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## Setting the Standard for Challenge: Teaching English in Dimen, China

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**T**ravelling from Hong Kong to Dimen, China, requires a full day. The journey begins with a metro and high-speed train ride to a modern airport in the booming manufacturing center of Guangzhou. From there an Embraer jet shoots through oversized cumulus clouds and lands on the single runway at the Liping airport in Guizhou Province. A van navigates miles of bumpy switchbacks and finally arrives at the gateway to the 300-year-old village of Dimen and to the lives of the Dong ethnic minority. A few hundred wooden buildings line the river banks and then crawl up hillsides carpeted with bamboo, cascading rice paddies, and pine forests. From sunup to sundown, seven days a week, people young and old traverse the winding streets on foot, bicycle, ox-drawn cart, and motorcycle. They are on their way to shop, attend school, fish, or cultivate their rice or vegetable fields. The afternoon might

bring a mahjong match, a swim in the river, or a chance to chat with friends in a drum tower or on a bridge. Many then return to the fields. Students in University of the Pacific's Powell Scholars Program came to this "village on the edge of time," as the writer Amy Tan has described it, to teach elementary school children. In return they gained a rare glimpse of a place and its people that are simultaneously a part of, and apart from, China's transformation.

Creating and implementing an original course to teach English as a foreign language in rural China offered to some of the university's most talented undergraduates the opportunity to integrate hands-on learning with scholarship, cross-cultural understanding, and community service. At the same time, the two-year venture made use of these students' diverse academic interests while fostering individual and collective leadership, a strong work ethic, and intrinsic motivation. The caliber of the project will shape expectations for the Powell Scholars Program for years to come. The lessons learned will, we hope, spur the thinking of other honors educators and serve as a model in developing new honors opportunities for service learning abroad.

## **THE PROJECT'S FIT WITH THE POWELL SCHOLARS PROGRAM**

From the initial endowment of the Powell Scholars Program in 2009, the forty-plus students in various majors from throughout the university have had a heavy hand in its evolution. The director's role has been to create an environment that encourages academic excellence and leadership and to set expectations and broad parameters for activities. The program's mission statement is the students' creation as are the dimensions they chose as central to leadership: academic excellence; international education and understanding; original research and creative activity; hands-on learning; and community service. Taking initiative is seminal to the Powell Scholars' development. The ultimate decision to pursue the project in Dimen was theirs, and they took charge in crafting and implementing it. The faculty member/program director who advised the project did so as a guide and facilitator. She identified and funneled relevant literature to the students and catalyzed meetings as the course developed. Once on site, her main role was to record detailed observations on the progress of the project. Her approach was intentionally one of active learning, in which educators facilitate "the learners' process of developing their own blueprints" instead of passing on their own blueprints of reality (Hovelnyck 6). This kind of active learning has been key to the National

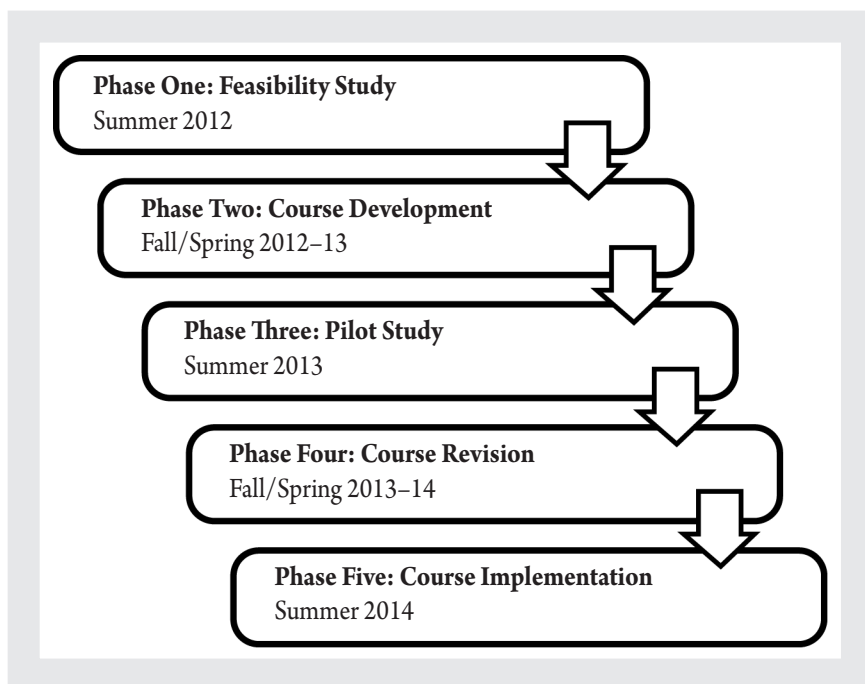
Collegiate Honors Council's numerous City as Text™ and Honors Semesters projects since 1976 (Braid and Long 62–68).

