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Steps towards Differentiated Learning in the ASK

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Steps towards Differentiated Learning in the ASK

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1. Introduction

1.1. The Dilemma or "Well, that lesson was very boring" ¹.

English teachers from schools with an intake of fifteen-year-olds with various educational backgrounds are all acquainted with a particular scenario: however slowly and carefully one explains, some learners cannot follow, while others are bored to tears². The problem is most extreme on evening courses. In these classes, learners with a number of years of grammar-school English and experience in English-speaking countries sit alongside learners who never knew much English and have not given the subject a thought for years - maybe even for decades. The gap in knowledge of English grammar, ability in application and interest is therefore far wider than in classes of fifteen year olds.

In the past the situation in the ASB (Abendschule für Bautechnik) was aggravated by the fact that in the past during the last three years of the course there was only one forty-five minute English lesson a week. The majority of the students on such courses are under a lot of pressure: they work full-time during the day and many have families. Over the years I have taught various evening classes, but although teaching adults was generally most enjoyable, I never felt that I was approaching a solution to the general dilemma: To whom should I address the lesson? Can all learners follow? Are some learners bored by the simplicity?

1.2. The ASK

The dilemma in the ASK "Abendschule für Kunsthandwerk" is similar, but the starting position better: the English teacher is given a fair innings.

As this course only exists at the HTL II in Innsbruck, I feel that some information about the course is necessary at this point.

The course was opened in 1985 on a trial basis (Schulversuch) and is offered to graduates of the four year college for artisans (Fachschule für Kunsthandwerk). The students are painters, sculptors and joiners and take their University Entrance Examination in two parts. The first part of the examination is held at the end of the first two years and at this point students complete the courses in general subjects. They can elect to take the Oral Examination in German, English, Economics or Religious Knowledge. During the first year of the course, there are three English lessons a week and two in the second year³. During the final year students concentrate on the practical subjects (atelier and technical drawing) and on those theoretical subjects (art history,

¹ Statement made following a lesson on "If-Sentences" by a young man attending an evening course in the building department (Abendschule für Bautechnik, HTL II, Innsbruck). As a result of a couple of years spent working in Australia his English was quite phenomenal and he was, in fact, top of the class in most subjects. Others commented after the same lesson that the subject matter had been well above their heads.

² After completing the concept for this paper, I became aware of the fact that the only paper on teaching English at a HTL published in 1994 deals with the same problem. Cf. Helga Siebenhofer: "Für wen unterrichte ich?", IFF: Klagenfurt 1994.

³ Technically speaking, the course is held on a term basis and students are given a certificate (Zeugnis) in February and in July. The subjects, however, remain the same for two terms, or one school-year, and it is therefore simpler to speak of "years" here.

design, chemistry and technology) which correspond closely to their craft. The majority of students enrol on the course after the realization that they are not personally satisfied with themselves solely as craftsmen and craftswomen and wish to add more theoretical to their practical knowledge. Over the years I have often heard the comment, "I just want to learn!". A number of students go on to University, studying a range of subjects from Art History to Geography, Law and Languages. Others go to Art College after passing University Entrance. Moreover, the students tend to be younger than those on the building course. This means that they do not have the added difficulty of combining evening school with family life and, in general, they work part-time.

Therefore, the majority of learners are interested in widening their education and have time to concentrate on their studies.

Last but not least, due to the trial status of the course, the classes were nearly all split into two groups in English, meaning that the situation of advanced learners supposed to learn alongside beginners did not often occur.

1.3. The Motive and the Move towards Change

My experiences teaching on the ASK course have been generally very good. The one "difficult" class was a class which had been divided into two groups during the first year and was then taught as one group during the second. In this second year I found it extremely difficult to arouse interest. The learners from the original advanced group wanted more reading, writing, discussion and general experience of the English language. The other group wanted a straightforward programme including, above all, revision of grammar and exercises. Therefore, I was constantly attempting to discover at which level I should be teaching.

The situation at the beginning of the course 1994 differed from that of other years. Firstly, I am form-mistress in this class and secondly, for administrative reasons, the class is not divided into two groups for English. From the beginning of the year I was aware of the discrepancies in the level of English. Nevertheless, up to the beginning of November I had the feeling that I was generally relating well with the class and that discrepancies could be overcome fairly simply.

The lesson on the third of November, observed by university students, was disastrous. The first part of the lesson consisted of a written revision of grammar points based on mistakes made by learners in first written exercises. Only two members of the class were in any way able to complete this task satisfactorily.

During the second part of the lesson we read a text from Meanings into Words together. Some of the learners apparently found the text childish and simple in the extreme. They were inspired to giggles. The mirth was shared by others who confessed to not being able to understand a single sentence completely.

This was the last lesson before the PFL seminar and I knew that, somehow, I would have to change my teaching in the ASK 1.

On the second day of the seminar we were asked to describe successful and less successful elements of our teaching and positive and negative experiences. In an attempt to put the negative experience of the past week aside, I began to think of the positive classroom experiences. The preparation for the University Entrance Examination with a group of learners from the last ASK class sprang to mind. In this class we had read Dorian Gray during the year - to the apparent enjoyment of the class. At the end of the year the art historian on the staff helped us in discussion of the original Beardsley illustrations. The learners showed not only their ability to discuss art (an area directly connected to their own field) and literature in English, but also their awareness, as art students, of particular elements in art and in a piece of literature with a work of visual art at the centre. These aspects were new to me as a linguist and historian and I was thrilled with their

dexterity in communicating these points in English.

This is the level which should be achieved by some of the members of the new class. On the other hand, in the new class there are a number of virtual beginners needing instruction in basic grammar and vocabulary.

Thus the task is to find a way of assisting as many learners as possible to progress in English within the multi-strata class-room.

2. Steps

I wish to present this part of the paper more or less chronologically, because I began to find out about differentiation as I "experimented" with various didactic forms. At the beginning I knew that I wanted more differentiation, but did not know how to achieve the goal. The path towards differentiation was very important.

After my return from the Seminar, I began to search for ways of working and over the year different methods or steps began to crystalize.

2.1. Step One : Analysis of the Level of English in the Class.

2.1.1. Written Work

My first step in this direction was merely a more intensive look at the written revision from the third of November. I made a list of the points which learners obviously did not understand I gave all learners this list and references in Better English⁴. At this point I merely made a list of "What the class does not understand!"

The revision was repeated and the negative results demonstrated that those with real problems had not taken the matter seriously or perhaps that learners were not aware of how they, as individuals, should work.

