II. SELT DIARY: LESSON PLANS FOR ADOLESCENCES AGES 14-16 LEVEL 2

TUESDAY, JULY 29

- On Monday, I introduced vocabulary to be used in a hotel situation. The words are as follow: hotel, air conditioning, single and double bed, television, breakfast, stores, pharmacy, clinic, restaurant, telephone, shower, hot water, toilet, housekeeping, maid, wake up call, bell hop, and swimming pool.
- On Monday, I introduced common questions that will help with role-play. Today we will try to use what we have already learned and see how they do.
- Students did not do their homework that was assigned last week. We spent about 45 minutes of class time completing the drawings of Pisté.
- We had a few minutes left over so worked on vocabulary of words that are used in the classroom.

COMMENTS RE:DOUBLE SENSATION:

Only one student had completed the homework assignment that was due two days ago. As a group we worked on the picture of what Pisté looked like to them. This age group was the only group that did not do their homework assignment. We are assuming that most of them have to work or have to help with household chores that prohibits them from following through with class work

While working on the assignment, some students were asking how to say some words such as beautiful English. This indicates a definite interest in learning English.

Maria and Cruz are still the outsiders of the class. They remain to themselves and are verbal only when needed to be. Even then we are unable to hear what they say. Joy had a major break through today because Cruz actually asked her a question during class.

No double sensation took place today because so much of the class time was spent on completing the picture.

WEDNESDAY, JULY 30

Today we reviewed the vocabulary of the classroom. We reviewed words such as desk, paper, pencil, book, notebook, chalk, chalkboard, student, teacher, pen, classroom, crayon, marker, trash can, light, fan, door, window, chair, desk.

- Activity: make up cards that label the vocabulary listed above. The object of the activity is to divide the class into sections and give each group an even amount of cards. The object of the game is to see which group finished locating the object that is listed on the cards first. The winner receives a prize. (10 minutes to complete)
- For about 10 minutes, we talked about the verb "to be": to write, to learn, to study, to speak, to sit.

- 30 minutes of class time will be spent on drawing a picture of what the class room looks like using English. Once they complete this task, I will allow them to choose one of the gifts out of the bag.

COMMENTS RE:DOUBLE SENSATION:

Cruz and Maria began to socialize with another female student once I separated them and moved them closer to the front of the room. By doing this, I divided up the males and females, which this seems to be the answer of our dilemma that we have had with these particular students.

THURSDAY, JULY 31

- Review the "to be" verbs
- The beginning portion of class will be spent looking at the photographs that Joy took of the class during role-playing. I will divide the class up into 2 groups to see what they think is occurring in the photographs. This activity will probably take about thirty minutes of class time.
- Review the vocabulary of the body and sing the song "head and shoulders and knees and toes."
- Have students draw objects that they have learned from the vocabulary on the chalkboard. 10 minutes.
- If we have time: complete the SOUND CIRCLE----- this skill will help with pronunciation of certain sounds the students are having problems saying.

COMMENTS RE:DOUBLE SENSATION:

The photograph assignment took a very long time to complete. We spent the entire class time to do this assignment. I feel that this was too advanced for my class level and age. It would have been a better exercise to give each group 4 or 5 photos instead of 13 photos. They only wrote a word or may a sentence for each photograph. I was not able to finish what I planned to teach today.

MONDAY, AUGUST 4

- SOUND CIRCLE this activity is used to work on pronunciation of sounds that the students are having problems producing. Object is to see what body movements they use when implementing a certain sound. (10 MINUTES)
- VOCABULARY GAME - this activity will aid in remembering objects in the classroom. Use the prize bag to make it more competitive. (10 minutes)
- HEAD SHOULDERS, KNEES AND TOES (5 minutes)
- Introduce new vocabulary words that are important to Chichen Itza. (10 minutes) HAVE EACH STUDENT DRAW WHAT CHICHEN ITZA LOOKS LIKE TO THEM.(20 minutes)

COMMENTS:

- The sound circle was complicated for the students to understand. They were to busy concentrating on the sounds they were trying to pronounce. Also the students that are very shy were to embarrassed and giggly to fully participate to make it a good activity for practicing pronunciations.
- The vocabulary for Chichen was fairly easy for them. I gave them around 15 to 20 minutes to draw what they thought Chichen Itza looked like. Not all students completed their drawings so they will turn their projects in to me tomorrow.
- Head, shoulder, knees and toes went very well. They all know the body parts needed for the song.