The initial opportunity to teach in Dimen arose serendipitously. Pacific art professor Marie Lee had worked in the village for several years with a local research institute, the Dimen-Dong Cultural Eco-Museum, to catalogue and preserve Dong artistic traditions. She made the Powell Program director aware that people in the village had expressed interest in having English taught to elementary school children. The language has been taught for centuries in China (Sun and Henrichsen), and as the mainland has emerged as a global economic power over the past two decades, interest in learning English has exploded (Qiang and Kang). However, while students in major cities benefit from widely available English instruction, those in rural villages like Dimen lack access and therefore lag far behind (Li and Moreira; Wang and Li).

## PHASES OF THE PROJECT

The project was pursued over a two-year period and had five major phases (Figure 1). A feasibility study was undertaken in July 2012 to assess needs

**FIGURE 1: THE FIVE PROJECT PHASES**



and gain insight into an appropriate educational approach. The course details were developed throughout the 2012–13 academic year, and the design was tested in a pilot study in Dimen in May 2013. The course was revised during the 2013–14 academic year and implemented again in May 2014. It was taught over a two week period and was tailored to the needs of the students and reflected daily life in the village and the Dong culture. The course was focused on developing oral skills through English immersion and dialogue with the hope that, even after the teaching team departed, the students in the village would be able to greet others and converse with them in a simple way. Each phase is briefly discussed below.

### **Phase One: Feasibility Study**

The purpose of the feasibility study was to (1) confirm whether or not development of an intensive English course would fit into the goals, skills, and values of the Powell Scholars Program and (2) assess the needs of the Dimen students. The research framework used to guide the study was based on Graves's book *Designing Language Courses: a Guide for Teachers*. (An outline of the framework is provided in Appendix A.) Over several days, with the help of an interpreter, the initial team of three Powell Scholars and the director interviewed a range of people in the village. The results of the feasibility study gave the team confidence that the project was worthwhile and consonant with the program.

The interviews and observations during the feasibility study phase supported the following guidelines for developing the course:

- **Target Context.** Nearly all interviewees indicated that students would like to learn English so they could communicate with English-speaking visitors to their village.
- **Existing Skills.** The villagers in Dimen have little or no capabilities in English, especially spoken English.
- **Target Group.** The target group identified by the principal was fourth and fifth graders, and a single course was to be developed for all students.
- **Class Timing.** The English course sessions were to be offered during the existing academic year and fit into the daily class structure at the primary school, which would be a major partner in the project along with the Dimen Dong Cultural Eco-Museum.

These guidelines, along with thorough written records and photographs of the village and its people, served as the basis for entering Phase Two of the Project, Course Development.

## Phase Two: Course Development

Phase Two began in October 2012 with an expanded team that included seven students. Because none of the Powell Scholars or the faculty director had taught English as a foreign language, the team relied on coaching from faculty in Pacific's education school and the abundant literature on teaching English as a foreign language in general (Graves; Marsland; Larsen-Freeman and Anderson; Wong) and experiences with teaching English in China in particular (Zhang and Yu; Lin; Fang; Liu; Finifrock).

