I. **Yes or No?**
1. Should quality be sacrificed over originality?
2. Does effective instruction mean just teach?
3. Can the student and teacher switch roles?
4. Are general questions more mentally engaging than detailed ones?
5. Does practice alone make perfect?
6. Must students become self-regulated learners?
7. Should the student learn what the teacher says should be learned?

II. **Assessment/Review Format**

1. A look at the most common assessment formats

<table>
<thead>
<tr>
<th>Type</th>
<th>Plus</th>
<th>Minus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple-choice tests</td>
<td>easies to grade, quick to answer</td>
<td>hard for teachers to writer, no student production</td>
</tr>
<tr>
<td>True-false tests</td>
<td>appropriate for occasional use</td>
<td>least reliable, no student production</td>
</tr>
<tr>
<td>Matching tests</td>
<td>an effective way to test recognition</td>
<td>no student production</td>
</tr>
<tr>
<td>Fill-in-the-blank tests</td>
<td>precise in measuring student knowledge</td>
<td>no student production</td>
</tr>
<tr>
<td>Short answer tests</td>
<td>easy for teachers to write, student production</td>
<td>take long to grade</td>
</tr>
<tr>
<td>Essay tests</td>
<td>judge students’ ability to express in their own words</td>
<td>take long to grade, subjectivity in grading</td>
</tr>
</tbody>
</table>

2. An effective format
   i. A traditional fill-in-the-blank test reversed: the given words can be relatively few, and the blanks can be more than one and often require more than one word for each
   ii. A few examples:
      a) The _____________ between ______________________
      b) You mustn’t ____________________________________
      c) If ___________________ he _______________________

3. Worksheet preparation
   i. **Example worksheets**
   ii. **Considerations**
      a) How many grammatical items/points to review?
      b) How to group them purposefully?
      c) What two well-chosen examples for each worksheet?
iii. Make one copy of each sheet

III. A Community Approach

1. Student teams

2. Procedure

i. Stage 1
   a) can span days
   b) teams work on a different worksheet at a time
   c) teams act like “teachers”
      a. with a brand-new worksheet, they
         • figure out from the two given examples what grammatical point is being targeted
         • claim their bragging right by writing down their team name on the sheet once they identify the grammar purpose of the sheet
         • proceed to design two more similar examples to add the sheet
         • exchange sheets with the teacher or with another team
      b. with an “already identified” worksheet, students
         • create two more similar examples to add to the sheet
         • exchange sheets with the teacher or with another team

ii. Stage 2
   a) can also span days
   b) teams also work on a different worksheet at a time
   c) teams act as test takers this time
      a. on each worksheet, teams choose two “test items” to complete as perfectly as they can
      b. teams mark their team name at the head of each of their completed answers
      c. teams exchange sheets
      d. teams can check and challenge the answers given by another team on the sheet
      e. teams keep a tally of the number of the worksheet they have completed

IV. Benefits

1. Generative learning
2. Self-regulated learning
3. Cooperative learning
4. Genuine language use
5. Healthy competition for speed as well as quality
6. Community spirit for each team and for the whole class
7. Engaging and fun for the students
8. Easy for the teacher to prepare
Answers to the initial warm-up questions, based on the notes I took while studying generative learning theory, which M. C. Wittrock has written a lot about for 30 years. One Southern California expert/disciple is Dale Maeder of UCLA, whose course “Teaching and Learning Models for Community College Instruction” I took several years ago.

1. Originality at the possible expense of quality is not the point of GL and succinctly distinguishes it from the notion of constructivism, which is more extreme in its position about the non-existence of an objective reality. In GL, the existence of a finite number of different interpretations by the learners is already established; what is important is for the learners to be actively involved in the process of constructing new knowledge, fundamental knowledge that has been determined to be beneficial to the learners. In this sense, learning is a problem-solving experience.

Although the responsibility of learning is firmly placed on the students, the GL model does not imply that all individual interpretations to new content are permitted. As far as education is concerned, anything does not go!

The danger for the classroom teacher is to overemphasize originality over quality. The content to be learned must not be watered down to a point where only trivial inferences are being made by the students.

The goal of eliciting student-generated representations in the learner’s zone of proximal development (Vygotsky, 1978) requires a look back to the student’s prior knowledge and a look ahead to the important inferences that the instructor feels must be made.

2. Effective instruction does not teach; it facilitates the learners’ ability to construct meaning from experience. It emphasizes the learner as an active partner in the instructional process.

3. Yes, sometimes, and to an extent. GL implies that the instructor learns with the students about their models, (how they translate
information, how they perceive problems, how they link to their prior knowledge), and then helps the students to generate new meanings and solutions using and revising their models. The emphasis of learning is clearly on the students; the emphasis on instructional design and revision is obviously on the teacher.

