Р. П. Мильруд

Методика преподавания английского языка

English Teaching Methodology

ДРОФА

Р. П. Мильруд

Методика преподавания английского языка

English Teaching Methodology

*Допущено Министерством образования и науки
Российской Федерации в качестве учебного пособия
для студентов высших учебных заведений,
обучающихся по специальности «Иностранный язык»
в области образования и педагогики*

Пособие содержит теоретический материал и задания для проверки
его усвоения, а также исследовательские задания. Новизна данного курса
обусловлена как содержанием предлагаемых материалов, так и формами
их подачи (в виде модулей).

Пособие может быть использовано студентами и преподавателями
языковых факультетов педагогических вузов.

Contents

Foreword

This course for English language teaching is comprised of "modules". A "module" is a self-contained unit used as a component of a larger system, which can be pulled out and used independently, inserted back and applied in combination with other components, or presented in a new sequence and form a part of a new teacher training pack.

The book explores BANA (British, Australian and North American) methodology of English language teaching. This is done to fill the existing gap and to complement what Russian teachers of English already know from methodology resources.

The modules cover the areas of communicative language teaching, the ways to teach English pronunciation, grammar and vocabulary. It develops the pre-service and in-service teachers' professional skills of teaching to speak, listen, read and write. A separate module tackles the issue of language testing. The conclusive module introduces the concept of the English language lesson and describes ways to make it more effective. "Quick check" is a "true-false" test to assess one's proficiency in the knowledge of English language teaching methodology.

Every module includes "warming-up discussions" to activate the trainees' prior knowledge, to motivate them for particular studies and to prepare them for the issues to be raised. An essential part of every module is "input reading" with the aim to introduce relevant information and to create a solid foundation for critical thinking and discussions. "Self-assessment questions" (SAQ) are used to check the knowledge, comprehension and intake of subject-related input. An essential part of every module is a set of "exploratory tasks" designed for developing teachers' critical thinking and research skills. "Micro-teaching" develops in trainees the necessary practical skills and further enhances processes of professional reflection. "Integrated tasks" are mini-projects at the end of every module, in which the trainees give a theoretical rationale, demonstrate practical application of knowledge and reflect on the procedure.

Each module contains answer keys, glossary of the essential terms, references and further reading.

The modules are useful for both "pre-service" and "in-service" English language teacher training and development. The training sessions are conducted interactively. Elements of input are interspersed with challenging questions and exploratory tasks. Most of the work is done in small groups of participants. The results of group work are shared by the peers for critical analysis and reflection.

The book draws on a vast amount of modern English teaching related publications and will hopefully be of use and interest to a broad readership in ELT (English language teaching) profession.

Radislav MILLROOD

Communicative Language Teaching

The aim of this unit
- To make you think about the communicative approach to teaching languages
- To analyze the concept of communicative competence
- To reflect upon communicative teaching techniques

What do you have to do in this unit?
- Warming-up discussions
- Input reading
- Self-assessment questions (SAQ)
- Exploratory tasks
- Integrated task

Warming-up discussion 0

*Warm up the concept of a "communicative situation" (situation, in which it is necessary to communicate **orally** and/or through **writing** in order to achieve a certain goal). Produce a "mind map" of the concept listing most typical communicative situations in your own real world.*

Communicative situations
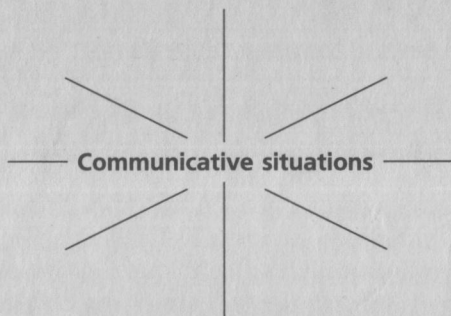
Input reading 1

The way towards communicative teaching

■ Warming-up discussion 1.1

Rate in order of importance the items that the students need in order to master the language communicatively (more than one item can get one rank).

Items	Rating
1. Vocabulary	
2. Grammar	
3. Pronunciation	
4. Knowledge of typical situations	
5. Target culture	
6. Skills in speaking	
7. Skills in writing	
8. Skills in reading	
9. Skills in listening	
10. Non-verbal means of communication (gestures, etc)	
11. Knowledge of how to deal with people	
12. Experience of making decisions in communicative situations	
13. Experience in playing a role	
14. Experience in problem-solving	
15. Experience in playing communicative games	

Pre-communication methods

A **method** is a way towards a goal consistent with an approach (theoretical teachings), principles (major guidelines emerging from the theoretical approach) and procedures (techniques, activities and exercises). A **technique** is a way to organize a learning procedure. An **activity** is

a procedure of getting involved in learning. An **exercise** is a skill-developing procedure. In the general form a method can be shown graphically.

Method

Approach ⟶ **Principles** ⟶ **Procedures**

The way towards communicative teaching has been a long and controversial one with advances and set backs. The **focus of attention** has gradually shifted from the **language as a systematic code** to the **language as a means of communication** with the search for an **effective method** of instruction and consideration of the **learner's personality**.

Grammar translation (H. Olendorf) or Prussian method included detailed analysis of grammar rules, translating sentences and texts into and out of the target language, memorizing rules and manipulating morphology and syntax, reading and writing.

Direct method (M. Berlitz) encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Oral approach or situational language teaching was based on selection and organization of the "situations". "Situations" were organized with the use of concrete things and pictures. They were used to introduce the new grammar structures.

Audio-lingual method applied the principles of structural linguistics to language teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

The Natural approach put emphasis on the exposure to language (comprehensible input) rather than formal exercises. The following hypotheses were at the foundation of the Natural approach: **the acquisition/ learning hypothesis** (only natural-like acquisition can result in mastering the language while "learning" helps getting knowledge about the language), **the monitor hypothesis** (explicit knowledge has only one function, that of monitoring correctness of the utterance), **the natural order hypothesis** (the acquisition of grammar structures proceeds in a predictable order), **the input hypothesis** (the relationship between the input and language acquisition shows that learners need comprehensible input), **the affective filter hypothesis** (learners with high motivation, self-confidence, low anxiety generally do better in language acquisition).

Match the following "methods" of instruction with their essential "features".

Method	Features
1. Grammar-translation method	A. Imitation
2. Direct method	B. Memorizing rules
3. Oral approach	C. Motivating learners
4. Audio-lingual method	D. Use of situations
5. Natural approach	E. Memorizing patterns

Humanistic approach

■ Warming-up discussion 1.1

Comment on the following revelation of a teacher.

"...if a student really works hard, and yet there is a danger of this student failing a test, although he or she has studied intensively for it, then I cheat. I take a pen that has the same color ink as the student used to write the test and I correct some of the mistakes so that the student does not notice and I can give a positive mark. And then I follow this up with a lot of appraisal and support...*"

Humanistic approach emerged as a **reaction to the behaviorist approach** to teaching with the rigid teacher's control over the learners' behavior. The concern of humanistic tendencies was to enhance people's self-fulfilment and their role in directing their own lives.

Humanistic approach to language teaching emphasized the value of developing the learner's whole personality, the socialization of an individual in a group, creative activities with music, arts, etc. It was further developed in **community language teaching.** The method was based on counseling techniques. In lay terms, counseling is giving support to another person. This method was described as **humanistic** with self-fulfilment and secured self-esteem of the learners.

---

* Puchta, H. Learners: belief, identity and success. IATEFL 1999. Edinburgh Conference Selections. 1999. P. 71-72.

The priorities of the method were to develop learners' relationships in the group, to encourage the learners' feeling of security and belonging to a group as well as asserting their personal identity. "Learner autonomy" became a new and much discussed concept. Affective learning and learner anxiety were taken seriously as an important factor of effectiveness. Instead of the formulaic knowledge (the product of behaviorism) teachers tried to develop in learners heuristic knowledge.

Special attention was given to the issue of **"debilitating anxiety"**, which unlike "facilitating anxiety" could hinder and even block the process of language acquisition. As a result of debilitating anxiety during the lesson, learners usually develop a **"defense mechanism"**. Some of them withdraw from the work of the class, make a game of a task, fidget and let their attention wander or plunge into the world of fantasy. They can challenge the teacher with unacceptable behavior or passive aggression in the form of "silent protest". Some learners accuse others of their own learning problems. As expression of protest the learners join subgroups of other failure-learners.

An important issue which is tackled by the humanistic approach to teaching is the **rejection of the learners** by their teachers. The rejection of this type can be hidden and show itself indirectly. These teachers prefer not to look at the learners, which they dislike (gaze of avoidance). The whole teacher's body movement is in the direction opposite to the learners they dislike. The teachers keep these learners at a greater distance and give them less verbal contact and addresses. These learners are denied teacher's supportive intervention and detailed feed-back that other learners formally enjoy. They are given a reduced teacher's waiting time.

The humanistic approach advocated "non-conflict", "non-judgement" and "empathy" in the relations of the teacher and learners. The importance of the humanistic approach lies not just in the effectiveness of language learning but also in the development of the personality.

The humanistic approach facilitates **the self-fulfilment of learners.** Self-fulfilled people have a healthier psyche and are more capable of a creative non-stereotyped behavior. This helps them to identify easily with the group. They demonstrate a more accurate perception of reality and accept it without unnecessary conflicts. They focus more on cognitive problems and less on themselves. These learners possess the capacity for peak experiences (through love, music, art, nature, etc.) and a greater aptitude for empathy with other people. They are able to see things other than in black and white. Self-fulfilment of learners is achieved through **learner-centered teaching** by using interactive tasks in pairs and small groups, creating a supportive environment and building confidence in learners.

Study the following descriptions of the learners and reflect on the possible reasons that explain their learning difficulties. Suggest recommendations to improve the teaching situation. What individual features of the learners have to be respected by the teacher?

Descriptions	Reflections	Recommended
1. Frank is shy, withdrawn and obtuse. When called upon for an answer in class, he hesitates a lot and sometimes does not respond at all. When pushed, his answers are usually incorrect. However he does well with written homework.		
2. Mark is a delightful student. Very active and enthusiastic in class. He never has enough time to complete the task in class and rarely finishes the test on time.		
3. Mary is inattentive and never follows explanations in class. She does not seem to understand the grammar rules. However, the next day she knows the rule perfectly.		
4. Clara is very motivated to study English but finds it meaningless to take part in communicative activities. After communicative lessons she feels frustrated.		
5. Vera is clever and likes to take part in discussions. However, while talking she often makes slips such as forgetting, blurring or mixing up word endings.		

(Some examples are adapted from Leaver, B. Teaching the Whole Class. The AGSI Press, 1993. P. 4-8.)

Intensification tendency

Total Physical Response (TPR) is the combination in the teaching method of speech and action. The method combined verbal rehearsal with motor activities.

The Silent Way was based on the premise that the teacher should be silent as much as possible in the classroom, while the learners will produce more language. A typical feature of the Silent Way is the use of color charts and rods as memorable images and signals to help in verbal responses. The proposition underlying this method of instruction was that learning is facilitated if the learners discover or create even with minimal language skills rather than rehearse and remember.

Suggestopedy aimed at optimising learning by music and rhythm, authoritative teacher's behavior and "infantalisation" of learners, physical and psychological relaxation. The focus was on the memorization processes, which according to the authors, was 25 times faster than in conventional learning.

Another example of exploiting resources of the human psyche in teaching languages is **neuro-linguistic programming (NLP)**. NLP is shaping one's inner world through reevaluating one's experience and using the power of the word. It aims at opening up one's inner resources as a way towards **accelerated learning**.

■ Exploratory task 1.2

Try to memorize the following groups of words using different techniques. Recall the words a minute after all the tasks have been done. Write the number of memorized words in the space provided and share the results in the group. Reflect on the reasons for diversity in the results (the meaning of the words should be made clear first).

Task 1	Task 2	Task 3	Task 4
Memorize the words by marking rhythm with your hand.	Memorize the words by associating them with physical objects that you hold in your hand.	Memorize the words in complete relaxation.	Memorize the words by imagining clearly and visualizing what these words mean.
Wary, tortuous, dupe, hype, lumber	Balk, upshot, slobber, freak, virile	Floss, tryst, mediocre, tassel, tacky	Zap, trammel, largess, thud, gullible
Number of recalled words			

Communicative language teaching is based on a number of typical features of the communication process. Language learning is understood as **learning to communicate through communication.** The emphasis is put on the **meaningful and motivated use of language** by the people who communicate in order to achieve a certain goal.

Language for learning is derived from **communicative experience in a variety of real world situations.** **Fluency** is put over **accuracy. Interactive learning** is encouraged as the way towards acquiring **communication skills.**

The learners are taught **"negotiating the meaning"** (working towards better understan-ding each other), and **"using communication strategies"** (e.g. circumlocution).

■ Exploratory task 1.3

What features of communicative teaching can you detect in the following activities?

Activities	Features
1. Find the differences between the pictures that you and your partner have without looking at these pictures and only by asking questions.	
2. Role-play a job interview, in which you want the job as soon as possible while the manager is taking time and is hoping to find a better candidate.	
3. Agree or disagree with the given statements by marking them as "true", "false" or "debatable" and give reasons for every answer.	
4. Each of you have heard only a little bit of the announcement at the airport. Put your bits of knowledge together to find out what you need.	
5. Hold an opinion poll in the group by asking everybody questions and report the results (every learner has a set of their own questions).	

Communicative teaching is a way of teaching a language through communication. The way towards the communicative teaching method can be traced in the chart below:

Method	Grammar translation	Audio-lingual method	Natural approach	Communicative activities
Subject	Language forms	Language patterns	Whole language	Human discourse
Learning	Language analysis	Memorization	Exposure to the input	Communicative experience
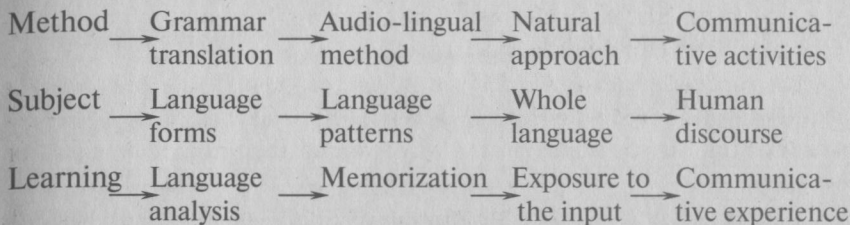
SAQ 1.2

Match the following tasks and methods.

Tasks	Methods
1. Listen to the tape and react to questions in the pauses provided.	A. Grammar translation
2. Find the ways to translate the sentences in your native language.	B. Audio-lingual
3. Prepare a group presentation and show it to the class.	C. Natural
4. Listen to the conversation and dramatize it.	D. Communicative

Any method can be described as **"result-oriented"** or **"process-oriented"** with some teaching methods occupying an intermediate position. A **result-oriented method** advocates the idea of a final goal with the emphasis on its quickest achievement and on equal results being achieved by all the learners. A **process-oriented method** focuses on the teaching/learning procedure with the individual pace of learning and the final results varying according to individual learner differences.

Form-focused methods concentrate teachers' and learners' attention on the grammar forms of the target language. **Form-defocused methods** focus on speech patterns rather than on grammar structures.

Exploratory task 1.4

Find the adequate place on the axes for the following methods: grammar translation, oral approach, audio-lingual and communicative approach (grammar-translation method has been done for you).

```
                          Form-focused
                              Y
  Grammar-translation method

    Result-oriented  x                         X  Process-oriented

                              y
                          Form-defocused
```
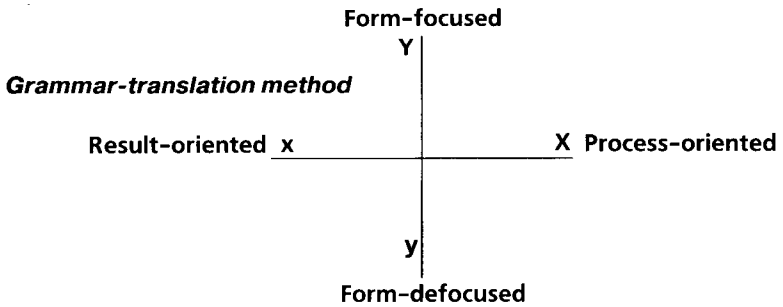
The communicative approach is used differently in **different teaching cultures**. "Teaching culture" is the collective teaching experience, beliefs and practices, which are typical of a certain community or society. Communicative approach is not universally relevant for different teaching cultures. The learners can question the effectiveness of a lesson during which they practice communication but do not learn anything concrete. "What have we learned during this lesson of incessant talk?" is a typical question asked by the learners in Asian communities.

In **Japan** languages are taught in the typically teacher-fronted and teacher-centered classrooms. A typical lesson consists of the teachers checking the learners' sentence by sentence translations of a text. **Chinese students** can be unwilling to ask questions during a communicative lesson because they do not want to interrupt other students or the teacher, it is better to ask after the lesson, etc.

A lesson of English in Russia often includes homework check up, presentation of the new material and reinforcement of the new material. The teacher, who signals when a particular learner is invited to speak, will regulate learners' participation in the lesson.

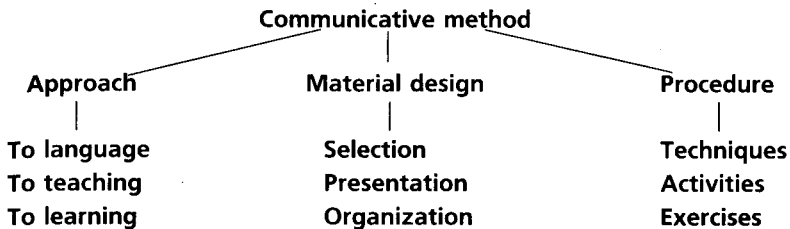■ Exploratory task 1.5

Given below are the features of the BANA (British, Australian and North American) teaching culture. What is found in your local teaching culture?

BANA teaching culture	Local teaching culture
1. Learner-centered	
2. Learner-autonomy	
3. Focus on the "whole language"	
4. Critical thinking	
5. Inductive teaching	

16

Exploratory task 1.6

Comment and elaborate on the model of communicative method to teach English.

Communicative method

Approach	Material design	Procedure
To language	Selection	Techniques
To teaching	Presentation	Activities
To learning	Organization	Exercises

Exploratory task 1.7

Comment on how communicative teaching can develop the four domains of learning — cognitive (knowledge), psychomotor (skills), affective (attitudes) and social (socialization with people).

(Learning domains can be found in Bloom, B. Human Characteristics and School Learning, N.Y. 1976.)

Knowledge   Skills   Attitudes   Socialization
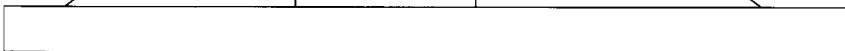
Input reading 2

Communicative competence

Warming-up discussion 2.1

Brain-storm the concept of "communicative competence", i.e. the knowledge and skills a learner needs for successful communication and draw a "tree diagram" of this concept.

Communicative competence

The idea of **communicative competence** started to develop with the construct of **"linguistic competence"**. Linguistic competence is understood as innate knowledge of language. Linguistic competence is only part of what is needed for communication.

Communicative competence encompasses **the knowledge of how to use language** in the real world, without which the rules of grammar would be useless.

Communicative competence can be described as including **grammar competence** (knowledge of grammar rules, lexis and phonetics), **pragmatic compe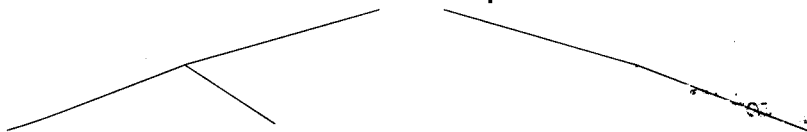tence** (knowledge of how to express a message), **strategic competence** (knowledge of how to express a message in a variety of circumstances), **socio-cultural competence** (knowledge of social etiquette, national mindset and values, etc.) Communicative competence breaks down into the two major components of knowledge: **knowledge of the language** and **knowledge of how to achieve the goal of communication.**

Communicative competence

Knowledge of the language   Knowledge of how to use the language
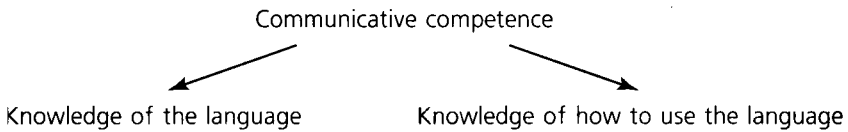
Competence is not the same as ability. In order to be able to communicate, people need **psycho-physiological mechanisms,** i.e. communicative skills.

Communication is the process of interpersonal interaction and requires the knowledge of **social conventions,** i.e. the knowledge of rules about proper ways to communicate with people.

In accordance with the social conventions, participants in communication perform **communicative functions** (to socialize, to inform, to persuade, to elicit information, to manipulate behavior and opinions, to perform rituals, etc) and **communicate roles** (leader, informer, witness, participant, catalyst, entertainer, etc). In order to perform these functions a speaker needs more than just the knowledge of the language.

■ Exploratory task 2.1

Give examples of the knowledge you need for successful communication in a number of recent situations.

Knowledge for communication		
Rules of etiquette	Spoken language	Grammar and vocabulary

18

The process of communication is characterized by **communicative strategies** of achieving a goal through communication.

Success of communication depends very much on the knowledge of successful strategies chosen by the speakers. E.g. the Prince (in "The Prince and the Pauper" by M.Twain) was unable "to ask" because he was only competent in how to "give orders".

Successful strategies are known as the **"four maxims"** of good communication. These maxims include **quality** (say only what is supported by evidence), **quantity** (say no more and no less than you think is needed), **relevance** (say what is relevant to the point of communication) and **manner** (present your ideas clearly and unambiguously). The four maxims of successful communication can be used in teaching how to communicate effectively.

Exploratory task 2.2

Imagine that you want to borrow some money from the bank and have to explain to a bank clerk the reasons for taking the loan. Role-play your talk and let your group mates comment on what you say using the "four maxms".

Maxims of communication	Comment
Quality	
Quantity	
Relevance	
Manner	

Communication strategies can be **goal-oriented** (having a particular goal in mind), **partner-oriented** (with the partner and his comprehension in mind, using negotiation of meaning, persuasion, self-correction, repetition, circumlocution, etc) and **circumstances-oriented** (behaving according to the situation).

In choosing a strategy the participants in communication can prefer either an **achievement strategy** (guessing, paraphrasing yet achieving the goal) or a **reduction strategy** (co-operation, avoidance and sometimes giving up one's goal partially or completely).

19

Describe communicative strategies in the following conversation. One ha been done for you.

Conversation	Strategies
1. Hello.	
2. Can I have a return to London?	
3. Yeah. Are you coming back to-day?	
4. Erm... I am not sure...	A. Goal-oriented
5. A day's return is 6.50. Otherwise it's 8.80.	
6. I'd better take a normal return.	B. Partner-oriented
7. OK. That's 8.80 then.	C. Circumstances-oriented
8. Fine.	
9. Thanks. 1.20 change, please.	
10. Thanks.	

For successful communication learners need to know **non-verba** **means**. They include proxemics (physical distance and life space in the process of communication), **kinetics** (body language, gestures and postures), **facial expression** (smiles, eye contact), **haptics** (the use of touch in communication), **clothing and physical appearance** in the process of communication (the concept of decency in clothing and physical appearance), **olfactics** (communication via smell), **paralanguage** ("um-m", "uh-huh", etc).

Many non-verbal expressions vary from culture to culture, and it is often the cause of cultural misinterpretation. E.g. a physical distance can be too close or somebody's private space can be trespassed. Gestures and postures can be inappropriate, there can be a lack of smile and eye contact. Touching somebody's body during conversation can be taken as offensive. The dressing habit can be alien. Some smells (e.g. sweat or breath) can be found intolerable. Vocal confirmation following the conversation (Aha! Etc.) can also be inappropriate. In some cultures humble bows are part of etiquette while others support a proud upright posture.

Exploratory task 2.4

Describe non-verbal communication in your native culture.

Features	Description
1. Physical distance	
2. Gestures	
3. Use of touches	
4. Decent clothing	
5. Appropriate smell	
6. Smiles	
7. Eye contact	

Exploratory task 2.5

How would you say the following sentences without words, using the gestures only?

Communicative goal	Description of the gestures
"It's too hot."	
"I'm too cold!"	
"SSHHH! Be quiet."	
"Come here."	
"Come here quickly!"	
"Stay back! It's dangerous!"	
"I'm impatient."	
"I'm tired."	
"What did you say?"	

Teaching the language is integral to teaching culture as a set of beliefs, values and norms shared by community members, serving their self-identity with this social group. Co-teaching of language and culture is implemented through content-based and context-based language instruction. Content-based teaching of culture focuses on culture-related information, while context-based instruction emphasizes real-world sit-

uations where people need to behave in a culturally appropriate way Content-based teaching is knowledge-oriented. Context-based instruction is skill-oriented.

■ Exploratory task 2.6

Mark as appropriate or inappropriate.

Statements	Appropriate or not
A. A man not opening the door to the woman	
B. Man and woman walking together, woman carrying a heavy bag	
C. A man not helping a woman out of the bus	
D. A man not giving up the seat in the bus for a woman	
E. A person telling the police the truth about his friend's involvement in the crime	
F. A married man living with his parents	
G. A young married couple paying more attention to themselves than to their newly born child	

■ Exploratory task 2.7

Read the following description of the American character and draw comparisons with your home culture.

American culture	Learners' home culture
Physical appearance is a key to U.S. culture. Americans are obsessed with body hygiene. They take many showers, wash their hair often and usually wear clothes only once. People who have body odor, bad breath, oily hair, and do not wear fresh clothes every day may be rejected because of their odor. Americans are likely to be extremely cautious when they meet	

American culture	Learners' home culture
a new person who seems to want to get closely involved with them. "What does this person want?" they seem to be asking. "How much of my time will it take? Will I be able to withdraw from the relationship if it gets too demanding?" Americans are explicitly taught not to discuss religion or politics. Politics and religion are thought to be "controversial," and discussing a controversial topic can lead to an argument. Americans are taught to avoid arguments, unlike other people who consider politics to be an excellent topic for discussion and debate.	

Input reading 3

Communicative teaching

Communicative teaching can be successful if the teaching techniques help to replicate **authentic communication** in the classroom.

Exploratory task 3.1

What makes real-world and classroom communication "authentic", i.e. genuine and natural? List the features in the spaces below.

Authenticity of real-world communication	Authenticity of classroom communication

Exploratory task 3.2

Do these activities help replicate authentic communication in the classroom? If so, what makes the classroom communication "authentic" in each case?

Activity	Comment
1. A bottle has been found in the sea with a letter in it. The text has been damaged by water and is therefore blurred. In groups decide what the message says.	

Activity	Comment
2. You are to entertain guests before lunch. Role-play the conversation.	
3. You have always worn glasses but have now decided on switching to contact lenses. Support your decision.	
4. Each participant has a picture, which is part of the whole story. Without showing your pictures talk to each other and make up the whole story.	
5. Write a letter of complaint to the hotel about their service and demand a compensation for the spoiled holiday.	

Communicative techniques

A **technique** is a way for a teacher to organize a learner activity. Th purpose of **communicative techniques** is to teach **communication**.

Communicative techniques can develop in learners **productive, recep tive and interactive skills** that are necessary for effective communication Activities with listening and reading aim at developing in learners skills o receiving information. Activities with speaking and writing develop ir learners skills of producing information. Both can be learner interactive and thus promote communication.

Communicative techniques break down into a number of differen groups:

A. **Language arts** are oriented towards a communicative task but ar not "communicative" in themselves.

B. **Language for a purpose** is what the learners might need to learn ir order to request information, to change somebody's behavior or train o thought, to coordinate efforts in a team, to express one's emotions, etc.

C. **Communicative games** can be alternative communicative tech niques with a challenge, rules, procedure and winners.

D. **Personal language use** develops in learners the skill of expressin their own attitudes and values.

E. **Theatre art** develops communicative skills in simulations such a role-plays.

F. **Debating society** teaches problem-solving skills.

G. **Beyond the classroom activities** imply contacts with the native speakers and using the mass media available to the learners and relevant to their level of language studies. (Adapted from Savignon, S. cited in Berns, M. Contexts of Competence. Social and Cultural Considerations in Communicative Language Teaching. N.Y., 1990. P. 88-89.)

SAQ 3.1

Match the following techniques and their features.

Techniques	Features
1. Language arts	A. Exposure to the whole language
2. Language for a purpose	B. Cause-and-consequence reasoning
3. Communicative games	C. Attaining a communicative goal
4. Personal language	D. Winning in a competitive activity
5. Theatre art	E. Presenting one's case
6. Debating society	F. Vocabulary and grammar build-up
7. Beyond the classroom	G. Taking up a communicative role

Some activities are more associated with reading and listening (receptive skills), while others are more often used with speaking and writing (productive skills).

An information gap is organized to promote speaking activities. An information gap is a situation in which a participant or a group possesses information which others do not have, while others command information that the first party is missing. E.g. a student in a pair with another student might have the train timetable for odd numbers, while her partner might have the train timetable for even numbers. Their task is to use communication for finding out complete information on how the train runs. An information gap can take the format of an opinion gap when the participants differ in their opinions. The gap is filled in the course of active communication.

Any activity with an information gap can be turned into a **communicative game** if there are rules to name the winner. The information gap is a frequent technique used in order to organize a communicative game. E.g. you have new neighbors. They can tell you about themselves only what is given on their role cards. Try to guess their professions. Ask any questions. Direct questions about professions are excluded.

A popular speaking activity is **reading from cues.** It is organized when the participants write information about themselves on sticky labels in the form of separate words, dates, names, etc. Other students ask questions trying to find as much as possible about the person. To achieve this goal they have to think first what a date on the sticky label might mean and ask a question like "Were you married in 1991?", "Maybe you got your first job in 1991?" etc.

Reading and speaking processes can be boosted by a **"matching" activity,** in which the participants are to match pictures and texts, pictures and pictures, texts and texts (both oral and written) by using questions.

Jigsaw reading activity is organized most often with the texts that are meant for reading or listening ("jigsaw" reading and "jigsaw" listening). A text is divided into several parts. Every participant has access to only one part of the oral or written text. They ask each other questions and provide information to pool the parts of the text together and to know the contents of the whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as part of the whole. These pieces can be brought together only in the course of active communication efforts.

Another activity for reading is **sequencing (re-ordering).** The task consists in asking the learners to restore the logical order between parts of the text. This can produce an "opinion gap" and boost communication.

Productive skills of speaking and writing are developed in **simulations.** A simulation means that an episode of the real world is reproduced in the classroom environment in the form of a role-play, discussion (problem solving), piece of writing or project work.

■ SAQ 3.2

Give examples of how speaking and writing activities can be simulated in the lessons.

Speaking simulation	Writing simulation

An important aspect of communicative teaching is **classroom interaction.** This form of communication develops between the learners and the teacher. Learners' interaction is organized in pairs, small groups, moving circles, parallel lines of pairs, etc. Classroom interaction promotes a communicative classroom atmosphere and successful communicative teaching.

Recall your own experience of classroom interaction and complete the evaluation form. What can be done to improve interaction in the classroom?

Classroom communication	Usually	Sometimes	Never
1. The teacher asks the class questions.			
2. Students volunteer to raise problems for discussion.			
3. Students say their opinions freely in class.			
4. Teachers ask students to express their opinions.			
5. Students speak only when the teacher calls on them.			
6. Students tell the teacher in class when they don't understand.			
7. Students listen passively when the teacher talks.			
8. Students listen passively when classmates talk.			
9. Students speak loud enough for the whole class to hear and address the classmates.			
10. Students consult with classmates before answering the teacher.			
11. Students are afraid to make mistakes.			
12. Teachers encourage students to risk making mistakes and to speak freely.			

Classroom communication	Usually	Sometimes	Never
13. Students ask for the teacher's opinions on the problem in class.			
14. Teachers organize students' interaction in pairs, small groups, moving circles, parallel lines.			
15. Students copy answers from others during tests.			
16. Students coach each other for a test.			
17. Teachers are open to informal communication.			

Communicative teaching is often organized in the **three-phase framework.** Three-phase framework means subdivision of the teaching process into three phases: **pre-activity, while-activity and post-activity. Pre-activity** is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. **While-activity** is organized as oral or written communication and is based on engaging the learners in the communicative tasks. **Post-activity** is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drills and integration with other skills. The three phases of teaching are shown in the table:

Phases	Procedures	
	Teacher	**Learners**
Pre-activity	Increasing motivation Acivation of prior knowledge	Getting involved Reviewing prior knowledge
While-activity	Using the information gap and other techniques	Participating in activities
Post-activity	Reflection on the use of techniques.	Reflection on doing activities

Match the following communicative tasks with the pre-, while- or post-activity phases.