The pedagogy was built on a hierarchical framework adapted from English as a Foreign Language literature (Anthony). The framework included (1) approaches or what can be considered **theoretical models**, (2) **methods** for applying theory, and (3) teaching **techniques**. The team decided to base the course on the following **four theoretical models** for teaching language:

- **Dialogic:** actively interacting with the students through dialogue with the goal of giving students the ability to converse with others in English.
- **Situational:** developing materials using vocabulary and visuals such as photographs germane to their culture, people and village while also making use of the surrounding environment.
- **Audio lingual:** employing an approach to teaching that is immersive and focused on development of oral skills using every-day language while teaching in English as much as possible, and expecting students to do likewise so they learn the new patterns of a very different language.
- **Learning community:** encouraging students in the village to practice with one another so learning would continue after the teachers departed.

The **methods for applying these models** involved the participation of the Powell Scholars team over a sixteen-day period that included three weekends and two five-day weeks. The principal of the elementary school suggested that English be taught as part of the school's regular curriculum. The team planned to augment this traditional classroom teaching with two-

hour sessions after school and on weekends held on the school playground or museum. The amount of contact with the Dimen students over the teaching period exceeded that of an entire semester of instruction in their normal curriculum.

The team developed materials over a six-month period. Based on observations made in the feasibility study, they identified topics for the core sessions that included greetings, family, work, animals, landmarks, and play. The last three sessions included dialogues in which a tourist is imagined visiting the village and engaging a local person in conversation about the village and the Dong people. A fifty-page workbook was crafted that reflected these topics and included photographs of the village and its people. Pairs of teachers were assigned responsibility for three topics in the core sessions. They prepared scripts for use in teaching their respective topics as well as detailed descriptions of evening and weekend activities. Faculty from the education school reviewed the scripts.

The **techniques** the Powell Scholars developed intentionally reflected these models and methods (Appendix B). The variety of academic majors on the team made for a rich set of ideas about ways to engage the Dimen students. For example, the conservatory majors were vital given the centrality of singing to the Dong culture (Ingram); they created an original song to teach English vocabulary, using a pentatonic scale that the Dimen students would be more familiar with than the western diatonic scale. In addition, the software skills of one of the engineering majors led to creation of a map of the village used to teach landmarks.

Prior to departure from the U.S., the teachers discussed coordination among the teacher pairs once on site as well as classroom management. Excerpts from Kohls's *Survival Guide for Overseas Living* served as the basis for preparing for cross-cultural issues. Through an interpreter the team confirmed its teaching plans with the museum staff and school principal.

### **Phase Three: Pilot Study**

The team arrived in Dimen on May 10, 2013, armed with pedagogical theories, methods, techniques, and good intentions. As Graves warns, however, despite the best-laid plans for teaching English as a foreign language, results are inevitably imperfect. The principal had decided that teaching the English course during the regular school day would not be permitted because this would supplant instruction in other important subjects such as math and Mandarin. Moreover, the school officials had not acquired the necessary



government approval of the Powell Scholars' course as part of their regular curriculum. The team quickly regrouped and, with the help of the museum staff, the course was repositioned as an extracurricular activity that would be made available on a voluntary basis to students at the museum after school and on weekends.

The team had now experienced its first lesson in expecting the unexpected and responding flexibly. The new method meant that consistent exposure to the same set of students throughout the course was not possible. Moreover, the students ranged widely in age from first grade to sixth grade instead of only fourth and fifth grades. By necessity, even with the core sessions, the team moved away from more teacher-centered and controlled classroom learning to student-centeredness and interactive learning. The teacher pairs began to work as tutors in smaller sub-groups of students. The goals for vocabulary acquisition and use in dialogue remained intact, but the teachers gave themselves more room to maneuver in choosing which techniques they used and adapted to the learning preferences and needs of the students. They opened themselves to experimentation and ultimately tested their own ability to adjust to changing circumstances.

At the end of the course, the team tested fifteen students from the village who had attended the most consistently on vocabulary and on dialogue. Students' performance on the exam was strongly correlated with their level of attendance, and two of the older students responded correctly to roughly 90% of the 100-plus questions asked. These two had been particularly motivated, having not only consistently attended the sessions after school but also voluntarily visited the museum at noon to be individually tutored.

