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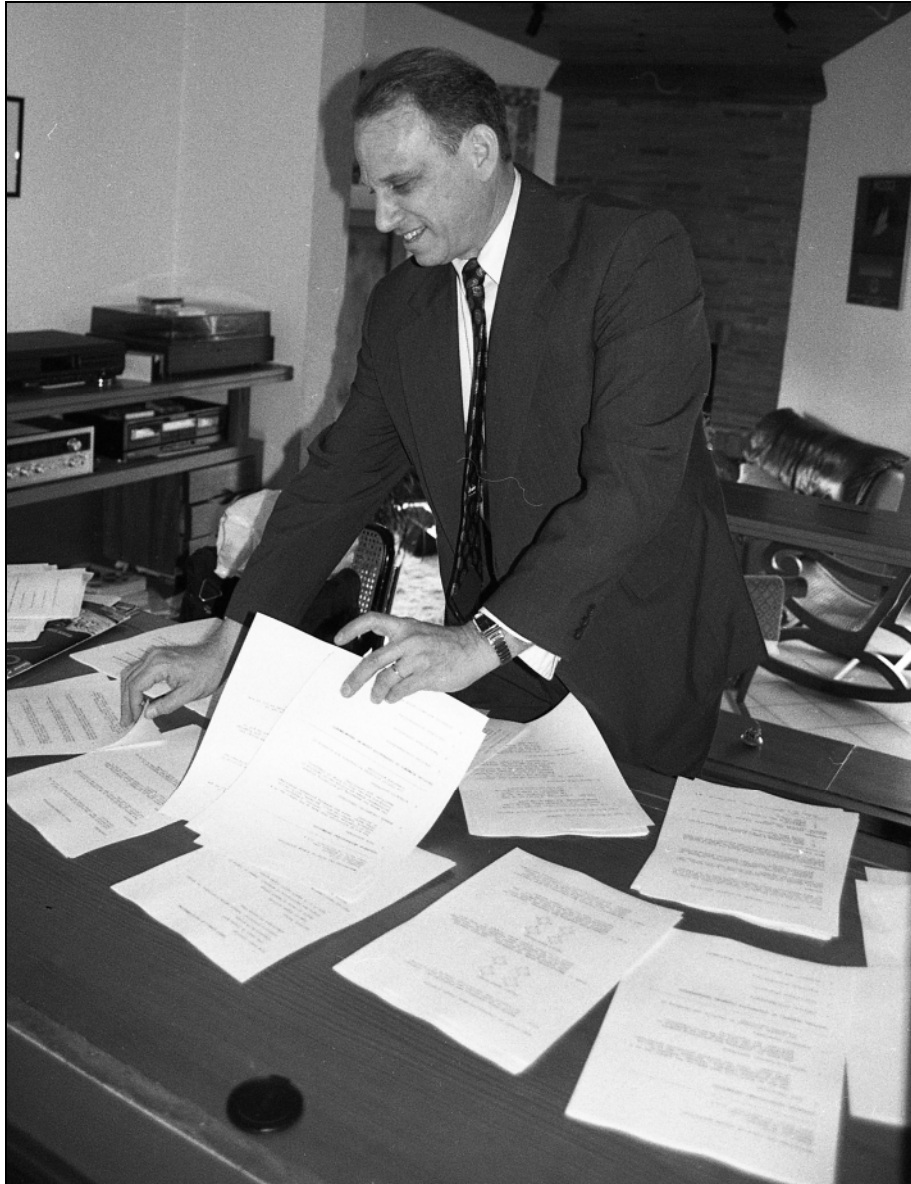
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Teachers' and Learners' Perceptions in Second and Foreign Language Learning

This is a study in an area of interest that arises from several different sources. It is difficult to identify one key source or one particular strand of research or any experiences that led me to undertake this study which is in its very preliminary stages. The only thing surprising about this research is that it has not been done before.

The study of teachers' and learners' perceptions is based on a rather uncontroversial assumption, namely that in any setting people's perceptions and expectations affect their behaviour and shape their reactions to other people's behaviour, sometimes with devastating effects if those expectations are misplaced or if they are not realized.

So it just seemed logical that any people interested in what takes place in language classrooms, people responsible for the design and implementation of language programs would be interested in knowing something about teachers' and learners' perceptions of what happens or what should happen to them as participants in a social setting.