DOUBLE SENSATION:

Was seen when doing the sound circle. A few students would copy the movements of another students instead of developing their own moves. Another double sensation would be how the two shy girls play off on each other's silliness when they are asked a question or to participate within the group.

TUESDAY, AUGUST 5

- Have students turn in completed drawings of Chichen Itza.
- Review the vocabulary of Maya culture that was learned yesterday.
- Practice Hockey Pokey for Wednesday evening.
- Hand out invitations to the Clausura and find out who's attending. Explain about refreshments, certificates and entertainment. (Wed. 7-9).
- Review any thing learned in the last three week if time persists.
- Get the proper spelling of their names.

COMMENTS:

Class was a little difficult today because Mike would not leave Darwin alone. He kept hitting him in the head. After a while they took turns on the hitting game. It was very frustrating because I could only bring them back for a few minutes before the game would begin all over again. I did make sure that I stayed on top of the situation so that it did not escalate any further.

DOUBLE SENSATION:

I really didn't focus on it today because of the confusion. I was by myself today and tried to understand what the students were saying to me. I did see that Mike picking on Darwin could be a double sensation because it solicits a response from another response. Also I make a response because of the disruption it is creating of the class.

WEDNESDAY, AUGUST 6

- Review the greetings, days of the week, months.
- Review colors and shapes
- Review numbers and time.
- Review words from the restaurant
- Review words used in Chichen Itza..
- Practice the hokey pokey for this evening.
- Ask who is going to attend and if they are bringing family and friends to the event.
- Handout photographs so the students will have a long lasting memory of their ESL class.

COMMENTS

Today we only were only able to complete a few of the activities listed above. We did an extra project that was not listed above. The students were to draw a picture that resembles Maya culture and use different colors of glitter to decorate it. We also took a group photograph on the playground just before we practiced the Hockey Pokey.

DOUBLE SENSATION:

The students were reacting to each other's drawings by either making comments or by copying what they decided to draw.

III. DESCRIPTION OF TEACHING ACTIVITIES

- | | |
|----|------------------------------------|
| A. | Linguistic objective |
| B. | Skills emphasized |
| C. | How employed |
| D. | Student participation and attitude |
| E. | Difficulty of level |
| F. | Suggestions |
| G. | Double sensation |

SIMON SAYS

- A. To be able to define and correlate body parts in English.
- B. Verbal exchange, knowledge of words with association of body parts and to see who has obtained knowledge of association.
- C. Joy, Edith, and I demonstrated how to play the activity. Joy and Edith participated with the students and during the playing duration, they would slowly exit the game by getting out. For the first game I was Simon and the next game, I chose a child that had a better speaking knowledge of English to be "Simon."

- D. We had full participation of the class and they seemed to enjoy it. This was a great activity because we noticed who knew the vocabulary well enough to stay in the game once the assistant and observer were out. The students who had less knowledge were lost and copied fellow classmates.
- E. For the class as a whole it was difficult because they have not mastered the vocabulary that is need to be able to successfully play the game.
- F. Work on the vocabulary at least three class periods so that the students will feel comfortable with what they are doing.
- G. I acknowledged the children following and watching Joy, Edith and myself during the duration of the activity. Then copying our actions.

