Prologue: Using the "Document Annex" or "How to Make the Most of this Digital Resource Book"

When I first started writing this book, I decided I would have to be very specific and down-to-earth, in other words I would always "show concretely" the documents I wished to refer to. On calculating the number of documents I intended to include, I initially reached approximately 800 to 900 items and that was without the 20 odd chapters of explanations and the hundreds of examples of student work! I realized no editor would be interested in a 3,500-page guidebook for English teachers-especially a guide book allowing teachers to photocopy as they wish Furthermore, I wanted to include PowerPoint presentations, audio and films with my students participating in classroom activities. I even wanted to include films written, directed and produced by the students themselves. That was when I came upon the idea of offering a "digital resource book" with a Digital Document Annex on a DVD. The present Document Annex contains over 1,300 files. All of these files can be read with open source software, which I encourage you to use.

A big "tool box" of teaching materials

This digital resource book is intended to help teachers set up a program. It is not a set course that teachers should follow page after page. It is more a great big "tool box" of teaching materials that teachers can freely choose from. It is also a set of numerous "instructions" given to students prior to different activities. Most of these "instructions" and many of the teaching materials can easily be modified by the teacher since they are given in Word. My goal is to provide documents that will help teachers "get started". Ultimately they will customize these

documents, i.e. personalize them to suit their needs, and finally set up their own effective programs based on some of the principles I set forth. Since I had from the beginning the idea of "providing" teachers with transformable documents as well as examples of student work, the idea of a "digital" Document Annex suited my needs perfectly.

The advantages of the Document Annex

The advantages of the Document Annex were numerous. First, I could offer all the documents in the **A4 format**. These documents would thus be "ready" for photocopying. The teachers would not have to do any "cutting and pasting" with paper. Second, I realized I could have *hyperlinks* going from the text directly to the Document Annex, which would be another time saver for teachers. Third, I wouldn't be limited as to the number of documents, so I could provide readers with a great many examples to choose from and even some examples of student work or recordings to go with the listening comprehension exercises or achievement tests. I could even include "computer generated Review Sheets" or PowerPoint presentations! Fourth, I could give teachers both PDF files containing ready-to-go exercises and also "customizable" files in .doc, which the teachers would be able to adapt according to their needs without having to retype long passages. Finally, I knew I would be able to include some of the extraordinary films the students made on their own and with time I might even be able to add some of the films I had made of students interacting in the classroom. All this is today to be found in the Digital Document Annex.

Three ways of using the Digital Document Annex

The Digital Document Annex, which is included with this book, serves two purposes. Firstly, it gives the teacher the opportunity to see **concrete examples**

of what I speak about in the different chapters. Secondly, it contributes to the main objective of this guidebook, which is to help teachers set up a language program of their own and produce the kind of **"personalized booklets"** or workbooks I speak about. The fact that it is a "digital" resource book makes it relatively easy for the teacher to find the documents I refer to. Teachers just have to click on the hyperlinks in the texts as they read the twenty odd chapters of the book. Whenever they find "activities" or "explanations of assignments" they wish to include in their own booklets, they can thus access them directly from the different chapters, print them out and use them as they see fit. Allow me, though, to point out this system of hyperlinks is found in many chapters but obviously does not exist for the more general chapters such as "Learning from Others" or "Respect vs. Authority" where I do not refer directly to documents.

There is a second way of using the Document Annex. Teachers can choose randomly the documents they are interested in by consulting the **"Index of Links".** In this index the hyperlinks are listed by chapters. Having chosen the name of a particular file, teachers can open up a chapter and then use the search motor of their computers to find the place where I speak about that particular document.

There is a third possibility, which gives direct access to **the files**. Teachers can go directly to the **"Tree Structure"** in the Document Annex and choose the materials they wish to use. If they proceed in this way, they have the possibility of going into the "List of Hyperlinks" to see if I have effectively dealt with the particular file they have chosen, and if so then use the search motor of their computer to find my instructions or advice. I wish to add, however, that in the book "QualityTime-ESL.com" I have of course not spoken about all the documents included in the Document Annex, because there are simply too many items. They have been included to give teachers the opportunity to make

personal choices.