The problem is that people assume that they do know a great deal about one another's perceptions and for that reason do not think that the topic is really worthy of consideration. But I think that if we reflect on it a little bit there are several different strands of research, several different preoccupations in language education that certainly support the systematic study of teachers' and learners' perceptions in the language classroom.

BACKGROUND

Focus on the learner

It was just about twenty years ago that an anthology was published called *Focus on The Learner* which really set the theme for a great deal of what we would be doing in thinking about and exploring language classrooms, looking at language classrooms in terms of the contribution made by and the role played by learners, things like needs analysis, the attempt to find out what different learner populations need language for. It is certainly one manifestation of this focus on the learner and so, too, is the shift away from debates about methods which are no longer valid constructs. Arguing over the relative effectiveness of different methods really does not mean very much if we acknowledge that learners are different and that not all learners are going to be served equally well by the same method. So we look for those things that are well suited to individual learners or to groups of learners. Hence we have become interested in the study of such things as learning styles, cognitive strategies, personality traits, all of which are problematic to research. But the more we know about these things, the better able we will be to match particular instructional interventions with particular learners in an appropriate way. This reflects a concern for the learner, for making instruction responsive to what we know about learners, including the idea that in many cases what best suits the learner is not a conventional classroom situation at all.

All this does not necessarily point to research on teachers' and learners' perceptions but it creates a sort of backdrop in which the study of the perceptions and expectations of individuals is a logical route to follow.

What teachers bring to the classroom

It is interesting as well that, at the same time that we are concerned with what learners bring to the classroom in terms of background, there is also a recognition that what happens in the classroom is shaped by what teachers bring there.

Each teacher brings an educational history shaped from his or her own educational experience as well as his or her experience as a teacher. The teacher is not a neutral agent helping learners and materials or learners and activities to come together. The teacher exercises an influence over all of the other components of the classroom and it may not be surprising, although many people find it somewhat disappointing, to recognize that of all the factors that influence a teacher's performance in the classroom the one that seems to be most powerful, most resistant to change is the teacher's own experiences, own perceptions as a learner.

There is a national centre for research on teachers and learning which is housed at Michigan State University and which has been operating now for several years doing research on teacher education, on the preparation and professional development of teachers.

In the report of their first five years of research, the centre concluded that "one important finding is that teachers develop strong conceptions of the practice of teaching while they are still children". From their experiences as students they form views about the nature of school subjects (*e.g.* What should an English course be like?), about the teacher's role in facilitating learning and about pedagogical implications of learner diversity. These views constrain their ability to grasp alternative views. So that those who train teachers are already confronting directly or indirectly perceptions and expectations that teachers bring to the teaching task before they themselves have credentials as teachers.

Cross-cultural differences

One of the most dramatic ways in which the influence of learners' and teachers' perceptions can create difficulties in the classroom is the study of cross-cultural differences in education, in teaching and learning.

In many places, particularly in the US, the education of language minority children has been complicated by the fact that children bring to school learning styles and social styles that are often very different from the norms of the school. Failure to recognize that people's perceptions of education differ cross-culturally, that they differ even within the same culture, that learners and teachers may not be operating with the same assumptions, the same knowledge, can lead to miscommunication and to even more serious consequences and has done so in many cases.

School structures and rules

We recognize those cross-cultural differences when we say that part of early education is a socialization process of helping children to learn the rules of the school, socializing them into the norms and expectations of the school. And this usually involves the learning of two different types of rules.

The academic task structure

Eriksson, the sociologist of education, has argued that in a classroom there has to be a common understanding of what he calls "the academic task structure", that is to say the actual structure and the rules that govern the performance of teaching and learning tasks. For example, if students are given individual work, a worksheet to do, are they expected to work on that on a completely individual basis or is collaboration acceptable or encouraged? In other words, what is the nature of the task? When students are given an activity that is to be used for assessment purposes, are they to work on that on a completely individual basis or is collaboration again accepted or encouraged?

The social participation structure

The second type of structure that has to be understood by all participants in the classroom is what Eriksson calls the social participation structure, which has to do with the rules for interaction in the classroom.

At what point, if any, is it appropriate for students to ask questions or to interrupt? At what point, if any, is it appropriate for teachers to relinquish one or another sort of control?