Tasks	Phases
1. Write down all the reasons you can think of for getting married.	
2. A husband wants his wife to stay at home because he is earning more than enough. The wife wants to be self-reliant. What should they do?	
3. Agree or disagree with the following statements...	A. Pre-activity
4. Interview a working woman and a housewife (a pensioner). Report on the findings.	B. While-activity C. Post-activity
5. Look at these pictures of families. Which family seems happiest and why?	
6. Write an essay, "Coral gardens of family life."	
7. What positive and negative words come to mind when you think of family life.	

Integrated task

- *Give a rationale for communicative language teaching.*
- *Illustrate the tasks for teaching pronunciation, grammar and lexis (indicate the source).*
- *Describe the tasks for teaching speaking and writing, listening and reading.*
- *Work out a three-phase framework for any one of the tasks.*
- *Ask your peers to evaluate your "three-phase framework task" according to the evaluation form and attach it.*

Points of analysis	Comment
1. The explanations of tasks are quite clear.	
2. The task motivates communication.	
3. The task provides an information gap for the learners.	
4. The task simulates the real world.	
5. The task develops language knowledge in learners.	
6. The task develops world knowledge in learners.	
7. The task creates a reasonable challenge for the learners.	
8. The three phases of the task are quite logical.	
9. The tasks provide for good communicative practice.	

Answer Keys

SAQ 1.1
   1B, 2A, 3D, 4E, 5C
SAQ 1.2
   1B, 2A, 3D, 4C
SAQ 3.1
   1F, 2C, 3D, 4E, 5G, 6B, 7A
SAQ 3.2

Speaking simulation	Writing simulation
Talking on the phone. Making somebody buy what you sell. Debating an issue, etc.	Writing a notice. Writing a report for a newspaper. Writing an advertisement, etc.

Exploratory task 1.1
   1. Frank is a learner who needs more time to think the task over. 2. Mark can't stand the time limits because he is usually overactive. 3. Mary prefers working with examples and deriving a rule from them. 4. Clara is a "deductive learner" and prefers working with grammar rules. 5. Vera has problems with her phonological development and needs special attendance to her needs.

Exploratory task 1.4
   Oral approach YX; audio-lingual xy; communicative yX
Exploratory task 1.5
   1) Teacher-centered; 2) learner-dependence; 3) focus on form and text;
   4) memorization; 5) deductive teaching from rule to examples.
Exploratory task 2.3
   A.2, 3, 5, 7, 9; B.1, 8, 10; C.3, 4, 6
Exploratory task 3.3
   1A, 2B, 3A,4C, 5A, 6C, 7A

Glossary

Audio-lingual method is a way to teach a foreign language through intense repetitions of language patterns

Communicative approach is a theory of teaching and learning foreign languages that recognizes the primacy of communication as the goal and the media of instruction

Communicative competence is the knowledge that is necessary for successful communication

Communicative method is a way to teach a foreign language through communication for the purposes of communication

Communicative principles are guiding rules of instruction in the framework of the communicative approach

Communicative situation is a set of circumstances, in which it is necessary to use language for communication in order to achieve the desired goal

Communicative strategies are the means and maneuvers of communication to deal with the goal, partner and circumstances

Communicative techniques are the devices to organize teaching in compliance with communicative principles

Community language teaching is a teaching approach that emphasizes the importance of students' co-operation, support and interaction

Direct method is a way to teach a foreign language by switching over exclusively to the target language in the classroom and intense grammar structure practice

Grammar-translation method is a way to teach a foreign language with the help of contrastive native and target grammar analysis

Humanistic approach is an education theory that recognizes the necessity to facilitate free and creative development of the personality

Information gap is a technique to give the students complementary information, which they have to pool together in the process of communication in order to fulfil the task

Interactive learning is instruction using tasks that can't be fulfilled by isolated students but require co-operation

Natural approach is a way to teach a foreign language through massive exposure to the comprehensible language input in the classroom

Neuro-linguistic programming is a teaching way that combines mental imagery with the language

Non-verbal communication uses physical distance between the participants, facial expressions, eye contact, gestures, appearance and clothes, smell and perfume, etc.

Oral approach is a way to teach a foreign language through oral introduction and practice of the language structures with the help of objects and pictures to create "situations"

Process-oriented teaching focuses on the motivation and involvement in the activities with the expectation of different results in learners according to their aptitude

Result-oriented teaching is the shortest way for all the learners in the classroom to achieve the same result

Silent way is a teaching method that attempts to combine creative thinking with the minimum of language resources available to the learners (using colored rods, etc)

Simulation is a technique to replicate in the classroom real-world situations for the purposes of communicative language teaching

Suggestopedy is a teaching way attempting to utilize the hidden cognitive resources in students through relaxation, music and elements of suggestive therapy

Total physical response is a way of teaching that combines language rehearsals with physical activities

References and Further Reading

Aitchison, J. The Articulate Mammal. An Introduction to Psycholinguistics. L.,N.Y, 1999.

Asher J. The Total Physical Response Approach to Second Language Learning. Modern Language Journal. 53:3—17. 1969.

Bachman, L. Fundamental Considerations in Language Testing. OUP. 1990.

Berns, M. Contexts of Competence. Social and Cultural Considerations in Communicative Language Teaching. N.Y., 1990.

Brown, G. and G. Yule. Discourse Analysis. CUP, 1983.

Bygate, M. Speaking. OUP, 1987.

Canale, M. and M. Swain. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics. 1: 1—47. 1980.

Chomsky, N. Knowledge of Language: Its Nature, Origin and Use. N.Y., 1986.

Coleman, H. Society and the Language Classroom. CUP, 1996.

Cook, G. Discourse. OUP, 1989.

Crystal, D. Introducing Linguistics. L. Penguin, 1992.

Curran, C. Counseling-Learning: A Whole Person Model for Education. N.Y., 1976.

Ellis, G. How Culturally Appropriate Is the Communicative Approach? ELTJ. Vol. 50/3. 1996.

Ellis, R. The Study of Second Language Acquisition. CUP, 1994.

Fox, J. New Perspectives in Modern Language Learning. University of East Anglia, 1992.

Fries, Ch. Teaching and Learning English as a Foreign Language. University of Michigan Press, 1945.

Gategno, C. Teaching Foreign Languages in Schools: The Silent Way. N.Y., 1972.

Haines, S. Projects for the EFL Classroom. Longman, 1995.

Harley, T. The Psychology of Language. Psychology Press, 1997.

Hymes, D. On Communicative Competence. University of Pennsylvania Press, 1971.

Krashen, S. Second Language Acquisition and Second Language Learning. CUP, 1981.

Leaver, B. Teaching the Whole Class. The AGSI Press, 1993.

Littlewood, W. Communicative Language Teaching. CUP, 1981.

Lozanov, G. Suggestology and Outlines of Suggestopedy. N.Y., 1978.

Madeline, E. Understanding Second Language Learning Difficulties. Sage Publications, 1996.

Millrood, R. How Native English Speakers Can Be Better English Teachers in Russia. The Internet TESL Journal. Vol. 5. No 1. 1999.

Nunan, D. Discourse Analysis. Penguin Books, 1993.

Palmer, H. The Teaching of Oral English. Longman, 1940.

Pollak, A. Communicative Strategies at Work. NJ, 1995.

Richards, J. and Th. Rogers. Approaches and Methods in Language Teaching. CUP, 1995.

Roth, I. Introduction to Psychology. Vol. 1. The Open University, 1994.

Savignon, S. Communicative Competence: Theory and Classroom Practice. Mass, 1983.

Sheils, J. Communication in the Modern Language Classroom. Strasbourg, 1988.

Widdowson, H. Teaching Language as Communication. OUP, 1979.

Wood, B. Children and Communication. NJ, 1981.

Teaching Pronunciation

The aim of this unit
- To make you think about teaching English pronunciation
- To get acquainted with the techniques of teaching pronunciation
- To explore your own experience of using the techniques

What do you have to do in this unit?
- Input reading
- Exploratory tasks
- Self-assessment questions
- Micro-teaching task
- Integrated task

Warming-up discussion 0

Mark the following statements as true (T), false (F) or debatable (D).

Statements	TFD
1. Teaching grammar and communicative skills is more important than teaching pronunciation.	
2. Pronunciation should not be deliberately taught.	
3. Received pronunciation (UK) should be chosen as a model.	
4. A non-native speaker can't serve as a model for teaching pronunciation.	
5. One of the reason for pronunciation errors is that the learners transfer their native sounds to the second language.	
6. The learners should forget about the native language sounds in order to learn the target language pronunciation.	

Statements	TFD
7. Correct English speech sounds are more important than intonation.	
8. In order to master the pronunciation, it is necessary to sound like a native speaker.	
9. The quickest way to master the target pronunciation is to have contacts with native speakers.	

Input reading 1

General features of teaching pronunciation

Teaching pronunciation is important not just because it is necessary to communicate one's ideas clearly. **Articulation movements** accompany the process of using the language not only when a person is speaking but also during listening, reading and writing. **Hidden articulation** movements were registered when a person seemed silent just listening to somebody else talking or when reading a text. The more difficult the cognitive task, the more obvious become sound articulations. Language articulation is thus closely linked to the language-and-thought processes. If the hidden articulation movements are suppressed (in experiments the subjects are asked to perform some movements with their tongue while doing a thinking task), the subjects find it difficult to perceive the words. Pronouncing one's thoughts or at least making hidden articulations facilitates the process. People often resort to pronouncing words while reading a text when they find the text ambiguous.

■ Exploratory task 1.1

The task is done by a pair of students. One attempts to solve silently the two verbal problems given below. The other observes the process and reports on the emergence of slight articulation movements. When and why does articulation appear?

Problem 1	Problem 2
Eleven men are crawling along a green lawn in a straight row. What are they doing?	John is taller than Paul but is shorter than Pauline. Who is the tallest in the family?

Speech sound articulation is important not only **to pronounce** the words but also to **recognize** and to **spell** them. Russian learners of English often mistake the [t] sound for [ch] sound, believing that the words "teacher" is pronounced as [chicher], and the structure "it is", is pronounced [ichis]. Mistakes in orthography can also be traced to erroneous pronunciation. The following words can be both pronounced and spelt erroneously by poorer learners of English. "Headache" is pronounced and spelt as [hedach], "blood" as [blud], "type" as [tup] because "y" is associated with the Cyrillic letter and sound [oo], "climate" as [climat]. An interesting example of substituting a more familiar word for a less familiar one is "extinct" which was both read and spelt by the learners as [instinct] (*author's data*). This interdependence word pronunciation, recognition and spelling is shown by the graph:
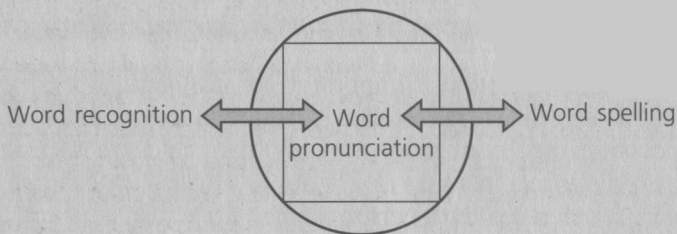
Exploratory task 1.2

Misspellings in informal private letters of the previous centuries can give us a cue about the way the words were pronounced in those times. Try to guess what words were pronounced and spelt erroneously as shown in the left column. Write your guesses in the right column (the spelling has not changed since old times but the pronunciation has).

Last century pronunciation and errors in spelling	Modern words
1. Byled	
2. Gine	
3. Marchent	
4. Wark	
5. Parson	
6. Hard	
7. Whan	

(From Bryson, B. Mother Tongue. N.Y.: Avon Books. 1990, P. 94.)

The communicative approach since 1980 holds that pronunciation is important for teaching the language for **the purposes of communication**. The studies of the importance of sounds and intonation have shown that intonation appears to be more important for communication than speech sounds. Mistakes in intonation cause more comprehension problems than mispronounced phonemes. Mastering the pronunciation of a foreign language presents great difficulties for the learners. Russian learners of English can find it difficult to distinguish between the sounds in the words "bed" and "bad". They can equally find it difficult to distinguish the sound in the words "ten" and "tan", etc. The reason for the difficulty is that Russian students of English do not have in their native tongue the distinction between open, half-open and closed vowels, as well as between short and long vowels (as in "bin" and "bean") and monophthongs and diphthongs (as in "pen" and "pain"). English rhythm and stress pattern of sentences are also hard to master for the Russian learners. Russian speech is less rhythmical. Russian words do not have a primary and secondary stress. Russian learners of English are no exception in their difficulties. Japanese students find it next to impossible to perceive the difference between "rice" and "lice". Thai students find English intonation confusing because in the Thai language the word "haa" said with the falling tone means "five", while the same word pronounced with the rising tone means "to look for".

Exploratory task 1.3

Non-native speakers of English were told to fulfil the teacher's commands such as to draw pictures or write words from dictation. They made mistakes in doing the task. How can you account for the mistakes made?

Students' mistakes	Explanation
1. Draw a sheep on the board. (Spanish speakers often draw a ship.)	
2. Write the letter "P" above the sheep. (Arabic speakers often write "B".)	
3. Use the "P" as the start of the word "pleasant" and write the word. (Japanese speakers often write "present".)	
4. Write "light" next to "pleasant". (Japanese speakers often write "right".)	
5. Draw a mouse next to the word "light". (Spanish and Japanese speakers often draw a mouth.)	
6. Draw a pear next to the mouse. (Arabic speakers often draw a bear.)	

Possible reasons for the learners making **errors** in pronouncing the foreign sounds are that a particular **sound may be absent in the mother tongue.** A sound may exist in the mother tongue but with **a different articulation.** Similar native sounds **may not distinguish the meaning** as in the foreign language (e.g. long and short vowels). Learners may mispronounce the sound because they may **mishear it.** Conversely, the learners can mishear the sound because they **mispronounce it.** That is why the first thing that needs to be done is to check that the learners can hear and identify the sounds that are to be taught. After the learners have acquired the **sound-symbol correspondence**, they may in some languages immediately decode any given word or write down any spoken word without much hassle. In the English language it is not so simple. This happens because in the English language the words have long changed their pronunciation but their original spelling still remains the same. The English orthographic system functions on the "conservative principle" while pronunciation appears to be more dynamic and changes with time.

■ Exploratory task 1.4

In the left column check the pronunciation of words in the poem. In the right column check the spelling of words where spelling errors are so typical.

Poem	Difficult spelling
Compare alien with Italian, Dandelion and battalion. Sally with ally, yea, ye, Eye, I, ay, aye, whey, and key. Say aver, but ever, fever, Neither, leisure, skein, deceiver. Heron, granary, canary. Crevice and device and aerie. (*Author unknown*)	Accomodation, visitting, recomend, seperate, pronounciation, begining, recieve, beleive, disapointed, grammer, reciept, desparate, accross, apparant, exagerate, hierachy, hypocrasy, infinately, pain-staking, sence, tendancy, twitchlight (such spelling errors are often made by native speakers)

The **goal** of teaching pronunciation is not to make the learners sound like native speakers of English. Only few highly gifted and motivated individuals can achieve it. A more realistic approach is to enable the learners to pronounce the language without detracting from the ability to comprehend the message. This approach to teaching pronunciation is called **approximating**. The target of teaching pronunciation is to develop in learners **phonetic competence,** which is the knowledge of the English phonetic means such as phonemes, syllable formation, word stress and intonation.

Choose the right stress for the following verbs, nouns, adjectives and aderbs.

Upkeep, underground, oversight, overnight, output, forecast, down-fall, offshoot, upset, understand, inquire, outspoken, forewarned, up-stairs, offhand, bad-tempered, self-centered, first-class, week-end, arm-chair, chandelier, lemonade, mayonnaise, footballer, dictator, expertise

Phonetic competence includes the knowledge of how speech sounds (phonemes) are used in actual speech production. This includes **elisions** (absence of sounds as in "Chris/t/mas") and **assimilation** (where one sound merges in the next sound as in "hambag" standing for "handbag"). This is called **"modification of phonemes in connected speech"**. There are some typical modifications of phonemes in connected oral speech. If these words are spelt as they are pronounced they will look like: "GrapeBritain" (Great Britain), "stapement" (statement), "lasyear" (last year), "aspecs" (aspects), "cabnet" (cabinet), "libry" (library), etc. One of the reasons that the phonemes merge together in oral speech is that it saves speakers from making articulation efforts.

(The way to teaching phoneme modification is shown in Under-hill, A. Sound Foundations. Heinemann. 1994.)

SAQ 1.1

Match the following pronounciation of well-known words and word com-binations with the type of phoneme modification in connected speech. Explain the articulation mechanism in these cases.

Typical pronunciation	Phonemes modification
1. [thishyear]	
2. [ilegal]	
3. [impossible]	
4. [dissimilar]	A. Elisions
5. [libry]	B. Assimilation
6. [cabnet]	
7. [horshue]	

The merging of phonemes typical of conversational style can be found in the rap "Hello there now!" (pronounced rhythmically with four beats to a bar).

A. Hello there now,
   Where've you bin?
   I called roun' ta see ya,
   Butcha never in!

B. Oh didn'tcha know
   I've moved away?
   I've gotta new job
   Bin gone since May

A. Congratchulations!
   That's really great!
   Hey, why do'ntcha
   Come out an' celebrate?

B. Terrific idea!
   Let's hit the town.
   Dja know that new place —
   The Rose' n' Crown?

A. Yeah — see ya there
   Bout half past eight.
   Gotta get back now
   Don't wanna be late.

B. I've gotta go too —
   It's nearly noon.
   We'll have a lotta fun,
   I'll see ya soon.

(From Taylor, L. Pronunciation in Action. Prentice Hall, 1993. P. 30.)

Exploratory task 1.6

There are English jokes that are based on modification of phonemes. Read the following jokes and explain what produces the pun effect in them. Give the standard spelling of the pun line (line that has a "word play" in it). Try to trace the path from the full pronunciation of the phrase to the reduced conversational style.

Jokes	Full spelling of the pun line
A. Jamaica?	
B. No, not me.	
A. Who's there?	
B. Jemimah...?	
A. Jemimah who?	
B. Jemimah coming in? It's cold outside!	
A. Who's there?	
B. Juno.	
A. Juno who?	
B. Juno your house is on fire?	

(From Taylor, L. Pronunciation in Action. Prentice Hall, 1993. P. 30.)

Major components of teaching pronunciation are English sounds and intonation.

English consonants (24) are represented in the chart below:

Manner	Place of articulation						
	Bilabial	Labio-dental	Dental	Alveolar	Palatal	Velar	Glottal
Stop	P B			T D		K g	
Fricative		F V	Th	S Z	Sh Zh		H
Affricate					Tch Dge		
Nasal	M			N		Ng	
Liquid	W			R	J		
Lateral		L					

These sounds make up the target in teaching English consonants.

Vowel sounds can be distinguished from one another by which part of the tongue is involved (front, central, back) and by how high the tongue is when the sound is produced (high, mid, low). These two dimensions are summarized in the vowel quadrant:

	Front	Central	Back
High	Tea Tip		Too Took
Mid	Pen	Cup	Tall Tar
Low	Tap		Spot

A typically English feature of the vowel system is the **diphthongs** or vowel glides. The vowel glide in the English diphthongs is shown in the quadrant below:

	Front	Central	Back
High	I		U
Mid	E	Neutral	
Low		A	O

E.g.: play, near, town, pair, time, tour, toy, etc.

English intonation can be introduced to the learners as the variation of the voice pitch levels. This can be compared to variations on the music staff. The staff and an example sentence can be drawn as follows:

Extra-high	NOT AN	
High	ELEMENT OF	
Mid	AND	TRUTH
Low		IN IT

Major intonation tone groups are: low rise and low fall, high rise and high fall, fall-rise (within one syllable), rise-fall (within one syllable), fall + rise (within a series of syllables) and rise + fall (within a series of syllables), mid-level tone.

Exploratory task 1.7

Match the following phrases in the dialogue with the appropriate tone-groups. Compare your results with your peers.

Dialogue	Tone-groups
1. Hello?	
2. Hello, this is Joe.	A. Low rise
	B. High rise
3. Oh, hi Joe. How are you?	C. Low fall
4. I am fine. Can I talk to Jesse?	D. High fall
5. She is out. Should I tell her you called?	E. Fall-rise
	F. Rise-fall
6. Yeah. I won't be able to meet her to-night. My whole family is going out for dinner.	G. Fall+rise
	H. Rise+fall
	I. Mid-level tone
7. Okay. I'll be sure to tell her.	

Input reading 2

There are two kinds of knowledge in mastering English pronunciation. One type of knowledge is **intuitive**, which is a language feeling. The other type of knowledge is **analytic** and is based on the knowledge of articulation.

List all the "pros" and "cons" of the intuitive and analytic ways to teach English pronunciation.

Intuitive knowledge		Analytic knowledge	
Pros	Cons	Pros	Cons

Techniques for teaching pronunciation

There are techniques for teaching pronunciation that have traditionally been used and are still being used in instructed settings. The traditional approach to teaching pronunciation that still survives is the **"pronunciation drill"**. Drills are still very popular and there are a number of reasons for that. Drills engage the students in narrowly defined tasks. This provides emotional security for the learners and teachers. Drills are relatively easy to perform. They guarantee in most cases the immediate result of mastering the learning material. In other words a drill works and that is what matters. It is evident that one can't master pronunciation of the foreign language without some form of repetitive drilling. Repetition can be by the whole class, individually in the fixed order, slow tempo and fast tempo, repetition in small groups, etc.

Listen and imitate. Students listen to the models provided by the teacher and imitate them.

E.g. 1: back, lack, lap, tap, map, cat, fat... (phoneme [a] in the closed syllable).

E.g. 2: Why Willie, why wink widely, weep wildly, whoop weirdly...? (every word begins with [w]).

Repetitious exercises train the learners to pronounce long chains of words and/or phrases. E.g. lunch, much, crunch, such, touch... At lunch I like to crunch so much and touch what I can crunch. Analogy exercises consist in filling in the gaps in word chains on the analogy. E.g. My loved one is so near, and dear, but I ... (fear) that he will not come here.

Exploratory task 2.1

Practice the rhyme given below and observe the errors and slips you and your peers have made. Try to account for the errors and slips.

Poem	Errors and slips	Explanation
A tutor who tooted the flute, Tried to tutor two tutors to toot. Said the two to the tutor: Is it better to toot, Or to tutor two tutors to toot?		

Exploratory task 2.2

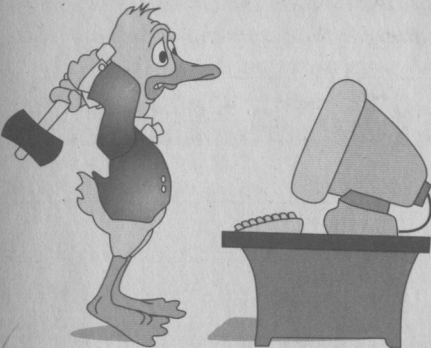*Try to add more words into the dialogue to train the sound [aʊ]. Give th text for imitation to the peers.*
* I've found a mouse!
* Found a mouse? Don't shout so loud! Sit down.
* I've found a brown mouse! A mouse running around in the lounge!
* On the ground?
* Under the couch!
* Get it out!
* How?
* Somehow. Turn the couch upside-down. Wow! A mouse in the house! Ours is the foulest house in the town?!

(Words to insert: now, round, Brown, cow, ouch, clown, pounds down, gown, sound, owl ...)

Phonetic description. The teachers and learners used articulation descriptions, phonetic alphabets (transcriptions) and sound charts to describe the language.

Exploratory task 2.3

Try the following activity with your students or peers and reflect on the procedure. Show the learners a picture and ask them to pronounce all the sounds they need to describe it. The learners first pick out the necessary words, analyze the sounds that are used in these words and finally produce a list of the sounds necessary for the description of the picture. After that they practice the sounds, pronounce the sounds in the words and finally describe the picture.

Picture	Sounds

✓**Minimal pair drills.** The technique helps the students to distinguish between similar sounds in the target language through listening discrimination. Contrastive exercises train learners to distinguish the meaning with the help of phonemes.

E.g. I feel that I have my ... (fill). I can't go up the hill on high ... (heel). There are too many sheep on such a small ... (ship).

In order to make the minimal pair drill (e.g./n/VS/ng/) more communicative, pair work can be organized and the students instructed to ask each other questions using the list of names and activities.

E.g. Where's Ron? — He is running. Where's John? — He is jogging.

Names	Activities
• John	• Jogging
• Dan	• Skiing
• Lynn	• Swimming
• Sean	• Boating
• Brian	• Playing
• Ken	• Bowling
• Ron	• Dancing
• Jane	• Cleaning
• Don	• Singing
	• Scanning
	• Jamming
	• Darning

Practice the following pairs of words. Pronounce a word and make your partner decide on which word of the pair you actually pronounce. Register all the errors in pronunciation and comprehension.

Pairs of words	Errors
mouse — mouth	
sum — thumb	
sick — thick	
sink — think	
pass — path	
free — three	
first — thirst	
fin — thin	
half — hearth	
tin — thin	
tree — three	
tanks — thanks	
sheet — sheath	
Dan — than	
dare — there	
doze — those	
whizz — with	
breeze — breathe	
boos — booth	
size — scythe	

Tongue-twisters (phrases that are difficult to say without a sound mistake because of the sounds interfering with each other). E.g. "Swans swam in swarm and swiftly swerved to swallow the sweet worm" or "She sells sea shells on the sea shore and the shells she sells are sea shells". Other examples are: "*The scythe of this size is the size of the scythe.*" "*This thin feather is thinner than that thick leather. Those pieces of leather and feather are both close with those clothes.*"

▌ Exploratory task 2.5

Work out an activity to create tongue twisters of your own.
Write your fullname, including any nicknames you may have.

Now students work in groups of three. Dictionaries are okay! Pass your paper to the person on your right. Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary — made a mess). Continue doing this until all the blanks on all the papers are full. You should have different answers from all the people in your group when your paper comes back to you!

What did s/he do? _____

Where? _____

When? _____

Why? Because _____

Now use your paper to make funny tongue twister combinations. How many can you create? Which one is the funniest?

Example answers:
WHO: Mary
DID WHAT: met a man, ate mangoes, married a monkey
WHERE: in Minnesota, at the Market, in Montreal
WHEN: on May 5th, at midnight, in the middle of winter
WHY: because she was mad, by mistake, because her mother made her do it.

Possible texts of the tongue twisters:
Mary met a man at the market on May and her mother made her do it.
Mary married a monkey in Minnesota at midnight because she was mad.
Mary ate mangoes in Montreal in the middle of the morning by mistake.
Students can illustrate their best tongue twisters with pin-ups for the class!

Contextual minimal pair drill. A situation setting is used to distinguish between similar words. E.g. The situation is that a blacksmith is shoeing a horse. What sentence do you hear? "The blacksmith (a/hits, b/heats) the horseshoe."

Visual aids. Devices such as charts, pictures, mirrors, real things are used to enhance pronunciation training.

Developmental approximation drill. The technique reconstructs the way, in which children acquire pronunciation by substituting sounds in the place of others.

E.g. children acquiring English as their native tongue often substitute /w/ for /r/ or /y/ for /l/. In order to deal with this error, the exercise will take the following shape: wed — red, wag — rag, witch — rich, wipe — ripe, yet — let, yes — less, etc.

Practice of shifts. E.g. /mime — mimic/, /photo — photography/. Rhythmic exercises develop rhythm of utterance: This **thimble is thick** for a **thin finger.** This **thimble** is **thin** for a **thick finger. A thick thimble** for a **thick finger. A thin thimble** for a **thin finger. Thick** for **thick. Thin** for **thin.**

Rhythm reinforcement may take the form of jazz chants.

E.g. Where's the cat? — It's on the mat. — On the mat? — Yes, on the mat. — Why on the mat? — It's so fat, it can't stand and sat on the mat.

Jazz chants are based on the repetition of phrases: Eat your salad! — I don't like it. I hate it. I loathe it...

■ Exploratory task 2.6

Shifts of stress can be practiced with the nursery rhymes that have a typical pattern or rhythm. Could you think of the rhythm pattern to the rhyme below?

Mary, Mary,
Quite contrary,
How does your garden grow?
With silver bells,
And cockle shells,
And pretty maids all in a row.

■ Exploratory task 2.7

In the rhyme that follows first try and produce a rhythmic pattern of your own (the given pattern should be masked) and then compare it with the one given to the right of the poem.

48

Little Jack Horner   −..−.
Sat in a corner,   −..−.
Eating his Christmas pie;   −..−.−
He stuck in his thumb,   .−.−
And pulled out a plum,   .−.−
And said "What a good boy am I." ..−−..−.−

Recitations. Passages are given to the learners for practice and recitation with the focus on stress, timing and intonation. This techniques may or may not involve memorization of the text.

Exploratory task 2.8

Analyze the following "jazz chant" and predict the phonetic difficulties it may cause.

Jazz chant	Pronunciation difficulties
Sorry I wasn't in class.	
I said, I'm sorry I wasn't in class.	
I had the flu.	
My cat got sick.	
My car broke down.	
I lost my keys.	
Sorry I wasn't in class.	
I said, so sorry I missed your class.	
I overslept.	
I missed the bus.	
I met a friend.	
I had a date.	
So sorry I missed class.	
I know I should have come.	
It's the only way to learn.	
(Graham, C. Jazz Chants. N.Y., 1978.)	

Tasks with interjections. Tasks with interjections are used to develop in learners the ability to use phonetic means in the given situational circumstances. There are quite a few phonemes that can be used in speech as "interjections", i.e. short exclamatory words. The learners are given a situational phrase, to which they react using an interjection with the correct articulation and intonation.
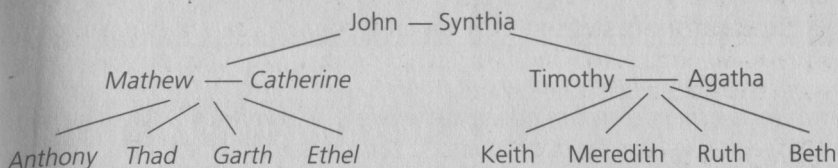
■ Exploratory task 2.9

React to the following situational phrases with an interjection. Clarify the intonation and feeling you want to express.

Situation	Reaction
• You take a sip of refreshing coffee	Ahhh!
• The dog is ill again	Aw!
• The door slams on your finger	Ouch!
• The new movie is opening tonight	Oh!
• You have to plug it in before it works	Oh...
• You are driving over the speed limit and see a police car in your rear-view mirror	Uh-oh...
	Ooh!
• Look! There's a fly in your soup	Oops!
• While spilling your coffee ...	Aha!
• You finally understand the math problem	Huh? (nasal)
• You don't hear what someone says	Boo!
• You want to scare somebody	Uh-uh (nasal)
• Have you ever read this book?	Uh-huh (nasal aha)
• Can I trust you?	

Creative exercises. These techniques incorporate phonetic tasks in the creative communicative task. E.g. Make up a list of your favorite fruit and pronounce the words to make everybody feel how you like the items. Make up a poem about the wind. End up every line with the sound /sh-sh-sh-o-o-o-w/. Read a news story to others. Sound bored, indifferent, shocked, irritated, angry or pleased. A creative activity can target the acquisition of a particular sound or a group of sounds. E.g. in the activity "/th/ voiceless VS. /th/ voiced" the learners can be asking each other

50

about the relationship of the people in the family tree. E.g.: Who is Keith's mother? — Keith's mother is Agatha.


```
                          John — Synthia
             Mathew —— Catherine        Timothy —— Agatha

Anthony   Thad   Garth   Ethel      Keith   Meredith   Ruth   Beth
```

Exploratory task 2.10

Read the following poem and decide upon the intonation of questions (low rise, high rise, etc) that you can use to make the poem sound better. Recite the poem and compare your versions in the groups.

Poem	Intonation of questions
What is pink?	
A rose is pink	
By the fountain's brink.	
What is red?	
A poppy's red	
In its green bed.	
What is blue?	
The sky is blue	
Where the clouds fly through.	
What is white?	
A swan is white	
So white in the light.	
What is yellow?	
Pears are yellow,	
Rich and ripe and mellow.	
What is green?	
The grass is green,	
With small flowers between.	
What is violet?	
Clouds are violet	
In the summer twilight.	
What is orange?	
Why, an orange,	
Just an orange!	

Recording learners' pronunciation offers opportunities for feedback from the teacher and peers.

■ Exploratory task 2.11

Advertise the objects that are in front of you in order to convince the audience to buy them! You can advertise "a bag", "a sandwich", "a paper clip", etc. Speak non-stop for three minutes. Your presentation will be recorded as well as the presentations of other students. Decide which presentation is the most convincing and why. Give the scoring for the following:

Aspects of assessment	Scoring
• Clarity of diction • Tempo of speech • Variety of intonation • Voice projection • Meaningful emphasis of words	

Board game

Board games are used for teaching pronunciation in pairs or small groups. They teach not only pronunciation but also learner interaction.

