I. Two Testimonials by Former Colleagues:

Penelope Moffatt and Anna Jeannesson

Testimonial number one: Penelope Moffatt

Object: recommendation of Marianne Raynaud's English teaching methods, in view of the publication of her book explaining these methods

To whom it may concern:

I hear that Marianne Raynaud has written a book entitled “QualityTime-ESL.com” where she explains her teaching methods to a younger colleague. As a former colleague of Marianne Raynaud, I would like to warmly recommend the publication of such a book, which could be of great interest to the English teaching community worldwide. Thanks to her infective enthusiasm as well as her valuable experience, Marianne taught me a great deal about English teaching in the two years we worked together, even though I was already 30 years old and had nearly ten years of teaching experience behind me when I started working with her. Along with Jonathon Upjohn, (author of the Minimum Competence in Scientific English series), I consider Marianne Raynaud to have had the most positive influence on my teaching methods of all the colleagues I have ever worked with.

Essentially, I learnt a method of making students improve their English both effectively and efficiently. In their two years at the CPP of the INPG, the students made remarkable progress in English, becoming good communicators, both on the one-to-one level and in front of an audience, and learning to write correctly, clearly and concisely.
At the same time, I learnt what a pleasure teaching such an intensive program can be. Classes were always a pleasure, with varied and motivating activities. The fact that for half of the class (one hour out of the two-hour classes), the students were working autonomously on pre-prepared material (listening comprehension, grammar, vocabulary and translation activities, soundtracks from videos, songs, and so on) in the language lab, and could correct their own work using the 'keys' provided, meant that I, as the teacher, was free to give individual attention to one student at a time, which proved most effective and satisfying. Most of the time, we used this individual attention time for 'tutorials' (two students per lesson, one at a time), but we also had 'interviews' (two students together, interviewing each other), and oral tests, which worked remarkably well. The other hour of class, out of the language lab, was also a lot of fun: there were prepared student activities (surveys, projects, talks, interactive activities) as well as spontaneous oral production (snappy debates, negotiating, various pair-work activities, and so on). We also managed to find time to watch and discuss extracts of video documents (whose tape scripts the students had already worked on in the language laboratory), and to film the students' original sketches, which was always a great success.

Two central points in the “Marianne Raynaud method” are teamwork and timing. Working as a team is obviously more efficient and more satisfactory (for the students' sake as well as the teachers') than working in isolation. (This seems obvious, but a remarkable number of teachers of English here in France seem unaware of it.) Timing is also essential to this method: optimal use of time is important in today's fast-moving world; and Marianne's students learned to get their point across in a given time. (This ranged from one minute, in the first lessons and early oral exams, to fifteen minutes, for the final talks in pairs.)

For all the above reasons, I recommend most strongly the publication of
Marianne Raynaud's book of advice and catalogue of materials for teachers of English. I am convinced it will be valuable and motivating to experienced as well as emerging teachers, and I am sure it is a pleasure to read.

I am looking forward to reading the book once it has been published,

Yours faithfully,

Penelope Moffatt

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Testimonial number two: Anna Jeannesson

The following is a recommendation of Marianne Raynaud's English teaching methods, in view of the publication of her book “QualityTime-ESL.com” explaining these methods.

To whom it may concern:
As one of Marianne Raynaud's former colleagues I would like to take this opportunity to thoroughly recommend this book in which she gives details of her broad teaching experience and the methods she has developed to further the teaching of English as a foreign language. I consider Marianne Raynaud to be by far the most important influence in the way I teach today and the main reason for my high marks at the CAPES teaching exam. Je considère que l’influence de MR dans ma façon d’enseigner aujourd’hui a été fondamentale et qu’elle m’a permis d’obtenir de très bonnes notes au CAPES.

Having been trained in the innovative "Raynaud" techniques, I would first of all like to say how they make teaching enjoyable for the teacher, creating a dynamic classroom environment and excellent relationships between teacher and students.

Through the intensive course Mrs. Raynaud has developed at CPPG, all the students felt themselves able to qualify their English as fluent after 2 years of study. The tutorials combined with language lab work and the wide variety of classroom oral presentations and regular pair-work meant that students would rapidly lose their inhibitions and become eager and proficient speakers in a matter of weeks. Her teaching methods had an uncanny knack of squeezing out every little scrap of language competence the students possess and improving that level at remarkable speed. The students would get caught up in the rhythm and be excited by their rapid progress in oral and written exercises. They became very good public speakers and acquired skills that would be useful throughout their student careers and later on in their professional lives.

Not only have I re-used much of Mrs. Raynaud’s work in my new post, but I have also developed a very imaginative approach to the creation of new
exercises and documents of my own. So read this book!

Yours faithfully,

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