From this point I started to make notes of individuals' mistakes and inform them of this procedure⁵. I gave the learners their feedback sheets three or four times during the term, i.e. after longer pieces of work. I have not as yet solved the problem of how to give learners feedback sheets whenever necessary without repeatedly printing the same information.

At this stage I was merely collecting data and was not sure where this would lead. From my point of view, I found that the writing-up in itself led me to start thinking more about the individuals in the "class". Moreover, I was definitely finding out more about individual problems with the language.

This approach gave me the opportunity to point out to certain learners (such as Edith) that with a little more effort they could be doing better and getting more out of evening school. The lists helped me to find concrete examples of careless mistakes as opposed to the general fluency of the work. At the beginning of the year Edith was one of the learners who always did enough

⁴ Cf. Appendix 1.

⁵ Appendix 2 contains feedback sheets from certain learners. The sheets included illustrate particular points discussed below, pp.6-7. All names have been altered.

work to achieve a "three" and not a stroke more. She was frequently absent and when she gave in any work, she always wrote as little as possible. When she realized what she had to do in order to make progress, she began to work more and her language actually improved.

Samuel was definitely one of the weakest in the class in English. When I first saw a piece of his written work, I could not find a single coherent sentence. When I discussed his written work with him and when I asked him what he thought he should be working on⁶, he showed me that, in fact, he could form and use basic tenses correctly when he concentrated on these points. Although he had to repeat certain pieces of work, in the end, he usually produced short and simple, but correct English sentences. With the feedback, I felt that I could justify to the class that Samuel should pass the year, whereas two other joiners did not. The two who failed the year were frequently absent, seldom gave in work and made little effort to correct their work.

Alice, for instance, has problems with spelling. Her spelling mistakes are such that at the beginning of the year I tended to regard them simply as "bad mistakes" and if I had not actually started to collect, I would probably have overlooked the fact that the problems are purely orthographic. She realized herself that this is an area upon which she would have to concentrate. We looked at the spelling in particular in every piece of written work and on two occasions she told me that she had been learning the spellings of certain common words and spelling rules and then she explained what she had learnt.

Anita seldom makes mistakes in grammar. Writing the feedback actually forced me to begin to think about the positive aspects in her work and where or how she could progress.

Attempting to analyse the difficulties was the first step I took, although the process continued all year. As mentioned above, I began with "the class" and progressed to the individual. The fact that I started analysis in this way made me aware of a discrepancy in my teaching personality! I had always assumed that I am one of those teachers who does not lay particular emphasis on grammar. When I start to try to look at my students' language problems - where do I start? With their grammar mistakes! However, as the year passed, the feedback began to become a basis for progressing as well as a mere listing of mistakes.

The first general reactions from the class were that they found this interesting and when I began to ask them to work on their own problems everyone knew where to begin.

As we progressed through the year, trying different approaches, I found that certain forms of working were much facilitated by the feedback shared by teacher and learners and that the feedback was becoming a stepping stone.

2.1.2. Oral Work

Obviously, when we are dealing with a modern language, writing is only one aspect and not necessarily the most important. Therefore, it appears essential to find out more about oral work. This is infinitely more difficult.

During one lesson in December learners prepared dialogues in groups which they then recorded on tape. Everyone seemed to enjoy this much more than I had imagined. Some were able to pick up their own mistakes when they listened to the tape. Most students appeared to accept the tape recordings. I was content that this was the case, as when I listened to the recordings at home I found that I could judge oral work more objectively than the general impression left after a

⁶ See below pp. 12-13.

lesson.

In January, during a lesson in which learners had to report the content of various texts to the class, they were prepared to let me tape their reports and the ensuing discussion. I explained that I find it difficult to judge what has been said and how it has been said and simultaneously lead the discussion. They had no objections on the condition that I did not replay tapes in class. When I listened to the tape at home, I found that I could concentrate on accent, grammar and expression. I also learnt a lot more about a discussion in class than in the situation.

I attempted to add information to my analysis sheets, but I found that except in a minority of cases, I could give little concrete information to the individual learners.

There are a number of other problems in this area. Firstly, there is no suitable machinery in the school. Secondly, I am in much doubt as to how natural the situation can be and whether those who are shy about talking in front of the class in any case do not find the tape very unpleasant. Thirdly, I certainly do not want to give the impression that I am using the individuals in the class as guinea-pigs.

This is definitely an area on which I will have to concentrate more in the future.

2.1. Step Two: Topics in groups - division according to language skills.

Parallel to collecting information about the various levels of English within the class, I began to consider methods of teaching which would offer more opportunity for learners to work at their own level.

The didactic form for the first three double-period lessons after the seminar was obvious. University students on teaching practice would be accompanying me for three weeks and were more than willing to become better acquainted with the learners and their English by assisting in group work.

Thus, for three double-periods the class worked in three groups roughly divided according to language competence.

During the first double-period, the task was simply to read a text, write a vocabulary list of new words and then work on questions. The text and the questions were the same for the three groups. The text was read in the groups with students. The learners asked for words and vocabulary lists of varying length were compiled. "Group One" (more advanced learners) had no difficulties in understanding the ideas in the text and only needed explanation of one or two words. "Group Three" understood the text well after a good deal of explanation.

This form of competence-level group work with a student working in each group was repeated the following week. The task was to write "Problem letters". The learners composed the concept collectively and the students helped them with language. The letters were handed in and from the written evidence and feedback from the students I could see that the weakest learners were beginning to work out simple, correct English sentences, while the more advanced were working witticisms into the letters and enjoying talking about obscure problems in English.

During the third and final double-period, we started working on a new topic. The topic was introduced in plenum and then I asked learners to decide whether they wished to work on a basic or more complex text.

2.2.1. The Problem of Group Finding

From the first lesson, the atmosphere in the classroom was infinitely more satisfactory than in the lesson aimed at everyone. Members of "Group One" had been able to converse in English with the student and members of "Group Three" told me after the lesson that they had actually

understood what was going on all the time - obviously a new experience.

However, from the beginning, it was clear that most learners did not find it an easy task to decide which group to join. I attempted to explain the reasons for the divisions and the intended advantages. Immediately, a small number of learners immediately stood up and declared that they wanted to progress and felt that their English was good. Another smallish group was quick on the uptake, saying that nothing could be too simple. For the majority of the class, it was very difficult to decide which group to join. Self-assessment was obviously something they had not often been asked to do and they simply did not know where they stood. I tried to offer help by telling them again about the impressions I had from their first pieces of work. There was a general feeling that the false beginners group was always the best choice, as one would not miss anything in this group. Learners were also reluctant to split away from their friends and enter a group of people with whom they had little contact. Even in the ideal situation with students to work with me, the situation was not straightforward. I was beginning to see that one of the basic elements in differentiation is awareness of one's own competences. Self-assessment is definitely not a competence which can be presupposed in classes embarking on evening classes.

