

TEACHER INTERACTION And EVALUATION ©



Although the program *See Say English*© can be studied essentially as a personal interactive program, it also has a component that allows for a live teacher to interact with students in order to evaluate their progress. In any school system, evaluation is, of course, important. So this aspect of the language program allows teachers to orally interact with their students to evaluate their progress of lessons they have had a chance to learn. The teacher, by engaging them in a dialogue using **Wh-questions**, can evaluate just how well a student has learned a particular verb in a particular time frame, for comprehension, fluency, and mastery.

This evaluation can also be done in written form, and a prototype worksheet (see Menu) is provided and can be printed for individual or classroom use. However, students will find the oral interaction with a teacher to be more tasking and rewarding because it will demonstrate for them their competence in the new language.

The evaluation session can take place once a week or whenever a student feels he can challenge mastery of the verb he/she has been studying. Students who are able to answer questions fluently, logically and grammatically correct pass the test. Here then is a prototype dialogue that can be used as a model for any verb that a student has mastered while interacting with the program See Say English.

Basic procedure

If the teacher is teaching to an entire class, he/she should project the image of the verb in question and any relevant complement on the screen.

If the teacher is dialoguing with an individual student, he/she should have the image of the verb on the computer screen along with any relevant complement.

Using Wh-questions to Develop a Dialogue

For the purposes of this prototype, we will use the verb **EAT** to illustrate some of the many possibilities that a teacher can use to simulate a spontaneous dialogue with a student after the student has studied the verb **EAT** in this time frame [👇]. The teacher should first introduce the **Wh-question Card** so students will understand what these question words mean. Please display the **Wh-question Card** while explaining it. The teacher may want to copy the **Wh-question Card**, and display it while at the same time

displaying the verb card on the screen.

TEACHERSTUDENT

Who is eating? (Show He on screen) He is eating.

(Give He a name, Jim)

Is Jim eating? Yes, he's eating. (or) Yes, Jim is eating.

What's Jim eating? (show, chicken) He's eating some chicken.

Where is he eating? (say, "at school,") He's eating some chicken at school.
(or where ever you like.)

When is he eating chicken? He's eating some chicken at noon.
(say "at noon" or 1:00, 2:00 etc.)

This simple dialogue can be repeated with other students and with all of the subject pronouns (I, you, he, she, we, they), and with all of the various complements of each verb. In the beginning, teachers may have to add appropriate vocabulary that may not have yet been studied in order to make the dialogue more meaningful and realistic.

Beyond the Basic Dialogue

As students advance in the program and master more and more time frames (verb tenses) and vocabulary, these spontaneous dialogues can and should become longer and richer. Here is just one possible example of the many possibilities that become available. Please remember that these dialogues can always be varied according to persons (I, you, he, etc.) and complements (some fruit, some eggs, some chicken, etc.), and time frames as students expand their knowledge of the new language. For the purposes of the example, let's say the student (s) have advanced in the program so they have a mastery of the time frames (verb tenses) NOW [📌], ALWAYS [🕒], YESTERDAY [🕒], and TOMORROW [🕒]. We'll continue with the verb EAT.

TEACHER

STUDENT

Who is eating some chicken?
Did you eat some eggs at noon?

Jim is. (or) Jim is eating some chicken.
No, I didn't. I ate some chicken.

Does Jim always eat chicken?

Yes, he always does.

Will he eat chicken tomorrow?

Yes, he will. He always eats chicken.

What will you eat for breakfast?

I'll eat some eggs.

Where do you always eat breakfast?

I always eat breakfast at home.

When do you eat breakfast?

I always eat breakfast in the morning.

Who ate dinner with you?

I ate dinner with my parents.

With these short dialogues, a teacher can easily gauge the level of mastery on the part of a student. A teacher may want to write out a dialogue so the same format can be used with different students. The Wh-question words WHO and How are not dealt with because they require an open end response which is beyond the scope of this program. However, please don't feel that you can't introduce some connecting words such as because, however, and although which would allow you to ask open end questions using Why and How. Using Wh-questions significantly broadens the entire language program.

The Worksheet ©

A further means of evaluation is the written worksheet that can be copied and completed by students as homework or at their desks. Please see below a blank of the worksheet. This blank may be duplicated on the photocopier and can be used with any verb and any time frame. Teachers will find that this blank can be used to evaluate one or several verbs at the same time and one or several time frames also at the same time simply by directing students to fill-in the appropriate blanks with the appropriate symbols. Here is the blank worksheet (see next page) which I encourage you to duplicate. The worksheet can also be use for reading purposes. Please see menu.

Eat evaluation card:



**See Say English
Worksheet ©**

Student's Name _____

Verb _____ **Time Frame** [] **Line #** _____ **to** _____

Verb _____ **Time Frame** [] **Line #** _____ **to** _____

[A] = I, [B] = you, [C] = he, [D] = she, [E] = we, [F] = they, [+] = yes, [X] = no

[1]...[10] = Pictures on the bottom and on the right of card.

Example: with the verb eat in this time frame [?] [B] [↓] [2]? *Are you eating some corn?*

1. [?] [D] [] [2]? _____

2. [+] , [D] [] [2]. _____

3. [?] [B] [] [1]? _____

4. [X] , [A] [] [1]. _____

5. [?] [B] [] [3]? _____

6. [+] , [E] [] [3]. _____

7. [?] [F] [] [6]? _____

8. [X] , [F] [] [6]. _____

9. [?] [B] [] [4]? _____

10. [X] [A] [] [4]. _____

11. [?] [B] [] [7]? _____

12. [+] [E] [] [7]. _____

13. [X] [F] [] [10]. _____

14. [X] [E] [] [8]. _____

15. [?] [B] [] [9]? _____

16. [+] [A] [] [9]. _____

17. [?] [D] [] [5]? _____

18. [X] [D] [] [5]. _____

READING AND THE WORKSHEET

The Worksheet can also serve to teach some basic reading skills. After a student has completing the Worksheet, the teacher should check it over for correct spelling and punctuation. With the corrected Worksheet in hand, the teacher should fold the left side of the Worksheet under so the symbols that guided the student in writing the sentences are hidden. The teacher can now ask the student to read what he/she wrote on the Worksheet. In this simple way, a student will develop a large sight vocabulary of over 1,100 words.