Additional encouragement came once the team returned to the U.S. and created a short film based on the video recordings taken throughout the pilot study. The Dimen students' progress went well beyond the two stellar pupils. Despite the change in delivery method and venue from the classroom in the school to the extracurricular course in the museum, the four underlying pedagogical theories had remained robust, and most of the techniques appeared to work. The film also showed that by the end of the course several of the students in the village were using our materials to teach one another spoken English for numbers, colors, animals, landmarks, and work and play activities in the village. They even stumbled through the two songs and more advanced dialogues. The learning community had been sparked.

## **Phase Four: Course Revision**

Six Powell Scholars spent the 2013/2014 academic year reviewing findings from the pilot study and revising the curriculum for implementation in May 2014. In concert with the museum and elementary school officials, the team decided to situate the course in May 2014 as an extracurricular activity in the museum for about twenty selected fourth and fifth graders. Based on the success of the top-performing students in the pilot, the Powell Scholars would serve as tutors working with sub-groups of students. The team also discussed the importance of identifying talented students early on in the course, and cultivating them as teaching assistants; this would not only accommodate students who learned the material more quickly than others—and students who had been involved in the pilot study—but would help foster the learning community. Finally, the team discussed the need to internalize the most lasting lesson from the pilot: as Folds-Bennett and Twomey reported in their findings from an experiential learning course in Honduras, flexibility was imperative. Frustration was inevitable, but the Powell Scholars' team could anticipate how this frustration would be managed.

## **Phase Five: Course Implementation**

In the course implementation phase the team was accompanied by a seasoned expert in childhood education, Dianne Philibosian, who served as a consultant to the project. On the initial day of teaching, as if on cue, double the number of students expected arrived at the museum, and they ranged from first to sixth grade. After this session the team made a decision that would influence the remainder of the course: instead of restricting English teaching to the target number of students and age range, all of the children would be included in order not to dampen interest in learning. The team realized that the large number of students would influence performance and figured that only a handful of students who were consistently engaged and/or had been involved in the prior year would master the course material.

The peaks and valleys were not as extreme as in the pilot study, but the need to be adaptable was equally important. In any one session, anywhere from a dozen to fifty students attended. Up to the final days, new students from Dimen and the neighboring village who had heard about the opportunity joined the class. By the end of the two weeks, the Powell Scholars had become adept at making smooth transitions between topics or techniques, introducing new material as well as reviewing and reinforcing prior learning,

and helping one another to be effective. They learned to rebound when faced with frustration or constraints and to overcome problems creatively. One noted that “our use of a wide range of media allowed us to move from one media to another when the children became bored and distracted. I never ceased to be amazed how much and how quickly the children were able to learn.” The language barrier also encouraged innovation and resourcefulness. A Powell Scholar commented that “even though we didn’t speak the same language, we were still able to communicate. Using hand gestures, pointing, pictures, and charades, we were able to achieve a mutual understanding of concepts and ideas.”

The Dimen students who had attended the course most consistently were tested at the end and showed moderate to high acquisition of skills. As expected, performance was related to level of attendance. A larger number of students who did not attend consistently had at least gained exposure to English. The students expressed their appreciation by organizing a concert in honor of the Powell Scholar teachers, during which they sang traditional Dong songs. The museum staff invited the team to continue the project and collaboration in the future. The education expert, Dr. Philibosian, was also favorably impressed: “The children in Dimen benefited from a fully developmental English immersion program in multi-age groups where all domains of development—cognitive, affective, and psychomotor—were fully engaged.”

The team’s confidence that a successful learning community in the village had been established was boosted in other ways. On an evening prior to departure, one of the younger Dimen students saw two of the Powell Scholar teachers talking together in the central drum tower. She sat down next to the teachers and, without prompting, proceeded to ask them: “What is your name?” “How old are you?” “How are you?” She then pointed to objects that had not been covered in our course and asked for their English name: bench, grass, aqueduct, and road. She had initiated a dialogue in English with the teachers, who could just as well have been tourists, and she wanted to learn more. A few days after returning to the U.S., additional evidence of the team’s success arrived in an email from the museum staff. Attached were photos of our stellar student-turned-teaching-assistant with her friends that had been taken a few days after our departure. They were using the materials the Powell Scholars had left at the museum to teach English vocabulary to a group of younger students.