I had assumed that learners would find it easier to form groups the second time. This was not the case and once more, apart from those at the extreme ends of the scale, nobody knew where to go. There was great uncertainty about the advantages of going into a group where it is possible to work faster. Once more I forced the decision in some cases. Especially when there are visitors in the classroom I become extremely nervous when work is not begun.

One learner was definitely not happy about being placed in "Group Three" (based on written work) and the student in the group informed me that he showed much greater ability than the others in understanding texts and talking. This incident illustrated the problems of finding the "ideal" group.

At the beginning of the third session, I left the room with the students for one or two minutes and asked the learners to divide themselves into two groups. One group would work on a simple text taken from a textbook and the other would read excerpts taken from newspapers. I explained once more that the speed of working would depend on the level of the participants. When we returned most learners knew which group they wished to be in and a group of more advanced learners stood up. Two others followed and I was surprised that these two should choose to join the advanced group. I was pleased that members of the class were beginning to take initiative about how they want to learn.

This form of working ended naturally. The lessons as such had been much more satisfactory than the first lessons when I had been teaching the class from the front and I had at least gained insight into some of the problems. It was obvious that one of my main tasks would be to help them towards self-assessment. Thus, "Step One" and "Step Two" began to fit together. I now saw that individual learners could only progress if they knew where they stood.

2.3. Step Three: Revision On Offer

During the lessons with the students, the emphasis had been on topics and communication and, as we continued to work, it was becoming more and more obvious that certain learners were incapable of forming tenses and applying basic tense rules, while others were capable of expressing opinions in English and writing two or three pages without any elementary mistakes. As a first attempt to remedy the situation, I decided to offer a very basic grammar revision which certain members of the class simply did not need. I suggested that for a few weeks we would revise certain grammar points very thoroughly on a Thursday evening, first period. Those who

had problems should take this final offer of the rudiments. Those, the majority of the class, who mastered these points should come at the end of the lesson.

In the first lesson in this series some of weakest learners were missing, but others, who obviously had no problems at this level turned up, apparently concerned about missing something. The lesson, therefore, did not work as I had intended. I had intended to show certain learners how to form the tenses and demonstrate the simplest usages. Apart from two learners, this group was absent. I did not even manage to help these two learners, since the others who were present were eager for a more advanced revision to check their knowledge. This was again proof that learners do not find it easy to assess themselves. However, at this stage I was unsure as to how to react. The opinion had been expressed by a number of learners that it was beneficial to revise basic grammar. Therefore, despite obvious problems, I decided to continue with the offer.

In the next lesson, once more, those with real problems were missing, but others turned up in force. I was not sure about the reasons behind this behaviour. Towards the end of the year, when I talked to individual students about why they had such high rates of absences in various subjects, they explained the obvious. When they feel on top of a subject, they enjoy the lessons and always attend unless really prevented by illness or work. They dread lessons in which they have difficulty following and, as adults who write their own excuse notes, simply do not attend, although they know that this behaviour pattern will make their lives more difficult. In November I was not aware of this aspect. However, it was becoming clear to me that I would have to find another approach. Some learners' written work was still completely incomprehensible and full of basic mistakes. I knew then that if they did not improve, they would definitely not pass the year. Others made it clear that they wanted to progress and I strongly believe that competent and ambitious learners have the right to advanced teaching.

For the third unit I handed out exercise sheets on the previous day and explained that everyone should be able to do these basic exercises. On this occasion those present obviously found basic grammar difficult. The others were apparently content with the exercises.

This procedure had seemingly solved the problem of the more advanced learners being concerned about "missing something" and in this period it was now possible to work at the pace of the slowest and the participants now appeared free to ask extremely basic questions in the absence of the more advanced learners.

The grammar and vocabulary revision was repeated at the end of the first term showing great improvement.

2.4. Step Four: Working individually

2.4.1. Individual Programmes

By the beginning of the second term, it was becoming obvious that efficiency could only be increased if opportunities to work individually were increased and if learners were encouraged to take over responsibility for their own progress.

As I had not been completely satisfied with merely offering grammar on the "take it or leave it basis", I was still searching for a different approach. One important reason for the change was that some learners still had gaps in knowledge, but I could no longer afford to spend everyone's time on these problems.

Therefore, in the first lesson of the second term each learner was encouraged to work on his or her own programme. Learners were given the "Choice" - of either working at recurring grammar mistakes by reading grammar books and then attempting exercises or reading an article of their own choice from "Spotlight".

This was a new way of working for me. Certain pros and cons of such a method became evident. I have attempted to list the positive aspects of the lesson as follows:

- + In conjunction with personal profiles it was generally obvious what most learners should do.
- + Apparently free to choose, learners recognized themselves what they should do.
- + Some learners with grammar problems really wanted to read, but admitted that they had other tasks on hand.
- + Learners with basic tense problems (Robert, Andrea, Norbert, Susanne, Niklas) organized themselves into a group, read through and copied out rules and wrote their own simple sentences. It was noticeable that the weakest learners were able to write a limited number of simple structures in the correct form.
- + Samuel convinced me that he can, in fact, apply tense rules. Working on his own he completed an exercise on the Past Tense with only one mistake. He wrote coherent Present Tense sentences. He was finally beginning to move away from the chaos of his first pieces of work. He now wanted to read.
- + Anna and Alexandra worked together. In both cases their English is not bad, and good enough to get by with a "3" while others struggle. However, at this point they were forced to admit that they sometimes make basic mistakes, below their own level and decided to do something about it.
- + Nikolaus was apparently cynical at first and then actually started reading and making notes.
- + Alice wanted to work on her spelling. She worked alone and I found time to help her. We seemed to have found a starting point - i.e. really looking at basic words that she misspelt in the test and re-learning verb and plural forms.
- + Leonhard, Ester, Anita immediately started to read silently. They produced précis and word lists. They gave me time to help others.
- + I felt relaxed.
- + It was fairly easy to keep track of work by underlining points on the feedback.