■ Exploratory task 2.12

*Try the game **rhyming dominoes**. In the game words are used instead of numbers. Each player chooses out of the set 5 or 7 dominoes. The player with a double domino (having two rhyming words on it) plays first. The next player continues by adding a domino, which has a word to rhyme. The game continues round the players and the first person to get rid of the cards is the winner. Use the following grid for cutting the dominoes across or down:*

Hair	Wear	Knew	True
Chair	Blue	Shoe	See
Share	Tea	Do	Height
Where	Flight	Who	Most
Pear	Ghost	Through	Short
Their	Taught	Two	Hate
There	Plate	Might	Bite

Guess the words. Every answer has the sound [tch] or [dge].

1. Famous English prime minister.
2. We eat bread, butter and ...m.
3. We buy jam in a ...r.
4. You'll get fat if you eat too much ...ate.
5. A game for two is ...s.
6. A young hen is a ...n.
7. This rude man is not a ...n.
8. This dangerous bridge is ...st outside the village.
9. Tell me a funny ...e.
10. His new car is a ...eep.
11. To buy meat let's go to the ...'s.

Three-phase framework for teaching pronunciation
The three phases for teaching pronunciation include **pre-activity, while-activity and post-activity**. The general contents of these phases can be as in the table below:

| Phase	Description
• Pre-activity	Isolating phonetic material (sounds and/or intonation) Focusing on phonetic material Activating prior general knowledge Motivating the learners for the activity
• While-activity	Performing the task Doing communicative and/or meaningful drill Using phonetic means for communicative and/or creative purposes
• Post-activity	Reflecting on the results Re-visiting phonetic material Further tasks for classroom or independent studies

Exploratory task 2.14

Match the following stages of organizing the activity and the phases of pre-activity, while-activity or post-activity.

Type of work	Phase of the activity
A. *Sequence the following sentence to produce a limerick*: So his life was incredibly long He lay on his back Who never did anything wrong With his head in a sack There was an old man of Hong? Kong	
B. *Analyze how a limerick is written.* There was a young man from Bengal Who went to a fancy dress ball. He thought he would risk it And go as a biscuit, But a dog ate him up in the hall.	1. Pre-activity 2. While-activity 3. Post-activity
C. *Pick up the words from the limerick that contain "minimal phonetic pairs", e.g. the words that differ in only one sound: /long/wrong/, etc. Practice the pronunciation of these words.* Think of more phonetic minimal pairs of words and try to write a limerick of your own.	

▌ Micro-teaching task

You are to teach your learners the pronunciation of statements, questions and exclamations. You are going to show them a set of pictures. By using these pictures you can elicit either statements, questions or exclamations. To signal your learners what kind of sentences you want them to produce, you will use the cards.

!	?	.
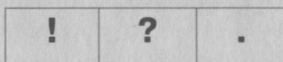
Work out the procedure of teaching in the three-phase framework.

Phase	Contents of work
• Pre-activity • While-activity • Post-activity	

- *Describe your teaching situation.*
- *Make concrete your goal of teaching pronunciation (e.g. pronunciation of certain sounds).*
- *Give the theoretical rationale for teaching.*
- *Produce an activity in the three-phase framework.*
- *Organize the activity.*
- *Reflect on the results giving examples from your observations while teaching.*
- *Draw conclusions on what can be improved in teaching.*

Answer Keys

Warming-up discussion 0
   1D, 2F, 3D, 4D, 5T, 6D, 7D, 8F, 9D
Exploratory task 1.1
   1) eleven players of a football team looking for a contact lens lost by the goalkeeper;
   2) Pauline is the tallest one.
Exploratory task 1.2
   1) boiled, 2) join, 3) merchant, 4) work, 5) person, 6) heard, 7) when
SAQ 1.1
   1B, 2B, 3B, 4B, 5A, 6A, 7A

Glossary

Allophone is a variant of a phoneme that is typical for individuals, social groups or dialects

Approximation approach is the target pronunciation that resembles the native pronunciation only partially but is nevertheless sufficient for communication

Articulation is a set of movements by the articulation organs (tongue, lips, etc) in order to pronounce speech sounds

Consonant is a speech sound with an obstruction on the way of the air passage

Diphthong is a vowel with a glide that is considered to be one phoneme

Interjections are exclamatory sounds, e.g. "Oh!"

Intonation is a change in the pitch of voice that plays a significant part in communicating structural organization of an oral utterance, types of sentences and individual attitudes

Minimal opposition pair consists of the two speech sounds that are different from each other in only one single feature (e.g. [p] and [b])

Modification of phonemes in connected speech is the spoken style of pronouncing the speech sounds with reductions, changes and omissions

Phoneme is a speech sound that is capable of distinguishing the meaning of words if it is substituted by another sound

Phonetic competence is the knowledge of correct pronunciation

Pronunciation drill is an activity that is based on language rehearsal with the purpose of practicing pronunciation

Pronunciation errors are phonetic inaccuracies that stem from the fallacious idea of what correct pronunciation should be

Pronunciation mistakes are occasional inaccuracies against the background of a generally correct pronunciation

Received pronunciation is the most universally understood mode of English pronunciation that is accepted as the norm by BBC radio and TV

Sound-symbol correspondence is the association between speech sounds and the letters with which these sounds are written

Tongue-twisters are phrases that are difficult to pronounce because the sounds easily get confused in them

Vowel is a speech sound with a free air passage

References and Further Reading

Bryson, B. Mother Tongue. N.Y.: Avon Books, 1990.

Celce-Murcia, M., D. Brinton and J. Goodwin. Teaching Pronunciation. CUP, 1996.

Eyesenck, M. and M. Keane. Cognitive Psychology. Psychology Press, 1997.

Graham, C. Jazz Chants. N.Y., 1978.

Nunan, D. Language Teaching Methodology. Phoenix ELT, 1991.

Taylor, L. Pronunciation in Action. Prentice Hall, 1993.

Underhill, A. Sound Foundations. Heinemann, 1994.

Ur, P. A Course in Language Teaching. CUP, 1994.

Teaching Grammar

The aim of this unit
- To make you think about the ways of teaching grammar
- To give you useful information on how teaching grammar can be approached
- To present a variety of grammar teaching tasks

What do you have to do in this unit?
- Input reading
- Exploratory tasks
- Self-assessment questions (SAQ) with answer keys at the end of the unit
- Observation task
- Micro-teaching with an observation scheme
- Integrated task

Warming-up discussion

SAQ 0

Agree or disagree with the following statements by marking T (true), F (false) and D (debatable). You will return to these statements after you have studied this unit.

Statements	TFD
1. Grammar describes the rules of how the language produces sentences.	
2. Grammar describes the mainstream language norm.	
3. Grammar studies the construction of written sentences.	

Statements	TFD
4. Academics', teachers' and learners' grammars are the same.	
5. Sentences can be either grammatically correct or not.	
6. Teaching grammar is teaching the construction of sentences.	
7. Bilingual exercises have no place in teaching grammar.	
8. In teaching grammar the rules should come first and the examples should follow.	
9. Rules explain the language in the best possible way.	
10. Drills are the best way to master grammar.	

Input reading 1

Warming-up discussion 1.1

Give your understanding of the following items: *"good knowledge of grammar" and "poor knowledge of grammar".*

Good knowledge of grammar	Poor knowledge of grammar

Subject of grammar

The subject of grammar is the knowledge of how to construct a sentence. Grammar is concerned with the construction of written and oral sentences. Grammar describes a language device that uses a finite number of rules to generate all the sentences of a language. Grammar can also explain sentence construction and tell grammatical sentences from ungrammatical ones. Sentences can be perceived as grammatical despite possible language inaccuracies and slips (transposition, omission, redundancy, and overgeneralization) and language twists (ellipsis, tags, and anaphoric starts).

Exploratory task 1.1

Give the normative parallels to the following sentences.

Spoken grammar	Normative grammar
• **Transposition.** E.g. I'll go to the chicken to fry the kitchen.	
• **Omission.** E.g. He a teacher at school.	
• **Redundancy.** E.g. Did he went to school last year?	
• **Overgeneralization.** E.g. Mom goed to work.	
• **Ellipsis.** Went where?	
• **Tag.** E.g. Nice fellow. That one.	
• **Anaphoric start.** E.g. This guy, he is cool.	

Grammar knowledge can be **declarative and procedural**. Declarative knowledge is what can be demonstrated as the knowledge of rules and/or examples. Procedural knowledge is what can be applied in the process of communication.

According to some theories, declarative knowledge does not become procedural knowledge. Other views hold that "learned" knowledge can help in developing procedural grammar skills.

Knowledge of the items and rules that comprise the formal grammar system of the language is called **linguistic competence**. Within the theoretical framework developed by Chomsky it is necessary to distinguish **competence** and **performance.** "Competence" refers to what the language users know and "performance" to the use of this knowledge in communication.

Procedural grammar knowledge that is formed in the language user's mind is called **mental grammar.** It consists of the rules that the learners have internalized and is not the "imprinting" of the normative grammar. That is why learners' utterances can be erroneous with the reference to the norms of the target language, but not to their own "mental grammar".

Agree or disagree with the following statements by marking T (true), F (false) and D (debatable).

| Statements	TFD
1. Grammar describes only recurrent language.	
2. Grammar gives classification of recurrent language.	
3. A grammatical utterance can be incorrect.	
4. Grammar inaccuracies can at the same time be spoken norms.	
5. Declarative grammar is the knowledge of rules.	
6. Procedural grammar is the knowledge of language examples.	
7. Explicit grammar helps develop implicit grammar knowledge.	
8. The words "grammatical" and "correct" are not synonyms.	
9. Grammaticality of written and oral English is different.	

Input reading 2

Warming-up discussion 2.1

List the features typical of written and spoken language grammar.

| Written language grammar	Spoken language grammar

Approaches to grammar of speech

There are two major approaches to understanding grammar of speech: **immediate constituent grammar** (implies that the sentence exists as a ready-made structure) and **finite state grammar** (implies that the sentence is being constructed in the process of speech production).

Major assumptions of immediate constituent grammar are that sentences are made up of elements called "immediate constituents", that immediate constituents are organized in hierarchy of relations and each lower-level constituent (Noun Phrase or Verb Phrase) is part of a higher-level constituent (Sentence). Graphical representation of immediate constituents is the tree diagram.
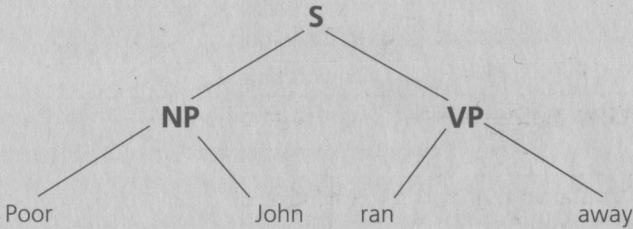
A more dynamic approach is given in the **finite state grammar**. Finite state grammar mechanism includes choice of the first element of the sentence, considerations of the bans on further steps, implementation of further steps towards the Target State and achievement of the Target State. Finite state grammar process is shown by the graph:
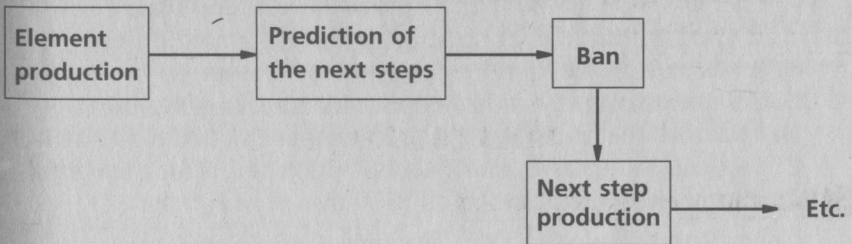

There can be a number of changes made during sentence construction:

- A chain can be abandoned and a new one begun (re-planning). E.g. I have ... I did it the other day.
- An element can be repeated, as the whole chain might have not been planned successfully at all (winning time). E.g. I am trying ... trying to ...
- Speakers can backtrack to insert or alter material (false start). E.g. I saw ... He saw me...

- Speakers can substitute one element for another (self-correction). E.g. He and the group does ... do not ...
- Speakers can stop the chain to insert an element and to continue towards the Target State (suspension). E.g. My plan ... to overcome the enemy ... and to overpower the defenses ... should work well.
- Speakers can introduce interactional elements to soften conversation (interaction). E.g. The teacher ... you know ... is that sort of a person ... if you know what I mean...
- Speakers can drop certain sentence elements, which are clear from the situation (ellipsis). E.g. Will write to you more soon.

The types of on-line amendments are shown in the graph.
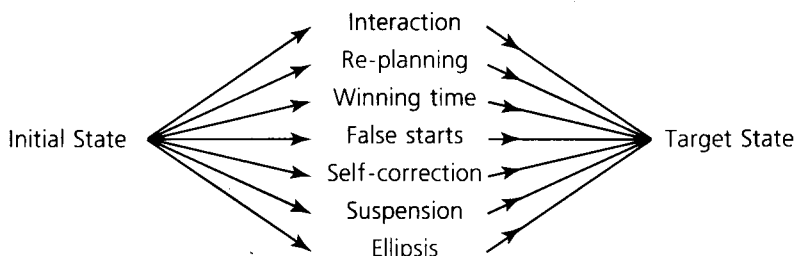
Exploratory task 2.1

Read the following interactional chat and analyze on-line amendments in the grammar chain of the utterances:

A. There's a nice new postcard ... a nice ... well I don't know how new it is ... it's been a while since I've been here ... of a sunset ... a new one ...

B. It was on ... it was John Forgan who took that one ...

C. Yes it's really lovely ... this years' ... the Anderson's house ...

D. I watched that film last night ... remember that ... did you see it ...

E. You just saw the ashassina ... assassination and ... the man got shot him ... they was ... were following all the things ... and all that ...

(After Brown, G. and G.Yule. Teaching the Spoken Language. CUP, 1997.)

Input reading 3

Warming-up discussion 3.1

Produce a list of your favorite and most successful techniques of teaching grammar.

Phone Richard. Very important. Lunch with the Browns. Boring as usual. Buy a rail ticket. A day off tomorrow. Take Charlotte to the airport. Courtesy gesture. Have dinner with my uncle. Did not make it last time. Return home by six. Expect a telephone call.

▇ Exploratory task 3.2

A drill can take the form of a **cued activity**, in which a teacher gives the learners a cue in order to elicit the necessary language. A cue can be just a word prompting the expected utterance. E.g. the purpose of teaching is to reinforce the Past Simple of the verbs. The teacher asks the learners to think of what caused the death of the dinosaurs. The teacher gives the cues and the learners make up phrases.

Complete the list of words and do the activity with your peers. Reflect on the procedure.

Teacher	Learners
• Climate	• The climate on the planet BECAME cooler.
• Waters	• The waters RECEDED.
• Glaciers	• The glaciers ADVANCED.
• Food	• The food WAS scarce.
• Catastrophes	• Catastrophes SHOOK the world.

▇ Exploratory task 3.3

Cued drill helps to recycle the language by practicing "conversation chunks". When a statement surprises us, we can show it by asking a question. E.g. The weather looks OK. — Does it? Your shoes are soaked through. — Are they? In order to organize a drill the teacher asks the learners what question they can ask to show surprise at the statements.

Complete the list of statements and do the activity with the peers. Reflect on the procedure.

Statements	Reactions
• That is John over there	• Is it?
• Alice likes white wine	• Does she?
• I live next door.	• Do you?
• Peter lives across the road.	• Does he?
• The wine is cold.	• Is it?

64

Types of grammar activities

Grammar activities can be of the following types:

- language analysis for the induction of rules (using examples to generate a rule) and deduction from them (giving examples based on a rule);
- formal drill such as substitution, completion and transformation;
- functional drill such as receiving training in expressing a certain grammar meaning (e.g. futurity, priority of actions, types of modality, etc.);
- meaningful drill such as using grammar in a broader situational context (writing a story or acting out a role-play with a grammar focus in mind).

Grammar drill

Grammar drill is a teaching/learning activity, which emphasizes rote learning, memorization and automation of language. Grammar drill does not necessarily have to be a meaningless **mechanical task**. An effective alternative is the **"meaningful drill"**, in which the learners repeatedly use identical language in order to develop the necessary skill, but every time they use the structure, they convey a certain communicative message.

E.g. the teaching task can be to organize a contrastive drilling activity of the structures "used to do something" and "are used to doing something". For this purpose the learners are given the pictures of kitchen equipment of the eighteenth century and of the twentieth century. They produce phrases like "People used to grind meat in the meat grinders. Now people are used to buying minced meat at the supermarket, etc. The learners can elicit from the pictures about 10—12 identical phrases necessary to reinforce the required grammar skill.

■ Exploratory task 3.1

Grammar drills can take the form of a "pen-and-paper" exercise. Pen-and-paper exercise can take the form of "writing from notes".

You have a busy day ahead of you, full of commitments. Write a brief summary of your obligations, choices and alternatives for the day looking at your notes (notes have been done for you). Grammar target — modal verbs "must", "have to", "can", "should", "ought to", "need", "be to". Reflect on the activity after you have done it with your peers.

Exploratory task 3.4

Cued drill can help in training Grammar Tenses. Every Grammar Tense has a grammar meaning, which can be used as a cue to make the learners produce sentences and even write stories.

Make up your own list of "grammar meanings" and write a story with your peers. Reflect on the activity.

Grammar tense meaning	Learner's story
• Fact in the past	• There was once a giant in the cave.
• Action before the moment in the past	• He had lived there alone all his life and did not like it.
• Future-in-the-Past	• He dreamt that once he would be happy.
• Action in progress in the past	• The giant was looking for a good wife everywhere...
• Etc	

Exploratory task 3.5

Cued drill can be organized as substitution and transformation. In the substitution drill the learners can be asked to substitute a word in the sentence and to rewrite the sentence without changing its meaning.

Complete the list of "initial sentences" and do the activity with your peers. Reflect on the procedure.

Initial sentence	Word	Target sentence
• Are you enjoying your-self?	• Having	• Are you having a good time?
• What is the name of this animal?	• Called	• What is this animal called?
• I was the fastest runner. Etc.	• Nobody	• Nobody could run faster than me.

Exploratory task 3.6

Cued drill can take the form of grammar transformation. To make transformation more meaningful, the sentence produced as a result of it should explain the given sentence, comment on it or continue the idea. E.g. the teaching purpose is Present Perfect.

Complete the list of "sentence cues" and do the activity with your peers. Reflect on the procedure.

Sentence cue	Sentence transformation
• He looks so dirty!	• He has just repaired his car.
• He is a good waiter.	• He has had long experience.
• She is never late.	• It has always been her way.
• Etc.	

Exploratory task 3.7

Creative grammar drill can be organized with chanting activities (the idea of using jazz chants in the classroom is developed by C. Graham).

Here is an example with "ought to", "should", "must", "have to", "can't". Practice it one by one and then arrange chanting in a canonical way (small group starts, while it continues the second small group starts from the beginning, etc). Reflect on the procedure.

I ought to be polite,
I know I should behave myself,
I must be honest,
I mustn't tell lies,
I have to study,
I have to work...
I can't be all that good!
I tell you I can't be all that good!
But I ought to be polite ... etc.

Exploratory task 3.8

Communicative game

The class is divided into groups of three or four. The object of the game is for each group to decide which implement (a tool or utensil) would be most useful in each situation. Grammar subject: Comparisons: The ... would be better/stronger ... etc. The ... is not as ... as ... . The ... is not ... enough to ... . Run the game and reflect on the procedure.

66

Implements	Situations
• Pincers	• You have a bottle of wine but no cork-screw.
• Stone	• The cupboard door keeps swinging open.
• Twig	• The sink is blocked.
• Knife	• The neighbor's dog keeps squeezing through the hole in the fence.
• Fork	• Your ring has dropped into a saucepan of boiling water.
• Hammer	• You have dropped some money through a crack in the floorboards.
• Clew (ball of strings)	• You have accidentally just thrown an important letter onto the fire.
• Coat-hanger	• You can't get the lid off the pot of jam.
• Chewing-gum	• Your house is locked and you can't get in.
• Sheet of paper	• A water pipe is leaking and water is dripping onto the floor.

Communicative game can be **competitive**. An example of such a game is "Headless sentences". The grammar material to be trained is Present Simple Passive. The learners are to compete in writing the beginnings of the "headless sentences" about sports activities.

Do the activity with your peers and reflect on the procedure.

Beginning of sentence	"Headless" sentences
	is played by two or four people often on grass.
	is dominated by black athletes.
	is/are played mainly in pubs.
	is played by rich people with a small, pitted ball.
	are betted on by all sorts of people.
	a man may not be hit below the belt.
	is banned in China.
	is stigmatized as gambling.
	is played by very tall men.

Structure-based grammar drills

The exercises that present grammar structures as separate pieces of language are "structure-based".

Make up a list of some 8—10 sentences and do the activity. Reflect on the procedure.

E.g. *Choose the sentence that has the closest meaning to the numbered sentence.*

Subject: Present Perfect and Past Simple Tenses.

1. When did it stop raining?

A. How long hasn't it been raining? B. When wasn't it raining?

2. You've been talking on the phone for two hours.

A. You've just stopped talking on the phone. B. You started talking on the phone two hours ago.

3. She's studied French since September.

A. She started studying French in September. B. She studied French in September. Etc.

Another structure-based activity can be an activity with pictures. Such an activity can take the form of the following task: "All the people mentioned on the cards below received a telephone call yesterday. All of them were interrupted while doing something. What were they doing? Answer this question by looking at the picture cards" (Past Progressive Tense). Select the cards of your own, do the activity and reflect on the procedure.

Context-based grammar drills

The exercises that present grammar material as part of the whole context are "context-based". E.g. Inspector Johnson is interrogating Tom Sharp, who is suspected of having taken part in a bank robbery in London last Friday.

Look at Tom's answers and write the inspector's questions. Subject: Interrogative sentences. Do the activity and reflect on the procedure.

I n s p e c t o r: Oh, come on, Tom. You know you'd better cooperate. Just tell me one or two things — for example...

T o m: Nothing. I did nothing on Friday.

I n s p e c t o r: _____
T o m: At seven, as usual — I always get up early.

I n s p e c t o r: _____
T o m: Yes, I did — a large plate of bacon and eggs before Mary came.

Inspector: _____ ·

To m: Oh, come on, inspector, you know Mary's my girlfriend.

Inspector: _____

To m: I first met her in Manchester, at a friend's house.

Etc. (Abridged from Devitiis, G., L. Mariani and K.O'Malley. English Grammar for Communication Exercises. Longman, 1995. P. 50.)

Exploratory task 3.11

Simulation grammar activities are often role-plays and group discussions. E.g. a discussion can be a proper communicative setting to practice sentences of unreal condition "If you were...", "If it had been..." etc. A role-play "At the doctor's" can be useful to teach modal verbs in the sentences "You should...", "You mustn't..." etc.

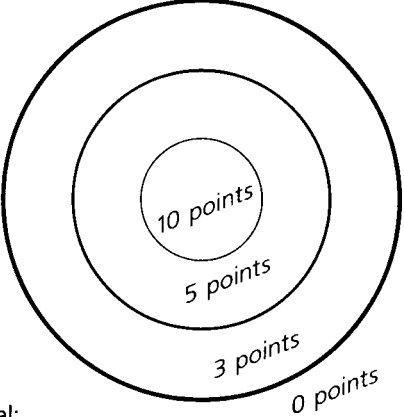*Do a simulation activity with your peers and reflect on it.*

SAQ 3.1

Match the given types of grammar activities (1—11) with the grammar tasks (A—K).

Grammar activities	Tasks for the learners
1. Induction of the rules	A. You are a driver in a foreign country, where the road signs are strange to you. Before you set out on a journey look at the map and say what you must do if you see these signs.
2. Deduction from the rules	B. Study the given phrases and say what they have in common.
3. Structure-based substitution	C. You know that Present Progressive denotes a temporary activity taking place at the moment of speaking or writing. Go through these examples and mark those, which do not fit the general definition.
4. Completion drill	D. Choose the sentence that will have the same meaning as the given sentence.
5. Transformation drill	E. Rewrite the sentences so that they will have the same meaning in the Passive.

Grammar activities	Tasks for the learners
6. Text-based drill	
7. Meaning-based drill	F. Fill in the missing words.
8. Context-based drill	G. Learn the poem paying attention to the use of modal verbs.
9. Communication-game drill	H. Read the whole text through and fill in the missing words (one in each space).
10. Problem-solving drill	
11. Role-play drill	I. For questions 1—15, read the text and look carefully at each line. Some of the lines are correct and some have a word, which should not be there. If a line is correct, put a tick (✓) in the space on the right. If there is a word, which should not be there, write the word in the space on the right. There are two examples at the beginning (0 and 00).
12. Testing	J. In your team of five each has a card with important flight details. By asking each other questions, try to find out all the flight details.
	K. You have got five items that can help you survive in life-threatening circumstances. Agree among your team on the most useful item. Remember to use Present Simple in the if-clause. E.g. If we use the looking glass, the rescue team will easily find us by the reflected light.
	L. Interrogate a suspect.

▮ Observation task 3.1

*Use the **bull's eye** format (below right) to observe your peers teaching grammar. Give the scores for every aspect of evaluation and mark the points on the "bull's eye".*

| Points of evaluation	Mark your scoring
1. Clarity of explaining the grammar rule 2. Effectiveness of preparation for the language 3. Effectiveness of preparation for the ideas 4. Effectiveness of organizing the main activity 5. Reflection on learner's errors 6. Interaction with learners 7. Confidence-building in learners	10 points 5 points 3 points 0 points
	Total:

Input reading 4

Indicate steps of teacting grammar. What do you start with? What do you do next? Etc.

Logic of teaching grammar

Logic of teaching grammar is the art of arranging a sequence of teaching actions to take the learners from the state of grammatical ignorance to the state of grammatical knowledge. There are at least **three major steps** in teaching grammar of a foreign/second language: **explanation of grammar rules, practicing common patterns and using the language in a variety of realistic communicative situations.** The logic of teaching gram-

mar is not linear (the steps do not necessarily follow one another). Instead, this logic is **cyclical,** i.e. some steps are repeated in cycles. The cycle of teaching grammar is shown graphically below:
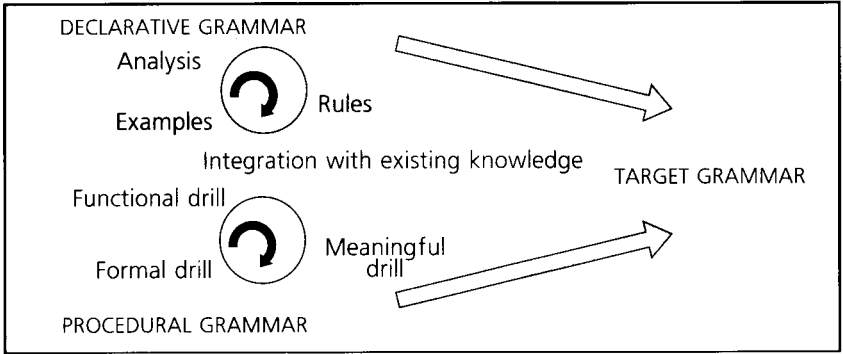
The process of forming **"declarative grammar"** involves **"isolation"** of the grammar item that is chosen for teaching. The learners are taught to **"notice"** new grammar items in the oral and written language and to **comprehend** the material with the help of rules and examples. The new grammar item is **"integrated"** in the existing "mental grammar" of learners. This process creates **grammar competence** in learners, i.e. declarative theoretical knowledge of how grammar works.

■ Exploratory task 4.1

Choose a grammar subject and sequence the steps of teaching it. You can have more than the five steps given in the flow chart.

Step 1	Step 2	Step 3	Step 4	Step 5
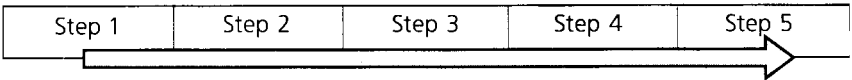
Grammar is described by **grammar rules**, i.e. concise and clear descriptions of language regularities. Grammar rules are based on the **prototype theory.** Prototype theory originated in cognitive psychology and was further developed in cognitive linguistics.

According to the prototype theory humans perceive reality in a general way, although there are always exceptions to generalities. E.g. Is the penguin a bird? Is a whale a fish? Grammar categories are always difficult to describe with a simple rule. As a result there are quite a few cases in grammar, which are difficult to describe with a clear rule.

Try to give rules to the following language samples (all language samples are grammatically correct and have a certain sensible communicative message).

Grammar samples	Rules
1. He locked the door.	
2. He locked himself out of the car.	
3. The dog barked the burglar out of the room.	
4. He said he will travel abroad.	
5. He said he would travel abroad.	
6. If the party starts at eight let's have a bite.	
7. If the party will start at eight let's have a bite.	"Will" in "if-clauses" is used to show definiteness of what will happen.
8. I am having a problem.	
9. I am having a new coat.	"Having" can mean "buying soon".
10. I had clicked the door before he saw me.	
11. I clicked the door before he had seen me.	

Procedural grammar develops from **accuracy to fluency** in **communicating** a message. At the "accuracy" stage the learner's attention is drawn to the correct language. At the "fluency" stage the attention is shifted to the communicative messages. Teaching "procedural grammar" starts with a **formal drill,** i.e. practicing grammar structures with the focus on language accuracy.

The next step is the **functional drill,** i.e. teaching how to express grammar meaning in separate sentences (saying what a driver should not do when coming across roadsigns).

The ability to express grammar meaning is necessary for the learners to pass over to the **meaningful drill,** i.e. communicating a message in a situational setting with a certain grammar focus (e.g. commenting on what

people are doing in the photos from a family album and focusing or Present Progressive).

Acquisition of procedural grammar first involves **computation** during language production. Structures have to be consciously constructed and planning has to take place some time in advance. Before the utterance is actually pronounced the sentence is built in the learners' minds first. Gradually the language gets memorized in chunks, i.e. collocations (e.g. "have got", "has done", etc). Internal language processing (computation) gives way to **lexicalized chunks.** They function as "islands of reliability" for the language users.

The average native speaker can know many thousands of such sentence chunks (ready-for-use collocations). The greater this repertoire of chunks, the more native-like fluency is achieved. They also have to be authentic and idiomatic collocations. The process is shown by the flow chart:

Noticing	Awareness	Computation	Lexicalization	Automation
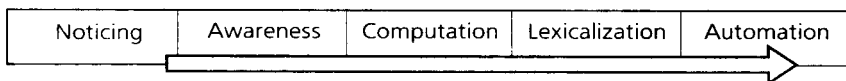
The combined development of the "grammar competence" and "grammar ability" in learners is the way to the acquisition of the **target grammar**, i.e. the grammar of the second language. "Target grammar" is the product of the joint processes, in which the development of knowledge and practical ability converge at a single point of creating mental grammar in the learners' minds.

▊ Exploratory task 4.3

"Two steps forward — one step back" means that the "meaningful drill" usually comes after the "functional drill". Instead of proceeding further to fluent communication tasks, the cyclical logic prompts the return to the "formal drill" again to reinforce the knowledge through language analysis. Plan the steps of teaching a grammar item and implement the cyclical logic "two steps forward — one step back".

1.	2.	3.	4.	5.	6.	7.

Three-phase framework of grammar teaching

A **macro three-phase framework** for teaching grammar **PPP (presentation-practice-production). Presentation** of the new material can be done with rules and examples (deductive approach), texts and situations, language observations and rule formulations (inductive approach). **Practice** of the target grammar is done in drills or more creative exercises such

as "communication games". The third stage is **production** of grammar-focused learners' utterances in communicative settings.

At every stage of teaching grammar (presentation, practice, production) the work is organized in the **micro three-phase framework.** E.g. if the presentation stage involves rule induction, then the micro three-phase framework can be **illustration** of the language in a communicative situation, followed by the **interaction** of the learners in discussing the language examples and, finally, **induction** of the grammar rule through observation and discussion.

If the presentation stage involves the deduction of examples from the rule, the three phases can be **explanation** of the rule by the teacher, **exemplification** of the rule by the learners using their own language illustrations, **explication**, i.e. "rediscovery" of the grammar rule by the learners based on their own examples.

During the "practice stage" the three-phase framework can include **pre-task** (introduction to the topic and to the task), **task cycle** (doing the task and reporting on the results) and **language focus** (reflections on the language that was used in the task and further practice).

An alternative framework is **fulfilment** of the task (e.g. writing a story with a certain grammar focus), **focusing** on the target grammar (analysing the grammar structures used in the task) and **facilitation** of further learning in follow-up activities (FFF framework).

"Grammar production" stage can be taught in the following three phases: **pre-activity** (motivating the learners for the activity, preparing for the language and general knowledge activation), **while-activity** (performing communicative task) and **post-activity** (focusing on the language and giving further tasks).

■ Exploratory task 4.4

The task for the learners is: "Imagine that you are in the Zoo watching the monkeys and exchanging your comments. Imagine also that monkeys are watching you and exchanging their comments about people: "Look! This girl is making faces!" The grammar subject of this activity is Present Progressive (upper intermediate level). Design the pre-activity phase of this task. How are people similar to and different from the monkeys?