How the "Hyperlinks" Work

To understand how the hyperlinks work, readers can start by looking at some examples of the material, which will be explained later on. If they are reading on the computer the chapter dealing with listening comprehension and are looking for **an oral comprehension exercise**, they just need to click on the hyperlink (cf. When_The_Iceberg_LC.pdf) to get a fill in exercise with questions. They may get a warning about the file but should proceed since there is absolutely no danger. If they click on another reference (cf. When_the_Iceberg_LC_Key.pdf), they get the key to the fill in exercise, and finally by clicking on an .mp file (cf. When_the_Iceberg_Continuous.mp3) they open up the recording in continuous reading of the corresponding exercise. A second audio file exists for the "Listen and Repeat" recording (cf. When_the_Iceberg_Listen&Repeat.mp3). It may take a few seconds to open the files, but the computer will access the files directly from the pages of the book. Of course teachers can also go on their own to the tree structure of the Document Annex and choose the successive folders 05_Oral_Comprehension / Narratives / When_The_Iceberg. By opening the latter they will find the same files concerning "When The Iceberg Arrives…"

Here is another example. If teachers wish to find **some verb review fill in exercises**, they just need to click on the "Review of Tenses" reference (cf. Review_of_Tenses_1-6.pdf) and six different exercises will appear ready to be printed in a booklet. *Occasionally teachers will have to change the "zoom" or make other adjustments depending on their software but there is no danger in opening these files.* To correct these exercises according to **"the active pair work correcting technique"** explained in the chapter dealing with pair work

and group work teachers just need to click on the reference to the keys (cf. Review_of_Tenses_1-6_Key.pdf) to get all of the keys.

I can give you a third example. I speak a great deal about testing in this digital resource book. I have an entire chapter devoted to testing, and I have included numerous examples of tests with keys. These are end-of-term exams or exams to be given during a term.

An "entry test" that is really effective

At the beginning of a school year or a new term teachers often need to evaluate the level students have obtained to place them in groups corresponding to their skills. I have an excellent "entry" test that I have been using over the years. You give out a 2-page document (cf. Yr_T1_Entry_Test.pdf). You have the students work on it for about 30 to 40 minutes. Then you show or read off the right answers (cf. Yr_T1_Entry_Test_Anwsers.pdf). By the way, the students correct their own papers, which actually saves time. In less than an hour and a quarter all the students have a score. This score has over the years proved to be most reliable. The students can write their scores directly onto the cards you have them fill out with personal information. You type the scores onto the computer, and straight away you can make up your groups.

"Personal evaluation" more important than score on entry test

Actually to tell you the truth I do not go entirely by the scores of this 40-minute test. Although this short test is surprisingly accurate, I believe it is best to put students into groups where they will feel the most comfortable. So I look much more at what the students say about their own levels. To standardize a bit these levels I put a slide up indicating different levels from "Beginner" to "Advanced" and I explain what these levels mean (cf. Personal_Estimation.pdf).

Then I ask them to write on their cards the category they think they belong in. They are also asked to indicate the number of years they have studies English. With these three criteria (test, personal estimation and number of years of study) I feel I am in a good position to make up my groups, which I can do on the computer or simply by shuffling around the cards. There is more about such opinions in future chapters.

"Customizable" or "Adaptable" files

I hope by now you have some idea what this digital resource book is all about. However, so far I have indicated only PDF documents that cannot be modified. Teachers may be interested in including a short introduction to the English course in their "personalized booklets" or workbooks, and in that case they can click on a "customizable" or "adaptable" file and they will see on their screens a 2-page document in Word, which they can download, modify as they wish and then print up for their students (cf. Yr1_Course_2pg_Objectives+.doc. There is another more detailed explanation to be found in another document also intended for students (cf. Yr1_Course_4pg.pdf for the **PDF version** and Yr1_Course_4pg_Detailed+.doc for the "modifiable" Word version). I have also included versions of the same documents in French. This has been done for teachers in French speaking countries, who need to explain to their administration what kind of course they are planning to set up (cf. Yr1_Cours_en_Fr_2pg_Objectifs.pdf for the PDF version and Yr1_Cours_en_Fr_2pg_Objectifs+.doc for the "modifiable" Word version).

Syllabus or Course Curriculum writing

A two-page curriculum for the 1st year course might inspire teachers needing to write out a syllabus or course curriculum (cf.

Yr1_Curriculum_T1.pdf). The latter is a PDF document, but there is also a "modifiable" one-page curriculum for the 1st term of the 1st year course (cf. Yr1_Curriculum_T1+.doc) in case teachers wish to add, take away or modify any parts. And in a different section there is a one-page curriculum for the 2nd Term of the 1st year course (cf. Yr1_T2_Curriculum+.doc), which once again teachers may use for inspiration and modify as they so wish.