HOKEY POKEY

- A. Objective is to work on pronunciation and association of vocabulary while including body movement.
- B. Needed knowledge of speaking skills, body identification, and being able to coordinate all of it together in working knowledge.
- C. Demonstration of the first verse by Joy, Edith, and myself, gave the students an ideal of how to participate in the activity. Then we began once again from the beginning very slowly.
- D. Students participated as group. Some where apprehensive at first, while others were trying to follow what we were doing. This worked well, but they had some problems with the concept of right and left.
- E. This activity was not too difficult because they were able to mimic my movements. But again, they had difficulties with left and right because of mirroring.
- F. My first suggestion would to teach the body parts much slower and then introduce left and right once the body parts are mastered.
- G. The Double Sensation that occurred is the class observing my actions, then trying the action with their own bodies. Then once again, I'm observing their actions to see if they are correctly doing it.

RESTAURANT ROLE PLAYING

- A. The object of role-playing is to use the words that have been introduced in a semi-natural situation that will be helpful for the students in the future.
- B. Skills emphasized are language usage and word knowledge. Before they actually begin role playing a certain situation, give them useful vocabulary and phrases that will help assist them through a particular situation.
- C. When this is employed, I place vocabulary words on the chalkboard and have the children record the information in their notebooks. After that, we work on the proper pronunciation of the word or phrases. Some words are more difficult to pronounce so I may have to repeat a few extra times. Once I see that the class is semi-comfortable with the activity we divide up into groups and practice what types of foods are offered on the menu and how to have a conversation with customers.
- D. All the students participated in the activity. With any situation, a few students may be very shy and may not participate fully with the other students. When this occurs, I

try to help those that may feel uncomfortable by giving the extra help and attention they need.

- E. This activity is semi-difficult for those who have not acquired enough vocabulary to make sense of a conversation.
- F. Give the students a lot of vocabulary to make them feel comfortable with their situation. Also, it is a great idea to allow them to practice within a group at first.
- G. During role-play, students are reproducing the vocabulary that I have introduced to them and then using information that they have learned.

INTERVIEW SHEETS

- A. The objective here is for the students to interview their classmates. They are to ask questions that have been assigned to them. This will help assisting them to communicate in English with other students much more comfortably.
- B. Verbal skills, pronunciation of words, and usage of new and already learned vocabulary.
- C. I wrote on the chalkboard ten questions that can be easily answered by a simple yes or no. The students copied the questions on their own paper. I read aloud the questions and Joy interpreted them in Spanish for me. After explanation of how to complete the activity, we walked around and went from student to student asking them these brief questions.
- D. I didn't think this activity worked that well because of little vocabulary knowledge they had.
- E. The level of difficulty is extremely high because of their little knowledge of words that enabled them to feel comfortable answering questions.
- F. This should only be used with a class that has a more sufficient range of vocabulary.
- G. The double sensation that is occurring here is when the students are watching the way I respond to the questions that are being asked and I also watch to see how they respond to certain situations.

HEAD AND SHOULDERS, KNEES AND TOES

- A. Object of this activity is for the students to have fun while using verbal and body meaning to produce an end result, which is movement.
- B. Skills emphasized are the knowledge of names of body parts in English.
- C. We spent part of the class time learning what the body parts are in English. I first did this by drawing a body on the chalkboard so that the students will have something to use and study with at home. Next, I demonstrated the body names with the use of my body. We followed up the learning process by learning this song.
- D. The students really enjoyed doing this song because they could learn the words and movements fairly quickly and easily.
- E. Extremely easy once they have knowledge of body parts.
- F. All ages love this. I didn't think that this activity would work well with this age group and it did. My suggestion is not to be afraid when trying out new ideas.
- G. Double sensation of this activity would be the demonstrating of the activity and the students produce the end result.