Pre-activity

Compose or choose from a course-book and conduct a grammar activity with pre-activity, while-activity and post-activity phases. After micro-teaching with your peers, reflect on how the activity went on and what you would like to change in the future.

- Pre-activity (reviewing grammar rule, preparing for the language, preparing for the ideas)
- While-activity (doing the task)
- Post-activity (focus on the language, integrating with other material, setting a further task)

Indicate the following:

Goal of instruction (e.g. teaching to express future actions in conditional clauses "if") _____

Stage of teaching (e.g. material presentation, meaningful drill, communicative production, etc.) _____

Level of learner language (elementary, intermediate, advanced, etc.)
_____

Phase	Procedure	
	Teacher	**Learners**
• Pre-activity		
• While-activity		
• Post-activity		

1. *Describe your teaching situation.*
2. *Supply the theoretical rationale for teaching .*
3. *Design the activity and do it with your students or in your peer group.*
4. *Reflect on the activity critically referring to external feedback as well.*
5. *Make suggestions for improvement.*

Answer Keys

SAQ 0

1T. Yes, grammar describes the rules of how the language produces sentences using the words and their morphology as the building blocks.

2D. Grammars study and describe not only the mainstream norm of "correct language" (most typical cases) but also authentic varieties of language use.

3D. Traditionally grammar theories studied the construction of written sentences, but recently speech has become the subject of grammar studies

4F. Grammars for academics, teachers and learners will be different. Academics will be interested in the grammar description. Teachers will be interested to know more about grammar instruction. Learners will want grammar for language use.

5D. It is difficult in many cases to draw a line between correct and totally incorrect grammar. It is easier to do so in written language, than in oral utterances.

6D. Yes, teaching grammar is teaching the construction of sentences but to be able to speak fluently it is also necessary to know "ready-made" language chunks.

7F. Bilingual exercises can be quite useful for the purpose of drill and testing.

8D. It depends on the individual cognitive style to decide whether rules or examples should come first. Deductive learners benefit from the rule coming first. Inductive learners are better able to induce the rule from language examples.

9D. Rules are indispensable in teaching grammar but there are so many exceptions to them in the real-world language.

10D. Drills are essential in teaching grammar, yet learners also need analysis and comprehension of how the language works.

SAQ 1.1

1T. Yes, grammar describes recurrent language. The beginner learners are certainly given the most typical recurrent language structures, but the more they learn the language the more they know about numerous less typical recurrent forms.

2T. Grammar gives classification of the language, which is based on the form, meaning and function. E.g. parts of speech are word classes with their typical forms, meaning and function in the sentence.

3T. An utterance can be grammatical but incorrect from the point of communicative meaning and language authenticity. E.g. "I study long hours of English" does not sound authentic though it is grammatical ("to work long hours" sounds better).

4T. The so-called "language inaccuracies" can be norms for certain age groups and dialects. E.g. "No nothing here" is the norm for spoken English meaning "There is not anything here".

5D. Declarative knowledge can be that of rules and language samples.

6F. The term "procedural" is applied to language skill. The knowledge of rules is declarative, i.e. the learners can recite the rules without being able to perform the speech "procedure".

7D. Explicit, i.e. declarative grammar knowledge can help develop implicit, i.e. procedural grammar skills, but explicit and implicit grammar knowledge are to a certain extent autonomous from each other.

8T. The terms "grammatical" and "correct" are not synonyms. The phrase "He goed" can be considered ungrammatical but temporarily "correct" for child language, because it is typical for very young native learners of English.

9T. Grammar of written and spoken texts is different. Spoken texts have many elliptical constructions, repetitions, self-corrections, etc. Written texts have longer and better shaped phrases, more logic in dealing with the topic, etc.

SAQ 3.1

1B, 2C, 3D, 4F, 5E, 6H, 7A, 8G, 9J, 10K, 11L, 12I

Glossary

Anticipatory IT occupies subject position and "anticipates" the subject (It's time that she has finished with Simon)

Auxiliary verb (helping verb) occurs with a main verb (She HAS made a chocolate cake)

Clause is a string of words consisting of at least a subject and a predicate. A sentence can consist of a matrix (main) clause and a <u>subordinate</u> clause. E.g. I know that <u>he is a coward.</u>

Cleft IT is emphatic. E.g. IT was John who opened fire.

Complex sentence contains the main and at least one subordinate clause

Compound sentence contains coordinated main clauses. E.g. They saw the enemies and the enemies saw them.

Declarative sentence makes a statement. E.g. It is autumn now.

Determiners occur before nouns. E.g. the, a, our, both, etc.

Direct object follows a transitive verb. E.g. Jim sold the CAR.

Dummy "it" is used in reference to time and weather. E.g. It is raining.

Ellipsis occurs when clauses, phrases or words are omitted from a sentence but the meaning is recoverable from the context. E.g. Talk to you later.

Existential sentences contain "there is/are"

Finite verbs carry Tense. Without Tense the verb is non-finite, e.g. the infinitive.

Function words are prepositions, conjunctions and pronouns.

Indirect object is the receiver of the action. E.g. Tom gave LIZZ flowers ("flowers" is direct object)

Infinitive is the verb form following "to". E.g. to live

Intransitive verbs do not take complements. E.g. She cried.

Inversion is the property of an auxiliary to move to the front of sentences as in interrogatives. E.g. "DO you run fast?"

Modal auxiliary is a type of auxiliary verb expressing permission (may), obligation (must), ability (can), prediction (will), etc.

Modal verbs express modality, i.e. the dimension of an utterance to reveal "personal component" in the message. E.g. Your mom MUST HAVE DONE the cooking (strong supposition). Modal verbs are sometimes called "defective" as most of them do not permit particle "to" before the infinitive. E.g. He CAN BUY anything.

Mood classifies verbs as indicative (It was late) or subjunctive (If it were late ...)

Paradigm is the set of forms that a word or structure can assume. E.g. write, wrote, written, writing, etc.

Passive voice expresses an action done to a subject. E.g. The ball was kicked at last.

Progressive aspect is grammatically encoded with be + -ing participle. E.g. The prima donna is singing tonight.

Prototype is the primary type of a thing or a phenomenon

Reflexive pronouns are followed by "self". E.g. myself.

Transitive verbs take one or more complements. E.g. I gave HER MONEY ("give" is a transitive verb).

References and Further Reading

Aitken, R. Teaching Tenses. Longman, 1995.

Batstone, R. Grammar. OUP, 1995.

Bloomfield, L. Language. N.Y., 1993.

Brazyl, D. Grammar of Speech. OUP, 1995.

Brown, G. and G. Yule. Teaching the Spoken Language. CUP, 1997.

Bygate, M., A. Tonkyn and E. Williams. (Eds) Grammar and the Language Teacher. Prentice Hall, 1994.

Byrne, D. Teaching Oral English. Longman, 1996.

Ellis, R. The Study of Second Language Acquisition. OUP, 1996.

Chomsky, N. Aspects of the Theory of Syntax. Cambridge. Mass, 1965.

Devitiis G., L. Mariami and K. O'Malley. English Grammar for Communication Exercises. Longman, 1995.

Graham, C. Jazz Chants. N.Y.: CUP, 1978.

Green, R. Moving with Grammar. Beaumont Publishing. London, 1997.

Hadfield, J. Advanced Communication Games. Nelson, 1987.

Harmer, J. Teaching and Learning Grammar. London: Longman, 1989.

Langacker, R. Foundations of Cognitive Grammar. Stanford. CA. 1987.

Lyons, J. Introduction to Theoretical Linguistics. CUP, 1968.

MacCarthy, M. and R. Carter. Spoken Grammar: what is it and how we can teach it? ELT Journal. Vol. 49/3. July 1995. P. 207-218.

McKay, S. Teaching Grammar Form, Function and Technique. Prentice Hall, 1987.

McLaughlin, B. Theories of Second Language Learning. London: Edward Arnold, 1987.

Nunan, D. Language Teaching Methodology. Phoenix ELT. N.Y., 1991.

Rinvolucri, M. Grammar Games. CUP, 1997.

Rosch, E. Principles of Categorization. In E. Rosch and B. Lloyd (Eds). Cognition and Categorization. Hillsdale, 1978.

Rutherford, W. Second Language Grammar: Learning and Teaching. London, 1987.

Skehan, P. A Cognitive Approach to Language Learning. OUP, 1998.

Ungerer F. and H. Schmid. An Introduction to Cognitive Linguistics. N. Y.: Longman, 1997.

Ur, P. A Course in Language Teaching. CUP, 1996.

Ur, P. Grammar Practice Activities. CUP, 1988.

Willis, J. A Framework for Task-Based Learning. Longman, 1999.

Teaching Vocabulary

The aim of this unit
- To introduce the "vocabulary-in-mind" phenomenon
- To make you think about the process of vocabulary learning
- To reflect upon the activities for teaching vocabulary

What do you have to do in this unit?
- Warming-up discussion
- Input reading
- Exploratory tasks
- Self-assessment questions (SAQ)
- Observation tasks
- Micro-teaching task
- Integrated task

Input reading 1

Warming-up discussion 1.1

Mark the following statements as T (true), F (false) or D (debatable). You will get input reading on these and other issues later in this module.

| Statements	TFD
1. Vocabulary is more important in communication than grammar.	
2. Vocabulary is stored in our memory as separate units.	
3. Vocabulary is stored in our memory as collocations.	
4. Vocabulary is stored in our memory as networks.	

Statements	TFD
5. Recalling a word always means activating many words in memory.	
6. One word of the same language means the same for different people.	
7. Any meaning can be expressed by a word in any language.	

Mental lexicon

Mental lexicon is **"vocabulary in mind"**. It consists of the smallest independent meaningful units of speech. These units of speech are called words. The words have word forms and meanings assigned to them. Words in mental lexicon create lexical networks. Once activated a lexical item stimulates other associated lexical items and this causes activation of a bigger network. To access mental lexicon an idea has to be mapped onto meaning and form that are stored in our memory.

Exploratory task 1.1

*Explore your own mental lexicon associated with the word "money".
Share the results in the group.*
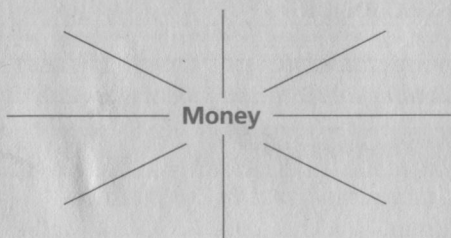
Mental lexicon performs the **functions of word storage, retrieval, comprehension and use. Storage of words** in mental lexicon is the result of a person's **cognitive processes in real-world situations.** As a result of cognitive processes, the words make up the **situation sets** (associated with a particular situation, objects, phenomena or processes), **semantic sets** (associated with a concept) and **collocation sets** (associated with other words by habitual everyday use).

Match the following vocabulary units with the types of "vocabulary sets".

Vocabulary units	Vocabulary sets
1. Custom-built car	
2. Rust-proof paint	A. Situation set
3. Far-reaching consequences	
4. Drought-affected regions	B. Semantic set
5. The worst flood ever	
6. Wintry showers	C. Collocation set
7. Beggarly pay	

Retrieval of words from memory is done through the **activation of mental lexicon.** Activation is caused by attempts to map an idea onto the words in memory. Sometimes meaning cannot be mapped onto the words and this causes the **"tip-of-the-tongue phenomenon"** when the meaning needs to be expressed but the form cannot be retrieved from memory.

Exploratory task 1.2

Retrieve the following words from your memory (all the words are quite common) by meaning and by form. Reflect on the procedure. What helps you retrieve words, meaning or form associations?

Retrieval by meaning	Retrieval by form	Give a word!
A. Hand tool for striking	...m...er	
B. For nourishment	...oo...	
C. In the entranceway	...or	
D. Inferior income	...oo...	
E. Liquid food	...ou...	
F. To eat on	...bl...	
G. Expensive with wheels	...ar	

Word comprehension can run into a problem because of the vague lexical meaning, **allusions and references,** symbolic, metaphorical and idiomatic use of words. One of the means to overcome lexical ambiguity is getting the **cues from the context, background knowledge, social culture and the situation setting.**

■ Exploratory task 1.3

Interpret the meaning of the following vocabulary items and comment on the clues that helped you do the task.

Vocabulary items	Interpretation of meaning
1. Lobby at the entrance to Parliament	
2. Parliamentary lobby	
3. Full board	
4. On board	
5. Take-off time	
6. Take-off weight	
7. Take-off price	

Word use can be hampered by the absence of the necessary word in processing memory or in the mental storage. In this case language users resort to **lexical strategies** such as **circumlocution** (putting the idea in a different way), **word coinage** (creating a non-existent word) and **derivation** (forming a word from the one that is known to the language user). Another strategy is using **gestures and mimicry**.

■ Exploratory task 1.4

Express the following messages in the given situations using any strategy of communicating the meaning (words, phrases, exclamations, gestures, etc.).

Situation	Expression
1. You are astounded by what you have heard!	
2. You feel deeply insulted and have never been treated like that, never!	
3. You've just heard the funniest joke but a little improper...	
4. You've met a person whom you really do not want to see at all...	
5. You've got a very expensive present that looks more like a bribe ...	

The use of words in both speech production and comprehension is the result of **cognitive processes.** It starts with the **perception of the situation** that makes it necessary to look for a word in the "master-file" (the main storage of words). A process of cognition produces **the meaning,** that a person is willing to communicate in the circumstances. It is necessary to consider the **"word pragmatics"**, i.e. to see that a word does not elicit an unwanted reaction from other participants in the communication. Using a word means recognizing certain **grammar obligations.** Finally, the word is accessed in memory and is produced either in **graphical or oral form**.

Exploratory task 1.5

Analyze the situations, clarify the meaning to be expressed, indicate the words that can produce an unwanted effect and should be excluded and name the word that fits the situation best.

Situation	Meaning	Pragmatics	The word!
1. A person has taken offence for no reason.			
2. A woman has crossed the road right in front of your car.			
3. A teenager is obsessed with computers.			
4. You have been given a nice present.			
5. A big teddy bear is so nice to hug.			

Mental lexicon and culture

Interesting data on mental lexicon has come from cross-cultural studies in colour categories. Some cultures have terms for a wide variety of colours. In Western Europe there is diversity from "magenta" to "sky-blue". Other cultures have very few terms. "Blue" and "green" tend to become merged together with increasing proximity to the equator. In ex-

treme cases one word is used to name "black", "blue" and "green". In Papua New Guinea there are only two colour terms (black and white) to show all the diversity of colours around.

There is an interesting hierarchy of using colour terms in languages. If a language has two basic colour terms available, they must correspond to "black and white". The next colour will be "red", etc. A hierarchy of colours is shown below:

	Black	White	
			Red
Yellow	Green	Blue	
			Brown
Purple	Pink	Orange	Grey

"Colours" have proved to be the most fruitful way to investigate the "strong version" of the Sapir-Whorf hypothesis about "language relativity" claiming that languages influence the way people perceive the world. Other lexical areas (e.g. number of words for "snow" in Eskimo language) have proved to be less fruitful (Eskimo has only two words for snow: "snow on the ground" and "snow in the air".)

■ Exploratory task 1.6

Find the equivalents to the given words in your native tongue.

English words	Your native equivalents
A. Slush	
B. Sleet	
C. Efficiency	
D. Meal	
E. Barbecue	

Word polysemy in mental lexicon is a typical feature of the words stored in memory. Word polysemy is represented by homophones with a variety of assigned meanings.

Complete the following sentences and comment on the polysemy of the word "bank".
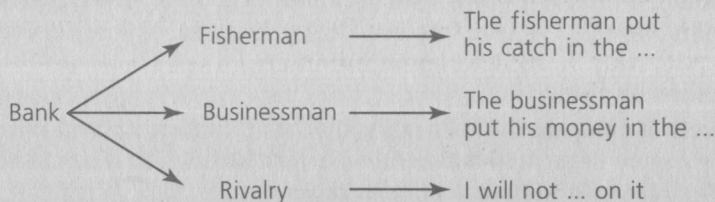
Word compounds in mental lexicon are phrasal verbs, adjectival collocations and other word combinations. **Phrasal words** are illustrated by the following example specially created for the demonstration purpose:

Every time I try to talk up a new idea to my boss, he talks down to me, or talks around the issue. I can talk back to him but fail to talk him into anything. We can talk over and out (no words are left) the problem but there is no way to talk him round (make him change his mind). So we are just talking away (wasting time). I talk up (raise my voice) but we never come to talking through (consider the matter thoroughly).

Word collocations can have connections between **co-ordinates**, i.e. words that have a semantic relationship between them. E.g. fever — yellow, finger — green, mood — black, blood — red, colour — deep, etc.

Exploratory task 1.8

With many adjectives you can use the word "very". There are lots of other words with a similar meaning, which are more precise as parts of collocations. E.g. highly qualified, bitterly disappointed.

Add a word, which means "very" to each of the following words.

Very, highly, severely	Adjective
1. Severely 2. Highly 3. Very	a) Exhausted b) Handicapped c) Unexpected d) Recommended e) Greedy f) Sceptical g) Grateful

Exploratory task 1.9

Combine the words in the left column with the words in the right column.

handsome, pretty, charming, lovely	woman, man, child, dog, bird, flower, weather, bed, picture, dress, present, voice, landscape, view, house, furniture

Adjectival compounds (collocations) abound in English and have become a feature of written and otherwise formal English. They have entered dictionaries and have become widespread.

Exploratory task 1.10

Give adjectival collocations to the following.

Meaning	Collocations
1. Garden with the uncontrolled growth of trees and bushes	
2. Hospital with too many patients	
3. Explanation made too simple	
4. Diet with a good balance of nutrients	
5. Job with a good pay	
6. In financial arrears	
7. Person of a high rank	
8. Very straightforward and concrete	
9. At once	
10. Very much off the point	
11. Very large (of a bed)	
12. Confined to bed	

Exploratory task 1.11

Word combinations with the meaning of "part of something" can be tricky in use because each substance can require a certain word indicating a "piece" of this substance.

Combine the substances and the words meaning "a piece of this substance".

Substance	Piece ot the substance
1. Concrete	
2. Pizza	
3. Truth	
4. Dirt	
5. Cotton	
6. Pottery	
7. Fabric	

Exploratory task 1.12

Combine the goods and the activities with them to cook food. The first one has been done for you.

Goods	Activities with the goods
1. Peas	Shell the peas
2. Potatoes	
3. Lettuce	
4. Carrot	
5. Eggs	
6. Cream	
7. Salad	
8. Lemon	
9. Pasta	
10. Cheese	
11. Onions	
12. Stew	
13. Flour	
14. Dough	

Metaphorical word use is a typical feature of the language. **Metaphors** are figures of speech, in which the words that ordinarily designate an object, process or quality are used to designate dissimilar ideas suggesting comparison or analogy. Many comparisons in the language are based on metaphorical meaning transfer. E.g. "As blind as a bat". "As strong as an ox". "As quiet as a mouse". "As hard as iron". "As deaf as a post". "As quick as a flash". "As sick as a dog". In some cases a change of words can cause a shift in meaning. E.g. "As white as snow" has a meaning of "being beautiful" (compare "Snow White and Seven Dwarfs") while "As white as a sheet" implies "fearing something". Another typical feature is **idiomatic word use. Idioms** often serve as instruments of individual expressive power.

E.g. *Little brothers are often brats but mine is a real McCoy. He is getting on my nerves. Every moment I am under the weather he makes his special duty to get my goat. When I want to stay to myself, he tags along. He is a bit of a sweet tooth and is always chewing the cud. When something is against him, he throws a tantrum. I can certainly tattle on him and catch him red-handed at the buffet lifting the candies. But I am not as mean as that. We go shares instead.*

▋Exploratory task 1.13

Complete the following sentences and say what made you change the word each time.

Choice of words	Explanation
1. "Get you hair cut," he ...	
2. "Get out of my house!" he ...	
3. "Ooh, that's funny," she ...	
4. "A ghost?! In my house???!!! Eeeek," he ...	
5. "Hmmph! The country's going to the dogs," she ...	
6. "Look! They are winning!!!" he ...	
7. "B-b-b-u-t i d-d-d-on't w-w-ant to," he ...	
8. "Oh, a lovely present!" she ...	
9. "You are always like that and there's nothing to teach you!" she ...	

1. (Adapted from Harmer, J. and R. Rossner. More than Words. Book 1. Longman, 1991. P. 13.)

Combine elements of idiomatic phrases in the left and the right columns producing English idioms. What transfer of meaning can you find in the metaphorical use of the English words?

1. His manners were to the boss	A. like a sieve
2. The plans worked	B. like a log
3. He always drinks	C. like a horse
4. The man eats	D. like a fish
5. He sleeps	E. like a dream
6. My head is	F. like a red rag to a bull
7. The guy is thin	G. as a rake

Word observation sheet

Words	Ordinary meaning	Idiomatic meaning

Word clusters play an important role in mental lexicon. Words are mentally grouped as clusters according to models: **"atomic globule" and "cobweb"**. **Atomic globules** are clusters with the meaning that related words have in common. Atomic globules can be represented by matrices.

■ Exploratory task 1.15

Combine the "near synonyms" of the verb "to cry" with their semantic features. Put a cross at the intersection of the verb and the semantic features.

	With tears	With emotions	With noise	Mournfully	Being upset	After withholding
Cry						
Weep						
Sob						
Wail						
Burst into tears						
Break down						

■ Exploratory task 1.16

Match the "near synonyms" of the verb "to cause surprise" with their implied semantic features.

| Synonyms	Implied meaning
A. Surprise	1. Causing to think again
B. Astonish	2. Making feel shy
C. Amaze	3. Leaving helpless
D. Astound	4. Unexpected
E. Flabbergast	5. Unbelievable
F. Shock	6. Running counter to the usual
G. Move	7. Eliciting emotional response
H. Bewilder	8. Stupefy
I. Embarrass	9. Hard to bear

Atomic globules can be represented as **"constellations"**. In the "constellation" there is one central word that expresses the "global meaning" of the words with the meaningful link to the "centre". In the example below the general ideas of "suffering in the body" can be expressed with a number of words like "pain", "ache", "agony", "to be sore", "to sting", etc. All these semantic features are stored in the mental lexicon and are typical of the native speaker's word competence.

Give the shades of meaning of the words in the "constellation" of "suffering in the body".

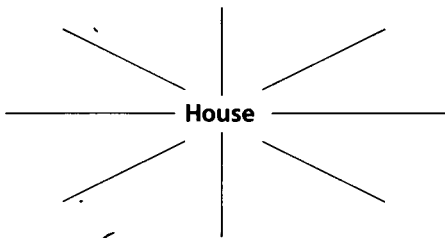| Stiff (neck)	Pain	Ache
	Suffering in the body	
Sting	Sore	Agony

Cobweb represents one's **individual associations** in mental lexicon in the form of a mind-map. E.g. given below is one's individual association with the word "mail".
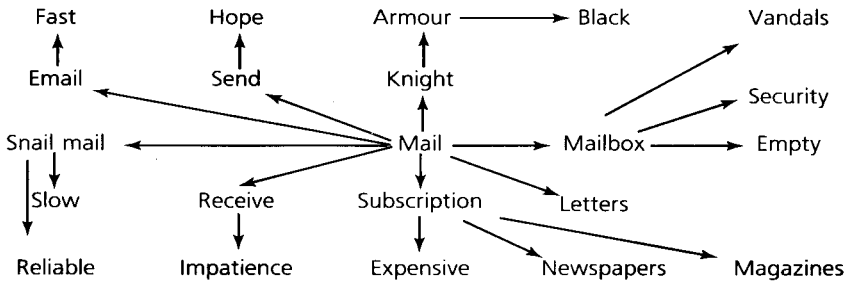
Make up your own "cobweb" association with the word.

House

When people are speaking or writing, their choice of words is influenced by the situation they are in. A variety of the language in a communicative situation is called a language **style**. It may be appropriate to use an **informal style** with close friends, a **neutral style** with business acquaintances, a **formal style** with an employer. Often in communication it

is necessary to select specific vocabulary that helps convey the message in the best way. People switch the vocabulary they use when they talk to different specialists or non-specialists, to adults or children, to indifferent or sensitive people. The selection of vocabulary for the purpose of achieving the best communicative result is called **language register**.

■ Exploratory task 1.19

Find the way of saying the same things to small children.

Adult technical register	Child's register
They are excavating the ruins now.	
She is undergoing an appendectomy.	
Dissolve the powder in the water and shake the solution.	
Turn off all electronic appliances before boarding.	
Season lightly and simmer for five minutes.	
No sweat without sweat.	
Click the mouse and drag the icon into the game area.	

1. (Adapted from Harmer, J. and R. Rossner. More than Words. Book 1. Longman, 1991. P. 21-22.)

Ample mental lexicon is an important condition for achieving **lexical competence.** Lexical competence is an essential part of the communicative competence as a whole. In order to be "the master of the word" one has to know how to express the **denoted meaning.** It is necessary to develop an individual system of **verbal associations** and to build a **semantic field** of the words related in a certain meaning (field of "food", "health", "job", etc.). It is necessary to know the **social conventions** (rules and limitations) of using the word and the stylistic colouring. **Grammar usage** of the word is essential as well as possible **collocations.** Finally, it's necessary to comprehend the **"referred connotative meaning"** of the word, i.e. to understand what the word means "here and now" in the situation. Sometimes even the knowledge **of metaphors and idioms** is not enough

for there is a lot of **individual meaning** that is put into words in the process of communication. The acquisition of these components is incremental, i.e. step-by-step.

SAQ 1.2

Match the use of words in bold type and the elements of "lexical competence" necessary to use the words.

Words	Competence
1. **Calibre** of a man	A. Denoted meaning
2. Give me some **prunes**.	B. Verbal associations
3. **The sky, the birds, the dawn...**	C. Semantic field
4. He can live with his **partner**...	D. Social conventions
5. Nothing can **influence** her.	E. Grammar
6. The word is a real **jaw-breaker**.	F. Collocations
7. Only when the milk **sets**...	G. Connotation
8. All you need is **industry and zeal** ...	H. Metaphor
9. Can't **make merry, make money** ...	I. Idiom
10. All these **young hopefuls** ...	J. Individual meaning

Input reading 2

Vocabulary acquisition

The process of vocabulary acquisition has certain "laws" of its own. E.g. The first **encounter with the word** is sometimes more important than its frequency in exercises. That is why it is essential to **"prime the word"**, i.e. to prepare the learners for the encounter with the new word through activation of prior knowledge and creating the necessity of using the word. Development of vocabulary in mind depends on the **complexity of the concepts** that are expressed with the help of words. E.g. words with a concrete meaning are acquired easier and sooner than abstract ones. Learners acquire **separate meanings of a word.** First they acquire one component of meaning and then another. Basic terms (e.g. potato) are learned before superordinate words (vegetables). The storage of words in memory depends on the **depth of meaning processing.** The deeper learn-

ers get the meaning of the words in examples and associations, the stronger memory traces will be. **Receptive skills** come before **productive skills** and the learners find it easier first to understand a word and then to use it. The knowledge of a **vocabulary item** comes before the knowledge of a **vocabulary collocation**, i.e. the learners first acquire words and then learn how to combine them in collocations. Words are best remembered in their **situational context** (combination with other words) yet situational context can limit the potential use of the words to particular situations only. In a **motivating activity** the word is remembered the best. Motivating activities are more important than continuous repetitions.

■ Exploratory task 2.1

Rate the following activities according to the depth of processing lexical meaning. Support your decision.

Task 1. Choose the pictures that show how these people feel. Use one of the words given: great, in heaven, so-so, not great, bad, awful, terrible, horrible.

Task 2. How can the following vegetables be cooked: beans, broccoli, aubergines, celery, onions, leeks, spinach, asparagus, potatoes, mushrooms?

Task 3. What professions require the following qualities: determination, original ideas, great courage, a lot of luck, broad mind, imagination, excellent memory?

Memory in language acquisition

There are the following stages **of the memory processes**: *encoding, storage and retrieval.* The process of memorizing words is shown by the flowchart:
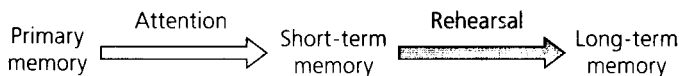
Primary memory functions during the first seconds of word perception. It has an extremely limited capacity (magic number of 7 digits). It is a very fragile storage of words in mind as any distraction leads to the information being forgotten. The last few items are usually much better remembered than the previous items. **Short-term memory** processes the meaning of words and at this stage the form of the word can be lost while the meaning remains. **Long-term memory** keeps the meaning of the word

together with meaning-and-form associations. When it is necessary to retrieve a word from memory, both meaning and form can be sought in mind and a "substitute word" can be produced instead of the original one. This means that insisting that learners produce exactly the words that were once practiced in class does not fully conform with the natural memory mechanism.

Exploratory task 2.2

Try to memorize the given words in two ways. The first way is to read List 1 and to write the words that you were able to recall in the space provided. The second way is to read List 2 and to write the words that you were able to recall in the space provided. How do you account for the difference?

List 1	Recalled words	List 2	Recalled words
Dummy		Key-board	
Adapter		Screen	
Alibi		Mouse	
Ignition		File	
Hinge		Memory	
Ambulance		Processor	
Blender		Floppy-disk	

Teaching and learning words is organized with **vocabulary exercises**. The studies show that not surprisingly the learners' main approach is simply to try to memorize the words they do not know. Beginners prefer learning words in a list, while more advanced learners find context more effective. Exercises to acquire vocabulary include **meaning interpretation** (facilitating word understanding), **word reinforcement** (making learners practice the use of vocabulary in vocabulary focused activities) and **communicative use** (creating communicative conditions for using the instructed vocabulary); **mnemonic exercises** (using the technique to facilitate memorization) are also used. The activities for teaching vocabulary are given in the table.

Meaning interpretation	Word reinforcement	Communicative use	Mnemonic exercises
• Pictures • Gestures • Context • Synonyms • Antonyms • Enumeration • Descriptions • Cultural interpretation • Guessing • Translation	• Translation • Associations • Rating • Recalling • Combination • Transformation • Completion	• Pictures • Circumstances Context • Imaging • Drama • Prose (cloze) • Poetry (cloze) • Story-telling • Games	• Paired associates • Rhyme • Rhythm • Motion • Location (placing words in the imagined space) • Imagination

Meaning interpretation can be done with the use of the *context, synonyms and antonyms.* E.g. "abject" — "making one feel pity". It is useful to *enumerate* some words to lead the learner to understanding a more general word (superordinate). E.g. dress, shirt, trousers, skirt, coat — CLOTHES. Some words need a *cultural interpretation of meaning,* e.g. the word "silly" sounds milder in English than a corresponding word in a language like Russian. Other words can have an *indication* "rude". A word can be *guessed* from context or explanation. It can certainly be *translated* if necessary. **Word reinforcement** can be done in *translation exercises.* Learners can do word *association activities* (associate as many words as you can with the key word "hunting"). In *rating activities* the students are asked to rate a number of words (e.g. food items) in order of importance and to prove one's chosen order. Students can *derive word forms* from the given stem. E.g. turn the following words into nouns: compete, respond, press, retire, defer, secure, deter, demolish, capable, etc. *Completing the gaps* can be done in separate sentences and in the gapped versions of the whole text. **Communicative word use** can be organized with the help *of pictures for description* (communication becomes more meaningful if the pictures have a "deep" or vague meaning and can be interpreted differently thus boosting a debate). *Situational circumstances and drama activities* can also stimulate the use of certain words. *Imagination and story telling* can be useful tools. E.g. "imagine a birthday cake of your dream and describe it". *Cloze activity* (completing the gaps in the texts) can be applied to both prose and poetry. *Communicative games* can be helpful. E.g. the learners get cards showing such objects as

"a car", "a telephone", "a watch", etc. Their task is to ask for a favour, mentioning the object on the card, e.g. "Can I use your telephone?" etc. On the back of each card there are words "Yes, please" or "No, sorry". The one who collects most of the cards ahead of others is the winner. **Mnemonic exercises** can help memorizing the words. Learners can try remember the words using *association pairs* with other familiar words. They can practice memorized words by using *rhyme, rhythm and motion* (marking the rhythm with one's hand, etc). They can place the words in the *imagined locations* (e.g. an elephant can be placed in the fridge) and name the memorized words by recalling the imagined places where the objects stay put. They can *use imagination* and think of a horror story with the newly remembered words.

■ SAQ 2.1

Match the following activities to teach/learn the words with the types of exercises.

Activities	Exercises
1. Use the new words in a story of your own.	
2. Describe the parts of a computer and how it works.	
3. Give an associated word with each of the new vocabulary items.	A. Meaning interpretation
4. Describe the most fashionable clothes designs from the picture.	B. Word reinforcement
5. Label the picture of the kitchen with the names of things.	C. Communicative word use
6. Give the synonyms to the following words.	D. Mnemonic exercises
7. Guess the meaning of the words from the context.	