Other aspects of the lesson showed that I will have to concentrate on certain points:

- Certain learners need pushing. For instance, Niklas could/should be doing something else.
- It took time at the beginning of the lesson before everybody started working.
- The instructions given to the readers in the class should have been clearer.

The lesson left certain ends to be tied up; for example, it took a long time for everyone to hand in précis and word lists or to come and explain to me what they had learnt. On the other hand, in the end, everyone finished certain tasks and many continued to work on or at least bear in mind their "individual programmes", (i.e. the areas where mistakes recurred in their writing) throughout the term. I found I had time to offer individual help and enquire about unfinished tasks during later working sessions on grammar and on general topics.

In general terms, this way of working was only possible using the feedback as a base and it was the feedback which enabled me to keep track of tasks which were completed at a later date.

2.4.2 ."Open Grammar"

I have never regarded English grammar as an end in itself in the classroom. Thus, at this time (the beginning of the second term) more lessons were devoted to working on topics than grammar. However, learners were still completing their individual tasks and I was aware that I should take further steps to ensure that they continued to concentrate on improving their language competence.

Therefore, at the end of April I started with "Open Grammar". Once more, I used the Thursday first-period lesson for grammar. Every member of the class was given a list of grammar points in

the form of a snail⁷. The idea is to work from the centre to the outside. Everyone should master the points at the centre. Exercises were provided and learners could check their answers on the solution sheet.

This was new ground, with nearly everyone in the room working on a different aspect at a different time. The probationary teacher was on hand as second facilitator and partner for interview tasks. It was very helpful that Richard was in the room with me to help explain the tasks to individuals, to groups and to late-comers. As the different levels in the class imply that learners should commence with different tasks, two facilitators meant that the atmosphere in the class was more relaxed. Moreover, Anita and Ester (two of the most advanced learners) took advantage of the situation and made a dash at him. The ensuing conversation gave them an opportunity to practise correct usage of tenses in a "natural" situation.

"Open Grammar" was continued on two more Thursdays. During all three lessons everybody was still working and most of the weaker learners appeared to know which areas they should be working on. Some of the more advanced learners used the opportunity to revise certain points and some gave in written versions of tasks completed at the end of lesson. It definitely seemed as if this form of revising was efficient for everyone.

The last grammar point to be dealt with this year was "If". I did my spiel on the Past Perfect and "IF" sentences. In fact, this worked better than expected and we had fun completing sentences. It appeared that all felt the need for revision here and it was possible to work together.

2.4.3. Individual or "Open" Tasks

The first written task in the second term was simply to write a story. Some learners who had always had problems writing anything comprehensibly, wrote simple, short pieces in correct sentences. Others wrote at imaginative length. This showed me that learners were beginning to work according to their own level of English. From the information on the feedback sheets, it was obvious that certain learners should concentrate on the rudiments, whilst others should work on style and increasing their active use of new words and phrases.

The aim now was to consciously set differentiated tasks. The topic on hand was Music in connection with an inter-disciplinary project on "Innovation" taking place at the time.

The text "Women in Pop" was taken from the Guardian. Learners were given a copy of the text with tasks in the form of "Stage questions"⁸ presented on the OHP. There was no choice in the basic text, everyone had to begin with a précis of the article and then chose two, three or as many tasks as possible.

I was amazed that all was so quiet. The exercise had been intended as fun! Learners appeared to be taking their work seriously, and even to be enjoying working! We agreed that a tape might be nice at this time in the evening (ca. 21.30) and the atmosphere felt relaxed. I had time to circulate and a number of learners asked for individual assistance.

Another task in connection with the Music topic was to read a text and report on the text orally. I presented the class with seven texts on different aspects of Music and I asked learners to work on a text in pairs or groups of three. The texts were chosen while I was outside the room for a

⁷ See Appendix 5.

⁸ Cf. Appendix 3.

few minutes. The speed of choice led me to assume that there had been few difficulties here and certain learners started to work with people with whom they do not usually work, apparently according to interests. The tasks were carried out and reports given.

However, the problems in the next phase pointed once more to the difficulties in this class when working together. Learners did not always listen to each other and the intended, ensuing conversation did not get off the ground. The situation was frustrating and made me decide to return to individual, written work for the moment. At this point, it was also becoming clear that the painters and the joiners have problems relating to each other and most of the class do not enjoy voicing opinions in front of the other group.

The next topic to be discussed was Art. Altogether five double-periods were devoted to this topic as it is vital that learners on this course can talk about techniques and express their views on Art. During the first sessions the class worked together consolidating vocabulary and expressions from Make Your Way, VIII. I also attempted to give general information on certain aspects of artistic developments peculiar to England, but it was obviously difficult for some members of the class to follow and the lesson only reached a certain group in the class.

In the next lesson learners were given a list of tasks from basic to advanced⁹. All started working. As usual the atmosphere in the class was much more satisfactory than when we try to work together. First results were given in at end of lesson. Good.

"Open Art" was continued the next week and once more I had the impression that learners are happier to work alone or in groups than as a class - even if it means being more active! Some learners actually discussed paintings in English in groups of two or three and some handed in detailed and well-organized picture descriptions - Samuel and Robert handed in the habitual minimum, but at least they had completed something correctly.

After the five double-periods every member of the class had at least given in one or two pieces of work and read through certain articles on the subject. The standard of the written work and the complexity of the articles varied considerably, but here again most individual learners were making progress at their own level.

3. The Questionnaire

The aim of the questionnaire¹⁰ was to find out how my "experiments" had been received. I had feelings about which methods worked particularly well, and once, during an "open" lesson, Nikolaus remarked, "I like the way you teach us - you don't put reins on us - well, you don't teach us, you help us. It's not just straight, grammar from the front". I now wished to find out if this remark and my own impressions corresponded to the opinions of the individuals in the class.

I also wanted some help from the class about how to continue in the second year of the course. After reading the comments I became aware of problems with the questions and also realized that in fact the questions can be dealt with under three main headings.

⁹ Cf. Appendix 4.

¹⁰ Cf. Appendix 6.

One of my basic questions was concerned with my feedback. A second question was to ascertain whether the class really wished to continue to *work* independently as opposed to merely consuming collectively and the third question was about how I should organize groups or individual work.

I asked learners to write their name on the questionnaire as I believe that a particular answer may have a different meaning if it is written by a learner who never has problems, someone who finds every aspect of English difficult or someone who rarely attends classes. I explained that I did not believe my questions to invite compliments or deadly insults and that they should feel free to write their opinions. The questions were concerned with methods and not my teaching personality. However, on handing in a questionnaire one girl explained that as she was generally satisfied and knew that I tried hard, she did not want to be critical. This appeared to illustrate the fact that filling in questionnaires is not easy and that it is extremely difficult to obtain true information.