Practical instances of potential misunderstanding

There is a general assumption by most teachers that, by the time students arrive in that teacher's classroom, they ought to have learned both these types of structures and yet there are many instances in which that kind of assumption is really not valid.

For example, when English is taught as a second language, let's say in the US, and you have coming in to adult education classes people from a variety of different backgrounds, some of whom may have had relatively little schooling, some of whom may not have literacy skills, some of whom may come into the classroom with enormous reverence for the school and the teacher, the likelihood is that there will be, at the very least, different perceptions and a strong possibility that some of those perceptions will not be shared by the teacher.

What happens when a teacher with experience in one setting goes to teaching in another setting (*e.g.* on a Fulbright as an expatriate teaching English in Japan or in any situation that you might care to imagine)? How much energy is dissipated before you realize that the rules, the perceptions that you have about the nature of the classroom are not shared by those you are now teaching?

I think there are perhaps more subtle but equally important instances that happen within relatively homogeneous groups in a setting familiar both to teachers and students, for example when students move from one level of education to another. Are they correct in assuming that the same rules that govern English instruction in secondary schools operate at university level? So there are many different points at which the potential for misunderstanding the other party's perceptions and expectations is great. And if we were able to predict with considerable accuracy what perceptions and expectations people held, there perhaps would not be a need to do research of the kind that I am proposing here and that I have begun to carry out on an exploratory basis.

THE STUDY PROPER

Purpose

The fact is that we really don't know, at this point, what counts as an important perception. What things do we really want to know about as we try to tap teachers' and learners' perceptions?

We know, on the basis of a relatively small amount of research, that intuition is often an unreliable guide. One study comes to mind that was done many years ago and was narrowly focused on the issue of error treatment in the second language classroom. The question was twofold.

- Do teachers' stated beliefs about error treatment correspond to their behaviour in classrooms? Do they do what they say they do? And do they do it in the way and as consistently as they say they do?
- How close a fit is there between teachers' and learners' beliefs about error treatment?

The study was done by two people who have both moved far away from that kind of research but the study is interesting as an early attempt to investigate empirically beliefs about a particular classroom practice. What they found was that there was often a gap between what teachers believed about error correction or at least what they said about it and what they actually did. But perhaps more significantly and contrary to intuitive beliefs, learners were much more eager for their errors to be corrected than their teachers thought. The latter claimed to be very selective in their treatment of errors as a gesture of good faith to learners, so as not to discourage them, while learners' most frequent complaint was that the teachers were not correcting all of their errors and that when they were treating their errors, they were not correcting them but simply trying to lead the learner on to self-correcting.

This is interesting because it substitutes for intuition and folklore empirical research which, at the very least, forces us to sharpen the questions that we ask, to ask them in the most precise way possible.

So I decided that I would test the feasibility of exploring teachers' and learners' perceptions and try to do it in a way that would cut across different target languages and different classroom arrangements.

I am planning to do this on a much larger scale when I am in Japan this summer but I started at my own university.

Let me describe the research questions that the study was aimed at. There were three questions that I wanted to begin answering.

- At the beginning of a second or foreign language course, how similar are teachers' and learners' perceptions and expectations of the class and of each other? So, in different settings, how good is the fit at the very beginning, before the class has even begun?
- How do teachers' and learners' perceptions and expectations of the class and of each other at the beginning of a course compare with their perceptions and expectations a month later?
- The third question is a methodological one: how useful are the data elicited from a questionnaire on teachers' and learners' perceptions and how and by whom are these data most effectively interpreted? Could an outsider interpret the data or would it have to be an insider, the teacher? And how do we make sense of the responses that we get? It is a question that has to be answered by anyone doing survey or questionnaire research.

Subjects and settings

In the first step of exploratory research, I selected four classes. Two of them were foreign language classes. One was an intensive class in Portuguese which had a very small number of students but into which students had been self-selected. They were taking the class purely out of interest and on a voluntary basis.

The second class (which was actually divided into two sections which have collapsed together because they were taught by the same individual using the same syllabus and the same material) was an intermediate Spanish class. This is the one which I find to be most revealing because the population consisted partially of students new to foreign language study at the university level and partially of students who had taken the first year Spanish course at that university.