## SETTING STANDARDS FOR THE FUTURE

The project in Dimen, China has set a high bar for what is expected of future Powell Scholars. This challenging opportunity integrated experiential learning, research, cross-cultural understanding, and community service.

### Experiential Learning

The Dimen project strongly reflected Kolb and Fry's experiential learning cycle. The Powell Scholars took a systematic and thoughtful approach to the project from the beginning rather than assuming that they knew what the people in the village wanted and how to teach them. Performing the feasibility study helped the team consider the needs of the students in Dimen and how they might be best fulfill them. A range of theoretical models, methods, and techniques were considered in the crafting of the course, and the team chose those that best suited the situation in Dimen and the Powell Scholars' abilities. The pilot study—the beta test—provided insights about the effectiveness of the course and ways to enhance teaching and learning. The implementation phase incorporated many more team meetings before teaching in order to organize materials, review goals for the sessions; then afterwards the team reflected on results and discussed ways to make improvements. The learning was continuous.

Thorough preparation provided structure, which had to be balanced with flexibility. As the project continued, the team learned to be on the lookout for what remained stable and what changed. One teacher noted, "We had to have plans and back up plans and be able to switch between the two instantaneously if something wasn't working." Another recognized that "rather than an authoritative approach that is normally shown in a classroom setting (especially for younger kids), we practiced a dynamic, cooperative leadership based on deep and thoughtful interaction usually only seen at higher levels of education." A Powell Scholar who is an education major said she especially had benefitted from an experience in which "there were no imaginary students or hypothetical lesson plans." She intends to use what she learned about classroom management in Dimen in her more traditional classrooms in the future. Finally, the team had to adapt its expectations. The Powell Scholars wanted every student in the village to gain mastery. The team never lost sight of this lofty goal but realized that, for some Dimen students, exposure and interest, not mastery, would be achieved.

## Scholarship

The structure and rigor employed contributed to the project's value as scholarship. As a service learning project, the Powell Scholars all had to broaden their concept of what constitutes research beyond controlled lab or field experiments (Stark). While the team had no illusions that the study could be directly generalized to another setting, from the outset the hope was that the efforts and findings could provide insights germane to developing and implementing culturally sensitive courses to teach English as a foreign language. The team therefore grounded the course design in the work of others by consciously selecting models, methods, and techniques using literature on teaching English as a foreign language. The team also had all course materials reviewed by education professors prior to the pilot and observed on site by an education expert during the final implementation phase; recorded observations in written and video format in the pilot and implementation phases; and reported these systematically throughout all phases of the project.

## Cross Cultural Learning

The project fostered cross-cultural learning in a dynamic environment. Short courses overseas may not have the same depth of impact on college students as lengthier study abroad experiences (Hamad and Lee). However, as Karsan, Hakim and Decker demonstrated in their project in Ghana, courses in which honors students are heavily engaged can enhance their learning and development. The Powell Scholars clearly valued their immersion in the village of Dimen. One said, "this experience opened my eyes to the diversity and beauty of people and lifestyles around the world." Others mentioned the "richness of their culture and traditions," and the uniqueness of seeing "a village that few people know about, and fewer have visited." Another noted, "the Dong people highlighted for me the fact that China is not culturally as uniform as it is portrayed as being in the U.S."