TELLING THE TIME

- A. Object for the students to identify the numbers by site and to be able to pronounce and give meaning to the event.
- B. Number knowledge is needed along with concept of how the hands travel around the clock. Introduce the terms A.M. and P.M.
- C. The first step is to identify the number's on the clock to see what the understanding is. Then begin with times that are easy to identify such as 1:00. Then move on to time increments such as 1:15, 1:30, 1:45 and 2:00. The last step would be then to move on to the more difficult times. About 80% of the students were able to recognize the times that were given.
- D. The quieter students have more problems answering the questions of time. Once children have a better understanding of numbers and how the clock functions the task is easily mastered.
- E. Teaching time is not difficult if students have prior knowledge of numbers.
- F. Work on number knowledge before presenting the clock. Ask questions such as what time do you eat breakfast or what time do you go to bed, etc. This will allow students to begin thinking of time in terms of A.M. and P.M.
- G. I asked students what they ate for breakfast and what time they went to sleep. Most of the students responded with the answer that I chose.

ANIMAL SOUNDS

- A. Objective is to see if there is a difference when Spanish and English students make animal sounds.
- B. Sounds that animals make and ability to pronounce the names of different animals that live in their community.
- C. I had drawn pictures of specific animals that were known to the students. I begin the assignment by showing the picture of the animal and asking what it sounded like in Spanish then in English. After that lesson was completed I continued the lesson by teaching the English name for each animal.
- D. My students were much more embarrassed by this assignment compared to the other classes. I think this assignment is more appropriately geared for a much younger class. Only one student in my class was willing to cooperate and help complete the assignment.
- E. Very easy assignment to teach but needs to be done with a younger age group.
- F. Use with younger children
- G. None existed because only one child participated and the others did not respond to the assignment.

PICTURE OF PISTÉ AND THEIR SCHOOL

- A. Object of the map is to give the students a verbal understanding of where they live in English. This will help the students give directions to tourist if they are able to identify key words of their surroundings.
- B. Vocabulary of important places in town. Example: park, pharmacy, police station, store, restaurant.

- C. I began the assignment by writing the vocabulary on the chalkboard using English and Spanish words to use as a reference. The next step is to teach how to pronounce the words. For their homework assignment, I asked them to draw a picture of Pisté.
- D. Only one student completed the assignment and brought it with her to class.
- E. Not very difficult if vocabulary has been given.
- F. Do assignment in classroom with this age group. Most students are busy working or helping at home and unable to complete this at home. With other age groups this assignment work perfectly.
- G. None due to the nature of assignment.

V. STUDENTS DRAWINGS

How the Students Imagined Pisté and Chichén Itzá:

Vanessa: She did a great job with her map. The details in the map show a great interpretation of what the town looks like. I see it as being very realistic because she was very detailed about the way she had drawn the picture. She had drawn a rock fence that surrounds some of the houses. There were numerous dogs positioned all over the town.

Cruz: Her pictures showed just the information that I asked for. She did not go into great detail about how the city looked. She was fairly realistic because she did include places in the town. But as far as context, she did not interpret how the town is constructed and where these buildings are located.

Maria: Her picture is also very basic. She added some of the information that I asked for. I do not think that she was really realistic because Pisté contains much more than people, cars, buses, parks, and houses.

Fernando: He has added more detail. His house is shown in detail and where it is located. The picture portrays the surroundings in proper perspective. He shows a little more detail when he drew the buildings. He added directions to show detail.

Mike: His picture is not realistic because the locations he drew do not portray in reality where they are located. Though he did not go into great detail in his drawings.

Darwin: His picture is very unrealistic because the location of the buildings are incorrectly placed. The clinic is nowhere located close to the Castillo at Chichén Itzá. The cemetery is located in the town not past Chichén Itzá.

German: Buildings and sites are not located in the proper locations or areas. He has given some of the information that I asked for. But never went into detail.

WHAT THE STUDENTS THINK THEIR CLASSROOM LOOKS LIKE:

Ernesto: He had drawn what the objects look like, not how the objects look inside the school. He portrays the objects in a realistic perspective.

Fernando: His drawing is very articulate. He drew what I look like sitting at my desk in the classroom. My coke bottle is even placed on the desk. The window and door even is placed on the right side of the room.