1. Generally learners were satisfied with the feedback and did not have any additional suggestions.

The remarks¹¹ were generally complimentary and, naturally, I find these answers pleasing.

A comment such as "da weiß ich, wie ich stehe und was ich noch lernen muß" shows that for some learners, at least, the feedback had achieved what I had hoped it would.

Although I had originally intended only to work on the feedback for one year, after reading the comments, I have decided to continue in this way. This was the one point on which there was unanimous agreement; i.e. none of the class expressed objections. Moreover, having worked out the system, the extra time needed when correcting is minimal. The idea of a teacher taking the time to give this type of feedback apparently impressed a number of the class. It was not that much work!

2. For fifteen learners, working individually with material is best. Only two prefer to learn from the teacher and two give explanations of how both methods can be useful. The two learners who prefer learning from the teacher both obviously find English difficult, as one will have to take a re-sit next term and the other has scraped through the year.

Comparing my frustration after trying to teach the class as "a class" with the highs after the "open" lessons I had expected this type of result. The reasons given were interesting. The comments tell me that in future I must put special emphasis on giving enough choice for learners to be able to enjoy the tasks and become interested in the work and I must continue to concentrate on helping them help themselves to progress. The statistical evidence and the fact that fifteen found this point important enough to write a comment convinces me that this is the way forward in this class.

3. Twelve answer that class-mates are helpful and many add comments. Three tick both a) and b) and give explanations.

The striking point here for me is that a clear majority find that class-mates can and do assist in groups. I was interested to read how class-mates help each other¹².

As I became aware, it was not clear from the questions whether it was intended for both or only one answer to be ticked and from this question I find out nothing about the type of group they would wish to work in.

4. Twelve ticked a), eight b) and four c).

¹¹ I have transcribed the comments from the questionnaire in Appendix 7.

¹² Cf. Appendix 7.

Once more I realized that I had not stipulated whether they should tick only one point. Therefore, some ticked two points and some one. I counted all points ticked, but realize that the lack of clarity in the question renders this point statistically useless. However, it would appear to emerge that learners often find they like to choose their own groups although there is, at the same time, a tendency to want division according to language level. Some of those who ticked b) are amongst the best learners and others amongst the weakest.

For the future I shall continue to let learners form their own groups, but, since two learners thought that groups might be formed according to whether learners wanted to take the oral Matura examination in English, I will definitely try to find out if this is a possibility.

5. From this question I gleaned little information, from which I conclude that the phrasing of question was unclear. The answers were so varied that it seemed impossible to find a common denominator and make conclusions.

6. This question was also apparently difficult. One point does, however, emerge. The rôle of the teacher should be as a helper or supporter and, as one learner wrote, a hostess!

7. Eight learners admitted that they found certain areas difficult - varying from "ab und zu bei Grammatik" to "Zur Zeit fühle ich mich bei allen Arbeiten in Englisch überfordert". There are suggestions that there should be more tests etc. These remarks make it clear that I must always bear in mind the needs of the weakest learners and make sure that they are always given an opportunity to follow.

Two learners wrote that they felt neither too much nor too little was demanded of them, but nobody wrote that they personally felt "undertaxed". I hope this is the truth, since one of my main aims has been to provide opportunities for progress for those learners who are well ahead of the others.

8. In this case it was possible to list which activities are most popular:

◦ Arbeitsstunden (z.B. Grammatik)	11
◦ Diskussionen in Gruppen	10
◦ Diskussionen im Plenum	6
◦ Gruppenarbeit zum gleichen Text	4
◦ Gruppenarbeit zu verschiedenen Texten	8
◦ Hörübungen (Kassetten)	10
◦ Lehrervortrag	4
◦ Lektionen aus dem Textbuch	2
◦ Lesen	12 ¹³

Statistically there are definite winners and losers - the losers being the textbook and my voice and the winners being reading, work periods and tapes, followed by discussion. Group-work scores high if points four and five are counted together.

The tendencies are clear - they prefer to be active. The textbook, being identical with the textbook offered to first class "Fachschule", is below their intellectual and linguistic level. One might assume that the easiest way to survive evening school would be working through lessons from an easy book and listening to a teacher droning on. However, activity is more in demand. For me this to be the most vital point here.

9. The question is partly a repetition of the second question - a fact which only became apparent on reading the questionnaires. As I had expected, the results showed clearly that in this class, learners do not enjoy discussions in plenum. What interested me in this case were the reasons.

¹³ Cf. Appendix 8.

These are perhaps best summed up in the words of two members of the class. One comments: "Ich finde es angenehm selbständig zu arbeiten! Da kann ich mein Tempo bestimmen." Another writes that this way of working is the "beste Kontrolle für einen selbst!!!"

Definitely, we shall continue with individual work. I certainly do not feel competent in group therapy and would not know where to start in persuading people who feel happier alone to work together and this method apparently solves problems caused by the great divide which is one of the biggest difficulties in teaching in such classes. Moreover, working independently is one thing that students in technical schools really learn to do. As language teachers we often only see the problems in technical schools and complain about the weaknesses of our pupils and overlook their strengths.

The answers to the first two groups of questions (i.e. feedback and independent or class work) are clear - this is the way forward in this class. The third basic question, i.e. "How should I organize groups?" still needs more work.

Lastly, having found out more about the class, I am sure that we will be able to start working more efficiently this coming school year and, hopefully, we will in certain cases be able to move into working out certain tasks in plenum, overcoming the shyness, partly as preparation for the Matura.

4. Conclusions for the Future

It is greatly regretted by staff and students that the ASK is being phased out. "My" class is to be the last class on this course. As the second and final year of English begins, I am considering how things will go. Although I feel that the class is now ready to work a little more as a group, I will certainly continue with individual work as this appears the only way to work towards the "Matura" with those wishing to take English, while continuing to assist those whose language skills are much weaker and whose goals are more modest.

From the questionnaire I know that I must concentrate on providing enough opportunity for choice so as to make work interesting, or even fun. I shall definitely continue with the feedback sheets. On the one hand, I believe the learners should be doing this for themselves. On the other hand as it appears to be a stepping stone on the path to self-assessment and differentiation, I shall continue. Moreover, learners on the evening course only have limited time for their studies and I believe that keeping track might prove too time consuming for a subject with only two lessons a week (in the second year).