The other two classes were English as a second language¹ classes in our pre-university intensive English program. Both had international students from many different languages who had already taken classes in that program as well as students who were new to it.

¹ *Difference between second language and foreign language*: the students in the Spanish class and the Portuguese class had relatively little if any opportunity to encounter those languages outside of class. Their

Except for the Spanish class (45 students in the two classes combined) the other classes were quite small, so even if this were something more than a first attempt to devise a useful questionnaire there would be no risk of trying to form generalizations, the numbers being too small.

Materials and procedures

The real task was to devise a means for tapping these perceptions and expectations in a way that would be useful and relevant to these four different classes, and to do it in a way that would be as non-disruptive to the class as possible.

For that reason a questionnaire was developed that was limited to 20 items so that it would not take a substantial part of any class lesson or strain the patience either of students or of teachers.

There were some other functions or decisions that guided the development of the questionnaire and these were as follows :

- To avoid any item that asked students to predict the quality of the class or the performance of the teacher. I wanted this to be quite distinct from assessment.
- To include items that would be applicable across these different classes, relevant to all the settings.
- I wanted the items to be as straightforward as possible so that the language of the questionnaire would not pose any problems for the students in English as a second language classes who represented the two most advanced levels in that program. But I also wanted to avoid the kinds of double-negative questions that often lead to anomalous responses, for example, items like *"In general students will not be interested in the activities that they do in this course"*, in which they will have to indicate that they disagree with the statement by saying *"No, that's not true, students will be interested in the course"*.

Analysis of the answer sheets (see annexes)

The first one was used by students on their very first day of class and, as you can see from the different options, they were to indicate what their perceptions of the course would be. They were to predict what they thought the course would be like.

The second answer sheet is the one that they used at the end of the fourth week of classes in which they were to indicate the extent to which the same statements were or were not true of the course. The statements were slightly modified to reflect experience rather than expectations (the future disappeared in favor of the present).

exposure to those languages was restricted almost entirely to the classroom lessons, whereas the students in the English pre-university English class were living in an English-speaking environment.

Both times the students and the teachers responded to the same items. The students indicated at each time the agreement or disagreement with the statements while the instructors were asked to indicate what percentage of students they *thought* would agree or disagree with the statements. This was not an attempt to tap the instructor's or the teacher's perceptions but rather their sense of the students. To what extent did they understand, if only intuitively, to what extent could they predict how students would react to the statements at the very beginning and then one month into a course? So when a teacher circles A it means something different from a student circling A. A student circling A indicates strong agreement and a teacher circling A means that s/he thinks that almost all of the students will agree with the statement but not that s/he necessarily agrees with it.

The questionnaire was administered in all of these classes on the very first day of class and then four weeks later.

Participation by the students was voluntary. They were certainly encouraged to do so but it was not obligatory so that even if the number of students were not already small we would have to be cautious anyway because we do not know which students responded and which ones did not, and those who responded may or may not be representative.

Students were invited to put their names on the papers so that it is possible in the case of many students to identify how some responded the first time and the second time but that was not the primary purpose. I was more interested in the performance of these classes as groups than by individual changes. This, however, might be very valuable for a teacher diagnosing individual alienation or difficulty.

I did ask the teachers in the following interview whether they thought that the students took this exercise seriously, because, particularly at universities like mine, students are constantly bombarded by questionnaires and requests to participate as subjects in research and in many cases, they tend to do these things as mechanically as possible. The teachers said that they actually observed carefully the students' behaviour during the time they were doing this and that they seemed to be reading each item and responding independently. Beyond that, it is difficult to say, but the teachers reported that the activity was interesting not only to them but apparently to the students as well.

RESULTS AND ANALYSES

No distinct trend

There is very little that reveals itself as a pattern. It was impossible to identify any distinct trend either in the students' responses or in the teacher's responses.

Let us take the intermediate second language Spanish class. At the beginning of the class, the teacher indicates that for 7 of the items almost all students would agree with the statement, that for 10 of the items more than half of the students would agree with the statement and that for 3 items fewer than half of them would agree. So the teacher predicted in general that students would typically agree with the statement.

If you look at the actual percentage of the 46 students who did agree, you can see that in many cases there is an almost perfect fit. The perceptions are perfectly matched but there are some discrepancies.