Eliciting the words from memory is one of the key ways to reinforce the vocabulary in mind. Words can be elicited in different ways. One of the ways is to **elicit the form of words. The task can be** to build the "word squares", in which words can be read both "down" and "across" and "palindromes", in which the words can be read both "forwards" and "backwards", e.g. "Madam. I am Adam".

Given below is an example of a "word square".

B	I	L	L
I	D	E	A
L	E	A	D
L	A	D	Y

Make up a word square of your own. The first column has been done for you.

P	E	N
E		
N		

Eliciting from meaning and form in a crossword. Words are often elicited from meaning and form in a "crossword" activity.

Read the sentences. Then give the names of the jobs and write them in the form of the lexical grid to cross correctly with the word "policeman" (the word "policeman" has been written for you going "down" in the crossword).

1. He/she works in the reception at a hotel   1. P
   (from here on the words are written across).

2. He/she looks after people who are ill.   2. O

3. He/she works with electrical things.   3. L

4. He/she looks after people's teeth.   4. I

5. He acts in the theatre.   5. C

6. He/she cuts hair.   6. E

7. He/she plays music.   7. M

8. He/she plays football.   8. A

9. She works in business.   9. N

Eliciting from meaning and form can be organized with a number of tasks.

■ Exploratory task 2.5

Guess the words ending in "ick": not well, sound of a watch, locking sound, piece of wood, not thin, baked block of clay, a blow with a foot, select, fast, pass the tongue over.

Eliciting from image is done in an activity such as "pictionary". Learners are asked to create mental images of new words. Then the learners draw images that represent selected words on the blackboard. Other learners identify the words encoded by images. The imagined picture can be either drawn or described in words.

■ Exploratory task 2.6

Imagine and describe to your partner the items given below. Do not name them! Let your partner guess from description what you have imagined.

Items	Descriptions	Guess
1. A cloud		
2. Niagara Falls		
3. A glass of Champaigne		
4. Nightmare		
5. Water spring		

Eliciting from context can be done in a number of tasks.

■ Exploratory task 2.7

Fill in the words denoting injuries.

Injury	Reason
* I ... my hand	Was working with a knife
* I ... my ankle	I ran for a bus
* I ... my arm	Fell off the bike
* I have got...	Slipped on the ice
* I ... my finger	Boiled milk
* I've got a...	Had a fight
* I've ... a joint	Played football

Eliciting from context can take the form of the **lexical cloze.** In this task the learners are to choose the correct word A or B in order to fill each space in the gapped version of the text. It is important to have a general understanding of the text before the learners start the task. When you come to the gap in the text you are to think about the general meaning they can expect. The correct answer must have the correct meaning and must combine correctly with other words in the sentence. The first answer can be given.

*Do the following **lexical cloze**. Work in pairs or in small groups and reflect on the difficulties you might experience in choosing the right word.*

Correctly chosen words	Wrongly chosen words	Difference in meaning between A and B
1		
2		
3		
4		
5		
6		
7		
8		
9		

Text. Police are conducting an enquiry into a 1)... at Buckingham Palace. No details have been 2)... . The items were personal 3)... of the Princess Royal. The Queen was absolutely 4)... at the incident. This police investigation is the latest in a series of security 5)... in the palace. Last July an intruder scaled a 12ft fence and attempted to enter the palace. He was arrested and released without 6)... . Earlier an escaped psychiatric patient evaded security to get into the grounds of the palace while the Queen was 7)... . Recently a police officer was 8)... by Scotland Yard in connection with bribery and 9)... charges.

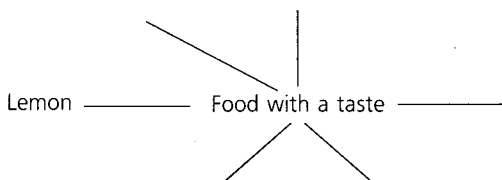(Adapted from BBC News Internet Page. October 3, 1999.)

	A	B
1	Theft	Burglary
2	Leaked	Released

	A	B
3	Possessions	Belongings
4	Furious	Angry
5	Alarms	Alerts
6	Charge	Accusations
7	Absent	Away
8	Caught	Arrested
9	Conspiracy	Plot

A frequent lexical activity is **lexical mind-map.** A mind-map is the result of lexical associations with a key word.

Exploratory task 2.9

Produce a mind-map with the key word "food with a taste". Possible list of tastes is "spicy, bitter, salty, sweet, sour, creamy, crunchy, greasy". One word has been written for you.


```
                          |
              \           |
               \          |
Lemon ——————————— Food with a taste ——————
               /          \
              /            \
```

Lexical items can be practised by **placing words in a table**.

Exploratory task 2.10

Give the food that has the taste as shown in the table.

Spicy	Bitter	Salty	Sweet	Sour	Creamy	Crunchy	Greasy

Exploratory task 2.11

Words can make up a situational set, i.e. the words that are necessary for a certain speech situation. Make up a vocabulary list (words and phrases) necessary to take part in a debate on "alternative medicine". Continue the list if necessary.

103

Vocabulary items	Meaning
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Three-phase framework of teaching vocabulary

The phases of teaching vocabulary can be broken down into three phases such as pre-activity, while-activity and post-activity.

Phase	Activity
Pre-activity	Exploring vocabulary forms (word derivation models) Exploring vocabulary meaning (synonyms, antonyms, polysemy) Exploring potential vocabulary use
While-activity	Deriving words (e.g. creating the necessary form of the words) Using vocabulary (e.g. choose the right synonym) Communicating the message (e.g. describe the gadget using technical jargon)
Post-activity	Reflecting on task fulfilment Focusing on vocabulary use Integrating vocabulary with teaching communicative skills (reading, listening, writing and speaking)

The "while-activity" task for the learners (see the table below) is to use the numbered words in order to derive the necessary word form and to fit it in the same numbered space in the text. Design the "pre-activity" and the "post-activity" phases to the following assignment of word formation.

Phase	Activity
Pre-activity	
While- activity	Headaches can vary in 0)... from a dull thudding in the temples to a 1)...intense pain. Most people suffer from headaches 2)... but they can usually get 3)... from the symptoms by taking a couple of pain-killers. Headaches usually create 4)... in the shoulder and neck muscles and are most often caused by stress or 5)... . Other triggers include eye strain and lack of sleep or food. Migraines are far more 6)... than headaches, and attacks may last from four hours to three days. They are often confined to one side of the head and may be 7)... by visual 8)... , light 9)..., nausea and other symptoms 0) Severity. 1) Fright. 2) Period. 3) Relieve. 4) Tense. 5) Anxious. 6) Enable. 7) Company. 8) Disturb. 9) Tolerate. (Adapted from O'Connell, S. Focus on Advanced English. Longman, 1999. P. 222.)
Post-activity	

Micro-teaching task

Design a **three-phase framework** for teaching vocabulary to describe the interior of a supermarket. The **while-activity task** for the learners is: "Yesterday you were in the shop and lost your purse. You must have dropped it somewhere. Here is the **picture** of the shop (the picture is on the classroom board). The class will help you to remember where you might have lost your purse. They will make guesses such as "under the counter", "by the cash-register", "in the cereal isle", "in the tea-and-coffee isle", "on the freezer with ice-cream", "at the entrance", "in the exit", "on a trolley", "on the shelf with peanut butter", "on the shelf with canned food", etc. When the class makes the right guess, you say "Thanks. Now I remember!"

Use the format below to design a three-phase framework.

Phase	Procedure	
	Teacher	**Learners**
Pre-activity		
While-activity		
Post-activity		

Integrated task

- Clarify your purpose of teaching vocabulary.
- Describe your teaching situation.
- Give a theoretical rationale for teaching vocabulary in your situation.
- Design a three-phase activity to teach vocabulary.
- Produce a transcript of how the activity went on in class or with your peers.
- Reflect on the procedure.
- Draw conclusions.

Answer Keys

Warming-up discussion 1.1
  1D, 2T, 3T, 4T, 5T, 6F, 7D
SAQ 1.1
  A. 4, 5; B. 1, 2; C. 3, 6, 7

SAQ 1.2

1J, 2A, 3B, 4D, 5E, 6I, 7G, 8C, 9F, 10H

SAQ 2.1

1B, 2C, 3D, 4C, 5B, 6A, 7A

Exploratory task 1.2

hammer, food, door, poor, soup, table, car

Exploratory task 1.3

1) the entrance hall; 2) opposition; 3) meals three times a day or more; 4) on the ship; 5) departure time for the plane; 6) the lost weight; 7) the reduced price

Exploratory task 1.5

1) silly; 2) stupid; 3) crazy; 4) lovely; 5) cuddly

Exploratory task 1.6

A. partially melted snow; B. partially frozen rain; C.the ratio of effective output and the time spent; D. the food served and eaten in one sitting; E. any meat products roasted on the open fire for fun, recreation or entertainment

Exploratory task 1.8

1b, 2d, 3a, c, e, f, g

Exploratory task 1.9

"handsome" only furniture, price and man; "charming" only woman, child, dress and voice; "lovely" all the words in the list but "man"

Exploratory task 1.10

1) overgrown garden; 2) overcrowded hospital; 3) oversimplified explanation; 4) well-balanced diet; 5) well-paid job; 6) hard-up; 7) high-ranking; 8) clear-cut; 9) up-front; 10) far-fetched; 11) king-size; 12) bed-ridden

Exploratory task 1.11

1) slab; 2) slice; 3) grain; 4) speck; 5) swab; 6) fragment; 7) scrap

Exploratory task 1.12

1) shell; 2) peal; mash; 3) shred; 4) dice; 5) beat; 6) whip up; 7) toss; 8) slice; 9) strain; 10) grate; 11) chop; 12) stir; 13) sift; 14) knead

Exploratory task 1.13

1) advised; 2) yelled; 3) muttered; 4) gasped; 5) sighed; 6) shouted; 7) stammered; 8) murmured; 9) groaned

Exploratory task 1.14

1F, 2E, 3D, 4C, 5B, 6A, 7G

Exploratory task 1.15

cry with tears, weep with emotions, sob with noise, wail mournfully, burst into tears, being upset, break down after withholding emotions

Exploratory task 1.16

A4, B5, C6, D3, E8, F9, G7, H1, I2

Exploratory task 1.17

pain is in part of the body, ache is continuous, agony is intense, sore is on being touched, sting is sudden, stiff is when moving

Exploratory task 2.2

List 1 is random. List 2 is made up of computer-related words

Exploratory task 2.3
　　eve, new
Exploratory task 2.5
　　sick, tick, click, stick, thick, brick, kick, pick, quick, lick
Exploratory task 2.7
　　cut, sprained, fractured, concussion, burnt, bruise, twisted
Exploratory task 2.8
　　1A, 2B, 3B, 4A, 5B, 6A, 7B, 8B, 9A
Exploratory task 2.10
　　List of foods: lemon juice, honey, butter, peanuts, olives, bananas, ice cream, yoghurt, fish and chips, beer, Indian curry, grapefruit, peaches, coffee, vinegar, thick onion soup, almonds, sausages, crisps

Glossary

Activation of mental lexicon is arousing a chain reaction in the brain and making the words accessible for communication (usually a lot more words than necessary get activated in the brain)

Allusion is making an indirect reference

Circumlocution is a roundabout expression of meaning

Coinage of words is creation of non-existent words

Collocation is made up of two or more words often placed together in oral or written speech

Comprehension of words is understanding the meaning of words

Coordinates are words with a meaningful relationship between them e.g. "red + blood"

Derivation is the process of producing words from a stem with the help of affixation and other word-building models (e.g. conversion from nouns to verbs)

Idiom is a figure of speech, the meaning of which cannot be drawn from its elements

Lexical cloze is filling the gaps in a meaningful text with target words

Lexical competence is the knowledge of how to use vocabulary for communication

Lexical mind-map is a cluster of words that are associated with a central concept

Lexicon is vocabulary that is often specialized and related to a certain field

Mental lexicon is vocabulary in mind

Metaphor is a figure of speech, in which lexical meaning is shifted to a different object and a word is used to denote figuratively a dissimilar thing (often done to add more expression to speech)

Mnemonic exercises are used to facilitate memorization of words

Phrasal verbs consist of a verb and a preposition/adverb making up an idiomatic expression

Polysemy is the property of many words to have more than one meaning

108

Register is the choice of vocabulary best suited for a communicative situation (e.g. talking to children requires a special register)

Retrieval of words is accessing the words in the long-term memory for the purposes of using them

Storage of words is keeping words in the long-term memory

Tip-of-the-tongue phenomenon is a situation when a person has accessed the meaning of the word but is failing to access the word form with many alternative "word candidates" revolving in mind

Vocabulary is the sum of words that have been acquired by a particular person

Word reinforcement is the process of making words stick in memory through meaning interpretation, drill and communicative use

Word-clusters are words brought together by associations

Word-meaning interpretation is elicitation of lexical meaning for the purpose of comprehending the words

Word-pragmatics is the relationship between the words and the intended/comprehended lexical meaning

References and Further Reading

Aitchison, J. Words in Mind: An Introduction to the Mental Lexicon. Oxford: Blackwell, 1994.

Carter, R. and M. McCarthy. Vocabulary and Language Teaching. Longman, 1988.

Cook V. Second Language Learning and Language Teaching. OUP, 1991.

Ellis, R. The Study of Second Language Acquisition. OUP, 1994.

Eysenck, M. and M. Keane. Cognitive Psychology. Psychological Press, 1997.

Garman, M. Psycholinguistics. CUP, 1990.

Hadfield, J. Advanced Communication Games. Nelson, 1995.

Harley, T. The Psychology of Language. Psychology Press, 1997.

Harmer, J. and R. Rossner. More than Words. Book 1. Longman, 1991.

Jordan, R. English for Academic Purposes. CUP, 1997.

McCarthy, M. and F. Dell. English Vocabulary in Use. CUP, 1994.

Miller, G. The Science of Words. N.Y., 1991.

O'Connell, S. Focus on Advanced English. Longman, 1999.

O'Connell, S. Focus on First Certificate. Longman, 1999.

Oxford, R. Language Learning Strategies. Mass.: Newbury House, 1990.

Ross, N. Double-Barrelled Adjectives. Modern English Teacher. Vol. 6. No. 3. 1997.

Schmitt, M. Tracking the Incremental Acquisition of Second Language Vocabulary. A Longitudinal Study. Language Learning. Vol. 48. No. 2. June 1998.

Scrivener, J. Learning Teaching. Heinemann, 1994.

Teaching to Speak

The aim of this unit
- To make you think about speaking as a skill
- To present a variety of techniques to teach speaking
- To reflect upon the ways of teaching to speak

What do you have to do in this unit?
- Warming-up discussions
- Input reading
- Exploratory and self-exploratory tasks
- Micro-teaching with observation
- Integrated task

Input reading 1

Warming-up discussion 1.1

Complete the grid below indicating the real world situations, in which it is necessary to speak.

——— Situations for speaking ———

Speaking as a skill

Speaking is a skill of oral communication consisting in sending an oral message. Speaking is an integral part **of oral conversation.** There are certain genres of oral conversation, i.e. typical types of oral performances in typical settings with typical and highly predictable features.

Among the genres of speaking are **description** (telling the details to an active listener), **narration** (telling the development of events to an active listener), **reasoning** (telling one's train of thought to an active listener), **identification** (talking about one's likes and dislikes). Other genres are **language-in-action** (people doing things and talking), **comment** (opinions and points of view), **service encounters** (buying and selling goods and services), **debate and argument** (seeking a solution and pursuing one's point), **learning** (use of language in learning) and **decision-making** (people working towards a decision). The ability to perform these genres is a proof of the skill level. This is how language is used in everyday life.

Exploratory task 1.1

Study the list of speaking genres, indicate real-world situations where these genres can occur. Some examples have been done for you.

Genre	Situation
• **Description**	
• **Narration**	Telling a tale to a child
• **Reasoning**	
• **Identification**	
• **Language-in-action**	
• **Comment**	
• **Service encounters**	
• **Debate and argument**	
• **Learning**	
• **Decision making**	

Exploratory task 1.2

In the process of communication a speaker performs the necessary **communicative functions (information request and providing information, saying rituals of greeting and others, expressing imagery and feelings, controlling other people's behavior).** A speaker can use conventional phrases

without much meaning in them (e.g. How are you?). Speakers can use plain or metaphorical language ("If you don't obey, you'll get it in the neck!") to be more expressive.

Check your ability to perform the following functions.

Oral functions	Language samples
Providing information	
• Confirmation	
• Denial	
• Promise	
• Rhetorical question	
• Description	
• Narration	
• Reasoning	
Ritualizing	
• Greeting	
• Farewell	
• Congratulations	
• Invitation	
• Condolence	
Controlling other people's be-havior	
• Approval	
• Disapproval	
• Blaming	
• Apology	
• Warning	
• Threat	

Exploratory task 1.3

Study your own style of oral speech. Mark the following statements as T (true) or F (false) with regard to yourself. Describe your communication style. Find among your peers a person with the same oral style as yourself.

Statements	T F
1. I am a blunt person.	
2. I criticize people.	
3. I rarely admit I am wrong.	
4. I can gossip about a mutual friend.	
5. I compliment people.	
6. I use rude language at least sometimes.	
7. I like to talk about myself.	
8. I am a good listener.	
9. I push forward my ideas.	
10. I talk a lot.	
11. I don't mind talking about a situation where I was embarrassed, humiliated and so on.	

Planning and producing oral speech

The process of speaking starts before the actual moment of articulation. A great deal of planning in the process of speech production is done during **speech hesitation pauses.** Hesitation pauses occur mostly before the most important parts of utterance where it is necessary to think hard about what to say. Speakers do not deal with one meaningful chunk of speech at a time. Instead, speakers begin planning the next meaningful clause while uttering the present one.

Oral speech is addressed to an audience. It is time-bound, spontaneous, interactive, exists in real time, is accompanied by non-verbal features, gives an opportunity to rethink and repair, employs phonetic means such as timbre.

This makes oral speech different from written language.

■ Exploratory task 1.4

How will you repair the following conversation making it more organized for writing? Who are the participants and what are they talking about?

Original utterance	Repaired version
• What age did you start at?	
• From ten to eleven.	
• And gave up?	
• About a year ago.	
• Why?	
• It's all like ... all the posters you see about ... and you know ... it gives you ... lung cancer ... and all that ...	
• How did you do it?	
• Just gradually ... went off them ... stopped buying my own ... started cadging them first ...then by the time ... just give ... gave them up after a while ...	

(Tip: This is an interview with a fifteen-year-old who has given up smoking.)

Oral speech produces a **discourse**. Oral "discourse" is a continuous stretch of spoken language acquiring its meaning in the **context** and understood only if we know the **speakers' reality**.

Discourse analysis produces distinction between **interactional and transactional function of the language**. The information-transferring function is called **transactional.** Transactional function of the language is **message-oriented**. The purpose is to get things done. Examples are science reports, news stories, eye witness accounts to the police, a talk between a patient and a doctor, etc. In all the cases it is necessary to extract the salient details, to sequence and to present them to the listener or to the audience. This function is performed for "bringing the message across" and for "getting things done".

Other types of conversation are different. People chat with each other for pleasure. They talk in order to feel comfortable and to be friendly with each other. This function of the language is called **interactional**. Interactional function of the language is **listener-oriented**. The purpose is to "oil the wheels of communication". Such speech consists of friendly dialogues.

Match the following pieces of discourse with the type of language ("transactional" or "interactional").

Discourse samples	Types of discourse
1. ... and with the acting in the film ... you know ... it really works well ... it's a great script to start with ... and all the jokes come through ... very entertaining	
2. ... one thing that I like about my age is that you have a sense of measure ... less and less of these highs and lows as teenagers have...	
3. Young prodigies are of course not confined to music ... take sports for instance such as chess or athletics ... many of them miss a lot in their general education ... their parents' expectations put them under stress as well...	A. Transactional discourse
4. ... well ... you can have lots of emotions ... lots of love ... and you can keep in your emotions and would let it out in little bits ... it's all in your fancy and the more fancy you have the more romantic you are ...	B. Interactional discourse
5. ... in fact it's been estimated that up to 40% of all drugs prescribed in the USA are derived from rainforest resources. These resources have been used for centuries ...	

Conversational discourse has certain typical features: **back-channels** (Uhum), **binomials** (Hit or miss), **discourse markers** (well ... I mean ...), **ellipsis** (Think so. Seen my glasses anywhere? Want another drink? Know where to go?), **fixed expressions (Everybody had a good time), fronting** (To this man I dedicated ...).

Other features are **heads** (That chap, he is ...), **hedges** (He was ... kind of ... sort of), **tags** (She is nice. She is), **tail** (She is nice. Clare), **modality** (He could, probably ...), **vague language** (Can you get me a sandwich or something?).

Conversational discourse uses **sound imitating** words, e.g. The door went "bang", The flames went "Whoosh!" etc.

English conversational discourse often uses **"understatement"**, i.e. putting ideas in a milder form.

In the space provided write the devices found in the conversational discourse.

Discourse samples	Devices
1. It's depressing and ... I mean ... it can even get worse.	
2. And it's to this purpose that he dedicated his entire life.	
3. ... absolutely crazy ... just crazy to behave like that ...	
4. I do feel a sense of responsibility ... kind of feeling ... that is ... sort of ... new to me.	
5. He is the sort of driver that picks up speeding tickets and all that, you know.	
6. And the moment I touched it, it went "whoosh!" and was gone.	
7. He is not quite well mentally, sorry to say it I mean it's a real problem.	

Speaking as a skill depends much on the **communication strategies** (decisions on how to achieve the communicative goal). The list of communication strategies includes: **approximation, paraphrase, word-coinage, negotiation of meaning, time-creating devices (hmm), elliptical language, body-language, mime, changing the subject.**

■ Exploratory task 1.7

Analyze the following conversation: "A man, woman and child are having dinner in a South Philadelphia diner". Answer "questions for analysis" in the right column.

Conversation	Questions for analysis
W a i t r e s s (*to woman*): What're ya havin', dear? W o m a n: I'll have the prime rib with baked potato. W a i t r e s s: How d'ya like the steak done? W o m a n: Medium rare. W a i t r e s s: On your salad?	What kinds of 'standard' and 'non-standard' speech is exhibited in the conversation? What kinds of address forms are used by the various participants in this conversation? In which order does the server address the clients and why?

Conversation	Questions for analysis
W o m a n: Blue cheese. W a i t r e s s (*to boy*): Ok how 'bout you, sweetheart? C h i l d: I'll have a cheeseburger with fries and a coke. W a i t r e s s: O-kay! (*to man*): How 'bout you, sir? M a n: I'll have the spaghetti and meatballs. W a i t r e s s: On your salad? M a n: Ranch. W a i t r e s s: To drink? M a n: A glass of that ... you know ... as usual. W a i t r e s s: O-kaaay, we'll get started on that.	Why do some of the participants never use any address forms; do you see this as impolite, or a lack of deference on their part? What communication strategies are used by the participants?

In order to be successfull in oral communication, one needs **communication skills.** Essential among them are "social skills" or skills in co-operating with people. Social skills are also known as **co-operative skills,** i.e. an ability to communicate effectively in a clear and laconic way.

Exploratory task 1.8

Look at the picture on the left and give your partner commands to enable him/her to draw the same picture without seeing it. You are allowed to use words such as "a straight line", "a curve", "on top", "down the middle", etc.

117
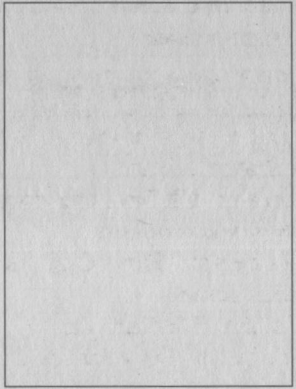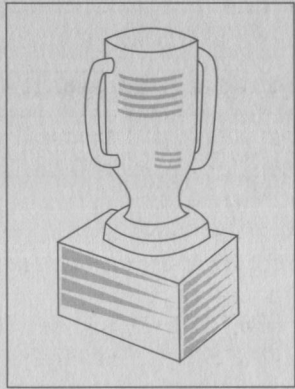
Input reading 2

Teaching to speak

Generally speaking there are **three major principles** (guiding rules) of teaching to speak. Teaching to speak is done through motivated **speaking for meaning.** Teaching to speak is done through **speaking for information.** Teaching to speak is done through **speaking for interaction**.

Communicative exercises in teaching to speak are organized as **information transfer** (extracting certain pieces of information from a non-verbal form, e.g. a table, a graph, a map, etc). Another type of exercises is the **information gap** (information is conveyed from the person who possesses it to the one who lacks it). An iformation gap can take the form of a **jigsaw** (each learner has only some information, which is part of the whole and is to be brought together by means of oral communication).

Communicative techniques can be isolated as shown below:

| Communicative techniques		
Non-reality techniques	**Simulation techniques**	**Reality techniques**
Preparation for the language	• Games • Information gap • Jigsaw • Information transfer • Role-plays • Discussions • Projects	• In-class socialization • Out-of-class socialization

Communicative games have a task, rules, participants, competition, winners. Games can be classified as follows:
- information gap games (the winner is the first who compiles together all the necessary information from other participants);
- matching, contrasting and comparing games (fitting, exchanging, collating, spotting differences);
- sequencing games (the winner is the first who does the correct sequencing);
- guessing games (the winner is the first who makes the correct guess, e.g. "Who am I?", wearing a sticky label on one's forehead and asking questions about oneself);

- community games (popular pastime games like "crosswords", "dominos" or "bingo" with a language focus in mind);
- attention games (the winner is the one who is most attentive in performing the tasks);
- memory games (the winner is the one whose memory works best);
- general knowledge games (the winner is the best one at general knowledge quizzes);
- board games (a game organized between couples or groups of partners with a playing board, e.g. a grid and dice with a task in each box of the grid and the order of tasks determined by casting the dice).

▮ Exploratory task 2.1

Run this typical "information-gap" activity and reflect on the procedure. Student A is given the plan of an apartment. Student B has a blank sheet, student A is to describe the plan of the apartment to student B without showing the sketch to him. Student B can ask comprehension-check questions. After the students have finished the task, the drawings are compared.

Student A	Student B
←Smaller bedroom ↑↑ Sitting room ↕ ← Bigger bedroom Kitchen area ↓ Bathroom ←—— ↑	
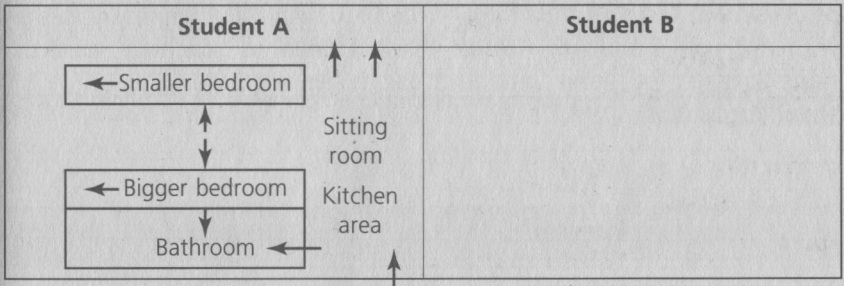
(Ideas borrowed from Watcyn-Jones, P. Pair Work — Student A. Pair work — Student B. Penguin, 1981. P. 42.)

Items of analysis	Comments
1. Motivation and involvement	
2. Challenge	
3. Useful language used	
4. Questions from the listener	
5. Degree of success in drawing the sketch	

Run the "jigsaw" activity to practice speaking. Student A has a text, which is the beginning of the text for student B. The two texts complement each other. Without showing the texts to each other the learners ask each other "Yes — No" questions (comprehension-check questions are allowed too, e.g. "Do you mean to say that ...?) and pool the whole information together. Reflect on the procedure.

Text A	Text B
The British Prime Minister called for the modernization of the comprehensive system, encouraging "diversity" and innovative approaches to raising standards. This could mean the end of the traditional school day and the opening of classrooms around the clock — with schools offering out-of-hours classes for pupils and the wider community.	Schools must be able to serve the particular needs of pupils who might excel at sport or music or drama. There are many children sitting in schools today with low ambitions but huge reserves of talent that have never been unearthed. Another emphasis is the importance of teaching modern languages at schools.

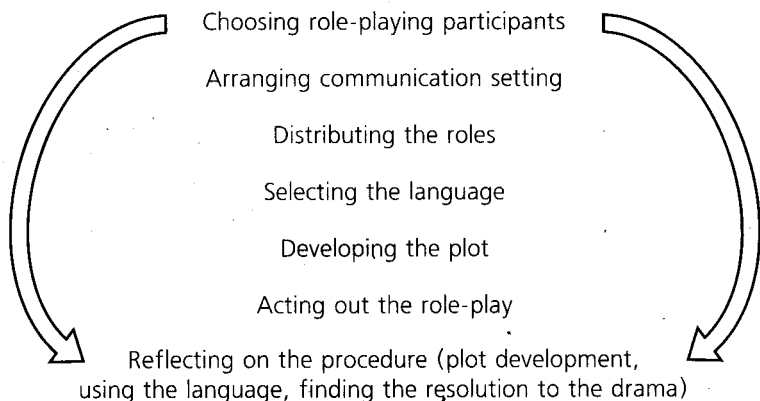| Items of analysis	Comments
1. Clarity of instruction	
2. Motivation and involvement	
3. Challenge of the task	
4. Useful language	
5. Comprehension-check questions	
6. Time required to complete the task	
7. Degree of success	

Simulation activities

Simulation activities are replicating reality for language study purposes. Simulation can take the form of role-play and problem-solving. Role-plays can be based on roles and scenarios.

Role-play can be described with at least four features: closeness (a plot can be very close to one's own experience or distant), situation (a situation can be everyday or unusual), realism (the circumstances can be realistic or imaginary), personality (the characters of the role-play can resemble the participants themselves or be alien to them).

Role-play can be **controlled** (the participants are responsible for the language they use), semi-controlled (participants are partly expected to use the prescribed language), **free** (participants are responsible for the message and not for the prescribed language), **small-scale** (lasting for a lesson or less) and **large-scale** (lasting for more than a lesson or perhaps for the whole term).

The steps of running a role-play in the lesson are shown by the graph.

Choosing role-playing participants

Arranging communication setting

Distributing the roles

Selecting the language

Developing the plot

Acting out the role-play

Reflecting on the procedure (plot development, using the language, finding the resolution to the drama)

Exploratory task 2.3

The task is done in a group of three. This role-play has a "hidden agenda", i.e. the participants communicate in order to achieve a goal, which they never make explicit. Two participants act out a role-play according to the role-cards. The third participant is an observer and is to infer the "hidden agenda" from the overheard conversation (this participant should not see the role-cards!).

| Card 1	Card 2
You have met your old school-mate whom you like as a person and probably once secretly loved. You desperately want to invite the person to a cup of coffee but feel very shy yet persistent.	Oh! An old school-mate! No time as always. This job pressure all the time. Will now invite me to lunch or at least to coffee... I must be polite, friendly but firm...

Discussion is a simulation of reality for study purposes with problem-raising task, cooperating or challenging viewpoints of participants, polarization of opinions, decision-making and problem-resolution.

A discussion can be organized as **a pyramid discussion**. It means that a problem task is given to pairs of students.

Once a pair has solved the problem, two pairs are put together to compare answers and to agree a joint solution to the problem. Then larger groups continue to discuss the problem and to work out a single solution. Finally a single variant for the whole of the class is worked out.

Problem situations can arise if there is an obstacle towards the goal, alternative points of view, choice among the alternatives, rating of items, situation of challenge (life-threatening circumstances, etc.).

Elements of organizing a discussion in the lesson are shown by the graph below.
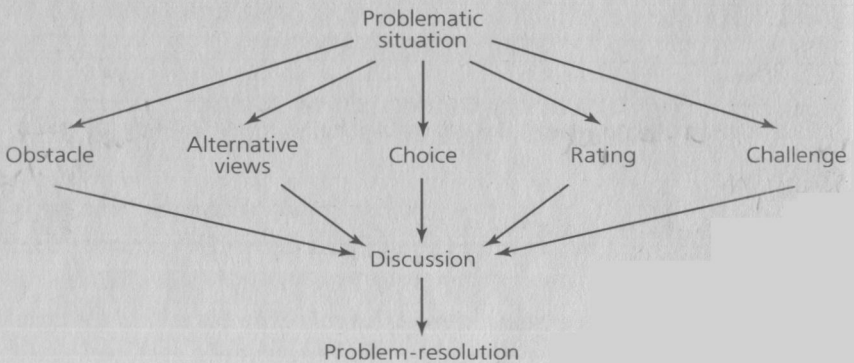
■ SAQ 2.1

Match the ways to set up a problem for discussion with the topics for discussion.

