
Exploring L1 use in an English Discussion Class: An Action Research Approach

Steve Cornwell

Osaka Jogakuin Junior College, Japan

Language use in the classroom is an on-going concern among teachers throughout the world. Both ESL and EFL teachers are faced with the questions: What language(s) are appropriate in my classroom? and in what amounts? These are universal questions that each new generation of teachers must grapple with. I have been hearing and thinking about language use in the classroom ever since I decided to become a language teacher.

Recent publications reflect that language use is on teachers' minds. A recent case study series on second language classrooms included two articles dealing with this issue: "When Students Won't Use English in Class" (O'Kelly, 1998) and "A Balance or a Battle? L1 Use in the Classroom" (Penner, 1998). Also, Allwright and Bailey (1991) discuss language use in their book on classroom research when they write, "If a language teacher in a large class wanted to encourage more learner interaction in the language under study it would be possible to implement small-group tasks, and observe the apparent results"(p. 42). As a final example, Richards and Lockhart (1994) have included a section on "Learner Language use in the classroom" in their book on reflective teaching (pp. 193-196).

In this paper, I report on an action research project that evolved from my questions about appropriate language use in my classroom in a Japanese junior college. The project, using student input, tried to get students to take responsibility for their English use in class.

Research Approach

In addressing my question, I chose to use an action research/teacher research approach because it seemed best suited to helping me effect change in my classroom. Action research and teacher research are often used interchangeably and refer to research that is "teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practices (Gregory, 1988; Kemmis & McTaggart, 1988)" (Richards, p. 12, 1994). As such, it involves a great deal of reflection with the insights gained being used to change one's practice.

Altrichter, Posch, and Somekh (1993) point out that action research “is characterised by a continuing effort to closely interlink, relate and confront action and reflection, to reflect upon one’s conscious and unconscious doings in order to develop one’s actions and to act reflectively in order to develop one’s knowledge.” (p.6)

They provide a four stage plan for the action research process:

- A. Find a starting point
- B. Clarify the situation
- C. Develop action strategies and put them into practice
- D. Make the new teacher knowledge public

(based on Altrichter, Posch, and Somekh, 1993, p. 7).

Steps B and C are a circular process that may go through many iterations.

This paper will describe how I went through the above stages. First, it will describe my starting point and why I decided to look into language use. Next, it will try to clarify the situation, first by summarizing the context the project takes place within and then by describing how I gathered information, primarily relying on student input. The paper will then discuss how the student input along with my reflections helped me develop action strategies. Finally, it will list the insights and implications that I have had to date, along with suggestions for future inquiries.

Finding a Starting Point: Language use issues

Language teachers are faced with many decisions in the course of their jobs. One of the main philosophical decisions all English language teachers must come to grips with is regarding language use in the classroom. Is students’ L1 to be forbidden? Should students only be allowed to speak English? Is some Japanese OK? If so, when? Should students be penalized for speaking Japanese in English class?

This issue of language use provided the impetus for this research project. Although I have always questioned an English-only policy in the language classroom, it was not until Auerbach’s 1993 article that I thought deeply about the issues involved and began to understand the sense of schizophrenia I felt.

In her article where she refers to the schizophrenia that language teachers seem to undergo in regards to language use, Auerbach (1993) urges teachers to reexamine English only policies in ESL classrooms. She points out that while many language teachers “advocate language rights and bilingual education, decry linguistic repression, and oppose the political agenda of U.S. English” they, at the same time in their classrooms, “insist that their students use English as the sole medium of communication...[and] devise elaborate games, signals, and penalty systems to ensure

that students do not use their L1 and justify these practices with the claim that use of the L1 will impede progress in the acquisition of English (p. 10). Since reading the Auerbach article I have often thought about language use in my classroom. These reflections eventually led to this project.

At my school there are some teachers who feel very strongly that only English should be used in the classroom. These teachers take great pride in the fact that they penalize students for Japanese use. “Only speak English” is their motto. An example of this attitude can be seen from one of the instructions in the Science and Religion unit: “Do not allow them [students] to speak Japanese OR show their papers to each other.” (OJJC, p. 52).