Making up a digital calendar *in less than an hour!*

I suggest readers take a look at the suggested calendars, which are available both as examples in the picture version (cf. Yr1_Calendar_Example.pdf) and as work documents ready to be used as digital calendars (cf. Yr1_Calendar_V1+.doc a version in blue and Yr1_Calendar_V2+.doc a version in yellow). Teachers will easily understand how to change the dates by copying the numbers of any column (with 31, 30 or 28 days) and replacing them starting with the right day of the week at the top of each column. In a nutshell, an updated calendar and a study program can be produced in less than an hour by one teacher or a team of teachers.

The "Quality Time Concept" in a PowerPoint presentation

I trust readers are now beginning to see how they will be able to effectively use the Document Annex while reading this digital resource book. The great thing is the fact that I have been able to include files such as PowerPoint presentations, audio recordings or even short video films in this Document Annex. Readers are invited to watch one of several PowerPoint presentations. The first PowerPoint presentation I recommend is on the "Quality Time Concept" and can be accessed simply by clicking on the hyperlink, which follows (cf. QualityTime-ESL_Concept.ppt). **Advice:** If you have trouble

closing the PowerPoint document, use the **yellow button** to put the file in the dock and wait until you shut down the computer. Or use the ESCAPE key.

Projects Using PowerPoint

If teachers wish to have students do projects using PowerPoint, they can as they read the chapter on oral presentations in the classroom click on the numerous hyperlinks, which are offered. First they can see an example that I have concocted myself based on information concerning the global warming threat that might very well endanger the environment in the years to come (cf. Global_Warming.ppt). **Advice once again!** If you have trouble closing the PowerPoint document, use the **yellow button** to put the file in the dock and wait until you shut down the computer. Or use the ESCAPE key.

PowerPoint documents by students

Secondly, teachers can look at presentations put together by some of my former students. Here is just one example chosen almost at random among so many interesting projects (cf. Project_Robot_Rabbit.ppt). And here is another one (cf. Project_Palm_Island.ppt). Teachers can also go directly to the tree structure and choose the examples they like the best. They can search for all the .ppt files available by using the search engine of their computers and then choose the one they would enjoy showing their students. Of course it is best to refer to the chapter on oral presentations (Chapter14-Oral_Presentations.doc) where I explain how I introduce the "project activity" and how I prepare the students linguistically for their classroom presentations during several sessions by using a listening comprehension exercise and a written vocabulary exercise. Together with these exercises the students receive documents which explain in detail the requirements of the oral presentation (cf.

Project_Assignment_PPT.pdf / Project_Assignment_PPT+.doc) plus others where I give additional advice (cf. Project_Extra_Advice.pdf / Project_Extra_Advice+.doc). As I explained earlier on the files ending in .doc can be modified by the teacher using them. Allow me to say once again that these instructions are best used when combined with the special oral comprehension exercise mentioned above, which is composed of a fill in exercise, a key for self-correcting and a file with the audio recording of the text (cf. When_The_Iceberg_LC.pdf - fill ins with a vocabulary list and questions, When_the_Iceberg_LC_Key.pdf – the key to the fill in exercise and cf. When_The_Iceberg_Continuous.mp3 – the audio recording). To make sure the students are properly prepared ahead of time there is also a written fill in exercise on the same theme (cf. Will_Deserts_Drink.pdf) with of course a key for self-correcting pair work (cf. Will_Deserts_Drink_Key.pdf). All this is explained in the chapters dealing with pair work and group work dynamics and in the chapter on oral presentations.

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Short student films

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To switch to a completely different activity I will say that if teachers wish to motivate students to make short (1-minute) films based on scripts they have written on their own, there are several video examples available. These short films can easily be shown by using a video projector linked to a computer. Since it may be difficult to access the films found in the Document Annex directly through hyperlinks (much depends on the software available to the user), teachers should simply go to the tree structure and open up different folders successively: 10_Student_Films / Car_Ads / Car_Ads_Selection_1. There they will able to find the following I minute films made by former students of mine completely on their own (I only corrected the scripts which by the way are also included in the Document Annex):