Indeed, in travelling between Hong Kong and Dimen the Powell Scholars witnessed an unrivalled journey across economic, social, political, and cultural variation. They also saw first-hand that the Dong culture is not immune to the country's rapid modernization. The village's drum towers coexist with cell phone towers. Singing has become a talent to be preserved versus a part of daily life. In the third visit the team noticed new solar water heaters sitting atop many roofs. GDP per capita in a typical rural village in China is approximately \$1000 per year in U.S. dollars, which explains in part the migration of

Dimen's young adults to higher-paying factory work in cities such as Guangzhou. This migration is changing the family structure of the villagers as parents leave care of their children up to grandparents. A closer look, however, shows that the migration is not all in one direction. Over the three summers the Powell Scholars travelled to Dimen, a number of impressive-looking houses cropped up along the river. The new structures reflect Dong architecture although the lower levels are made of concrete rather than the traditional wood. These new homes were being built by people who had left Dimen for cities and now planned to return.

One of the Powell Scholars applied insight she had gained in the village to struggles in the U.S.:

The Dong people have their own unique and rich culture that is different from the Han majority. I gained some insight into what it might be like to be an ethnic minority trying to balance maintaining one's culture with the modernization of society and the cultural majority. I was able to apply this to better understand the experiences of American immigrants and what they may be experiencing as they try to adapt to American culture and society while maintaining individual cultural identities.

## **Community Service**

The project in Dimen China was also a valuable service learning opportunity (Kronick). The Dimen students have been exposed to oral English and also to a way of teaching and learning that is different from their normal classroom experience. At least some will be able to converse in a basic way to English-speaking visitors about themselves and life in their village as well as about the visitors' cultures. Most importantly, the materials the Powell Scholars left in the village are already being used to sustain the learning community.

The five phases of the project required countless hours not just of teaching in the village but also preparing for the course at Pacific. Development and revision of the English course along with preparation for the trip required organizational team meetings each week for most of the academic year, and the students then met with one another outside of these meetings. The Powell Scholars did not earn academic credit for their efforts; they gave their time and intellect for intrinsic reasons. In their own words, they "were interested and committed to the project." They were the kind of students who "want to learn and are interested in new experiences" and who "are passionate about

the project itself,” thus increasing “the caliber of the project and allow[ing] everyone to gain so much more from the experience.” Echoing Wintrol and Jerinic, another Powell Scholar added that “freedom from grades allowed us to be more creative and to take greater risks. And when we finally looked back on the fruit of our labor, knowing that it had all been of our own initiative and dedication made the reward all the sweeter.”

## Deeper and Broader Lessons

The Dimen project demonstrated the level of challenge that talented and motivated university students can manage. The Powell Scholars showed admirable initiative, community spirit, and work ethic in undertaking the time-consuming and demanding project. They also demonstrated leadership; together and as individuals they were not afraid to jump into the unknown, develop novel approaches, test them, and persevere until progress was made.

A large wooden sign near Dimen’s central drum tower provides a short description of the village’s history and the origin of its name: “In Dong language the word ‘Dimen’ means a spring, meaning the village would be an endless stream of life.” The return trip to China each year made the Powell Scholars realize that they had experienced the country at a unique historical juncture when it is not yet clear how Dimen and the Dong way of life will weather the central government’s push toward urbanization. These resourceful, hard-working, and gracious people left the team humbled and filled with indelible memories: encountering a lone elderly woman, the village papermaker, far up in the rice terraces picking vegetables for dinner; watching dozens of neighbors passing ceramic roof tiles hand-to-hand in Dimen’s version of a house-raising; and admiring the bright, hand-woven ribbons that secure grandchildren to the backs of farmers as they transplanted the season’s rice seedlings. The Powell Scholars will remember the power of a smile, a wave, and a simple “*Nĩ Hảo.*”

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## APPENDIX A

### Feasibility Study Outline

#### *China English as a Foreign Language Course (derived from Graves)*

- I. Introduction to the Project
- II. Overview of the Current Educational System in Dimen
  - (a) Overall curriculum and teaching/learning Style
  - (b) Resources (teachers, buildings, books, computers, internet access, other materials etc.)
  - (c) Constraints
- III. Current Exposure to ESL, Formally and Informally, in the Village in General

English proficiency/abilities and variation, and how acquired
- IV. Students Who Will Take the Course
  - (a) Demographics
  - (b) Current level of English language proficiency
- V. ESL Course Goals and Expectations
  - (a) Why do the students want/need an ESL course: what do they expect to learn?
  - (b) Communications skills they will need; tasks they want to perform
  - (c) Language modalities they will need: speaking, reading, listening and/or writing in the target context?
  - (d) Emphasis on grammar, vocabulary/lexicon, pronunciation, functional skills?
- VI. Approach to Learning
  - (a) Learning norms and preferences
  - (b) Learners' current level of intercultural competence
  - (c) Logistics: when will the students be available? How often will it be practical to meet for class, for how long?