I have always felt that extreme rules do not serve anyone: students or teachers. So while I have always encouraged English usage in my class, I do not penalize students for using their native language. However, over the past couple of years I have come to feel that my discussion classes are more like listening classes with students providing occasional short answers in English. I began wondering if I am doing students a disservice by not “forcing them to use English” in my class since I do feel the more students use English, the more they will improve. Yet, I know that I do not have the personality necessary to enforce a strict English-only rule. Thus, with all of the above milling about in my head, during summer vacation I decided that I would tackle this problem when classes resumed in the fall.

Research Questions

The research question for this study has undergone several changes or transformations. This is consistent with what many teacher researchers find as they proceed with research (Burnaford, Fischer & Hobson, 1996; Freeman, 1998). My first question was “How can I get students to use more English?” As I reflected on the question and considered some of the issues mentioned in the prior section, the question became “Working with students in a discussion class how can I use ideas generated by students to help them increase their English use themselves?” Now, the question is becoming, “How can students be encouraged to take responsibility for their English use in discussion class?” The changes in the questions are interesting in that the first question placed responsibility for change on me, whereas the second question has more of a collaborative feeling, and the current question puts more of the responsibility for English usage on the students.

Clarifying the Situation: A. Context

Japan is a country undergoing great demographic change. Junior colleges which have served in the past as a form of “finishing school” for young women are fighting for survival as enrollments are falling. In addition, life in junior colleges is

often seen to be easy academically. The hard effort is placed into getting into a school (McVeigh, 1997).

The school where this study took place is a junior college located in Osaka, Japan. It has a total of approximately 800 first and second year students, all of whom are studying one major, English. The school's English program is well-known for its curriculum and rigorous approach to English education. Students must study hard, receive a lot of homework, and if they miss too many classes (over 33%) are failed without exception.

The curriculum is content-based and has first year students following an integrated program of reading, discussion, and academic writing classes organized around the same themes. Integration refers to the fact that each class studies the same thematic material organized into units at approximately the same time.

Currently the themes covered are Pursuit of Peace, Science and Religion, The Present Age and Human Rights, and the Crises of Life (Global/Environmental issues). They are structured around serious topics. For example, the first unit, Pursuit of Peace, deals with such topics as the Nobel Peace Prize, UN peacekeeping activities, and conflict resolution. It is covered in 5 weeks; during those weeks students watch two lecture videos answering comprehension questions in preparation for discussion questions that are covered along with other activities (information gaps, surveys, ranking activities, etc.) in class. Discussion classes meet twice a week for seventy minutes. There are approximately 30 students in each section. This project took place in one discussion course that I taught.

Clarifying the Situation: B. Gathering Information

Information was gathered during the five weeks of unit 3, The Present Age and Human Rights. The unit deals with human rights and primarily has three foci: 1) women's rights; 2) human rights as seen from the Declaration of Human rights; and 3) prejudice and discrimination. It also addresses non-governmental organizations' role in addressing these problems.

Gathering information consisted of 1) student-generated brainstorming lists on how we could use more English in our class; 2) a questionnaire given out mid-unit to assess students' perceptions of how their language use was changing; 3) a final questionnaire at the end of the unit to see if they had used more English and to get them to rate their level of English usage; and 4) a teaching journal.

Brainstorming Lists

Information gathering in the course proceeded as follows. During the first class after summer vacation I explained my concerns to the students and told them

although I wanted us to use more English in class, I did not want to become a language policeman, constantly reminding them to use English. I asked them what we could do to work together to increase language use in the classroom. Then I had them work in small groups to brainstorm a list of ideas. From the individual groups I compiled a master list and in the next class asked students to put the ideas into categories and to then circle three they liked and put an “x” by one they did not like. See Appendix One. Among the ideas they liked were:

- Change seats [in our classes there is assigned seating, so students wanted an opportunity to sit beside/ work with someone new].
- Sit in a circle.
- Watch a movie.
- Listen to foreign songs.
- Try to speak English as much as possible.
- Have lunch with Mr. Cornwell [This was something I had already decided to implement and had already mentioned it to the students].

Among ideas that most students did not like were:

- Mr. Cornwell should check our assignments strictly.
- Do homework enough...before classes (prepare).
- Make a drama.

It is interesting to note that although many students did not like these three ideas, the only way they made it to the initial list of brainstorming ideas was by being suggested by one group. Therefore, there were minority opinions.