An area in which I have to find new solutions is classroom organisation. However, I feel that I am now better acquainted with the individuals and this should be useful here.

A more general question also poses itself at this point: How can this approach to work be used in other classes?

I have already used the "Snail" in other classes and find that it is repeatedly successful in classes when we reach a point of realizing that some thought must be given to revision, although the class has, as a whole, revised the Grammar again and again with a variety of teachers.

As far as other forms of differentiation are concerned, I feel that these would be efficient in many other classes. However, it would appear necessary for learners to learn to keep track of their own standards and progress before this can be achieved. My first attempts to encourage pupils in other classes to keep a record of their own mistakes have been modest. However, I am

convinced that there is a future in this approach and will work on instructions as to how to record problems.

Above all, the study has given me new impetus to look for new ways of working for the coming year and shown me a way of solving problems.

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Appendix 1

English Grammar

16. 11. 1994.

Adverbs

Idiomatic phrases -

“to have sth. done”

“there is, there are”

Demonstrative Pronouns

Plurals of Nouns

Pronouns

Prepositions

Tenses -

Simple Present, Present Continuous

Simple Past

Word Order

Difficult Words

to mean, to think

too

near

to visit, to attend, to go, to get

life, to live

to make, to do,

whole, hole

to meet,

work

3.11.1994. Revision I

- Adverbs
 Idiomatic phrases -
 "to have sth. done"
 "there is, there are"
 Demonstrative Pronouns
 Plurals of Nouns
 Pronouns
 Prepositions
 Tenses -
 Simple Present, Present
 Continuous
 Simple Past
 Word Order

Difficult Words

to mean, to think
 too, most people
 near
 to visit, to attend, to go, to get
 life, to live
 to make, to do,
 whole, hole
 to meet,
 work
 to give, to put

18.1.1995. Revision 2

+
 Verb forms
 Tenses - Present
 to do, to make
 Spelling

16.11.1994. Written opinion of

"Love in the Aisles"
 Good

fluent, few mistakes, brief

7.12.1994. Vocabulary

Revision

(gefehlt)

18.1.1994. Vocabulary

Revision

+

Spelling
 to give, to put
 Word Order

14.12.1994. Written Practice of

Future Tenses (BNW)

+

22.3. "Women in Pop".

Good

A. Précis: Good, short précis.
 Mistakes (1 each) in spelling,
 verb form, saxon genitive,
 word order.

C. Translation. Attempt at one
 paragraph - partly inaccurate
 and partly using Anglicisms in
 German.

25.1.1995. Schularbeit

3 3 3

English style good and fluent in
 general, but too many careless
 mistakes.

Verb forms

Sentence structure

Prepositions

Spelling - Saturday

Written work could be
 improved by taking more care
 with choice of words and
 concentrating more on basic
 grammar.

22.2.1995. Individual Work.

Word Order - Sentence
 Structure.

Explained at end of term.

8.3.1995. Practice "Past

Tenses".

"I was born on the fourth of July
 1888"

+ Improving

Adequate. Fairly short.
 Mistakes in much/many,
 Prepositions, Expression, 1
 verb form mistake.

29.30.3. Oral: reporting on

texts

No contributions to general
 conversation.

+ Working with Elisa - remarks
 added.

3.4. Present Perfect Prac.

+ +

Good attempt at applying
 rules in different contexts.
 Mistake since/for.

10.5. Vocabulary: Art

+

All words correct. Some
 explanations not complete,
 mistake this - these.

Art
 From 10.5.

B. Description of Painting
 Good

Working with Elisa.
 Description of Constable's "Hay
 Wain"

Language good. Straight
 description, no explanation of
 techniques or interpretation.

Schularbeit. 21.6.1995.

2

2-,3, 2+,2-

3.11.1994. Revision 1

- Adverbs
Idomatic phrases -
"to have sth. done"
"there is, there are"
Demonstrative Pronouns
Plurals of Nouns
Pronouns
Prepositions
Tenses -
Simple Present, Present
Continuous
Simple Past
Word Order

Difficult Words
to mean, to think
too
near
to visit, to attend, to go, to get
life, to live
to make, to do,
whole, hole
to meet,
work

18.1.1995. Revision 2

- Incomplete

Spelling

Tenses -

Simple Present, Present

Continuous

Simple Past

Pronouns

Plurals

to make, to do

16. 11. 1994. Written opinion of

"Love in the Aisles"

+

Written - Mistakes, brief

Simple Present, Present

Continuous

Simple Past

Spelling

opinion, meaning

14.12.1994. Written Practice of

Future Tenses (BNW)

+

Expression - at the weekend,

be able to

7.12.1994. Vocabulary

Revision

+ Improving

Spelling

to do, to put

Verb forms

Simple Present

18.1.1994. Vocabulary

Revision

-

Incomplete

11.1.1995. Oral Practice

Little textual info. Text read.

V. Austrian accent. Halting.

Interrupted by Ger. Attempt.

25.1.1995. Schularbeit

4 4 3 4

Sentences becoming clearer,

but there are still far too many

basic mistakes.

Plural forms

Sentence structure

Tenses

Spelling - stomach, people

2.2.1995. Oral Test

+

Tenses -

Simple Present, Present

Continuous

Simple Past

Rules and e.g.'s given -

apparently learnt by heart.

22.2.1995. Individual Work.

Tenses - Simple Present,

Present Continuous.

Past Tense.

+

Exercises for Present Tenses

done correctly.

Simple sentences using the

past tense correctly.

8.3.1995. Practice "Past

Tenses"

+

"I was born on the fourth of July

1888"

+

Task not carried out correctly.

February written incorrectly 11

times. "Could" spelt incorrectly.

Re-done 10.5.

3 -

First few lines simple and

correct. Last sentence

incomprehensible.

9.2. Oral: Music

+

Queen. Halting speech, but

prepared sentences.

Numerous mistakes.

29. 30. 3. Oral: reporting on

texts

++

Text on Hard Rock - contents

read. Reading improving and

few mistakes in text.

No contributions to general

conversation.

3.4. Present Perfect Prac.

Not done yet.

Given in 10.5. Brief, correct.

(+)

10. 5. Vocabulary: Art

-

Incomplete. Words not learnt.

Only 2 explanations

attempted - 2 short correct

sentences!

beginning. No depth and no attempt

to differentiate between description

and interpretation.

Oral test 24.5.

Vocab learnt.

22.3. "Women in Pop."