Vanessa: Her perspective was interesting. The building is drawn with two floors with the classrooms placed on the upper level. She chose to show how students from the outside of the classroom are looking in during class time. She portrays the students as moving around the room and talking. It shows that we have a mobile classroom.

Darwin: The picture is a good perspective how objects are placed throughout the room. He drew objects that I gave vocabulary for.

German: He began by drawing objects that I asked for him to include. But he did a good job showing the teacher and chalkboard. He also included the window and door. But he drew them in opposite directions.

Maria: Her building was divided up into three sections. She drew the objects that I asked for but not in any particular order.

VI. SOUND CIRCLE ACTIVITY & ROLE PLAYING

The purpose of this activity is to continue to practice the sounds that the students are having difficulties with. This activity incorporates sound and movement together in one activity. Students are participating focus on what movements they want to use in relationship to the sounds they are making. On Monday, we took the last 15 minutes to try to see if we would be able to successfully implement this assignment. It was interesting to see what the reactions of the students were. Most were very giggly and somewhat uncooperative during the activity. Those students that were participating chose to do the same movements that Lori and I had previously done.

My suggestion for this activity would be to begin with one or two sounds, then progress daily. This would give them a daily opportunity to be in a group and feel comfortable with projecting themselves. This would also allow them to practice more pronunciation on a daily basis.

ROLE-PLAY ACTIVITY OF THE RESTAURANT

The class began learning the vocabulary and phrases that would enable them to be successful in this activity and in real life situations that they may be exposed to. They had no problems reciting the information given, though the pronunciation at times was a little choppy. This activity was successful and unsuccessful for two reasons. Firstly, this activity was a gauge of how much language the students have retained and are able to use. They did well if they had the information close by to refer to. Secondly, this activity gave me an idea of what level my students at. This is a great indication of which students are able to communicate without the help of friends. Thirdly, this was used to get the students out of a stationary position, and interacting with other classmates. This idea worked for most students. Two of my shy students still remained hidden in the groups. They were very intimidated by this assignment.

After practicing the new vocabulary words and phrases, Joy explained how this assignment was to be completed. I divided the students up into two groups and assigned one person to be the waiter or waitress and the other students to be customers. We gave them about twenty minutes to practice the skit to perform in front of the class. Joy and I were close by so that if they had any questions could answer them.

Many students needed assistance with reading the menu and with pronunciation. The remainder of class time was spent performing the restaurant role-playing situation. It went fairly well. Some students adapted very well to being in front of an audience and others remained quite shy.

Overall this assignment was a good idea to see what level the students are at and what knowledge they have retained. The downfall of this activity is that the students do not have enough verbal knowledge to execute this activity. Though the upside is they are still questioning what the menu reads and how to pronounce the words on the menu.

Before I would attempt to do any type of role playing, I would introduce vocabulary that would be taught for the first three weeks of the language class, and then spend the last two or three weeks performing. This would give the students a more substantial language background to feel comfortable with speaking. A few key words will not allow the students to complete a sentence.

VII. OBSERVATION OF VICTOR'S CLASSROOM *TUESDAY, JULY 29*

Today Victor is working on teaching the students objects that are located in the classroom. He begins by teaching the necessary vocabulary words before he assigns them homework. He wrote the vocabulary words on the chalkboard and then reviewed them one by one. The students repeated the words several times. After they practiced the pronunciation of these words several times, he chose each child and asked them to go to the chalkboard and to draw the object. This was useful to see who was able to retain the information and use it accordingly.

All the students were very attentive throughout this process. Most were very eager to participate by wanting to go to the chalkboard. Sergio brought his brother to class today. He is three years old and very funny. He joins in on many of the activities.

DOUBLE SENSATION

This first occurs when I enter the classroom. Two of the students were totally emerged in what I was doing to prepare for observing the class. I acknowledged my audience by asking Sergio "how was he doing." He did reply giggly. I asked the other student, he did not reply.