These suggestions immediately came face-to-face with the realities of our teaching situation. While I did not want to reject any out-of-hand, given our curriculum there did not seem to be any chance to attempt watching a movie in class; there just was not the time and I, at that time, wondered how I would get it to fit into the unit and questioned whether it would help students understand the material in the unit. Lack of time is one of the biggest obstacles to many curricular innovations. (Broomer, Lester, Onore, and Cook, 1992) After this brainstorming, I implemented some of the students’ suggestions. I report on this in the section, Developing Action Strategies.

Mid-unit Questionnaire

In the middle of the unit, I passed out a small questionnaire to assess students’ perception of how their English use was changing. See Appendix Two. I wanted to know if they were using more English in this unit. I also wanted to know if the pace of the class was ok because I had slowed the pace down quite a bit. In prior units I

had always tried to do all the material in the unit, even though I knew we put more material in than could be covered. In the questionnaire I also allowed students to make any comment they wanted to.

From students responses I discovered that most students felt they were using more English. They mentioned the following activities as helping:

- Interesting topics.
- More opportunities/more chances to talk.
- Teacher asking students questions.
- Having language gambits they could use such as “I don’t know.” and “I don’t understand _____.”

At the same time I discovered that some students felt embarrassed to speak English. Also a few students were unsatisfied with their classmates’ attitudes toward the class. They felt their classmates were not serious enough about learning English.

These were some of the same students that felt that I should check homework more strictly. One of them wrote, “I don’t know why few people can’t concentrate on English. We chose this school for learning English, so...I cannot say properly now..I want to talk to you about this one.” She later came to my office to complain about the situation. After hearing of the problem, I tried to make sure that her groups always had at least one other serious student in it. I also followed her suggestion of changing one’s partners more often.

Students felt the pacing was fine. Some of their comments were:

Good it is ok because slower can understand easily.

I think pace is ok. Because I have time to think about topic.

Pace is good for me.

Pace fits me.

Their comments about the course indicated that some of them saw a change:

The lesson’s atmosphere is very warm and fun. Something is different from another lesson.

I like your lesson.

I think this class is improved than last class [this semester’s classes are better than last semester’s].

Final Questionnaire

At the end of the unit I gave a final questionnaire. (See Appendix Two.) In the final questionnaire once again I asked if they had used more English. I then asked them to rank their English use on a ten-point scale for first semester; unit three, and their goal for unit four. I asked about what problems they have in using more English in class and finally asked them to write a paragraph about discussion class. I told them they could write anything they wanted to.

In answer to the question, “What problems are there for you in using more English in class?” Many students wrote answers reflecting that a lack of vocabulary and/or background knowledge about the topic was a hinderance. While I knew that lack of vocabulary would probably be an issue, I was surprised that almost half the students (11 out of 24) listed that as their problem “in using English.”

I had not much vocabulary.

I don't know how to explain and the words. I can't use English as I think.

I want to speak more English, but I can't think of words.

I don't have enough knowledge each unit topic, so I wanna know reference movie or book or web page or..

Teaching Journal

The fourth type of data was a teaching journal I tried to keep my reflections in. Although I made only two entries, I mention them here because journaling has the potential to provide insight into one's thoughts throughout a project. It is encouraged by teacher educators at the fore-front of teacher research (Richards & Lockhart, 1994; Freeman, 1998; Altrichter, Posch, and Somekh, 1993). In the first entry taken from near the beginning of the project, I felt students were responding favorably: “*Students seem to get into figuring out how to improve their English ability.*” The entry also underscored the need to learn students names in order to improve interaction: “*I need to learn the names for sure so I can call on students randomly.*” It also raised a question which I never addressed, “*Do students think there should be a penalty for Japanese usage?*”

The second entry shows my frustration in that although students seem to subjectively be using more English, I was still not happy with the type of student participation. I wrote, “*Today's activities seemed to cause more English usage [I had done a warm-up where they discussed which made better pets—dogs or cats?]*”

but it is still in sound bites—answers to questions, short phrases... there is not the self-discipline to self enforce,...” I also raised a broader question which I would like to explore in the future: Why do students seldom use the L2 in class, whereas when I go to my Japanese class, we use the L2 almost exclusively.