(+)

C. Translation of part of a

paragraph. Not accurate,

spelling mistakes and

incomprehensible German

sentences.

Art. From 10.5.

B. Description of Painting

(+)

Working with Robert. Several correct

short sentences on Warhol's "Elvis"

and Constable's "Stonehenge".

Mistakes in 3rd. person "s", knife,

beginning. No depth and no attempt

to differentiate between description

and interpretation.

Schularbeit. 21.6.1995.

5

3, 5,-,-

3.11.1994. Revision 1

(gefehlt)

Adverbs

Idiomatic phrases -

"to have sth. done"

"there is, there are"

Demonstrative Pronouns

Plurals of Nouns

Pronouns

Prepositions

Tenses -

Simple Present, Present

Continuous

Simple Past

Word Order

Difficult Words

to mean, to think

too

near

to visit, to attend, to go, to get

life, to live

to make, to do,

whole, hole

to meet,

work

18.1.1994. Revision 2

-

Tenses -

Simple Present, Present

Continuous

Spelling

Plurals

to meet

to do, to make

as, then

16.11.1994. Written opinion of"Love in the Aisles"

(gefehlt)

7.12.1994. Vocabulary

Revision

(gefehlt)

18.1.1994. Vocabulary

Revision

+ Improving

Incomplete explanations

Verb forms

Spelling of vocabulary

30.11.1994. Written Practice ofFuture Tenses

+

Tense usage - Future

to make - to tell a joke

14.12.1994. Written Practice ofFuture Tenses (BNW)

(gefehlt)

25.1.1995. Schularbeit3- 3 3 4

The mistakes must be

eliminated!

Spelling

Plurals

Tenses

22.2.1995. Individual Work.

Spelling - Plurals, tense forms,

own basic mistakes from S.A.

Volunteered for testing on 3.4.

Apparently thought given to

rules and now understood

more accurately.

8.3.1995. Practice "PastTenses"

+ "I was born on the fourth of July

1888"

Good!

Long story. Definite

improvement. No mistakes in

tense or sentence structure.

Spelling mistakes: America, an

old man, ticket, archaeologist.

Absent.

16.2. Oral: Music

+

Smashing Pumpkins. New, young group. My favorite group

- I don't know anything about

them. Something said about

why she likes them.

29.30.3. Oral: reporting on

texts

Absent.

22.3. "Women in Pop"

+

Personal opinion.

Given in 22.6.

Generally readable, still some

spelling mistakes, e.g. really.

3.4. Present Perfect Prac.

++

Good - correct simple

sentences.

10.5. Vocabulary: Art

+

Words correct - 2 spelling

mistakes.

Explanations adequate -

fairly short.

Mistake who/which.

Spelling put/but.

ArtFrom 10.5.B. Description of Painting

Nothing given in yet.

Schularbeit. 21.6.1995.33,4, 3,3-4

3.11.1994. Revision I

Very good

Adverbs

Comparison

Idiomatic phrases -

"to have sth. done"

"there is, there are"

Demonstrative Pronouns

Plurals of Nouns

Pronouns

Prepositions

Tenses -

Simple Present, Present

Continuous

Simple Past

Word Order

Difficult Words

to mean, to think

too

near

to visit, to attend, to go, to get

life, to live

to make, to do,

whole, hole

to meet,

work

16. 11. 1994. Written opinion of"Love in the Aisles"

Very good

fluent

"to have sth. done"

Simple Past

7.12.1994. Vocabulary

Revision

Very good

Spelling - alcohol

abbreviations

18.1.1994. Vocabulary

Revision

Excellent

Full marks

14.12.1994. Written Practice ofFuture Tenses (BNW)

+

Little textual info. Nice

American accent, fluent,

without mistakes.

22.2.1995. Individual Work.

Reading.

Vocabulary and expression list

given in.

Volunteered for testing on 3.4.

8.3.1995. Practice "PastTenses"."I was born on the fourth of July1888".

Very good

Fine, but not very long. Could

be better! 1 mistake in

expression, 1 verb form, 1

plural form.

16.2. Oral: Music

Good

Prepared. Arrested

Development. Can say

something about the

background of the songs and

explain why she likes them.

29. 30. 3. Oral: reporting on

texts

Several contributions to

general conversation.

Report on Mississippi text.

Fluent précis.

22.3. "Women in Pop".

Very good

A. Précis: Real précis, i.e. very

brief comment on each

paragraph.

B. Translation: Long

paragraph in comprehensible

German. Only problems 2

sentences unclear.

Art.

From 10.5.B. Description of Painting.

Excellent

Working alone. Description of

Gainsborough's portrait of his

daughters. Well organized and

differentiation between factual

information and description. In

descriptive part colour technique

discussed first and then figures. Own

thoughts in last paragraph.

Generally very good. A couple

mistakes in use of adverbs and word

order.

3.4. Present Perfect Prac.
++
Good.

10. 5. Vocabulary: Art

Good

Good explanations - not

always complete.

Schularbeit. 21.6.1995.

1

1-2,2,1,1-2

25.1.1995. Schularbeit1 1 2 1

Very good answers. Few

mistakes - English could be

improved by increasing

vocabulary and learning new

phrases.

Present Tenses

Abbreviations

Women in Pop

A.

1. What is the basic difference between men and women in pop?
2. In which ways are the fans different?
3. Which differences exist between the sexes at school?
4. Which instruments do boys play and which do girls play?
5. Why is a girl's best friend her voice?
6. In which areas in music are women active/ not active?
7. How important are looks?
8. What might happen in the future?

B.

Look up the words that you do not know.

How many words do you need to look up?

Either: Start from the beginning making sure that you know every word.

Or: Look up key words in every paragraph.

Stop when you start finding this too tiring!

C.

Translate a paragraph.

D.

Write a short summary of the text.

E.

Write a letter of advice from a man in the world of music to a woman.

F.

With which ideas from the text do you agree or disagree?

Give your opinions.

G.

How do you believe the situation will develop in future?

ART TASKS

I

A. Why did you come to this school?
What are your main artistic interests?
Compare with a partner and/or
come and tell me!