Item 6 performed strangely in all different classes. Here was the case where the teacher had predicted that fewer than half of the students would agree with the statement; in fact almost three quarters of them did.

The same sort of pattern reveals itself in other classes and if there was a pattern it was that the students tended to agree with most of the statements. Still there are some items that were very revealing to the instructor if not to an outsider like ourselves.

Results can be best interpreted by an insider

Let me talk about a few of the responses to these items in the Spanish class to show you why this data may be more revealing to an insider than to an outsider.

It was understood from the beginning that I would come back to the teachers as soon after the second data had been collected and interview them to see what sense they could make of it.

Item 10 : The instructor will encourage students to suggest, during the course itself, how class time can be most effectively used.

This item got the same percentage of agreement from students both times (61%, which is a relatively low level of agreement compared to the other items). Interestingly the teacher shifted from a prediction that more than half of the students would agree with the statement at the beginning of the class to a prediction that fewer than half would agree after four weeks.

I asked her why she had predicted that fewer than half of the students would agree the second time and why she thought students agreed with the statement less than they did with other statements. She emphasised the fact that the syllabus for this course was really driven by the textbook that was being used and that the textbook included far more material than any teacher could reasonably hope to get into in a one semester course and she felt that the students sensed the pressure she was under to get through the book and as a result did not feel there would be much point in suggesting other activities.

In fact the students did not move that much in their level of agreement and her response to that was that they may not have known precisely, when they did the questionnaire the first time, what was meant by the idea of the teacher encouraging students to suggest how class time could be more effectively used. But in her mind it was very clear that the response to this statement was conditioned in part by the text material and the syllabus and that in another class, working with a different textbook, the response might have been quite different.

Item 16: The instructor will behave very differently in the classroom from other language teachers I have had.

That was one of the questions that I thought would be more revealing than it was. A comparison between classes may be worthwhile. The best example is from the advanced English as a second language class in which the instructor predicted that all the students at the beginning of the class would agree with the statement. 70% did, which is a strong level of agreement.

The second time the instructor backed down a little and said that a majority of students, after a month of having him, would agree that indeed he behaved differently compared to other teachers they had had. Only 44% of the students agreed that second time.

In other words, after a month, whatever differences there were between him and the students had already been forgotten. The students were now unable to distinguish between him and previous teachers or his behaviour ended up being very similar to those.

It is easy enough to collect responses but knowing what the responses really mean is very difficult.

Students are going to be invited to participate in small group sessions as a sort of debriefing to get their reaction to the questionnaire itself and to try to provide insights into why they answered the way they did. That part of the data collection has not taken place yet.

In everyone of the classes there were a number of items that jumped out begging for clarification or explanation. You would have many items in which there was a very close fit between teachers' and learners' perceptions and then there would be an item where there was a real discrepancy, for example item 4.

Item 4: Within a few days, it will be clear that there is a wide range of language-learning ability among the students in this course.

Let us look at it in terms of an upper-intermediate English as a second language class being taken by university students about to begin their university study.

The teacher predicted, at the beginning of the course, that fewer than half the students would agree with the statement. In fact, two-thirds of them did. Whereas the teacher believed after four weeks that the number of students who agreed with the statement would increase the percentage of students who did decreased markedly.

What I think it means is that the teacher perceived that his reaction to the different students would have made it clear to them that he recognized differences among them, that everybody would have recognized that there are differences and that the teacher was trying to respond to them. The students, on the other hand, either did not recognize that the teacher was responding differently to them and/or they, themselves, did not perceive differences among them. But here was a case where the two parties were moving in opposite directions.

I showed this data to the teacher and asked him to interpret it. He spoke much along the lines that I have just summarised but pointed out that he did not feel that it was a problem; that even though the perceptions may have been different, there did not seem to be any overt difficulty created by this mismatch which, I think, is an important point. It is one thing to measure differences in perceptions, it is quite another thing to say that differences in perceptions or expectations really matter. Sometimes they do, sometimes they are crucial, but sometimes they are not that interesting and my operational definition of interesting is that if they are not viewed by teachers or students as affecting instruction then they are interesting for research purposes only.