VII. Student Interests: What Motivates and Engages Them Inside and Outside the Classroom?

What topics or issues are they interested in? What kinds of personal and other experience do they bring? How might this influence the content and approach/spirit of the course?

VIII. The Gap between Current Knowledge of English and Desired Outcome

IX. Resources and Constraints Specific to an ESL course

(a) How might resources be leveraged and constraints be dampened or overcome?

(b) Are there any unacceptable approaches?

X. Follow-up Information Gathering Needed and Contact List

XI. Evaluation of Pros and Cons of Continuing to Phase Two

XII. Preliminary Ideas on Course Design

“What do we feel is most important for the students to learn given their needs and the resources and constraints of the situation?”

(a) Course Purpose

(b) Course Content: what knowledge they should learn

(c) Approach: skills or activities to help them learn the knowledge

XIII. Interview and Observation Tools

XIV. Raw Data

APPENDIX B

Four Models and Key Materials and Techniques  
Used in the Course

Workbook, Flashcards, Large Photo Cards			
Dialogic	Situational	Learning Community	Audio-lingual
The workbook—and flashcards and large photo cards derived from it—was crafted around dialogue, which gained in complexity over the course. Vocabulary words were used in simple question and answer formats.	Materials incorporated vocabulary directly related to the village of Dimen, and photos of the village and its people.	The dialogues were developed to encourage conversation between students and teachers but also eventually between the students and others.  Each student received a workbook, and a flashcard set with the hope that students would use these after we left.	The workbook contained pictures that reflected the vocabulary taught. English words were written, but as support for oral teaching: space was left below the English words for students to write phonetic pronunciation.
Songs			
Dialogic	Situational	Learning Community	Audio-lingual
Song Two incorporated some dialogue. For example, a question is asked: How many bridges are in Dimen? And the answer is sung: There are five bridges in Dimen.	Singing is central to the Dong culture. Song One is based on a song used already in Dimen to teach Mandarin from Dong. We adapted it to teach English from Mandarin. The second song, “Song of Dimen,” composed by the Pacific students, is based on their village.	The songs were a group activity and with hope will be carried on after we leave. Written and audio versions were provided.	The songs effectively reinforced the audio-lingual method. Song One was adapted from one they already knew. Song Two incorporated vocabulary students learned in the workbook.

Dimen Map			
Dialogic	Situational	Learning Community	Audio-lingual
The map was used to create dialogue using questions and answers. For example, "Where is the bridge?" "What is this?" "How many drum towers are there in Dimen?"	The map is of the actual town of Dimen and its landmarks. It helped guide the teachers as they toured the village with the children.	A copy of the map is provided in the workbook. Larger laminated versions were also used.	Teachers pointed at the various landmarks and students responded. For example, dialogue involved asking for the number of bridges or drum towers.
Multi-colored Sand Bags, Juggling Balls, Stuffed Animals			
Dialogic	Situational	Learning Community	Audio-lingual
Dialogue centered on asking students to identify colors, the number of balls, or the name of the animal.	The colors and numbers were often related to objects in the village. The animals taught were all present in the village.	The students began testing the teachers and one another using these materials.	The active use of these visual materials effectively taught oral skills.
Colored Pencils and Paper			
Dialogic	Situational	Learning Community	Audio-lingual
Students were asked to draw pictures of the vocabulary words from the workbook.	The vocabulary words drawn were related to the village and its people.	At the end of the course students were gathered together to collaborate on a large mural of the village.	Students were asked to identify the pictures they had drawn.