Ways to organize a discussion	Topics
1. Obstacle to a desired goal	A. What makes business successful?
2. Alternative points of views	B. A portrait of a happy family
3. Choosing among the alternatives	C. Is violence justified?
4. Rating items	D. Sleeping rough
5. Situation of challenge	E. How to remain happy?

■ Exploratory task 2.4

Students comment on the following proverbs and sayings that have the word "love". After the activity the evaluation form is completed (1 — no, 2 — in a way, 3 — yes).

Proverbs	Comment
1. One cannot love and be wise.	
2. Love is blind.	
3. Love me, love my dog.	
4. Love will find a way.	
5. Money can't buy you love.	

(Adapted from Ramsey, G. and H. Rees-Parnall. Well Spoken. Longman, 1996. P.13.)

Evaluation statements	1	2	3
A. The task motivates the discussion			
B. Students produce long speech turns			
C. Students use topical vocabulary			
D. Grammar is adequate			
E. Students interact in the debate			

Organize discussion activity "mazes" (the idea is after Berer, M. and M. Rinvolucri. Mazes. Heinemann, 1981) and reflect on the procedure (use the evaluation form below). The subject of discussion is "Wearing safety belts: a choice or a must?" The participants choose from the first three cards. They read the opinions, comment on them, debate with each other and go to the next card as prompted. At the end the participants discover whether they know the American law on wearing seat belts in cars or not.

(Adapted from BBC World Service Internet Page. Talking Point.)

1. Drivers must wear safety belts. Go to card 4.	2. Drivers may wish to wear safety belts. Go to card 5.	3. Drivers may not wear safety belts. Go to card 6.
4. Drivers must take care of their and their passengers' lives. Go to card 7.	5. Drivers can decide on whether to protect their lives with belts or not. Go to card 8.	6. Drivers are not obliged to protect their own and their passengers' lives. Go to card 9.
7. Police will ticket the driver without a safety belt. Go to card 10.	8. Police will only stop the driver for speeding. Go to card 11.	9. A driver can't be punished for not wearing safety belts. Go to card 12.
10. Ticketing drivers for not wearing safety belts is against US law. Go to card 13.	11. If the car is pulled over, the driver can be ticketed for no safety belt. Go to card 14.	12. If the car is pulled over, the driver is ticketed for speeding only. Go to card 15.
13. You should know US law better. Read the driving code.	14. You know the US driving code. Safe ride!	15. You should know US law better. Read the driving code.

Items of evaluation	Yes or No
• Language goal (what language is to be learned) is clear	
• Instruction to the activity is concrete	
• Language of the activity is comprehensible	
• The procedure is motivating and interesting	
• The activity is mind-broadening	
• The activity fits well within the time limits	
• I will use this type of running discussions with my learners	

Presentation

Presentation is a structured individual or group talk made for the audience. Presentation is done in the following **stages**: introducing the subject and the team, performing the scenario of the presentation, receiving feedback. There are certain **presentation techniques** to keep the audience interested during the performance.

Exploratory task 2.6

Choose the subject of your own presentation and give examples of how you are going to keep the audience interested.

Techniques	Examples
• Ruin expectations of the audience.	
• Use examples.	
• Show illustrations.	
• Ask the audience for feed-back.	
• Encourage the audience to think.	
• Contrast views.	
• Modulate your voice.	
• Highlight the message.	
• Close effectively.	

It is often useful to give the learners the **cues**, from which they can speak. Types of cues in a variety of speaking tasks include **cards, notes, table of data and graphs, mind-maps, plans.**

Speak from the following cues and say which cue you liked most of all and why.

Cue 1

You want to sell an old computer that is actually in good condition. Sound enthusiastic. Describe what successes you have achieved working with this PC. Describe how nice this small screen is. The keyboard though old is very soft. The computer memory is limited but it is much bigger than human memory. The machine is slow but you have time to stop and think instead, etc.

Cue 2

You want to speak about gender differences. Here are your notes: women live longer, are more often unemployed, become prisoners less often, marry younger, are less likely to die of heart attacks, smoke a lot, more men in politics, among pilots, miners, soldiers, priests (now changing), less men beauticians and nurses.
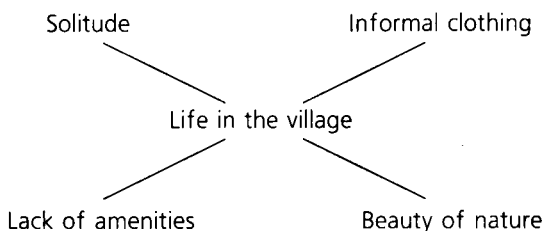
Cue 3

You want to speak about pay-and-prestige of different professions. Use the graph (you can question the gragh if necessary):
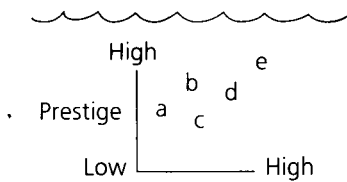
Pay: a) teachers, b) doctors, c) officers, d) lawyers, e) bankers

Cue 4

You will speak about life in the village using the mind-map:

Cue 5

You will speak about advertisements on TV according to the plan:

- Give an introductory phrase.
- Describe an ad that you like.
- Describe an ad that you dislike.
- What do you find irritating about the ads on TV?
- Make suggestions.

An important type of activity in teaching to speak is **socialization**. Socialization is actual experience of oral communication with empathy, personal interactive contact, support-seeking and care-giving communication. It is spontaneous, relationship-based, unplanned, private and supportive. Socialization can be trained in activities that help to develop **social skills** in learner. These skills are necessary to develop learner interaction in the classroom.

▌Exploratory task 2.8

Consider the following techniques to develop social skills in learners and say what social skills can be developed with their help:

Techniques	Social skills
• Strip stories (telling a story with each student saying an episode in turn	
• Seeing through other people's eyes (saying what others might think and feel about the subject)	
• Rally (practicing public addresses)	
• Conflict resolution (practicing the way to intervene in conflict situations)	
• Friendly chat	

Taking part in oral communication may run up **against cognitive problems.** There are ways of resolving the difficulties that the learners may experience during the speaking tasks.

Match the learner difficulties and the "remedies" for them.

Learner difficulties	Remedy
1. Can't finish the talk	A. Introduce competition
2. Can't start the talk	B. Offer the beginning of the talk
3. Cheat in games	C. Give language chunks
4. Lack ideas	D. Focus on turn-taking
5. Lack enthusiasm	E. Set a time limit
6. Lack language	F. Focus on the rules of the game
7. Losing the thread	G. Highlight the goal
8. Lack interaction	H. Create an information gap
9. Switch code	I. Introduce fines for using L1
10. Time abuse	J. Brainstorm in small groups

Three-phase framework

Three-phase framework of teaching to speak consists of **pre-speaking, while-speaking and post-speaking activities.** These activities are shown in the table:

Phase	Contents
• **Pre-speaking**	Schemata and language activation Speaker motivation Idea preparation
• **While-speaking**	Role-playing, problem-solving, story-telling game-playing, socializing
• **Post-speaking**	Reflection on the activity Focus on language Focus on ideas Integrated skills Further tasks

Pre-speaking activity is to prepare the participants for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. Brainstorming is an activity used to generate ideas in small groups before the main speaking activity. The purpose is to generate as many ideas as possible within a specified time period. The ideas are not evaluated until the end of activity time.

Motivation of participants can be enhanced when they clearly see the communicative problem and the ways to resolve it.

While-speaking the participants actually resolve the communicative problem and produce its resolution as a result of the role-play, problem-solving, socialization or communication game.

Post-speaking can provide opportunities for the learners to re-visit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, i.e. reading-and-speaking task, listening-and-speaking task, speaking-and-writing task, etc.

■ Exploratory task 2.10

Refer the following tasks to either pre-speaking, while-speaking or post-speaking activities. (The learners are shown a photo, on which a man is ready to jump from the roof of a high-rising building).

Task	Phase
A. What words and phrases have been used to describe what the man felt? B. Write a note that the man had left before deciding to take his own life. C. Why do you think the man is standing on the edge of the roof? (the photo is demonstrated to the learners) D. Why do you think the man is bending down? (the photo is demonstrated to the learners) E. Do you think the man might have a sense of adventure? F. What type of character does one need to jump from the top of a high-rise building? G. Discuss in small groups the reasons why people decide to take their own lives and produce a list of reasons. H. Share the results of discussion with other small groups.	1. Pre-speaking 2. While-speaking 3. Post-speaking

Work out a three-phase framework for a discussion activity by using the suggested material. The point of discussion is "Who should be blamed for school truancy?" The main "while-speaking" phase is given to you below. These are the opinions of the British people on the problem of truancy (the poll was conducted by BBC Radio). The opinions are shown on the grid. The learners are to make their way through the grid by choosing the opinions that they agree with and by giving comments to support their choice. When they come to one of the "exits" they will find out whether their position is in the "majority" or "minority" among the UK public.

Children may have a problem at school.	Lessons are perhaps boring.	Teachers must be rude and not cooperative.	School is to blame.
Children are all lazy these days.	Children do not think of studies.	Children are mischievous.	Bring the birch back to class!
Parents must keep an eye on children.	Parents must talk to their children.	Morals should be taugh at home.	Parents should pay the fine.

(After you have done the task, see the "tip" in the Answer Keys.)

Framework for the description of the activity:

Phase	Procedure	
	Teacher	**Learners**
Pre-activity		
While-activity		
Post-activity		

Integrated task (to be done in the classroom or with your peers)
- Clarify your goal of teaching.
- Describe your teaching situation.
- Give details of the activity to teach speaking.
- Provide transcripts of how the activity went.
- Comment on the teaching procedure.
- Suggest ways to improve the teaching process.
- Draw conclusions.

Answer Keys

SAQ 2.1
1E, 2C, 3B, 4A, 5D

Exploratory task 1.5
1B (sharing impressions); 2B (sharing opinions); 3A (an episode from a lecture); 4A (psychological counselling); 5A (scientific report)

Exploratory task 1.6
1) discourse marker; 2) fronting; 3) ellipsis; 4) hedges; 5) vague language; 6) sound imitation; 7) understatement

Exploratory task 2.9
1E, 2B, 3F, 4J, 5A, 6C, 7G, 8H, 9I, 10D

Exploratory task 2.10
A3, B3, C1, D1, E1, F2, G2, H2

Micro-teaching
Those who think that parents are to pay fines for their children playing truant make up the majority in the UK.

Glossary

Argument is a genre of group dialogue, in which speakers attempt to seek a solution by pursuing their own points of view

Communicative competence is the knowledge of how to achieve a goal by using oral communication

Communicative function is an oral language activity to request or give information, to perform rituals or to manipulate each other's behavior

Communicative strategies are language devices used by participants in a conversation to achieve the goal (achievement strategies) or to give up a goal and save face (reduction strategies)

Communicative techniques are the ways to organize teaching activities for the purpose of instruction including **non-reality techniques** (preparation for language), **simulation techniques** (role-play, problem-solving or group discussion, communicative games, etc) and **reality techniques** (socialization in the real world with native speakers)

Conversational analysis is the study into how humans talk to each other and interact with each other

Conversational discourse is a stretch of spoken language featuring **ellipsis** (omission of sentence elements), **discourse markers** (Well ...), etc.

Debate is a genre of group dialogue, in which speakers attempt to find a solution by overcoming differences

Description is a genre of monologue, in which a speaker gives an account of an object or a process

Dialogue is a genre of conversation between two or more people with an exchange of relatively short turns

Discourse (oral discourse) is a continuous stretch of spoken language in the dialogue or monologue mode featuring communicative message, cohesion, coherence and contextual reference

Discussion is a genre of group dialogue, in which speakers attempt to seek a solution by looking at various aspects of the problem from various angles

Group discussion is a problem-solving activity with a puzzle, conflict of opinions and problem-resolution as a result of concerted group efforts

Information gap is a teaching technique to distribute information unevenly among the participants in order to stimulate their interaction in an attempt to pool all the information together

Interactional language focuses on the listener and aims at "oiling the wheels" of communication and contact

Monologue is a relatively long speech turn

Narration is a genre of monologue, in which a speaker describes a process or an event in chronological order

Negotiation of meaning is the communicative strategy to bridge the gap of understanding between the participants in oral conversation

Presentation is a communicative technique of bringing before the public the results of one's individual or group performance

Problem-solving is a communicative technique with a puzzle, conflict of opinions and problem-resolution as a result of individual or group efforts

Project is an activity to resolve a problem by tapping available resources and producing a final product

Reasoning is a genre of monologue, in which a speaker follows a logical sequence and comes to a conclusion

Role-play is a communicative technique with role distribution, plot development and resolution of the situation

Slips of the tongue are oral language inaccuracies caused by brain processing failures

Speaking is a communicative skill of sending an oral message

Transactional language focuses on the message and aims at getting things done with business in mind

` References and Further Reading

Aitchison, J. The Articulate Mammal. An Introduction to Psycholinguistics. L., N.Y., 1999.

Berer, M. and M. Rinvolucri. Mazes. Heinemann, 1981.

Bialystock, E. Communication Strategies. Oxford: Blackwell, 1990.

Brown, G. and G.Yule. Teaching the Spoken Language. CUP, 1997.

Brown, G. and G. Yule. Teaching the Spoken Language: an Approach Based on the Analysis of Conversational English. CUP, 1983.

Brown, H. Principles of Language Learning and Teaching. Prentice Hall, 1994.

Brown, R. Psycholinguistics. Selected Papers. N.Y., 1970.

Bygate, M. Speaking. OUP, 1987.

Byrne, D. Teaching Oral English. Longman, 1986.

Carter, R, and M. McCarthy. Language as Discourse: Perspectives for Language Teaching. London:Longman, 1995.

Carter, R. and M. McCarthy. Exploring Spoken English. CUP, 1997.

Ellis, R. The Study of Second Language Acquisition. OUP, 1994.

Hadfield, J. Advanced Communicative Games. Nelson, 1987.

Harley, T. The Psychology of Language. Psychology Press, 1995.

Hymes, D. On Communicative Competence. University of Pennsylvania Press, 1971.

Johnson, K. Five Principles in a "Communicative Exercise Type". Communicative Syllabus Design and Methodology. Prentice Hall, 1982.

Jordan, R. "Pyramid Discussion". ELTJ 44/1. 1990.

Lightbown, P. and N. Spada. How Languages Are Learned. OUP, 1993.

Littlewood, W. Communicative Language Teaching: an Introduction. CUP, 1981.

McDonough, S. Strategy and Skill in Learning a Foreign Language. London, 1995.

Nunan, D. Introducing Discourse Analysis. Penguin Books, 1993.

Nunan, D. Language Teaching Methodology. Phoenix, 1991.

Porter Ladousse, G. Role-play. OUP, 1987.

Roth, I. Ed. Introduction to Psychology. The Open University, 1994.

Sheils, J. Communication in the Modern Language Classroom. Strasbourg, 1988.

Ur, P. Discussions that Work. CUP, 1991.

Ur, P. A Course in Language Teaching. CUP, 1996.

West, R. Developing Speaking Materials — Role-play and Simulation. Unit 5. The University of Manchester, 1995.

West, R. The Teaching of Speaking Skills in a Second Language. Unit 0. Introduction. The University of Manchester, 1995.

Wright, A., M. Betteridge and M. Buckby. Games for Language Learning. CUP, 1984.

Teaching to Listen

The aim of this unit
- To make you think about listening as a communicative skill
- To get you acquainted with the techniques for teaching to listen
- To reflect upon effective ways of teaching to listen

What do you have to do in this unit?
A. Warming-up discussion
B. Input reading
C. Exploratory tasks
D. Self-assessment questions
E. Micro-teaching
F. Integrated task

Input reading 1

▉ Warming-up discussion 1.1

There are numerous situations, in which it is necessary "to listen". In the left column below you will read what you "hear" in the real world. In the right column you will write what you "listen to" in each case.

What you hear	What you listen to
• Live conversations	
• Announcements at the airport or railway station	
• News on radio or TV	
• Radio or TV for entertainment	
• A play or performance	

What you hear	What you listen to
Discourse in a film	
• Songs	
• A lesson or a lecture	
• Telephone partner	
• Somebody's instructions	
• Public speech	

(Adapted from Underwood, M. Teaching Listening. Longman, 1989. P. 5-7.)

Listening as a communicative skill

Exploratory task 1.1

The notion of "listening" is often paralleled to "reading" in the sense that both are receptive skills. Features of listening are given in the left box. Give features of reading in the right box.

Listening	Reading
• Listening to pronunciation	
• Listening to self-repairs	
• Listening to intonation	
• Mishearing is possible	
• Situational context is essential for comprehension	
• Cohesive devices are seldom used	
• Many non-meaningful words are used (discourse markers such as "well")	
• The message is interpreted "here and now"	

(Adapted from Rost, M. Listening in Language Learning. Longman, 1998. P. 9-10.)

Listening is an act of interpreting speech that one receives through the ears. **Hearing** is an act of receiving the language through the ears without interpretation. In real life we can hear somebody speak without actually listening to what is being said. Listening is a communicative skill to get the meaning from what we hear. People listen in order to **remember** what they hear verbally or for the sake of **meaning retention**. They listen in order to **evaluate** critically what they hear or to **give supportive empathy**. They can **derive aesthetic pleasure** from what they hear or **produce listener's feedback**. They can **fulfil the instructions** in the heard text.

■ Exploratory task 1.2

In the left column you will see the functions of listening. In the right column indicate the communicative situations, in which these functions are necessary.

Functions of listening	Communicative situations
Remember the contents verbally	
Retain the general meaning	
Evaluate critically what we hear	
Give supportive empathy	
Derive aesthetic pleasure	
Produce a listener's response	
Fulfil the instructions	

Listening to the spoken language involves **hearing the sounds, recognizing words, understanding different accents, understanding intonation, coping with "noise"** (external interference and indistinct pronunciation), **recognizing sentences, predicting the meaning, understanding whole discourse.**

■ Exploratory task 1.3

Rate the following listening operations in order of difficulty for you. Which do you think is the most difficult operation for a non-native listener that in most cases will tell a native listener from a non-native one?

Operations	Rank
• Hearing the sounds	
• Recognizing words	
• Understanding different accents	
• Understanding the meaning of intonation	
• Coping with noise	←
• Recognizing sentences	
• Predicting the meaning	
• Understanding whole discourse	

Spoken language is generally recognized by a combination of **bottom-up** and **top-down** processing. Bottom-up processing is driven by what the listener hears. Top-down processing is driven by the ideas that are ready in the listener's head. The experiments show that if the listeners have got a correct idea ready in their minds about the heard text, they do not even notice the sounds that were deliberately deleted from the recorded text.

Exploratory task 1.4

Indicate (✓) what approaches (top-down or bottom-up) you will implement in listening to the texts with the headlines listed below.

Headlines	Top-down	Bottom-up
"Slimming diets"		
"Nervous children"		
"Mass shooting in American school"		
"Chemical reactions in a tea pot"		
"Child in chains"		
"How to protect (yourself) from the flu"		
"Copycat crimes"		

The process of listening

Listening as a receptive communicative process has its "product", i.e. the information received. The ultimate purpose of listening is to get the **"ideational structures"** of the message, which makes a coherent whole. This coherent whole on paper can take the form of the **"story map"**, **"flow diagrams"** and **"tree diagrams"**.

The function of the **grid** is to organize the message in **chunks of meaning** as a result of the listening process. E.g.

Who?	When?	What?	How?	Why?

The function of the **flow chart** is to retain the **sequential relationship** between the elements of meaning in the oral text, which is perceived in the process of listening to it. These texts can describe a process, a set of instructions, narrate events in a chronological order or show a chain of cause and effect.

Event 1 ———— Event 2 ———— Event 3

Students can be given the task of listening to "how potato crisps are made". To do the task they are to look at the diagram and to complete the notes in each box in the diagram. Each box equals one stage of the process.

1. Large potatoes are washed ...	2.	3. The peeled potatoes are ...
4.	5.	6.
7.	8. The crisps are put into ...	9. Finally ...

(Adapted from Rixon, Sh. Developing Listening Skills. Modern English Publications. London, 1986. P. 69.)

A heard text can generate a **classification diagram.** Usually it contains the rubrics for the features and qualities of the phenomenon under study. E.g.

Living Beings			
Animals ?	• Feeding • Breeding • Breathing • Moving	• Food-chain • Internal circulation • Senses • Reaction	Plants ?

A text can produce a **reasoning map** as shown below. A "reasoning map" can contain the definition of the problem, possible solutions to this problem, evaluation of consequences for every suggested solution and the preferred decision to be made.

Problem		
Solution 1	**Solution 2**	**Solution 3**
Consequences	**Consequences**	**Consequences**
	Preferred solution	

(Adapted from Rixon, Sh. Developing Listening Skills. Modern English Publications. London, 1986. P. 61.)

The function of the **tree diagram** is to store the information, which was heard in the spoken text and to show the relationship between the items. The most common example is the "family tree" (see the following tree diagram of the text about "stage-fright").

State-fright

Fear

Panic

Anxiety   Increased heart rate   Sweaty palms   Feeling of terror
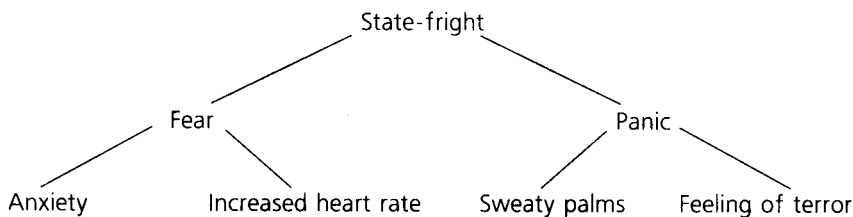
(After Burgess, S. and R. Acklam. First Certificate Gold. Teacher's Book. Longman, 1998. P. 58.)

If the text is built around one concept, to which other details are added (e.g. "What is happiness?"), then a suitable way to represent the contents can be a **mind-map**. It has one central concept in the middle and the surrounding notions or details linked to the central concept.

Happiness
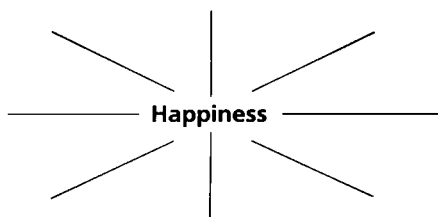
In order to keep a mental record of the heard information about dynamic processes, the listeners can resort to **graphs and bar charts**. E.g. "temperature and rain dynamics" during a limited period of time as reported in the text for listening.
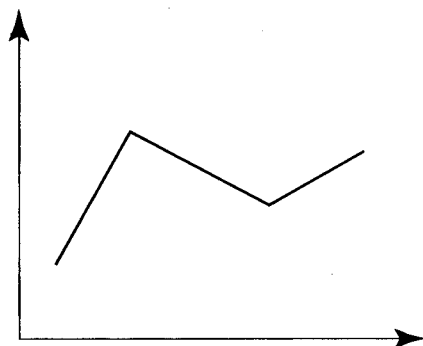
Temperature dynamics during
four weeks
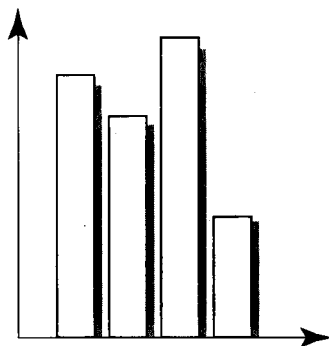
Rain dynamics during
four weeks

Another way to retain the information from the heard text is by **visual image**. A possible task can be to label the parts of the car from the description you hear.

◼ SAQ 1.1

Match the text topics and the best way to represent their "ideational structure" visually.

Topic	Ideational structure
A. Historical dates	1. Story map
B. Fiction story	2. Flow chart
C. Log book	3. Classification diagram
D. Philosophical essay	4. Reasoning map
E. Problem analysis	5. Tree diagram
F. Physical process	6. Bar chart
G. Survey results	7. Graph
H. Types of people's character	8. Mind-map
I. Types of human character	9. Numerical table

Ask one of your peers to read the text for you. Tick off the items in the evaluation table that can lead to difficulties of listening. Give recommendations of how to make listening easier.

As a rule, the faster you lose weight, the more likely you are to gain it back. In addition, fast weight loss may harm your health. To lose weight, you have to reduce your intake of calories and increase your physical activity. I agree with many health experts who recommend a combination of diet modification and exercise as the most effective way to lose weight and keep it off. Merely reducing calories often makes dieters feel hungry because it cuts down on important vitamins and minerals. This can end up sabotaging your efforts. Revising the diet by replacing many of the calories from fats with calories from other food groups and exercising several times a week should keep most people feeling full, satisfied, and motivated to continue healthful eating habits. Before beginning any weight-loss program, check with your doctor. Make sure your diet is well-balanced, and meets dietary guidelines set by experts in clinical nutrition.

Difficulties of listening	✓
Unknown language (words and grammar)	
Unintelligible manner of presentation (poor clarity of diction, etc.)	
Unfamiliar topic (never heard of the problem)	
Lack of own experience (have never been in the circumstances)	
No visual clues (images, gestures, mimicry)	
No personal opinion (have never thought about it)	
No expectations about the text (the information came all of a sudden)	
Recommendations for making the process of listening easier	

Stages of the listening process

The process of listening consists of three distinct stages. In the **first stage** what we hear goes into the sensory store called **"echoic memory"** and is organized into meaningful units. At this stage the listener does not have much time to sort out the information. **The second stage** is the processing of information by the **"short-term memory"**. This is also a brief stage lasting some seconds and the purpose of it is to blend the meaningful units together into one single unit of text comprehension. Once the message has been grasped, the exact wording is of no more importance and is obliterated from memory (some listeners can remember particular wording for a very long time though). **The third stage** is the transfer of information to the **"long-term memory"** to be used either after listening as the "listener's response" or later at an appropriate moment.

■ Exploratory task 1.6

Ask a peer to read a text from the left box for you (mask your text). S/he will make pauses at the text-dividing lines. You are to write in the space provided what you know at the moment about the contents of the text. Each time you should rewrite in the new box the whole of your digest when there is a pause but you will have to compress more and more information within the same space. Compare the work of your "processing memory" with your peers.

Text	Digest
... rain forests are being destroyed ... and ... an area the size of Britain is disappearing every year ... Well, that is equivalent to the size of the football pitch destroyed every second ...	
The rain forests are logged ... they are cut down ... commercial companies sell the wood and ... the business is very profitable ... one single tree costs a lot on the market ...	
These forests are ... they are the cradle of life ... They are home for indigenous people in many places ... the forests contain between 50 and 90 per cent of the animals ... isn't that a lot!	

Information processing

Understanding the language that we hear is a process, which can be called "inferential", i.e. we make **inferences** (assumptions) during listening. Listening is not a straightforward matching of sounds to some exact meaning. A listener certainly performs an auditory analysis of the speech signals as they are produced by the speaker but the most essential part of the process is "meaning making". There is no direct correspondence between what is said and what is heard. Not everything can be perceived by the listener or interpreted exactly as was intended by the speaker. Listeners perceive the language according to the probabilities they have made and the expectations they have generated about what they have heard. In the process of hearing a discourse, a listener usually signals comprehension and provides "back-channelling" responses (e.g. aha, oh, etc.). The role of the listener is to reconstruct and in many cases to create the meaning of the speaker's message as encoded or possibly intended in the speech signals. This process can be shown by the flow chart:

| Information source | Message | Receiver | Message reconstruction | Message comprehension |
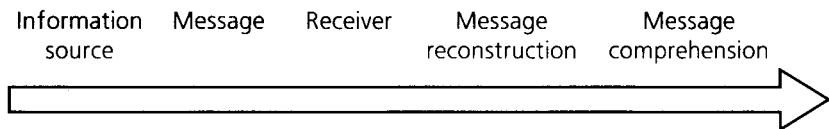
Information processing continues to be viewed as an **encoding-decoding process**. Yet, the growing theme in cognitive science is that people not just simply receive the knowledge, which is sent to them by the speaker. People actively construct the knowledge that they hear and the process of listening in verbal communication is thus a **construction and reconstruction process**. The process of meaning construction/reconstruction is done through the **inferences** that the listener makes during the process of aural comprehension. The process of **making inferences** includes estimating the sense of the words, constructing propositions (assumptions) about the text, assigning a general meaning to the heard text, making logical links in the heard text (connecting ideas in mind) and assuming a plausible (possible) intention of the speaker. In this sense, the process of aural comprehension is a **collaborative process** where the listener collaborates with the speaker.

▮ Exploratory task 1.7

Have your group peer read the text from the left box for you (the text should be masked for the listeners). In the right box write the inference that you have made while listening. Your inference should not exceed 25 words. Share the results with the peers.

Text	Inference
Adventure sport is a growing area ... and ... more and more people want to test their nerves ... they try hang-gliding, bungee jumping, ski-diving and other risky things ... some people say though that car driving is much more risky ... People enjoy boasting to their mates about how brave they are ... Seeking sensation is a personality characteristic ... it is not just excitement ... Terror is wonderful!	

If the process of listening is understood as a collaborative discourse, then the participants in this process perform certain **listening roles.** Listening roles differ in the way the hearers get involved in the information that they hear. Some of them can be involved very actively in what they listen to, while others can be passive and inattentive listeners.

Listeners' roles are shown in the table:

Role	Features
• Addressee • Auditor • Eavesdropper	A person who is spoken to directly and is to take the information in fully A person who is spoken to directly but not expected to have a full grasp of the information A person not addressed directly and expected to possibly mishear something

Exploratory task 1.8

Ask a peer to read a text for you from the left box (the text should be masked for you). Choose a listener's role (addressee, auditor or eavesdropper) but do not disclose your role to your peer. Listen to the text and write in the right box what you have heard in accordance with your "role". Let your peer read your notes and identify your role.

Text	Notes
The storm started to develop ... and the sea was ... you know ... swelling ... the sky was greying over and ... and winds got higher and higher ... the sea was building up ... it was now a rolling sea with mountainous waves ... the sea was howling and rumbling ... it was really incredible ... blimey!	

Input reading 2

Listening in teaching and learning

The process of teaching to listen is guided by **principles**.

Principle 1. Teaching to listen as a communicative skill. This principle means that listening activities develop in the language learners the ability to listen to the language in real world settings and to use this skill for receiving information from the heard discourse.

Principle 2. Teaching to listen to authentic materials. The principle implies that the discourse for listening is expected to be either "authentic made", i.e. produced by native speakers for the purpose of natural communication or "authentic like", i.e. produced by native/non-native speakers for teaching purposes but having all the features of the natural English discourse.

Principle 3. Teaching to listen as an integrated skill. Listening is very seldom done for the purpose of "listening only". Usually people listen and speak, listen and write, listen and read. This is how listening is integrated with other communicative skills of reading, writing and speaking.

Exploratory task 2.1

Give examples of the tasks that would meet the principles of teaching to listen.

Teaching to listen as a communicative skill	Teaching to listen to authentic language	Teaching to listen as an integrated skill

Listening can be taught as an **active, extensive and intensive process.**

Active listening is a serial process (done step by step), the purpose of which is to get a very accurate grasp of the information. As a result the listener can get the heard facts, summarize the information and remember it. Essentially, active listening is **listening for details. Extensive listening** is a holistic process with the purpose of grasping the general meaning (the gist) of the heard language. The information that is received as a result of extensive listening is usually compressed and lacks detail. Extensive listening is **listening for the gist. Intensive listening** is a parallel process of both listening and making assumptions about the heard discourse. "Intensive listening" is task driven and purposeful, because listeners have the purpose of solving a certain cognitive problem. "Intensive listeners" can be judgmental and critical (have opinions and put to doubt what they hear). Intensive listening is **listening for inferences.**

Mark the following statements as T (true), F (false) or D (debatable).

Statements	T F D
1. Listening is taught for building up language in learners.	
2. Authentic texts make listening more difficult.	
3. Writing can come before or after a listening task.	
4. Active listening implies making inferences.	
5. Extensive listening is aimed at all sorts of small details.	
6. Intensive listening is a deep thought process.	
7. Memory matters most in listening.	

Activities for teaching listening

Listening exercises include:

making a tape-script, repeated listening with wandering gaps in the played text, ticking lexical items and grammar structures used in the text, ticking what was mentioned and what was not mentioned (some items on the list may not have been used at all in the text), listening and doing, drawing, marking, dramatizing, answering questions, guessing from the text, sequencing the order of speakers and/or events, listening and matching (texts, graphs and pictures), completing gaps in the text (cloze procedure), completing the chart, ticking in the list the paraphrased sentences with the same meaning as in the text, ticking true or false sentences, predicting the continuation of the text, commenting on the text, giving personal associations, reasoning, picking up details, remembering details, transferring information to a table or to a graph, etc.

■ Exploratory task 2.2

Give your own examples to the following activities for teaching listening (some have been done for you).