Developing action strategies

Using the students’ ideas from the initial brainstorming session I changed the class. In addition to the students’ ideas, the changes were also influenced by reflections I had done over the summer. Among the ideas I came up with over the summer were:

Have lunch with the students. I had done this in past semesters with lower level students. I had not done it with this class since their level was higher. However, I realized they were not getting / taking that many chances to speak in class, so I wanted to provide them with an opportunity to do so. I had students sign up twice in the semester in groups of four or five.

Talk about the weekend. I wanted students to have an opportunity for some free conversation in class. In the past, I had tried this, but was torn in that our curriculum is quite intense and I wondered if this type of activity was out of place. However, in spite of my concerns, I decided to try free conversation and in the end, based on students comments it seems to have met a need.

Go through material slower. I mentioned the large amount of material we have in our units. I decided to not be a slave to the material, but rather while making sure the students got the content they needed, take the time to thoroughly cover the different activities given my students. For example, to cover the lecture and follow-up questions took more than the one class normally allotted.

Call on students randomly. In class, I had normally asked for volunteers and the same few students would respond. I decided that by calling on students randomly I could increase the interest level as students wouldn’t know when they might be called upon, and, by calling on each student, all students would participate more.

Learn students’ names. The above strategy forced me to learn all the students’ names. While I knew several of the students by sight, I did not have the confidence to, on the spur of the moment, call them by name. To keep a smooth, flowing pace, I needed to be able to call on a student immediately. It did not work to look at them, then check the roll for their name, before finally calling on them.

By implementing students’ ideas and monitoring their reactions and perceptions, I was following the traditional cyclical pattern of action research. In the next section, I will mention some insights I got from the project, along with students

reactions to the changes (designed to increase English usage). Not all of the insights are surprising, but they do suggest some directions my class might take. Also, because the findings are based on students' comments and not only on pre-existing teacher knowledge they are especially relevant for the insider's view they provide.

Insights/Findings

As mentioned earlier, students feel they do not have enough vocabulary. This lack of vocabulary prevents them from saying what they want to say. This eventually leads them, according to some students, to speak in Japanese. There was also the sense that they did not know enough about the unit topics.

I don't know how to explain and the word; I can't use English as I think.

Don't know words to explain myself.

I want to try to use English more but in the class work [if] someone use Japanese I don't want to use English.

We talk with group we often use Japanese.

This was very interesting because when coupled with peer pressure to use Japanese, it seems to have caused a negative spiral that was an obstacle to more English use.

Many students liked the changes in class that were implemented in Unit 3. Many commented on enjoying eating lunch with me. They thought the class was fun and talking with their friends was helpful for their English. They even coined a phrase, "free talk," to describe the time spent talking about their weekends. Most students enjoyed free talk. And free talk was one area where English usage was perceived to have increased. However, one student, who reported that she did not use more English, felt that free conversation was too easy. She wrote,

I want to talk about topic concerning unit because personal topics such as "what did you do yesterday?" tend to become easy conversation.

Another wrote:

The contents of the topic is bit easy. So I want more deeply topic in it.

There were a few students whose comments were very different from the others. Looking at the exceptions in qualitative research often provides a new perspective and can shed light on the area under study. One student wrote she didn't like the class.

I tried to use more English, but I can't because I don't know how to say in English...I have no confidence. I want to speak more English, but I don't know how to say in English. Therefore I don't like this class now. If I can speak English well, this class will be fun. Until the second year, I want to have a positive attitude.

Not every student will like every class and the reasons they do not like the class are varied, sometimes having nothing to do with the teacher, or even the activities in class. However, the only way we, as teachers, can really know students thoughts and reasoning is by asking them.

Students appreciate being asked their opinion about the class. They know that teachers work within parameters and cannot always act upon suggestions, but in our class they feel that I try to incorporate suggestions as much as possible. Also, it may be through the solicitation of their opinions that they get the sense that their teacher is really trying to make the class a good one for them.

I think your efforts about teaching English are very shine. I like your English (discussion) class. I can use more English in the class. so I'm happy to study with you and my friends

He always try to accept the students opinion as much as he can and very helpful as well.

I like this class because discussion class is the only class we can talk in English, but to be honest, that is not enough so I don't know proper what I want to say (I can't find proper words)

Thanks for Mr. Cornwell to ask us our thought about discussion class, I enjoyed myself in unit 3 than before semester.