When I am sitting in the classroom I am being observed as much as the students are. They watch how I respond to what Victor is teaching and then they make a response from both of our actions.

WEDNESDAY, JULY 30

Class began by Victor reviewing the classroom vocabulary that will be assigned for homework. The homework is for the students to draw a picture of what the classroom looks like to them. As teacher's, we want to see how realistic the students interpretation of what they are doing is. The next project he does is to have the students to draw the objects on the board. This gives us an idea on what words the students are having a

difficult time with. The rest of the class time was spent reviewing the last what they have learned the last 2 weeks.

DOUBLE SENSATION

One student had drawn me a picture of a tiger and gave it to me during the class period. Another student saw that I was giving recognition to this student because of what a wonderful job he had done by drawing this picture, the other student making the observation also gave me a similar drawing. The double sensation that occurred here was acknowledging and praising the work of one child made the other child respond by hoping to gain the same amount of attention.

THURSDAY, JULY 31

Class begins with a review of today, tomorrow and yesterday. He asks the students questions such as "what was yesterday." The students will respond individually to this question. He continued the activity with similar questions. This process also involves the use of past and present words.

He did a neat activity with the use of flashcards. Each card has an item written on it about the classroom. He divided the students up into two groups. The object of the game is to see which team will be the first to identify and draw on the board what the card says.

The next part of his lesson was to teach the class the parts of the house in English. Words he chose were: house, garage, living room, kitchen, bedroom, roof, window, wall, and closet. After this he assigned them to draw what their houses look like.

The last 5 minutes was spent listening to the different types of music the students brought to class.

DOUBLE SENSATION:

Victor was explaining the rules to an activity they were about to play when a student began to disrupt the class by clicking his pencil on the desk. Victor gave him the look of discouragement. This visual/facial expression was a double sensation because both persons involved observed and responded to the situation. The student did stop his clicking. The response did work.

VIII. The SELT Clausura, August 6, 1997

The Clausura marks the end of the SELT program of English classes. The ceremony is a special event because it shows the parents and our students how much they meant to us in such a short time. There were many mornings that I had wished I could have stayed in my hammock, but I knew that the students were waiting for me. I saw it in the pictures that they drew of the classrooms. Even as in the role of the observer, I was placed in their pictures.

Preparation for this event began on the first day of school. We started by teaching student's activities they would be able to learn quickly. Everyday we would teach the student's useful vocabulary that will help them in the classroom and on a daily basis.

Weekly we would have a topic of interest that we would cover. Three areas of interest to the students and to us for our experiment were the city of Pisté, the classroom and Maya culture. We gave the students a list of vocabulary words that specifically pertained to these areas of interest. The students made a drawing that represented each one of the topics. These were used as part of our experiment and also to display at the Clausura.

All the classroom teachers put a lot of extra effort into this special ceremony. Joy and I went cookie and platter hunting so the students would be more enticed to make their presence. Laurie and Edith had other assignments that they needed to concentrate on, so I helped them by taking their maps and displaying them on poster boards. One hour before the event began, Laurie, Jenny and I were busy placing photographs and maps on the walls for display. Victor was in charge of video taping the event. Fernando was helping by registering the students and families sign into our registration book. Everyone else was busy greeting all of our friends.

The ceremony began with remarks from Quetzil and Joy. Then the students presented an activity that they had learned in class. Depending on the age group, the Hokey Pokey, Head-Shoulders-Knees and Toes, and If your happy and you know it was performed. This was really great because their family and friends had a chance to see that they have been working extremely hard in their ESL classes. After this took place, we performed the Hokey Pokey in Maya. This was our chance to show our students that we are also learning a new language just like they. The students were given their certificates of completion at the end. The whole ceremony went extremely well from the beginning, with a special blessing by the Maya priest, to the end, with us giving the students a special photograph for them to remember their experience.