Activities	Examples
1. Listening with wandering gaps	Playing the text several times, each time muting the sound in a different place
2. Ticking lexical items	
3. Listening and labelling	
4. Guessing from the text	
5. Listening and matching	
6. Completing gaps in the text	Listen to the text and complete the gaps in the written version
7. Ticking true or false sentences	
8. Transferring information to a table	
9. Commenting on the text	Making learners compare what they knew before and after listening

Activities for teaching to listen can be of the following types: **listen and do, listen and transfer, and listen and infer.** "**Listen-and-do" activities** imply that the language learners listen to the language and while listening they perform commands, follow instructions, draw, tick off items on the list, sequence the text, match strip cartoons (picture stories), maps, plans, family trees, pictures with the heard texts, etc.

▮ Exploratory task 2.3

Learners are given a recorded passage describing changes in the zoo layout. Introduce the necessary changes in the sketch of the animals in the zoo and reflect on the difficulties in performing this task.

Zebras. Giraffes Monkeys	ENTRANCE	Pandas. Empty. Camels
Pelicans	Lions	Llamas
Fox		Tiger
Dolphins	Hippos	Empty

"We have to decide on some changes in the homes of the animals in our zoo. The giraffes' old place near the entrance isn't big enough. I suggest we move them to the other side of the entrance. Pandas will move

next door, to the empty enclosure. We'll leave camels where they are. Lions should not be opposite the entrance. Children get frightened. We bought two new elephants and I suggest we put them there. Lions will go into the cage opposite the hippos and next to the tiger. We'll move zebras next door and place llamas by the zebras. The cage near the tiger can stay empty. I suggest we sell the fox and put new deer there instead. Pelicans will change places with the fox."

(After Ur, P. Teaching Listening Comprehension. CUP, 1998. P. 110-112.)

"Listen-and-transfer" activities mean that while listening to the language, the students transfer information to tables, diagrams, graphs, drawings, notes, etc.

■ Exploratory task 2.4

Listen to the announcements at London-Paddington. Complete the chart. Reflect on the difficulties in performing the task.

1. The train now standing at Platform 5 will be the 10.25 to Exeter St. David's calling at Reading, Pewsey, Westbury and Taunton.

2. The train now standing at Platform 3 is the 10.20 Inter-City service to Bristol.

3. The train now arriving at Platform 2 is the 9.12 from Oxford.

4. The next train leaving from Platform 9 will be the 10.25 Inter-City service to Plymouth and Penzance. Passengers for stations to Penzance should take the front six carriages.

5. The train now arriving at Platform 12 is the 7.10 from Swansea. Trains from Swansea are running approximately 15 minutes late due to maintenance work between Swansea and Cardiff.

Number	Time	Platform	From	To
1.	**10.25**	**5**	**London**	**Exeter**
2.				
3.				
4.				
5.				

"Listen-and-infer" activities are based on such tasks as interpreting situations, moods and attitudes in the heard discourse, drawing conclusions, making assumptions and judgements, e.g. of the "true — false" type.

▮ Exploratory task 2.5

Listen to the conversations (tape-scripts are given below). Write the relationship between the speakers and what they are talking about. The first one has been done for you. Reflect on the difficulties you experienced in performing the task.

Relationship	Conversation about
1. *Classmates*	*Weekends*
2.	
3.	

Tape-scripts:

1.
A. Had a nice time?
B. Yes, it was great.
C. Did anything special?
D. Went to a barbecue. And you?
E. Just sat at home.

2.
A. Ms. Brown?
B. That's me.
C. Hello, nice to meet you.
D. Hello.
E. Did you have a good journey?
F. Very comfortable.

3.
A. Are you just visiting?
B. We are on holiday.
C. I may recommend you the best hotel in the city. Reasonable prices.
D. Is it very far?
E. I know the quickest way. Could I help you with your luggage?

Refer the following activities to one of the types: A. Performing, B. Transferring, C. Inferring. The first one has been done for you.

No	Performing	Transferring	Inferring
1		✓	
2			
3			
4			
5			
6			
7			

1. While you were out a number of friends telephoned you and left messages on the answering machine. Listen to the messages and make short notes of what you are to do.

2. Listen to the text and follow the instructions: "Jog gently, on the spot, for 15 seconds. Lift your feet at least 10 cm. Now, stand with your feet a little apart. Rest your hands on your hips. Gently bend to the left, then to the right. Move gently and make circles above your head with your hands."

3. Listen and draw the train's route on the map and write down the names of the stations where you should change if you are going to Edinburgh, Manchester, Swansea.

4. Tick the things you can buy in the buffet car of the train.

5. Three students are identifying themselves to the rest of the class. Look at the photo and identify the three students you hear.

6. There were two men and a woman who were seen near the bank at the time of the robbery. As the witnesses give details, add to the computer drawings of the suspects.

7. The information on the departure board at the airport is partially missing. Everybody is very attentive while listening to the announcement. Listen to the announcement and complete the missing details.

Destination	Flight No.	Gate No.	Flight info
Edinburgh			Boarding now
	BA 833		Checking in
Dublin		6	
Tel-Aviv	El-Al		

Teaching to listen can involve listening to **monologues and dialogues.** A **monologue** (one-speaker language performance) can be of the "spoken" and "written" type. Listening to spoken and written monologues makes a difference. Written texts have longer sentences. They are more organized into meaningful units thanks to syntax, intonation and rhythm. Information in "written" monologues is more concise. Oral monologues are more spontaneous and "word-loose". Their information is "redundant", i.e. many details are repeated and reworded. Compared to the economical language used in written texts, oral discourse is a "language explosion". Oral discourse is redundant because the speaker monitors the process of the message intake by the listener through eye contact and comprehension checks.

■ Exploratory task 2.7

Listen to the description of how to use a "scanner" (a technical gadget to turn a printed text into an electronic version that is stored in the computer memory). One explanation will be done in the "written discourse mode" and the other will be delivered to you in the "oral discourse mode" (ask a peer to read both texts to you). After having listened to each version, describe in your own words the steps you must take for using the scanner. Which text was easier to comprehend Why?

Text 1

Place the document face down on the scanner glass. Click the scanner icon on the screen. Type a file name and click "scan". When scanning is complete, click "save".

Text 2

Well ... first you must open the lid of the scanner ... the cover ... all scanners have this cover ... or the lid ... under the lid there is a glass surface ... So ... you open the lid and under it you see the glass surface ... looks like a glass table ... a very good and clear glass ... you put your document on the glass ... and remember to put your document on the glass face down ..., i.e. with the text looking down ... then ... next ... you see on the computer screen the scanner icon ... just a small picture showing the scanner machine on it ... and you find this small picture on the computer screen and click it with the mouse ... you know this manipulator ... it is called the mouse ... when you click on the scanner ... then ... a box will appear on the computer screen ... and in this box you will read "file name... every bit of information such as a text or a picture is called a "file" ... to remember the file the computer needs to know the file's name ... so you give the name to the text you want to scan ... you type this name in the box ... and then ... then you click on the button "scan" ... you will

see the command "scan" in the same box on the screen ...first you type the file name and then click "scan"... it will all go by itself ... just click scan ... after all is done you will see the button "save" and click on it ... that's it ... your text is now in the computer ...

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7

Teaching to listen to a **dialogue** has certain typical features. **Dialogues** (language performance of two or more interacting participants) can be **scripted or spontaneous.** While listening to a dialogue, the listeners can be concerned with **who** is speaking (gender, occupation, age), **how many** are speaking, **how** they are speaking (emotional attitudes), **what** they are speaking about and **which** is the message they are actually communicating, **why** they are speaking (what is the information gap between them).

■ Exploratory task 2.8

Ask your peer to read the given texts for you. Do the listening activity and indicate what cues you actually listened to in order to cope with the task. "Five people were talking together about the languages that they would like to study. Match the speakers in the group dialogue 1-5 that you will hear with the languages listed A-G. Two options will not be needed."

Languages	Speakers
A. French	
B. Japanese	1
C. Irish	2
D. Arabic	3
E. Spanish	4
F. Chinese	5
G. Greek	

S p e a k e r 1. ... because I'd like to see more of the United States and I'd like to go to South America... and it's a predominant language in many parts of the USA ...

S p e a k e r 2. ... because the country's such a powerful economic force ... and close to us in Australia ... of all the languages in the Pacific basin I would choose this one.

S p e a k e r 3. ... I am fascinated by the way this language is written ... back to front to our eye ... and it is so beautiful in old manuscripts ... and in mosques ...

S p e a k e r 4. ... it's incredibly difficult ... but I like the idea of drawing all these little characters ... if you say "Hello" with the wrong tone ... it means "fish".

S p e a k e r 5. ... it's very ancient and is spoken on this Emerald Isle ... Of course, now English has taken over there ... still many speak it as their first language ...

(After O'Connell, S. Focus on Advanced English. Longman, 1999. P. 81)

There can be a variety of factors that make listening **difficult**. Difficulty can be caused by the unknown words, complex and strange grammar structures, strange cultural context, uncertain message, too many inessential details, lack of essential details (sometimes a tiny detail is a cue to comprehending the whole text), tempo of speech, interfering noises.

■ Exploratory task 2.9

Do the following task and report on the difficulties you have experienced as learners. Work in small groups. You are going to hear five different women talk about travelling. Match the phrases (A-F) with Speakers 1-5. There is one sentence which you do not need to use.

Phrases	Speakers
A. It's OK to break the law. B. It was marvellous but take warm clothes. C. I need another holiday to get over this one. D. All you need is a good guide book. E. My group was a nightmare. F. Don't drink the water.	Speaker 1 Speaker 2 Speaker 3 Speaker 4 Speaker 5

Speaker 1. All in all it was fantastic. The only thing is that I was horribly ill in Bombay for a while. You know, stomach trouble. If you go, you must be extremely careful. I think it was the ice cubes in one of the drinks. The guide was amazing. She was so helpful!

Speaker 2. Oh, the weather was fantastic. Really mild. We did not book. We just turned up. But the book you gave us was hopeless, you know, out of date and inaccurate. Thank God, the other one was invaluable. What would we have done without it?

Speaker 3. I took plenty of cash. At the airport you have to declare all your foreign currency you have on you. Certainly, nobody in their right mind takes any notice. Never change too much into local money! It's worthless outside the country.

Speaker 4. You know what's it like when you get there! They all want to see the crown jewels. And I warned them about not leaving anything valuable lying around. You know what it's like with thieves and pickpockets. To cut a long story short...

Speaker 5. You need to go there. The people are lovely. But the highlight was that visit. I must get the pictures developed. Everything is cut into the rock! And you wouldn't believe it, being in the desert and everything, it's so hot during the day and you expect it to be so for twenty-four hours...

List of Difficulties

Exploratory task 2.10

Do the following task with your peers (*or pupils*) *and reflect on how it went. "Kathleen Jordan was asked to write the names of important people in her life five years ago and now. Listen to Kathleen and say which group of people refers to now and which to five years ago ".*

Auntie Cathy	*Dad*	*Tom*
Mum and Dad	*Mum*	
Me *Simon*	*Me*	*Clive*
Grandma	*Auntie Cathy*	
Lucy	*Sophia*	
Clive	*Lucy*	

...Yes I was going out with Simon since I was 16. Then he went away to the university and I fell in love with Clive. He had been going out with Lucy but they split up over something silly. Lucy still thinks I pinched Clive off her. Clive and Simon fell out completely. Now with little Sophia I am getting closer to Mum than to Dad. Clive's Dad Tom is good to me too. I have grown much closer to Auntie Cathy too.

Pre-listening, while-listening and post-listening activities

Exercises for teaching listening are divided into **pre-listening, while-listening and post-listening. Pre-listening activities** are preparations for listening. Pre-listening work can consist of a whole range of tasks including the teacher giving background information, the students reading something relevant to listening, the students looking at the pictures and inferring from them, the students discussing a topic situation, answering questions, writing what they know about the topic of listening, considering what language they might need to understand the oral text, getting full understanding of how they will perform the listening task. **While-listening activities** are what students do during listening to the text. The purpose of while-listening activities is to help learners develop the skill of inferring messages from the heard text. While listening the students are to look at the pictures of the traffic and to put a cross where the rules have been broken. Other tasks can be: Listen to the text and decide which pictures represent the story. Arrange the pictures in the correct order according to the heard text. Listen to the text and complete the chart. Listen to the text and tick off on the lists the items that have not been mentioned. Listen to the text and mark the sentences that follow the text as True or False. Listen to the text and complete the gaps in the text. Listen to the text and correct the printed version. **Post-listening activities** are done after the process of listening is completed. The most common activity is to check comprehension. Another purpose of post-listening tasks is to know why some students failed to comprehend the heard text and missed essential points of information. Yet another purpose is to expand on the topic or on the language of the heard text.

■ Exploratory task 2.11

Jigsaw listening is an activity, in which the learners are divided into small groups and each group listens to a different text, all the texts being on the same topic. Later the groups exchange information to pool together a complete picture.

Analyze the following jigsaw listening activity and arrange it in the three-phase framework in the space provided. Work in pairs. Let your partner speak from one of the sets of notes provided. Listen to the discourse and take your own notes. Share your notes with the peers who listened to other pieces. Write a single text and give it a title.

Notes 1	Notes 2	Notes 3
Forests of West Africa, virulent diseases, felling trees, travel for jobs, spread of horrible diseases	Monkeys are infected, their meat is a delicacy, viruses pass to humans, deadly effect, taking disease to Europe	Flu outbreak in 1918, 50 million died, comeback in 21 century, poultry infected in Hong Kong, flu spreading all over
"general headline"		

Three-phase framework for jigsaw reading

Phase	Procedure	
	Teacher	Learners
Pre-listening		
While-listening		
Post-listening		

■ Micro-teaching task

Develop a lesson material based on the activity given below. Run a "three-phase framework" lesson.

Doris is Asking for Advice

Doris has telephoned a radio "phone-in" programme for advice. Listen to what she says and decide if these statements are "True" or "False".

1) Mark is unemployed.
2) Mark left school a year ago.
3) Mark is no longer the same boy.
4) Doris mentions three changes of character.
5) Doris does not like his friends.
6) Doris knows that Mark is taking drugs.
7) A television has disappeared from the home.
8) Mark likes listening to music.
9) Money isn't safe in the home.
10) Mark's father is away from home a lot.

"Mark is almost 18 and he hasn't been able to find a job since he left school. Over the last few months he has changed quite a bit. He got depressed and withdrawn, moody and aggressive. I think he has started taking drugs. One minute he is depressed and the next minute he becomes very excited. Stuff has disappeared from the house. He has always been so keen on music. He does not look after himself. And also these strange smells in the house ... You know, my husband is in the merchant navy, and you see I am alone most of the time. I can't hand my own son over to the police ..."

Phase	Procedure	
	Teacher	Learners
• Pre-activity		
• While-activity		
• Post-activity		

Integrated task

Do the integrated task according to the following plan:
* *Give a clear teaching goal.*
* *Describe your teaching situation (whom you are going to teach listening).*
* *Give a theoretical rationale for your teaching technique.*
* *Present clearly your teaching technique in the three-phase framework.*
* *Describe the procedure of teaching and give transcripts of the process.*
* *Reflect on how the technique went in teaching.*
* *Draw conclusions.*

Answer Keys

SAQ 1.1
   A9, B1, C2, D8, E4, F7, G6, H3, I5
SAQ 2.1
   1D, 2D, 3T, 4F, 5F, 6T, 7F
Exploratory task 1.3
   The most difficult task for non-native speakers is to cope with the listening task with noise interference.
Exploratory task 2.8
   1E, 2B, 3D, 4F, 5C

Glossary

Active listening is perception of an oral language with particular attention to the message

Activities for teaching to listen are the acts of communicative language learning that are performed by the students

Bottom-up listening is an act of processing an oral message starting from the physical signal and ending up with the message

Deceding process is responsible for turning the verbal signal into the inferred message in the mind of the listener (or reader)

Echoic memory is a quick grasp and retention of the small incoming information chunks for further processing in the course of listening

Exercises for teaching to listen are the activities done with the purpose to reinforce listening skills

Extensive listening is the perception of oral information with the search for the gist

Hearing is an act of receiving an oral message

Ideational structure is the mental representation of the message a listener gets from hearing (or a reader gets from reading)

Intensive listening is perception of an oral message with interpretation and inferences

Jigsaw listening is an activity, during which participants listen to two (or more) different yet related pieces of language with subsequent interactive work

Listening is a communicative skill with the purpose of receiving, comprehending and interpreting an oral message

Listening role is the social function that a listener performs, such as a "witness", a "participant in the conversation", etc. while listening

Long-term memory is storage of the heard or read information for future use

Principles of teaching to listen are the guiding rules that prompt the choice of the teaching tasks, techniques and activities

Receptive skill is a communicative skill of receiving either an oral message (listening) or a written message (reading)

Short-term memory (also: processing memory) retains a meaningful digest of the compressed information in the course of listening to provide for consistent comprehension

Tasks for teaching to listen are the teaching/learning assignments with a challenge for the learners

Techniques for teaching to listen are the ways to run teaching activities

Top-down listening is an act of processing an oral message starting with a presumption that can be corrected in the course of listening

References and Further Reading

Anderson, A. and T. Lynch. Listening. OUP, 1988.
Brown, G. Listening to Spoken English. Longman, 1977.

Burgess, J. The Teaching of Listening Skills in a Second Language. University of Manchester. Unit 2. 1996.

Burgess, S. and R. Acklam. First Certificate Gold. Teacher's Book. Longman, 1998.

Eysenck, M. and M. Keane. Cognitive Psychology. Psychology Press, 1997.

O'Connell, S. Focus on Advanced English. Longman, 1999.

Rixon, Sh. Developing Listening Skills. Modern English Publications. London, 1986.

Rost, M. Listening in Language Learning. Longman, 1998.

Underwood, M. Teaching Listening. Longman, 1989.

Ur, P. Teaching Listening Comprehension. CUP, 1998.

Ur, P. A Course in Language Teaching. CUP, 1996.

Teaching to Read

The aim of this unit
- To make you think about reading as a communicative skill
- To draw your attention to the techniques of teaching to read
- To reflect upon the process of teaching to read communicatively

What do you have to do in this unit?
A. Warming-up discussion
B. Input reading
C. Self-assessment questions (SAQ)
D. Exploratory tasks
E. Micro-teaching task
F. Integrated task

Warming-up discussion 0

Make a list of items that you read in your everyday life and indicate why you do each kind of reading.

What do you read?	What do you read it for?

Input reading 1

Reading as a skill

Reading is a visual and cognitive process to extract meaning from writing by understanding the written text, processing information, and relating it to existing experience. Reading can be **text-driven** (the text is interesting), **task-driven** (the text is read because of the academic task that the learner faces) and **purpose-driven** (the text is a step towards a purpose, which is outside reading).

Match the following headlines with the likely types of reading by a language student.

Headlines	Types of reading
1. "Dead languages" 2. "AIDS cure has been found?" 3. "You can teach old dogs Karate kicks" 4. "Test-tube babies" 5. "Will they clone a human?" 6. "My super-saving recipe" 7. "Guidelines for University applicants" 8. "How to keep your garden green" 9. "Short life of a film star" 10. "How to prepare for the exam"	A. Text-driven B. Task-driven C. Purpose-driven

The process of reading is characterized with **reading dynamic**, i.e. the progress of reading in time. It depends much on the achieved level of language competence and the reading skills. The type of the text is also a factor in the dynamics of reading. Major types of reading dynamics are shown by the graphs.

(After Davies, F. Introducing Reading. Penguin,1995.)

Smooth reading

Item reading

Search reading

Think reading

Slow reading
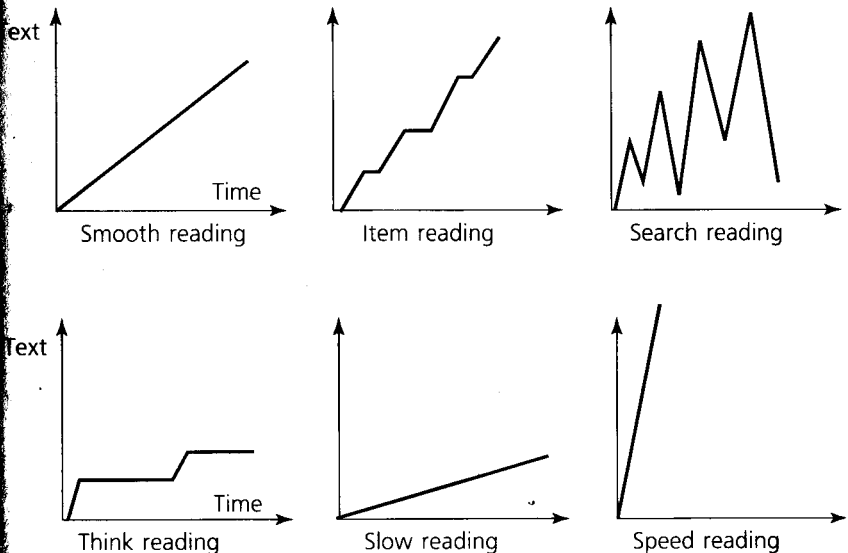
Speed reading

Match the following types of texts and the expected "reading dynamics
Draw graphs of your reading dynamics. What is your dominant type?

Phrases	Dynamics of reading
1. Proverbs	A. Smooth reading
2. Anecdotes	B. Item reading
3. Research accounts	C. Search reading
4. Foreign language texts	D. Think reading
5. Data source	E. Slow reading
6. Menu	F. Speed reading

The process of reading can be viewed in terms of **purpose, strategy
and outcome. The purpose of reading** is what makes the process necessary
for the reader. Related to the purpose, a **strategy of reading** is chosen.
The following **strategies of reading** are possible: **skimming, scanning and
critique. Skimming** is reading for the gist. **Scanning** is reading for details.
Critique is reading for critical analysis and verifying the truth of what is
written in the text. As a result of applying the strategies, a predictable
outcome of reading is achieved such as **general ideas, detailed information
or personal opinions**.

■ Exploratory task 1.1

*Indicate which purpose, strategy and outcome would match the following
short excerpts for reading.*

Text	Purpose	Strategy	Outcome
a) "Learners often make errors in good faith that their spelling is correct. The teachers act in good faith that the learners lack knowledge."	1. Pleasure	A. Skimming	I. Ideas
b) "A growing social group are parents that behave like teenagers. They wear nose-rings, tongue-studs and squeeze into clothes for children."	2. Studies 3. Job	B. Scanning C. Critique	II. Knowledge III. Opinions

Text	Purpose	Strategy	Outcome
c) "The study showed that the perception of the waiting time in queues was 30 percent longer than the real waiting time in banks."			

Choice of texts for reading usually makes use of the following criteria:
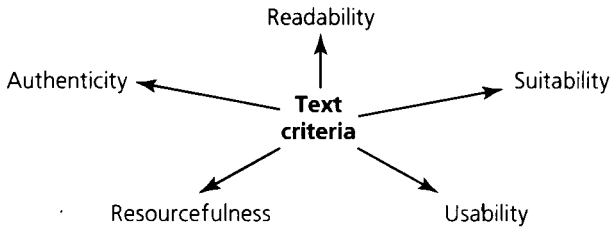
A text chosen for reading is expected to be authentic-made or authentic-like, not too difficult for the learners, suitable for the teaching goal and usable in the series of activities, providing a resource of information and ideas.

■ Exploratory task 1.2

Read the text in the left column and tick off the criteria that this text meets in choosing it for the teaching purposes. Give your comments in the space provided on what makes the text authentic, readable, suitable and resourceful.

Text	Criteria (✓)	Comments
The American schoolboys, aged 11 and 13, killed four girls and one teacher, wounding nine more girls and one other teacher. An 18-year-old at High School shot and killed a student three days before they were to graduate, because they had argued about a girl. A 14-year-old boy opened fire at a dance killing a teacher and	Authenticity Readability Suitability Resourcefulness Usability	

Text	Criteria (✓)	Comments
wounding two students and another teacher. A 14-year-old boy shot and killed three girls while they took part in a prayer circle. Five others were wounded. A 16-year-old stabbed and killed his mother, before going to school where he shot nine students. A study by the Department of Education in March found that as many as 10% of US schools suffered serious incidents of violence in the period 1996—1999. During that period alone, schools recorded 11,000 armed assaults and 4,000 rapes. Is America a country of violence?		

The process of reading can be **text-oriented and/or reader-oriented. Text-oriented theory** views texts as **sources of information** that are "tapped" by the reader. **Reader-oriented theory** views texts as **devices that trigger off thought processes in the reader**. A reader is considered an equal resource of information interacting with the text and pertaining to the outcome of reading. The reader as an information resource is studied by the "schema theory". **Schema theory** is important in teaching to read. A **schema** (plural "schemata") is prior knowledge in the learner's mind. It is not only storage of data but also a frame for organizing knowledge which can be structured as a series of slots plus fillers. This means that a schema is an active phenomenon in the reader's mind, containing both the scope of questions a reader can ask, and the answers that the reader can give. Schemata can include information in the following forms: **concepts**, i.e. notions familiar to the reader, **facts**, i.e. events known to the reader, **images**, i.e. mental pictures in the reader's mind, **language**, i.e. vocabulary and grammar available to the reader, **assumptions**, i.e. formulas of opinions, **frames,** i.e. stereotypes to describe things, people and situations, **scripts**, i.e. repeated sequences of behavior that the reader knows, **emotions** a reader is likely to recognize while reading due to one's emotional past.

Try to restore this gapped text. Indicate with ✓ what components of your own schemata help you in bridging the gaps in the text.

Gapped text	Schemata components
Hundreds of years before the ... of Christ, the Celts held a festival at the beginning of winter. It was the festival for the ... of dead people that come back in the forms of animals. This was the beginning of the holiday called ... . People believed in magic and used to go to old women called ... to learn about their future. The belief was that the ... flew on broomsticks. The traditions of this holiday were brought to America. Americans now celebrate ... . The children prepare a ... and put it in the garden with a lit ... inside. They come up to people and shout "...!"	• Concepts • Facts • Images • Language • Assumptions • Frames • Scripts • Emotions

Reading is an **interactive process.** There are several types of interaction in the process of reading: between **textual form and content, skimming and scanning reading strategies, top-down and bottom-up processing strategies, reader's anticipatory guesses and confirmation from the text, reader's schemata and information from the text, text and reality, textual and reader's reality, text propositions and critical thinking, communicative message and reader's response.**

Textual form and content interact in the process of reading. The readers are likely to find that certain **types of texts have certain typical textual features.** Text content and text format appear to stick together. Textual features depend on what the text is about and experienced readers expect certain content from certain types of texts.

■ Exploratory task 1.4

Match the types of texts with their textual features.

Type of text	Textual features
1. Description of an object	A. Traits and deeds
2. Description of a process	B. Hypothesis and interpretation
3. Description of a character	C. Parts and qualities

Type of text	Textual features
4. Description of a mechanism	D. Changes and transformations
5. Description of a theory	E. Guideline rule and examples
6. Description of a principle	F. Cause and effect
7. Description of influence	G. Recommendations and warnings
8. Description of instruction	H. Classes and roles
9. Description of a social structure	I. Participants and dynamics
10. Description of a situation	J. Elements and structures
11. Description of a system	K. Happening and consequences
12. Description of an event	L. Components and interaction

Skimming and scanning reading strategies interact as the readers search for the gist and the details. The problem is that in this interaction the readers often do not "see the wood for the trees", i.e. their attention is drawn from essentials to non-essentials.

▇ Exploratory task 1.5

Read the following text and write its summary in the space provided. Decide what details are "gist-related". Underline the words and phrases that carry the essential meaning in them. Use the underlined language as the "beam-structure" for your summary. Write your summary and share the results with your peers.
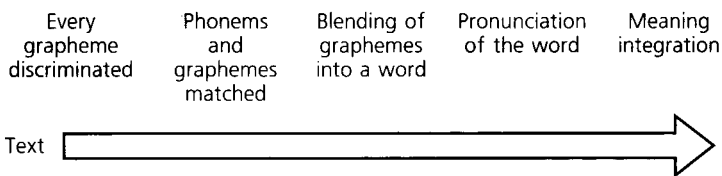
Text

When I was a child, we lived in Somalia. There were nine children in our family. In the desert there was no calendar so my guess is that I am twenty-seven but I am not sure. Our animals needed water. We had to move from place to place in search of wells. When I was a teenager an old man wanted to marry me and offered my father a dowry of five camels. Camels were very expensive and my father agreed. I did not want to become this old man's nurse and refused. I had to run away from home.
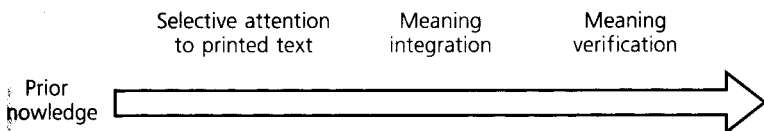

Summary (25 words only!)

There are three major ways to process information while reading. **Bottom-up approach or "phonics".** It consists in decoding the meaning of a text. **Top-down** approach emphasizes making assumptions about meaning rather than decoding it from the text. The reader makes hypotheses about the text and brings into the process prior knowledge, pre-

mptions made prior to reading, subject knowledge, motivation, selective interests and attitudes (schemata). **Interactive approach** means that the top-down and bottom-up models interact in the process of reading. Processing strategies are shown by the graph below.
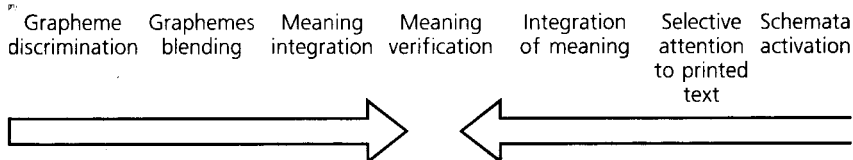
Bottom-up processing

Every grapheme discriminated	Phonemes and graphemes matched	Blending of graphemes into a word	Pronunciation of the word	Meaning integration

Text ⟹

Top-down processing

Selective attention to printed text	Meaning integration	Meaning verification

Prior knowledge ⟹

Interactive processing

Grapheme discrimination	Graphemes blending	Meaning integration	Meaning verification	Integration of meaning	Selective attention to printed text	Schemata activation

⟹ ⟸

▉ Exploratory task 1.6

Read the text and underline the parts of it which you clearly have to read word for word in order to get the meaning.

"The thrust of the argument here is that adults differ from children in that, for example, they might be more inhibited or that their identity as a speaker of a certain L1 might be more firmly established. As such, they may resist the socialisation that is the end product of child language acquisition. With regards to the latter, it has been suggested that an adult learner may prefer to speak accented L2 which identifies him as a speaker of a particular L1. "

(Larsen-Freeman, D. and M. Long. An Introduction to Second Language Acquisition Research. Longman, 1991. P. 163.)

An integral part of the reading process are the **reader's anticipatory guesses and confirmations from the text.**

■ Exploratory task 1.7

Mask the text in the left column, opening it line by line and completing the sentences. Each time you should complete the sentence with only one word. Do not make any "back-channel" corrections. Compare your version with the answer key. Tick off the sentences, in which your anticipatory guesses were correct. Calculate the percent of correct guesses. Indicate in what percent of cases your anticipatory guesses helped you comprehend the text while reading.

Text	✓
1. A word processor is a computer that can produce a perfect	
2. First you have to know the	
3. As you type the words, you should look at the	
4. If you do not like the text, you can always do the	
5. This work is much more difficult with an ordinary	
6. To produce a perfect text you would probably need a lot of	
7. If you are not sure of correct spelling, a word processor has a	
8. A word processor can store the text on a	
9. A word processor can also make a	

In the process of reading, **reader's schemata and information from the text** provide for interaction of the "new" and "old", for "deceived expectancy" and for changing the viewpoints. The "new" and "old" interact in the process of reading and as a result of this interaction the expectations that a reader builds about the text can be ruined or re-confirmed. If the expectations are ruined, we speak of the "deceived expectancy". A common case is when a text simply adds new knowledge to what the reader already knows about the subject. Interaction of the reader's schemata and information from the text can take the form of "adding", "correcting", "refuting", "critical thinking" and "re-confirming".

■ Exploratory task 1.8

Mark the following phrases about life in the UK as T (true) or F (false). Say what information had been familiar and new to you.

Rules to be British	T F
1. In Britain you buy milk in the dairy shops.	
2. You do not have to wear seatbelts in the back of the car.	
3. Men have to do military service.	
4. Children have to stay at school until they are 18.	
5. Medical care is free.	
6. Pubs are open at night.	
7. You pay for the bus on exiting.	
8. You should cross the road at traffic lights.	
9. A driving licence is used as a passport or ID.	
10. You have to be 18 to get married.	

Readers' and textual reality

Reader and writer's realities interact in the process of reading. Writer's reality can be made more or less explicit depending on the text genre. "Autobiography" will emphasize the life context of the author, while "essay" will focus on the author's philosophy of life. A fictitious character can be the author's spokesman. Imagined reality of a fictitious person also makes up textual reality. Textual reality can be perceived by the readers in the context of their own reality. This turns reading into "silent communication" with the author.