Implications for changing classroom practice

Asking students for their opinions throughout a course, not only in a final evaluation is very helpful. It is one way of getting students to be aware of their learning, and in the case of this project, their English usage. As students learn that they will be asked and that their opinions do matter, they seem to provide responsible feedback. Of course, this means you need to be open to working with their suggestions to the extent it is possible given other constraints.

English use is English use. This is true whether English is used to talk about peace issues or weekend plans. Therefore, be willing to allocate some time for topics that might seem to be off-task in terms of the curriculum, i.e. free talk. However, also be aware that not everyone wants to talk about one topic or theme all the time. Therefore, you need to use free talk discriminatively and you may need to come up with some interesting spins on free talk that will link it with unit topics or with communication strategies.

Communication strategies are important. Teaching students the language they need to provide their opinion or even to say they have not developed an opinion is important. While these are areas already covered in our curriculum, they need to be reexamined; more effective activities are necessary given students' views that lack of vocabulary is one of the biggest hindrances to English use. A related area, students' sense of frustration or inability to explain things must be addressed. Explanation or circumlocution strategies are one way to address this area; vocabulary work that will help students learn and use appropriate vocabulary is another. See Nation, 1994 and Carter, 1987 for suggestions on incorporating vocabulary in a language program. This area extends beyond my individual classroom and extends into the entire curriculum. Without an organized vocabulary program, when it comes to using English in class, students may always feel frustrated by their perceived lack of vocabulary.

Questions for future studies

This project was successful in increasing students' perception of their English usage. The next step is to try and use the findings, insights, and implications to get students to further monitor their English use and to take responsibility for using English in class. This study has also raised additional questions I'd like to look at.

One set of questions were raised by my journaling: How is my behavior as a student in a Japanese language classroom and my students behavior in an English language classroom different? Why have those differences emerged? Why do I try to use the L2 but they do not?

Another set of questions has to do with the role that Japanese plays in the classroom. What is that role? What are the situations in which students use Japanese? Are certain types of students more prone to use Japanese? Is there a way to lessen the phenomena of one student's Japanese use causing other students to use Japanese?

Finally, it might be worthwhile to observe a classroom where there is a strict English-only policy. What is the atmosphere like? Is the rule just one of many rules the students are exposed to and as such is not seen as a restrictive measure? Does the rule actually encourage a lot more language use? Does it affect students' sense of identity?

Conclusion

Action research proved to be an effective way to gather students' ideas on how to use more English in class and act upon them. By involving students actively in the project, a positive atmosphere was created in the classroom, one which may have effects beyond the original questions, as seen by students' comments that the unit was more interesting than prior ones.

It is easy to assume that we know what students are thinking or why students act in certain ways. However, if productive change is going to occur in our English classes, students' opinions and ideas must be solicited and valued. They are the experts on what it is like to learn English in a college or university setting. As the experts, they should be consulted by those of us who want to really understand what is going on within our classes, and who want to effect change.

Epilogue

November 5, 2000

I just returned from the JALT conference in order to attend our college festival. While there I got roped into participating in, what is called in Japanese, *nininbaori*. It is a timed contest where one person is blindfolded and has to feed another person who cannot use their hands. Needless to say the person who is eating gets quite messy. Well, after doing this some of my discussion students came up to me and said that I had done a good job "guzzling" the food. This reminded me of the action research project I had conducted last year and one of the findings that showed the need for vocabulary work.

Because of the action research project, this year I had worked a little more on vocabulary with my discussion students. Using vocabulary taken from lectures, we did vocabulary matching activities and then worked on vocabulary-in-context works sheets. We are now in unit 5 that deals with environmental issues and in the lecture is the sentence, "It is us, not them, that guzzle fossil fuels such as oil in our cars." We defined guzzle as follows: "to eat or drink eagerly or greedily." My students were able to use the word "guzzle" in a real life situation. While this is not earth shattering, it does underscore for me the value of the action research project I conducted and it makes me want to try to start another round of research by implementing more of my findings!