Car_Ad-1-Relax-divx.avi

Car_Ad-2-Hovercraft-divx.avi

Car_Ad-3-Chameleon-divx.avi

Car_Ad-4-Stitch-divx.avi

Car_Ad-5-Half-horse-divx.avi

Car_Ad-6-Health1.mpg or Car_Ad-6-Health2.mpg

Car_Ad-7-Hydrogen-divx.avi

Two types of files

As I mentioned above the Document Annex should make it easy for teachers to reproduce the pages of information or the activities they are interested in, since all the "paper" files are in A4 format. I wish to point out once again that there are two types of files. Some files are "adaptable" and can easily be modified (they are in Word and end in "+.doc") and other files WITHOUT "+" are in PDF. The latter cannot be modified, and teachers are asked not to make any alterations except of course for page numbers. If there are any mistakes, I would appreciate teachers letting me know at the web site QualityTime-ESL.com, and an updated version of the file that is needed will be e-mailed directly. I have done most of this work by myself, and I am far from being a computer expert. For this reason, although I have checked everything, there will certainly be errors to be corrected. In many cases the files are meant as examples or models of what teachers can do on their own. The latter will be typing their own versions so to speak. For this reason I feel less concerned about the occasional mistake or typing error that may be found; since the purpose is not to provide teachers with "professional" teaching materials like those published by the press; but rather show teachers the materials that have made up my course and the thinking that went on when setting up this program..

Over 150 "modifiable" files

Coming back to the distinction between the PDF files and the modifiable ones readers can easily tell the difference between the two types of files that are offered. The **"customizable"** files end in "+.doc" and have been written in Word. **There are over 150 files of this kind**. They can be adapted directly in accordance with the needs of the teachers. These "+.doc" files generally deal with the "program" i.e. course curriculum or with the calendar of activities. They also give students advice about preparing a good tutorial, a good PowerPoint presentation or a talk in front of the class. The fact that these "+.doc" files can easily be adapted implies the teacher will be able to "customize" his/her instructions or better still the instructions of a team working together. For instance, teachers can change the name of the school, the number of hours of English taught and even eliminate or modify whole paragraphs. I have provided these **"customizable"** files, because I wanted to make my course documents "adaptable" even for teachers who might have constraints, which require alterations of the original documents. If at all possible, I ask teachers to keep the footnote "QualityTime-ESL.com" at the bottom of the pages instead of erasing it, particularly since this digital resource book has been written to ensure communication among teachers thanks to this mark.

Become a Member of the QualityTime-ESL Team of Teachers!

Furthermore, concerning the mark "Copyright QualityTime-ESL.com", teachers should not at all feel they are "just copying" available files. Instead they should consider they are part of the "QualityTime Team", which is true since by using these documents properly they adhere to the principles of effective teaching and the techniques of **"Enhanced IST" (Enhanced Individual Speaking Time)**, which are set out in this book. They can actually tell their

students they belong to the team. Furthermore, teachers are invited to contact members of the "QualityTime Team" at our web site. They can, in actual fact, "join the team" of members or even become a contributing member.

Preparing your own booklets and fortifying team spirit

The basic idea of QualityTime-ESL is to help you get started providing you with teaching materials that work. QualityTime-ESL is also intended to help you become more effective and efficient in your teaching and eventually be able to make your own materials suited to the needs of your students. It may be difficult for you to see in the beginning how to make use of the vast Document Annex. For this reason I have included what I call "sample booklets" (cf. Folders 12_Sample_Booklets). I have chosen from files explaining the course some "suggested" files that could make up YOUR future course. All these files are modifiable in Word. I have added files on tutorials with models and lists of requirements as well as files with grammar or vocabulary exercise in PDF. Teachers can add listening comprehension exercises from the Document Annex (cf. Folder Listening Comprehension). There is even a 2-page "Table of Contents" for the sample booklets that can be modified as certain files are eliminated and others brought in (cf. 0_Yr1_Table_of_Contents+.doc). Teachers can of course add files of their own that do not come from the QualityTime-ESL Document Annex. The important thing is for the teacher to realize that it is relatively easy to put together worthwhile booklets with bindings instead of giving out countless photocopies that are never bound together and will inevitably become lost. Making up booklets together with colleagues will fortify a team spirit and make the course more appealing and effective.