Results affect instruction and not research only

We can also take item 6, looking at it for the Spanish classes. Here is a case where there was a growing awareness on the part of the students or a greater level of agreement on the part of the students. The first time may represent the period before the class begins and everyone is willing to say there will be no frustration but within a month more than half of the class had either experienced frustration or had perceived other people feeling it and instructors similarly shifted from believing a majority would agree to believing that all would agree.

I have often found that teachers get frustrated when they read at the end of a report of research that the study which has just been reported is probably of greater significance for research than for the classroom.

Though a very limited and preliminary experience so far, this may be an example of the opposite. My suspicion is that this kind of investigation is far more valuable for the participants, primarily the teacher but by extension the students, than for researchers.

FURTHER DEVELOPMENTS AND CONCLUSIONS

I am inclined to believe, and this is a very tentative conclusion, that this data can certainly be collected by an outsider but plausible interpretation of the data really can be made only by participants who have some direct evidence for what these numbers may mean. I may modify that view as the questionnaire is refined. Instructors suggested that there should be an item that would ask learners whether they thought that the amount of homework would be appropriate. Another teacher asked for an item in which students would indicate their agreement with the statement that the assessment procedures would be reasonable and fair. Those may or may not be better items but we shall certainly try them.

I am inclined at this point to drop some of the items . But I am a little reluctant to drop items like n°1, the responses to which were almost uniformly agreement because I think that, in other settings, they might not elicit the same level of agreement. Whatever kind of questionnaire is used, it has to be developed locally or at least modified to suit local conditions.

This is where the research stands at the moment. It has not yielded anything earthshaking but we would be surprised if it did. We would be distressed if item after item, there was a large discrepancy between teachers' and learners' perceptions. So it may be the exceptional items, the things that we do not expect that can provide useful insight.

I also think that this kind of questionnaire can be useful when used less for research purposes and more as an instructional or diagnostic device.

I hope to reach the point when teachers can be given questionnaires like this and told to use them at the beginning of a class to help raise students' consciousness about the things that are important for them to think about and in which there could be discussion or some kind of feedback from teachers to learners about their responses to that initial questionnaire. This is sometimes a more dramatic way than what we say by way of instructions or by way of pronouncing the rules of the game.

This is a very modest way to try to measure systematically just what people's expectations are and I keep on insisting that this is very preliminary, very exploratory. I am surprised this hasn't been already done on a much larger basis but I think there is lots of promise here either under the rubric of learners' training, how to become more conscious of oneself as a learner and also of value to a teacher.

We cannot make tactical adjustments to our classes unless we know what changes need to be made, otherwise we are reduced to sensing a certain level of dissatisfaction and then trying, in some fashion, to find an alternative.

It is also a check on our own assumptions about what we communicate, about academic tasks and social participation structures in the classroom.

We may be convinced that we are offering students encouragement but it may be our inner voice that we are hearing and not the actual voice the students hear. So I think it is worth comparing how students are responding to these items at the very beginning and then a month later.

The possibility is this will tell the researchers much less than it will tell teachers but I could say with confidence that this is a line of research that is worth pursuing. This may not be the best way to do it; the questionnaire may be an extremely primitive way of trying to tap these perceptions but I think that what I have done so far with this research has at least suggested that a comparison between the beginning of class and four weeks into the class can reveal useful information and that it is worth pursuing this in a variety of other different settings.

Annex 1: First questionnaire to students

Dear student,

Thank you for participating in this research project. Your instructor will share the results of this research with you later in the course.

Please respond to each of the statements below by circling, on the answer sheet, the letter of the option which best describes your expectations of this course. You do not need to write any comments; later in the course, however, I will invite you to respond more fully, in a face-to-face interview, to the issues we are investigating.