4. Yes. Research has shown that superordinate (divergent, general) questions have a greater learning effect as superordinate information requires a greater amount of mental effort (level of cognitive capacity engagement).

5. No, practice does not make perfect unless it is accompanied by guidance, feedback, and focus.

6. Students must become self-regulated learners. They must set a goal, make a plan, and monitor and evaluate their progress. Confident learners are better learners. “They can because they think they can.”

7. The short answer is yes. But what and how, indeed?

Following Wittrock’s basic premise of active learner engagement, one should put the control of learning in the hands of the learner by creating an advisory environment in which learners manipulate information. This does not mean placing the learner in a totally learner-controlled information environment, but rather in one in which success can be guided, rewarded, and reinforced.

Even when teachers model good problem-solving skills, they don’t simply do so as if there were no match between curriculum and goals. It is never the intent to force students to try and figure out on their own the link between watching someone successfully solve a problem and doing it themselves. “Ultimately, the teacher’s goal would be to teach students to assess for themselves what and why they do not understand… Teachers should deliberately teach cognitive strategies associated with improved academic performance” (Peterson & Swing, 1982).
Therefore, teaching students how to think implies that executive cognitive strategies are necessary. It isn’t simply “how to solve it,” but also “how to plan to solve it.” GL encourages the teaching of self-monitoring strategies to empower individuals to “manage their lives on their own, competently, considerately, and productively” (Adams, 1989).
A few web pages about generative learning:

http://www.cdli.ca/~dfurey/metacog/generate.html

http://www.hi.is/~joner/eaps/wh_genev.htm

http://coe.sdsu.edu/eet/Articles/reals/start.htm
A Team Grammar Workout Activity  (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. ______ would ____________________________________
2. ______ wouldn’t __________________________________
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 
16.
A Team Grammar Workout Activity   (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. If it was ______________________, I wouldn’t __________

2. An entrepreneur might ___________ if he/she were ______

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.
A Team Grammar Workout Activity  (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. __________________________________________ to be a smoker.

2. ____________ my smoking ______________________

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

14.

15.

16.
A Team Grammar Workout Activity  (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. _______ was standing ______________________________

2. _______ was walking up the street, and someone _______

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

14. 

15. 

16.
A Team Grammar Workout Activity  (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. ___________ that it is much less acceptable to be a smoker.

2. ___________________________ how much of that is political.

3.

4.

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13.

14.

15.

16.
A Team Grammar Workout Activity   (Team #:______)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. ____________________ because ____________________

2. ____________________ so that _____________________

3.

4.

5.

6.

7.

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9.

10.

11.

12.

14.

15.

16.
progressive tenses

A Team Grammar Workout Activity  (Team #: _____)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. She was standing ___ by the door.  
2. I am sitting ___ my homework while she is cooking.  
3. Were they playing tennis last summer? ___  
4. She was sleeping when she was working. ___  
5. They were ___ swimming when we were working. ___  
6. ___ was ___ while ___  
7. They were riding ___ bike ___  
8. ___ was walking ___  
9. While I was working I was listening to the radio. ___  
10. They were waiting ___ the teacher at that time. ___  
11. We were playing soccer when he was taking a shower. ___  
12. I was sleeping when she was driving. ___  
13. He was driving when she was sleeping. ___  
14. Were cutting ___  
15. ___ am eating ___
Subordinate Conjunctions

A Team Grammar Workout Activity  (Team #: _____)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

# 1. I came to Palomar College because I want to learn English.

# 2. I have to finish level 5 before I go to level 6.

# 3. After he left the class, the teacher fixed the chairs.

# 4. They were playing soccer while it was raining.

# 5. By the time I got home, the kids had already been in bed.

# 6. He has been in business since 1970.

# 7. I was taking a shower when she was cooking the dinner.

# 8. Although he doesn’t speak English well, he doesn’t study English.

# 9. I am happy even though I don’t have a lot of money.

# 10. We were moving when the rain started.

# 11. As soon as

# 12. We’ll go home after we are done.

# 13. If

# 14. Every time

# 15. I have been in California since I came to the U.S.
Unreal conditions

A Team Grammar Workout Activity  (Team #: 1)

What is the pattern you see from the two examples? How many more examples can you think of and write down?

1. If you had a lot of money now, you would buy a house.
2. He would be a professional if he were rich.
3. If I were famous, I would be like Gloria Steinem.
4. I would like to visit New York if she invited me.
5. If I had a lot of money, I would buy a house.
6. If I knew ..., I would ... 
7. If we had a lot of money, we would buy a house.
8. If Cesar had come on time, he would be a good student.
9. If I were you, I would study hard for the test.
10. The McDonalds would not...
11. We would ... if we had ...
12. If you were ...
13. He wouldn't ...
14. If I had a lot of money, I would take a vacation around the world.
15. You would buy a new car if you had enough money.