B. You are a guide at an art gallery.
Describe a miniature,
a Gainsborough or
a Constable.
Write this down.

C. Describe an evening in the
workshop.
Compare with a partner and/or
come and tell me!

II

D. Read the "Vernneer" text
and do the exercises on the
back and the front.

E. Language practice.
Do the exercises.

F. Vocabulary.
Learn the words which
are new and think about
the explanations.

G. Read the Mini-Sagas.
Which one impresses you most?
Why?
Write your own saga.

H. Describe a day in the V. & A.
Come and ask me for more
information.
Prepare to talk.

I. Read the texts about
Jugendstil and Expressionism.
Write a similar introduction
to another artistic style.

III

J. Read the Ming text.
What is your personal
opinion about the
value of irreplaceable
pieces of art?

K. Listen to the tape.
How much can you understand?
What is the book about?

L. Look at the picture.
Which explanation do you like
best? Why? Write your own.

M. Give a précis of the text.
Is graffiti art in your opinion?

IV

N. Read the text. What do you find
out about the Tate?
Come and ask me for further
information.

O. Read the text. What do you find
out about the new gallery?
What should the function of
an art gallery be in your opinion?

P. Read the text and write a précis.

Q. Read the text and write a précis.

R. Read the text and write a précis.

V

S. Quiz.
Where are your talents?
Try the quiz yourself
and then ask a partner.
Compare the results
and discuss your opinion
of this idea.

T. Discuss the pictures on pp. 60-61 & 71.
What is art?

U. Write an interpretation of one of the pictures
using expressions from p.70.

V. Describe the Hogarth or the Maddox Brown
paintings. Give your opinion of functional
art.
Prepare to talk about it.



Appendix 6

Fragebogen zu Lernformen, die im Schuljahr
1994/1995 in Englisch eingesetzt wurden.

1. Wie hilfreich ist die Form der Rückmeldung zur Leistungsbeobachtung?
Was würden Sie sich zur Leistungsbeobachtung noch wünschen?
2. Bitte Zutreffendes ankreuzen und ergänzen:
 - Das selbständige Arbeiten mit Materialien bringt mir mehr als ein Lehrervortrag, weil.....
 - Ich lerne mehr von einem Lehrervortrag, weil.....
3. Wie erleben Sie die Arbeit in Gruppen? Bitte Zutreffendes ankreuzen und ergänzen:
 - Mitschüler helfen mir weiter, wenn ich.....
 - Mitschüler sind hinderlich, wenn.....
4. Wie sollte die Einteilung in Gruppen erfolgen? Bitte Zutreffendes ankreuzen:
 - Freiwillig nach Lust und Laune.
 - Lehrerin sollte nach Leistung einteilen.
 - Lehrerin sollte nach anderen Kriterien einteilen. (Welche?)
5. Welche Sachthemen bearbeiten Sie am liebsten
 - allein?
 - in einer Gruppe?
 - Im Plenum?
6. Welche Rolle sollte die Lehrerin im Unterricht spielen?
7. Bei welchen Aufgaben/Teilbereichen fühlen Sie sich im E.Unterricht überfordert oder unterfordert?

Welche Schritte könnten gesetzt werden, um diese Situation zu verbessern?
8. Welche Vorgangsweisen oder Methoden sollten wiederholt eingesetzt werden? (Mehrfachnennungen möglich).
 - Arbeitsstunden (z.B. Grammatik)
 - Hörübungen (Kassetten)
 - Diskussionen in Gruppen
 - Lehrervortrag
 - Diskussionen im Plenum
 - Lektionen aus dem Textbuch
 - Gruppenarbeit zum gleichen Text
 - Lesen
 - Gruppenarbeit zu verschiedenen Texten
9. Empfinden Sie es als angenehm selbständig zu arbeiten (und schriftliche Ergebnisse einzureichen oder mündlich in Kleingruppen mit der Lehrerin zu sprechen) oder möchten Sie lieber häufiger im Klassenverband arbeiten?
Warum?

Quotes from questionnaire:

1. Kein Wunsch, da wirklich sehr hilfreich (aber sicher viel Arbeit für den Lehrer).
Sehr informativ und interessant. Speziell. Was muß ich noch lernen und verbessern.
Ich finde, diese Idee außerordentlich (gut). Es ist für Sie zwar viel Arbeit,
aber man ist informiert (und ich meine informiert!). Ich würde mir 1 Mal in 1,2
Monaten irgendein "Treffen", "Zusammensitzen" wünschen (und nicht alle auf 1
Haufen!), wo man sich informieren kann und Rücksprache hat.
Die Form der Rückmeldung ist sehr hilfreich, denn da weiß ich, wie ich stehe und was
ich noch lernen muß.
Eine derart genaue Leistungsbeobachtung habe ich zwar noch von keinem Lehrer
gesehen. Ich finde sie aber sehr gut, man hat das Gefühl nicht nur von den Noten der
Schularbeiten abhängig zu sein, da die Mitarbeit genauest festgehalten wird. Ich bin
sehr zufrieden damit.
Ich finde diese Form sehr gut. Sie trägt zur Kontrolle der eigenen Fehler bei.
Kaum ein Lehrer macht sich solche Mühe und kaum einem liegen die Schüler so am
Herzen.
Sehr hilfreich, perfekt.

2.
 - a) weil ich mich eher konzentrieren kann, besonders am Abend.
weil ich frei entscheiden kann (from a weak learner).
weil es mehr Spaß macht.
weil ich durch meine eigenen Fehler, die sicher auftreten, wieder lernen
kann (*from a 1-2 learner*).
weil man auf Probleme (Grammatik/Rechtschreiben) stößt, die man sonst
nicht so registriert.
weil ich aus mir schöpfen kann und muß, meine Person ausdrücken lerne und für die
Zukunft Plus-Punkte in Sachen Selbständigkeit habe.
weil ich mich selbst überprüfen kann, und für mich persönlich feststellen
kann, ob ich etwas kann.
weil ich mich damit beschäftigen muß und dabei etwas lerne.
weil es interessanter ist, mehr Abwechslung.

weil es mir mehr Spaß macht.

weil ich die Übung dringend nötig habe und dabei mehr lerne als bei einem Vortrag.

weil Selbsterarbeitetes ist leichter zu lernen, zu durchschauen und macht eher Spaß beim Lernen.

weil man aus Fehlern lernt (eigenen). Leichter zum Lernen.

b) weil ich zu Hause eher nichts tue.

weil ich sonst nicht wüßte, wie ich anfangen.

3. Learners find that class-mates are helpful in the following cases:

da ich nicht so gut bin in Englisch.

wenn ich zu blöd bin, um es zu kapieren.

wenn ich versuche mich auszudrücken, mir Worte fehlen und vor allem, weil ich auch den anderen zu höre.

Class-mates can be a hindrance:

wenn sie nicht mit tun! Wenn sie die Gruppenarbeit stören.