Statements

01. The instructor will encourage students to participate, even if they are likely to make mistakes.
02. Many activities will involve pairs or small groups of students working together without the constant guidance of the instructor.
03. The instructor will encourage us to ask questions during class if we do not understand the material.
04. Within a few days, it will be clear that there is a wide range of language-learning ability among the students in this course.
05. The preparation and review for this course that we do outside of class will be as important as what we do during class meetings.
06. At some point within the first three weeks of the course, most of the students in this course will experience a feeling of frustration over some aspect of the course material or activities.
07. The instructor will want us to take responsibility for our own learning.
08. My success in this course will depend much more on what I do than on what the instructor does.
09. In general, the students in this course will be supportive of one another.
10. The instructor will encourage students to suggest, during the course itself, how class time can be most effectively used.
11. This course will teach us how we can become better language learners.
12. After only a few class meetings, the instructor will know which students participate actively and which students do not.
13. The instructor will spend a lot of class time explaining grammar and vocabulary.
14. In general, the students will be interested in the activities that they do in this course.
15. Most students will feel that their ability in Spanish is improving as a result of this course.
16. The instructor will behave very differently in the classroom from other language teachers have had.
17. Students in this course will spend time together outside of class to practise and study the course material.
18. The instructor will ask us if we are satisfied with the class activities.
19. In every class, there will always be some students who have not done their homework or prepared for that day's class.
20. The instructor will try to make us feel comfortable in class.

Annex 2 : Questionnaire to instructors

Dear instructor,

Thank you for participating in this research project, the results of which I will be happy to share with you.

Please respond to each of the statements below by circling, on the answer sheet, the letter of the option which best describes your perceptions and expectations of the students whom you are going to teach. The full form of each response option appears below; an abbreviated version of each option follows each item.

You may write any comments that you want to; later in the course, however, I will invite you to respond more fully, in a face-to-face interview, to the issues referred to in these items.

Response options

- a. In filling out their questionnaire at the very beginning of this course, **all** (or **almost all**) of the students in this course will agree with this statement.
- b. In filling out their questionnaire at the very beginning of this course, **more than half** of the students in this course will agree with this statement.
- c. In filling out their questionnaire at the very beginning of this course, **fewer than half** of the students in this course will agree with this statement.
- d. In filling out their questionnaire at the very beginning of this course, **none** (or **almost none**) of the students in this course will agree with this statement.

Items

Reminder : You are judging the number of students who will agree with each statement.

01. The instructor will encourage students to participate, even if they are likely to make mistakes.

- a. **all** (or **almost all**)
- b. **more than half**
- c. **fewer than half**
- d. **none** (or **almost none**)

02. Many activities will involve pairs or small groups of students working together without the

constant guidance of the instructor.

- a. **all** (or **almost all**)
- b. **more than half**
- c. **fewer than half**
- d. **none** (or **almost none**)

etc.

Annex 3 : First answer sheet

Response options

- a. I am very confident that this statement will be true of this course.
- b. I am not sure, but I think that this statement will be true of this course.
- c. I am not sure, but I do **not** think that this statement will be true of this course.
- d. I am very certain that this statement will **not** be true of this course.

Statement

- | | | | | |
|-----|---|---|---|---|
| 01. | a | b | c | d |
| 02. | a | b | c | d |
| 03. | a | b | c | d |
| 04. | a | b | c | d |
| 05. | a | b | c | d |
| 06. | a | b | c | d |
| 07. | a | b | c | d |
| 08. | a | b | c | d |
| 09. | a | b | c | d |
| 10. | a | b | c | d |
| 11. | a | b | c | d |
| 12. | a | b | c | d |
| 13. | a | b | c | d |
| 14. | a | b | c | d |
| 15. | a | b | c | d |
| 16. | a | b | c | d |
| 17. | a | b | c | d |
| 18. | a | b | c | d |
| 19. | a | b | c | d |
| 20. | a | b | c | d |

Annex 4 : Second answer sheet (4 weeks later)

Response options

- a. This statement is definitely true of this course.
- b. In general, this statement is true of this course.
- c. In general, this statement is **not** true of this course.
- d. This statement is definitely **not** true of this course.

Statement

- | | | | | |
|-----|---|---|---|---|
| 01. | a | b | c | d |
| 02. | a | b | c | d |
| 03. | a | b | c | d |
| 04. | a | b | c | d |
| 05. | a | b | c | d |
| 06. | a | b | c | d |
| 07. | a | b | c | d |
| 08. | a | b | c | d |
| 09. | a | b | c | d |
| 10. | a | b | c | d |
| 11. | a | b | c | d |
| 12. | a | b | c | d |
| 13. | a | b | c | d |
| 14. | a | b | c | d |
| 15. | a | b | c | d |
| 16. | a | b | c | d |
| 17. | a | b | c | d |
| 18. | a | b | c | d |
| 19. | a | b | c | d |
| 20. | a | b | c | d |

Stephen Gaies



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