Photocopying: A tremendous waste of paper

During my entire career in France, I have seen a tremendous amount of unnecessary photocopying. Year after year the photocopying machines work at full speed. Why then don't we propose real books to our students? For one thing, books are expensive and teachers do not necessarily find all that they wish to teach in one single book. Furthermore, even if teachers in France wanted to assign a book or a manual they would not be able to do so. University studies in France are supposed to be free. You must ask students to buy books. Consequently, most universities or engineering schools purchase one single copy of a book (a textbook or a book of exercises and they photocopy for their students the pages they find interesting. And this is perfectly legal, because the university has paid the fees so that the teachers may photocopy freely. Nevertheless, as a result thousands and thousands of separate papers are given out to students. Most of these papers are thrown away during the school year or at the end of the year after the exams. If the teacher has not published a "booklet" which is bound, most of these papers will be lost. Such waste frightens and appalls me both from a pedagogical and an ecological point of view.

Complete freedom? Strict control? Or something else?

What attitude should we adopt? Complete freedom or a strict control over photocopying machines? Should we ask teachers to write/produce their own textbooks? And if the teachers did so, would they be able to be published for such a small audience and what would be the price? Professors at the universities, who I admit have huge responsibilities in research and must supervise Ph. D. students, have comparatively few hours of teaching: 3 to 4 hours a week. And a great deal of experience. They can write "textbooks" for

their courses. But the language teacher with up to 20 hours per week and much homework to correct does not necessarily have the time or the motivation to make up a "booklet" for his students especially if he or she is working. At some universities today all course materials are uploaded onto intranet sites. That can be a solution. I even have a PowerPoint presentation to show you how such an intranet site works (cf. QualityTime_Intranet_Site.ppt). But this does not solve all the problems - in any case not for a language teacher - since the students have to do exercises. Now experts will say that students can do the exercises on a computer without paper and the computer will correct their mistakes. That is all fine and good, but I personally believe there must be some written "paper trace" of the work that has been done for real learning and permanent acquisition of language elements to occur.

The "raison d'être" of QualityTime-ESL.com

The "raison d'être" or main objective of the *"QualityTime-ESL.com"* project is to propose a digital resource book with a Document Annex enabling teachers to **create their own booklets**. With more than 1,300 files available to them, many of which are "modifiable" according to needs, teachers can quickly make up "booklets", combining instructions and grammar exercises as well as models of CV or drawings by their own students. Moreover, I would like to say once again that any person purchasing this digital book with its Document Annex is free to make as many photocopies as he or she wishes.

Another important point is that the files of *"QualityTime-ESL.com"* can be put together with other files taken from methods or directly from the Internet. Pages can be photocopied systematically in recto/verso to save paper. Once the photocopies have been made and bound into a "booklet", these papers will become precious tools that the students will keep for a long time. My wish is

that by using the documents and the advice of this digital book, ESL teachers will see that it is not so difficult to produce "booklets" they can be proud of and that their students will be proud of too!

Are the exercises and activities really effective?

One last question you may be asking yourselves: How can I, Marianne Raynaud, know for a fact the exercises I have written and the explanations I have given my students over the years in written form (tutorials, talks, oral syntheses, projects, training period reports, etc.) are valid? First, I can say students very often write to me to tell me how useful the booklets have been for them, and they have reacted with great enthusiasm in surveys conducted by myself or simply by my institute in an anonymous form. Second, all of my students have scored over 750 on the TOEIC soon after leaving my two-year course, and many have scored over 900 and even over 950. Finally, much of this material is presently being used in numerous engineering schools in my hometown Grenoble and in other cities in France. I hope the two testimonials from colleagues, who worked with me before obtaining tenured teaching positions at other universities, will prove to you the "advice" I give is indeed worthwhile.

The language is simple and universal

The advice is given in the book part of *"QualityTime-ESL.com"*. In fact it is a series of conversations with all the information I have given my young colleagues over the years. This advice is expressed in language, which is very easy to understand. Furthermore, most of the techniques I describe can be used both in schools where the audio-visual equipment is elaborate and in places where the tools are limited to the absolute minimum: **just one computer and a printer!**

An entirely different approach to the student/teacher relationship

In conclusion I would like to say *"QualityTime-ESL.com"* is intended to show teachers an entirely different approach to the student/teacher relationship. There are numerous language exercises as well as documents specifying how students can perfect their presentation skills. As you can read in the two testimonials from former colleagues, my "method/approach" has incited former colleagues to ultimately create their own teaching materials based on the "philosophy" of *"QualityTime-ESL.com"* (cf. 00_I_Testimonials.doc). This is not a "set" method but "a way of teaching" that each person can progressively adapt to his or her own needs and personality. I hope readers will enjoy the following chapters and will quickly be able to copy from the digital Document Annex any documents, which could be of interest to them.