References

- Allwright, D. and Bailey, K. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. New York: Cambridge University Press.
- Altrichter, H. Posch, P. and Somekh, B. (1993). *Teachers investigate their work: An introduction to the methods of action research*. London: Routledge.
- Auerbach, E. (1993). Reexamining English only in the ESL classroom. *TESOL Quarterly*, 27(1), 9-32.
- Broomer, G., Lester, N., Onore, C., and Cook, J. (1992) *Negotiating the Curriculum: Educating for the 21st Century*. London: The Falmer Press.
- Burnafor, G., Fischer, J. and Hobson, D. (Eds.). (1996). *Teachers doing research: Practical possibilities*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Carter, R. (1987). *Vocabulary: Applied Linguistic Perspective*. New York: Routledge
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. New York: Heinle and Heinle Publishers.
- Gregory, R. (1988). *Action research in the secondary schools*. London: Routledge, Chapman & Hall.
- Kemmis, S. and McTaggart, R. (1988). *The Action Research Planner*. 3rd ed. Victoria: Deakin University Press.
- McCarty, T. (1997) Teacher Research Methods in language and education. In N.H. Hornberger and D. Corson (Eds.). *Encyclopedia of Language and Education. Volume 8: Research Methods in Language and Education*, (pp. 227-237). Netherlands: Kluwer Academic Publishers.
- McVeigh, B. (1997). *Life in a Japanese Women's College*. New York: Routledge.
- Nation, P. (1994). *New Ways in Teaching Vocabulary*. Alexandria, Virginia: TESOL, Inc.
- O'Kelly, T. (1998). When students won't use English in class. In J. Richards (Ed.) *Teaching in action: Case studies from second language classrooms*, (pp. 187-190). Alexandria, Virginia: TESOL, Inc.
- Osaka Jogakuin Junior College. (1998-2000). *Integrated Units English Curriculum Unit 2: Science and Religion*. Osaka: Osaka Jogakuin Junior College.
- Penner, J.. (1998). A balance or a battle? L1 use in the classroom. In J. Richards (Ed.) *Teaching in action: Case studies from second language classrooms*, (pp. 199-203). Alexandria, Virginia: TESOL, Inc..
- Richards, J. and Lockhard, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Stempleski, S. and Tomalin, B. (1990). *Video in Action*. Hertfordshire, Great Britain: Prentice Hall International.

Appendix One: *Ideas to use more English in class*

- 10 minutes of ?? at the beginning of the class, make a group and talk about passed things (things you've done)
- We should talk about other things in English, not only about class (topics)
- Try to speak English as much as we can
- Speak English about 1 minute
- Introduce cinema, books, or music

- Do homework enough/think about next class's topic before class (prepare)
- Mr. Cornwell should check our assignments strictly (We can't join the class if we are not prepared)
- At first making efforts during discussion class

- Sitting around—just sit around in a circle to make class have a good atmosphere
- Changing seats

- Listen to other person's opinion
- Listen to radio
- Listen to foreign music

- Watch a movie in a group and remember its language (*serifu*—lines) and present it
- Watch a movie and pick up some sentence which we can use in discussion class.

- Eat lunch with (Mr.) Cornwell
- Eat dinner with (Mr.) Cornwell
- Read an English Book

- Happy card—give a point every presentation (such a gift but not too be serious) She present this card and the teacher judge if she is the right person to be given a point every class. [I didn't understand this completely, but felt it was about some type of participation award].

- Make a sentence game
- Make a drama

Appendix Two: *Mid-Unit and Final Questionnaires on English usage*

Editor's Note: The actual questionnaires provided more room for students' answers.

Mid unit

We are half way through Unit 3. We have tried to use more English in class. Please answer the following question:

Are you using English more in class this semester than last semester?
Why?

I am covering material a little slower than last semester. How does the pace of the class seem to you? Is it going too slow? too fast? or is it ok?
Why?

Any other comments?

Final Discussion Feedback

In unit 3 we tried to work together to use more English. Did you use more English? If yes, give an example. If not, why?

Grade your English use (How much you try to use English) by circling one number. 10 is a lot; 1 is not much.

First semester

+ 10 9 8 7 6 5 4 3 2 1 -

Unit 3

+ 10 9 8 7 6 5 4 3 2 1 -

Your goal for Unit 4

+ 10 9 8 7 6 5 4 3 2 1 -

What problems are there for you in using more English in class? Give an example.

Write a paragraph to me about discussion class. You can say anything. For example: What do you like? What do you not like? What is helpful? Give suggestions on how to do things better.