■ Exploratory task 1.9

Read the text in the left column and project textual reality on your own life. What text featuring your own reality and views can you produce in the space provided? Share the results in the group.

Textual reality	Reader's reality
It was a school she wanted to change. The teachers here seemed to have no thoughts of anyone's personalities apart from mathematics, Latin or science. They	

Textual reality	Reader's reality
treated the pupils as symbols of algebra. The team spirit was enjoined on everybody. What for? Florence Nightingale knew nothing of the team spirit but she had a mission to save lives. Teacher's romantic image would be ruined by their hoarse "Shut up!" They failed to understand that the word problems about the trains hurrying towards each other would be useless to Anna Pavlova. (Adapted from Spark, M. The Prime of Miss Jean Brodie.)	

Text propositions and critical thinking interact in the process of reading and provide for the stance the reader is getting ready to take.

▮ Exploratory task 1.10

Read the following text and mark the textual propositions as T (true), F (false) or D (debatable). Provide your comments.

Propositions	TFD	Comments
In order to be happy, observe the following rules: 1. When someone asks you a question you don't want to answer, smile and ask, "Why do you want to know?"		
2. Say, "bless you" when you hear someone sneeze.		
3. When you realize you've made a mistake, take immediate steps to correct it.		
4. Marry a person you love to talk to. As you get older, his/her conversational skills will be even more important.		
5. Spend some time alone.		

Propositions	TFD	Comments
6. Open your arms to change, but don't let go off your values.		
7. Remember that silence is sometimes the best answer.		
8. Read more books. Television is no substitute.		
9. In disagreements with loved ones, deal only with the current situation. Don't bring up the past.		
10. Don't just listen to what someone is saying. Listen to why they are saying it.		
11. Mind your own business.		
12. Approach love and cooking with reckless abandon.		
(From Nepalese Good Luck Tantra)		

The process of reading is crowned with interaction between **communicative message and reader's response.** Communicative message is the intended meaning, which the text is made to convey to the reader in pursuit of the author's goal. Getting a communicative message is done through reading not for "what" is written but for "why" it is written. Reader's response is a change in the reader's mind which can be made explicit or kept implicit as a reaction to having read the text (discovery, support, critique, interpretation, rejection).

Exploratory task 1.11

Read the following text, get its communicative message and elicit your response.

Text	Message	Response
Do not toil to gain wealth; Have the sense to desist. You see it, then it is gone; It grows wings and flies away, Like an eagle, heavenward. ("Proverbs", Old Testament)		

Match the types of interactive reading with the texts, in which these types of interaction are highly expected.

Interactive reading	Features
1. Textual form and content	A. Research data
2. Skimming and scanning	B. Private letter
3. Top-down and bottom-up	C. Prose fiction
4. Anticipation and confirmation	D. Preaching
5. Schemata and information	E. Fable
6. Text and reality	F. Philosophical essay
7. Textual and reader's reality	G. Science article
8. Propositions and critical thinking	H. Political news
9. Message and response	I. Limericks

Input reading 2

Activities for teaching to read

Teaching to read starts with teaching "phonics", i.e. associations of sounds and letters. Beginners' reading activities can be organized with the tasks such as "Draw links between the foreign and native language letters that sound the same". "Draw links between the pictures and the letters that begin the words". "Cross out letters, which you can't hear when you name an object". "Read the words, which are names of the animals. Do not read other words". "In the short story read only the words, which you can understand. What is the story about?" "Read out only the sentences, which describe the picture". "Read out only the sentences, which belong to one story".

■ Exploratory task 2.1

Consider the following reading activity for young learners. Put labels on the picture of the living room. Some labels will be left unused. List the difficulties that the activity can present to the young learners.

Labels	Picture of the living room
• a cat	
• a plant	
• a radio	
• a picture	
• an apple	
• an orange	
• a flower	
• a chair	
• a table	
• a clock	
• a TV	
• an elephant	
List of difficulties:	

Teaching reading to advanced students can be organized with a **single text** (skimming and scanning reading), **parallel texts** (reading two or more texts on the same subject thus creating an information gap between the readers), **divided text** (splitting the text into parts and handing them out for the learners to read and then put information together, thus organizing jigsaw reading). Advanced reading activities can take the form of **cued reading** (finding information in the text relating to the cue given), **guided reading** (seeking information in the text in answer to the questions given), **jigsaw reading** (pooling information together from two or more texts distributed between the learners), **shared reading** (reading the same text in a group with each learner having a different task with the subsequent sharing of information), **critical reading** (activating thought processes about the text).

▮ Exploratory task 2.2

The following reading activity is based on psychological testing. Do the task and evaluate the activity according to the chart given below. Task: Do the following stress test and estimate your stress level. Encode your answers as 1) "always", 2) "almost always", 3) "occasionally", 4) "almost never", 5) "never". Total scoring over 24 indicates that your stress level is reaching a dangerous mark.

Stress test	Scores
1. I eat at least one hot meal a day.	
2. I get eight hours of sleep every night.	
3. I regularly give and receive affection.	
4. I have at least one relative living close by on whom I can rely.	
5. I have normal body weight.	
6. I have an income to meet my basic expenses.	
7. I get strength from my religious belief.	
8. I have friends.	
9. I am in good health.	
10. I can always speak openly about my feelings.	
11. I do something just for fun.	
12. I always take some time for myself during a day.	

(O'Connell, S. Focus on Advanced English. Longman, 1999. P. 52.)

Evaluation points	Comments and proofs
• Authenticity of the text	
• Readability of the text	
• Suitability of the text	
• Resourcefulness of the text	
• Usability of the text	
• Task motivation force	
• Communicative goal	

Reading activities are based on a number of **techniques for teaching to read.** Techniques for teaching to read include **extracting** (extracting information from the text in answer to questions or other elicitation tasks), **cloze procedure** (filling gaps in the text), **sequencing text parts** (restoring the logical order of the crippled text), **matching** (matching headlines and passages in the text), **restoration of the text** (restoring the text from bits

and scraps), **finding irrelevancies** (finding and ticking off sentences, which are logically irrelevant in the text), **fitting in sentences or passages** (fitting in the sentences or passages in the places in the text, where they are logically appropriate), **digest** (summarizing the most essential information points from a number of texts), **comment** (reader's response to the text).

▮ Exploratory task 2.3

Do the following selection of reading activities and let your partner do a "time-and-motion" study with a stop-watch (record how much time your partner has spent on each task). Compare the time you needed for each task. Explain the reasons for the differences. Write the time and the answers in the right column. Share the results in the group.

Reading task	Time and answer
Read the text and find the appropriate place for the detached passage. Bleeding can usually be stopped by applying pressure to the cut for 2 or 3 minutes. If it has bled freely any germs will normally have been washed away by the blood. If the cut is deep, consult a doctor. A tetanus-injection may be needed. **Detached passage**. Apply a plaster dressing firmly, bringing the edges of the cut together, so that it knits quickly.	
Read the text and complete the gaps. Bruises are very ... in children. Parents sometimes worry that a ... may be broken. Children's bones ... break but if in doubt, consult a ... . Severe bruising can be ... by rest for 24 to 48 hours. A cold compress may ... a bad bruise if applied ... (Please mask the tip: common, bone, rarely, doctor, treated, ease, soon)	
Underline the sentences that are logically irrelevant. Minor burns and scalds cause redness of the skin. Immediate treatment by pouring cold water over a burn is often helpful. Never use ice. If burns cause severe blistering, consult a doctor. There is no need to worry. Sunburn should if possible be prevented by avoiding long exposure. Sun tan makes your skin resistible to burns.	

Reading task	Time and answer
Choose the best headline for the extract. The tallest person in the world was a man and he was 272 cm tall. The shortest person in the world was a woman. She was 51 cm tall. A Russian mother is reported to have had 69 children (twins, triplets and quadruplets) between 1725 and 1765. The oldest reported person in the world was from Japan, who was 118 years old. The worst sneezing case was a British woman who sneezed for 978 days. A. Women set more records than men. B. Strange stories. C. Human records	
Read the text and answer the question. Imagine three children. The first is top of the class in maths but has few friends. The second is artistic and imaginative but works in snatches. The third child puts twice as much work to get the results but has a sunny personality. The fourth child works brilliantly in groups showing readiness to cooperate. The fifth child is everybody's charm and has a unique gift for being always ready to give a hand. Question: Which child do you think has the best chance of succeeding in life?	

■ Exploratory task 2.4

The task under analysis is to read the text and to tick off the "true" statements. Work in small groups. Decide on the "true" and "false" sentences and pick up the information from the text that serves your arguments.

Text. Have you eaten too much over the holidays? You should try fidgeting for a while. Those around you might not like it, but scratching and twitching is an important way of burning up calories. American researchers have found that some people's squirming and wiggling equals several miles of jogging each day. The scientists based at the National Institute of Health's Laboratory in Phoenix, Arizona, are studying why some people get fat and others stay slim. In one study 177 people spent 24 hours in the institute's respiratory chamber — a room where the amount of energy people expend is measured by their oxygen and carbon dioxide levels. By the end of the day, some people had burned up 800 calories in toe-tapping, finger-drumming and other nervous habits.

However, others had expended only 100 calories. The researchers found, that slim women fidget more than fat women, but there was no significant difference in men. Heavy people expend more energy when they fidget than thin people.

Put a tick next to the statements, which you think, are true. What cues from the text do you use in each case?
* Heavy people always eat more than thin people.
* Heavy people do not scratch and twitch.
* Thin people exercise more than fat people.
* Heavy people are more effective in expending their energy.
* Squirming and wiggling is better than jogging to take off weight.
* Toe-tapping and finger-drumming is effective to burn up the calories.
* Women are more prone to lose weight than men.

Reading activities are organized in the **three-phase framework**.

Pre-reading	While-reading	Post-reading
• Schemata activation • Creating motivation • Language preparation	• Cloze task • Sequencing task • Restoring task • Irrelevance scan • Matching task • Fitting-in task	• Information retrieval • Summary • Information digest • Sharing information • Artwork • Further reading • Further writing

■ Exploratory task 2.5

Match the following tasks with the "pre-reading", "while-reading" and "post-reading" stage.

Tasks	Stage
1. Learners are encouraged to form certain expectations about the text. 2. Learners complete a paragraph. 3. Learners complete a questionnaire. 4. Learners solve a mystery. 5. Learners role-play a plot. 6. Learners write a summary. 7. Background information is provided. 8. Questions to activate what the learners already know are asked.	A. Pre-reading B. While-reading C. Post-reading

Tasks	Stage
9. In a brainstorming activity the learners anticipate the main points.	
10. Key words are supplied for the learners to guess what the text might be about.	
11. Learners write a story inspired by a photograph.	
12. Learners recognize the paragraph that summarizes the main information in the text.	
13. A picture representation of the text is studied and discussed.	
14. Learners match headlines with paragraphs.	
15. Learners match text with pictures or diagrams.	
16. Learners order jumbled paragraphs.	
17. Learners contrast two texts.	
18. Learners take notes.	
19. Learners express their views.	
20. Learners exploit a text for grammar or vocabulary.	
21. Learners discuss and justify different interpretations of the text.	
22. Learners distinguish the main idea from supporting details.	
23. A listening text on the same topic is presented.	
(Shiels, J. Communication in the Modern English Classroom. Council of Europe Press,1993.)	

■ Exploratory task 2.6

Find in the course-books or produce yourselves the reading activities as shown below.

1. Students read individual short subject-related texts and amplify them into a joint summary.

2. Students read jumbled instructions and put the instructions in the correct order.

3. Students read recipes and match them with pictures of food.

4. Students read an extract from a play and act it out.

5. Students match topic sentences with the paragraphs they come from.

6. Students read a number of texts and match the texts with the authors who might have written them.

7. Students read information and convert it into bar graphs or pie charts.

(Adapted from Harmer, J. How to Teach English. Longman, 1998.)

Micro-teaching task

Design an activity for teaching to read in the three-phase framework and do it with your pupils or peers. Reflect on the activity using the given format.

Points of analysis	Assessment				
	1	2	3	4	5
• Clear goal					
• Laconic explanation					
• Helpful pre-reading					
• Involved reading					
• Insightful post-reading					
• Adequate language level					
• Adeguate task level					

Integrated task

* *Describe your teaching situation (classroom or peers).*
* *Clarify the goal of teaching to read in your teaching situation.*
* *Give a rationale of teaching to read in your particular case.*
* *Design and run your reading activity.*
* *Reflect on your reading activity and make recommendations.*

Answer Keys

SAQ 1.1
   1B, 2A, 3A, 4A, 5A, 6C, 7C, 8C, 9A, 10C
SAQ 1.2
   Possible reading dynamics: 1F, 2A, 3D, 4E, 5C, 6B
SAQ 1.3
   Possible matches are 1I, 2A, 3H, 4B, 5G, 6C, 7F, 8D, 9E
Exploratory task 1.1
   Possible answer: a) 3 C III; b) 1 A I; c) 2 B II
Exploratory task 1.4
   1C, 2D, 3A, 4L, 5B, 6E, 7F, 8G, 9H, 10I, 11J, 12K
Exploratory task 1.7
   1) text; 2) keyboard; 3) monitor; 4) editing; 5) typewriter; 6) re-typing;
   7) spellchecker; 8) disk; 9) print-out
Exploratory task 1.8
   Milk can be bought in many places like a "Drugstore". Nobody has to do military service in the UK. Children have to stay at school until 16. Old

people and children do not pay for medical care. There is a closing time at 11.30 p.m. for pubs and "last orders" are made a quarter of an hour before it is strictly observed. Passengers pay for the bus on entry. You can cross the street anywhere. To get married you have to be 16 in the UK.

Exploratory task 2.5

A. 1, 3, 7, 8, 9, 10, 13, 23; B. 12, 14, 15, 16, 17, 18, 22; C. 2, 5, 6, 11, 20, 21

Glossary

Anticipatory guesses are predictions made about the text lying ahead

Bottom-up reading strategy is perceiving the text and extracting information

Critical reading is reading with the activated thought processes

Critique is reading for critical analysis

Cued reading is reading the parts of the text, which are relevant to the given directions

Guided reading is seeking information in the text, which is relevant to the given questions

Interactive reading is employing more than one reading strategy, such as "top-down" and "bottom-up"

Jigsaw reading is reading topic-related texts or parts of the same text and subsequently pooling the information together

Reader's response is the change in the reader's mind that is either made explicit or remains implicit

Reader-oriented reading is the process of eliciting reader's response

Reading dynamics is the time-and-motion characteristics of reading

Scanning is reading for details

Schema (schemata) is prior knowledge that channels cognitive processes

Skimming is reading for the gist

Text-oriented reading is using the text as the source of information

Top-down reading strategy is proceeding from prior information and integrating it in the text

References and Further Reading

Beaumont, M. The Teaching of Reading Skills in a Second Language. The University of Manchester, 1996.

Forrester, M. Psychology of Language. SAGE Publications, 1996.

Harley, T. The Psychology of Language. Psychology Press, 1995.

Nunan, D. Language Teaching Methodology. Phoenix, 1991.

Nutall, C. Teaching Reading Skills in a Foreign Language. Heinemann, 1996.

Silberstein, S. Techniques and Resources in Teaching Reading. Oxford University Press, 1994.

Shiels, J. Communication in the Modern English Classroom. Council of Europe Press, 1993.

Ur, P. A Course in Language Teaching. Cambridge University Press, 1996.

Wallace, R. Reading. OUP, 1992.

Teaching to Write

The aim of this unit
- To make you think about writing as a skill
- To reflect upon types and mechanisms of writing
- To draw on activities for teaching to write

What do you have to do in this unit?
- Warming-up discussion
- Input reading task
- Self-assessment questions (SAQ)
- Micro-teaching
- Integrated task

SAQ 0

Mark the following statements as T (true), F (false) or D (debatable).

Statements	TFD
1. Writing is a process of **encoding** ideas on paper.	
2. Writing **clarifies** ideas born in mind.	
3. The **purpose** of writing is to store information.	
4. Writing can **adequately** convey the message.	
5. Writing is the same as speaking but **in letters.**	
6. Writing requires the knowledge of a written text **format**.	
7. Writing is done with the **reader** mind.	

Input reading 1

What do you write in your own real world and what are the functions of this writing?

Writing	Functions

Writing as a communicative skill

⌠**Writing** is a communicative skill to send, store and retrieve messages with the help of written symbols.⌡ The **history of writing** is very long. Writing originated in Mesopotamia and Egypt, pre-Columbian America, possibly in India. The earliest evidence of writing is cuneiform script from Mesopotamia from 3500 BC. Recent findings prove that "trident-shaped" markings on pottery existed in Pakistan in 5500 BC. There were six early systems of visual graphic language representations that contributed to the development of writing systems: **ritualistic markings** found in caves, **tallying devices** to keep count, **property markings** indicating owners, **tokens and totems** as symbols of clans, **mnemonic devices** to help memorize things, **pictographic/ideograph narratives**. Modern writing systems differ and include **graphic representations of morphemes and words** (Chinese), **graphic representations of syllables** (Hebrew), **alphabetic representations** of phonemes (English, Russian, etc.).

■ Exploratory task 1.1

Explore the pronunciation of the following words and indicate what phonemes are represented by the graphemes in words. How can you account for the different graphic rules?

Words	Graphemes and phonemes
Damn, dam, waffle, waggle, change, chance, rough, borough, enough, creed, crèche, reveille, survey, lose, loose, gene, Jeanie, bourgeois, savior, saver, soup, soot, term, firm, fur, third, toccata, Jakarta, venom, lever, liver, live, whale, wale, wail.	

Types of writing

Writing can be **expressive, poetic, informative and persuasive.** Depending on the type of writing, the writer concentrates either on the subject matter of the written piece, or on the reader, or on his own feelings and thoughts. The triangle of the "subject matter", "writer" and "reader" is shown below.

Subject matter

Language

Writer   Reader
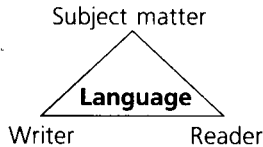
In expressive writing emphasis is put on the writer him/herself expressing his or her own thoughts as in a diary. **In poetic writing** the emphasis is put on the language, as the choice of language creates the necessary poetic effect. **In informative writing** the emphasis is on the subject matter. **In persuasive writing** emphasis is on the reader who is in the focus of the writer's attention and whose train of thought the writer intends to change.

■ Exploratory task 1.2

Match the given texts with the focus of writing.

Texts	Focus
1. ...This man is no stranger to crime. He was first arrested for shoplifting at the age of twelve. Since then he has regularly appeared in court and has been charged with pick-pocketing, petty theft and burglary. His story began, when...	
2. 20th October. It's Sunday again and I am alone. How I hate these holidays with nothing to do, and these telephone calls "Sorry, wrong number!" Not even a person to come by the window. But wait! If the dream I had last night comes true...	A. Subject matter B. Writer C. Reader
3. In desperation, I reached up, tugged at the nose of my now leaking pontoon, and the boat moved ahead about six inches. Clawing at the rocks, we inched our way forward and popped out of the channel — only to be smashed sideways into a flat-faced boulder at the apex of the river's left turn.	D. Language

Texts	Focus
4. Wash rice several times in cold water to get rid of the starch. Peel and chop onions and garlic. Wash and chop celery. Wash and slice mushrooms and tomato and chop pepper. Heat oil in a saucepan over a moderate flame and fry onions...	

Writing can be done with the purpose of **description, narration, exposition, persuasion and reasoning.** Description presents typical features of a living-being, an object or an abstract image to make it recognizable. Narration tells of events in succession. Exposition describes circumstances. Persuasion makes people change their behavior or train of thought. Reasoning invites the reader to follow the logic of the author and to co-operate in producing ideas.

▇ Exploratory task 1.3

Recall and/or bring to class pieces of writing, which would illustrate the types given below. Find the difference between various pieces, e.g. "essay" and "report".

Description:	Character drawing, verbal portrait, putting images in words
Narration:	Paragraph, anecdote, short story, diary, fable, myth, personal letter
Exposition:	News story, business letter, autobiography
Persuasion:	Letter of complaint, letter to the editor, review, advertisement.
Reasoning:	Essay, report, article, research paper.

Schemata theory for writing

To write on a subject, one has to have some prior knowledge on what to write. The **schemata concept** can be interpreted as a structure for organizing knowledge, which can be imaged as a "series of slots plus fillers" in the writer's mind. It serves the function of the "cognitive schemes" or, in other words, functions as the "route of cognition" that

exists in the individual mind. The "schema" gives our knowledge "the direction of thought", in which we try to find the answer to a question or to a problem. Thus, a "schema" (the knowledge a person already has) can serve as a semantic interface between a person and the surrounding world.

■ Exploratory task 1.4

Jot down notes of the knowledge you already have that might be helpful in writing an essay "Can you teach a dog to bark?"

Text format

Teaching to write is inseparable from teaching a **text format**, i.e. a typical layout of the text. For teaching writing it is essential to use the following text formats: congratulations and condolences, telegrams, notes, signs, labels, captions, notices, menus, advertisements, personal letters, invitations, business letters, applications for a job, CV (Curriculum Vitae), references, letters of complaint, recipes, diaries, log-books, dictation, note-taking, reproductions, abstracts, summaries, reviews, reports, précis, synopsis, case-studies, projects, essays, stories, poems.

E.g. a business letter is usually laid out in the following way:

	Address of the sender
Address of where the letter is to be sent	
Greeting	
	Body of the letter
Closing	
Polite expression	

You have to leave a note to your mum and to say where you have gone. Which of the following notes is the most appropriate and why?

A. Dear Mum,

Gone to cinema. Back about 10.30. Dinner in fridge. If Alex rings, please get his new number. Hope interview went well!

Love, Sandra.

B. Dear Mum,

I am writing to tell you that I have gone to the cinema. I will be back at approximately half past ten. I have placed your dinner in the refrigerator. Should Alex ring, would you be so good as to obtain his new telephone number? I do so hope your interview was successful. With best wishes,

Maria.

C. Dear Mum,

Just a note to tell you that I have gone to the cinema. I will be back at about half past ten. Your dinner is in the refrigerator. If Alex rings, please get his new number. I hope the interview went well.

Love, Maria.

■ Exploratory task 1.6

Consider a typical format of the CV (Curriculum Vitae or "résumé" that is usually written when a person wants to find a job and give a description of him/herself). Try to write your own CV (résumé). What do you need to know to write a good CV? Mind that writing a good CV is a great art!

• Name • Address • Telephones, fax, e-mail • Date • Job objective — reasons for writing a résumé. • Educational record. Begin with the most recent record. • Employment history beginning with the most recent record. List dates, job titles, organizations, achievements at your job. • References (available upon request). • Optional points are marital status, career plans, special interests.	

Read the following job-application letter and underline the features that are recommended for a good job-seeking letter.

Dear Mr. Hull,

I saw your advertisement in the paper and am very interested in working on your farm. I am a student and need more practice with my English. I was hoping to come to Great Britain. Working for you would be an ideal solution. I am 18 years old and very fit. Although I have never worked on a farm before, I am used to working hard. It would be fun to work with cows and sheep if needed. Could you please let me know how long you would want me for, how many hours a day, and what the minimum wages per hour would be. I would also like to know if there will be other students on the farm and where I would sleep. I enclose a photo as you requested. I will find a reference if you so wish.

I look forward to hearing from you soon.

Yours sincerely,

Dave Hopkins.

Recommended features

Using business (not private) letter format, referring to how you learned about the job vacancy, addressing the letter to who will hire you, using appropriate terminology for the field you want to work in, highlighting your strong points by placing them at the beginning of middle paragraphs, emphasizing what you can contribute but not gain doing the job, showing that you are unique for the job, showing how you will satisfy employer's needs.

Rewrite the above job application letter to produce a better impression of yourself and to stand a better chance of getting a job. Use the following format.

Opening	Tell what job you are writing about	*I am writing in response to the advertisement in ... .*
Objective	State clearly the job you want to do and why you think you will be the best candidate for it.	*I am interested in the position of ... . My experience is... .*
Action	Describe how you can be useful for the company.	*I am very much motivated to... .*
Polite closing	Be positive and express hope.	*I look forward to hearing from you and to ... .*

Let's consider the format of a **news story**. The format of the **news story** text can include the following components: **event, details, history, implication, forecast and comment**. These components can alternate in their order but a full news report usually contains them all. The format of a **political comment** can also include **comparison of events, explanation of reasons, suggested solutions**.

Exploratory task 1.8

Write a short news story following the flow chart. Comment on the problems you have experienced while writing.

Event	Details	History	Implication	Forecast
Comments on the problems while writing				

Exploratory task 1.9

Consider the review of the story, which is an excerpt from a literary critique. Rewrite the review and follow the directions: announce the topic of the story, state what makes the story special for the readers, give a non-judgmental account of the events in the story, give evaluative analysis of the strong point in the story, use arguments to prove your evaluations, in conclusion infer from what you have written.

This story is set in Denmark many years ago. Hugo is a passionate young man, who is fascinated by science. When he is old enough he becomes a student and goes to university. He soon gets obsessed by a mysterious and forbidden type of investigation of how to create life. In his home he has lots of jars with human limbs in them, which he created. This makes his house a very gruesome place. Hugo brings limbs to life and produces monsters. They escape and this is where the horror begins.

A frequent format of teaching to write is an **essay**. There are the following types of essays for teaching: **description** of an object, a process or an event, **comparison** of views, processes or events for similarities, **contrast** of views, processes or events for differences, **discussion** of a problem, **evaluation** of circumstances, propositions or consequences, **com-

menting on a concept, proposition or event, **interpreting** a concept, proposition, image or event. Among others the students can use the following format for writing an essay:

Topic introduction ——→	Topic development ——→	Topic restatement

■ Exploratory task 1.10

Write a short essay "Brevity is the mother of talent". Use the suggested format and reflect on the problems that you have experienced while writing.

Topic introduction	Topic development	Topic restatement
Comments on the problems while writing		

One of the tasks in teaching to write is a **balanced essay**. In doing the task the students are to summarize and classify the views into two opposing groups and to strike a balance between them. These can be "pros-and-cons", "advantages-and-disadvantages", "rights-and-wrongs". This writing activity teaches students to approach the topics in a carefully "weighed" way and to avoid jumping into hasty and biased conclusions.

■ Exploratory task 1.11

Write a balanced argument on the topic "Better late than never".

Arguments "for"	Arguments "against"
•	•
•	•
•	•
•	•
•	•

The major writing skill that creates problems for students is **reasoning or writing an argument**. Reasoning is a chain of logical operations that result in a conclusive proposition and can take the form of a result thesis. The process of reasoning is shown by the graph:

Premises ⟶ **Propositions** ⟶ **Argumentation** ⟶ **Inference** ⟶
⟶ **Conclusion**
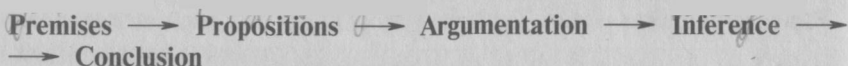
Reasoning can be of the following types: **categorical**, based on indisputable solid facts, **alternative,** based on controversial knowledge, **subjective,** based on individual understanding of the situation. Students' reasoning, as it comes from experience, tends to make the following **reasoning errors.** These errors can include **sliding** from one idea to the other with ambiguous plan in mind, **failing** to distinguish between facts and opinions, **using** emotional language instead of arguments (only a fool can ...), **giving** false arguments not true to fact and **ignoring** knowledge (begging the question and pretending there is no problem), rashly **generalizing** in their conclusions and **simplifying** assumptions, **asserting** instead of proving by proceeding from a single case, **self-humiliation** (Of course, I am no authority for you ...), **challenging** (I know that you will reject it ...), **chasing** several unconnected propositions instead of one and **deviating** in logic.

■ Exploratory task 1.12

Read the following piece of written reasoning and write in the space provided the reasoning errors (mentioned above) that you have noticed in this piece. Then rewrite the piece using the flow chart.

Reasoning discourse	Reasoning errors
Resist Violence with Good: Myth or Reality? Violence is always bad. It is a rude violation of human rights. If violence is resisted with good, then violent people will never get their lesson and will get off light. Nothing can justify violence. There is a good saying, "An eye for an eye". Certainly people must try to find peaceful solutions and to sit at a negotiation table but the strongest party will use their position of force. Evil must be punished. A suspect is guilty in most cases. "There is no smoke without fire".	

Premise	Proposition	Arguments	Inference	Conclusion

An important aspect of teaching to reason is **cause and effect.** Cause-and-effect writing can take the following shape:
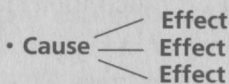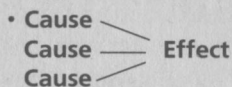
Exploratory task 1.13

*Write a "cause-and-effect" discourse on the topic "Computer at school".
Use the two formats of writing. Reflect on the problems you have had in the
process of writing.*

Cause 1	Cause 2	Cause 3	Effect
Cause	**Effect 1**	**Effect 2**	**Effect 3**
Reflections on the problems while writing			

In teaching to write it is important to consider the **choice of language**.
When talking about the language of writing, a crucial element will be the
register. Register is a variety of language associated with a set of specific
vocabulary, which is typical of a certain field (e.g. medical terminology
or child's language) and is best for achieving the communicative goals).

Exploratory task 1.14

Rewrite the following text making the language clear for your children.

Peel potatoes, cut into thick slices and cook in the boiling salted water until potatoes feel soft when tested with a knife. Peel and slice onions and fresh garlic. Wash and chop celery. Drain potatoes when cooked. Mash with a potato masher. Beat in butter. Stir in some milk. Season with salt and pepper. Sprinkle with sliced onions and garlic	

An important aspect of teaching to write is a set of **cohesive devices**. In all, there are five types of cohesive devices that make textual clauses related to each other: reference (word or sentence becomes comprehensible from a previous or the next sentence), substitution ("Everybody believed in the victory. We did so too."), ellipsis ("They might win or they might not."), conjunction (next, at the same time, earlier, on another occasion, meanwhile, etc.), lexis (reiteration of the same topical words in the text (crisis — crisis), the use of synonyms (victory — triumph) and super-ordinates (senators — congressmen — politicians). The following table of cohesive devices can be used for the purpose of teaching to write cohesively:

Conjunctions	To link a topic	To summarize	To show purpose
and but or for	as for concerning with regard to with respect to	in all in a word in brief briefly	in order that in order to so that
To show cause and effect	**To compare**	**To contrast**	**To explain, give reasons**
accordingly as a conse- quence as a result	by comparison here again likewise similarly	conversely instead in spite of that on the contrary	actually certainly in fact
To add informa-tion and reasons	**To show logical order**	**To show conviction**	**To show concession**
besides equally moreover to say nothing of to say the least of	for example for instance in particular	at least apparently evidently certainly presumably	after all at any rate however nevertheless

■ Exploratory task 1.15

Choose the most suitable word to connect the following sentences.

1. The hotel is quite expensive. It is ... beyond the reach of our customers.

2. The resort is well worth a visit. ... the beach is rocky, it is stunningly beautiful.

3. The night life is exciting. ... the resort is perhaps a little too noisy for families with small children.

4. The service in the restaurant was not up to the standard. ... the food itself was superb.

5. ... the noise, I was also annoyed by the lack of attention from the staff.

6. As for the bar staffs, they are patient and efficient, ... breakfast was never late.

7. I found the lawns beautiful, ... I have never seen anything like it in my lifetime.

8. The hills around are rather steep ... the mountains, which I did not dare to climb.

9. Something can certainly be done to improve the place, ... one may speak to the owner about vegetarian food and better paths.

10. There were some problems as you can see ... on the whole I would thoroughly recommend the hotel.

Besides "cohesion", the process of writing follows a certain thread of meaning towards a conclusive goal. The final goal in mind makes the whole text "hang together" and adds to it the quality of coherence. A coherent discourse possesses a full and whole prepositional meaning. One of the ways to teach "cohesion" is working with **paragraphs** that can be descriptive, narrative or persuasive.

■ Exploratory task 1.16

Using the format of the "descriptive paragraph", write a description of a new purchase you have recently made. Do not name it! Let your partners make a guess from the description.

Topic sentence:	Gives the main impression of the scene, object, or person.
Supporting details:	Lead to the main imprerssion. These details are usually arranged in a logical, spatial sequence (e.g. top to bottom, left to right).
Concluding sentence:	Summarizes or emphasizes the overall impression.
My New Purchase	

To **draft and redraft a paragraph** the following frequently used steps are recommended to students:

- Shape your paragraph (decide on the length and write in clear sentences).
- Vary examples (illustrate your idea in a variety of ways).
- Give explanations (make your point explicit).
- Make the paragraph cohesive (use cohesive devices).
- Make the paragraph logical (next idea taking up the previous one).
- Make the paragraph coherent (united by a clear central idea).
- Frame your paragraph with the opening and conclusive phrases.

■ Exploratory task 1.17

Divide the following text into paragraphs (correct the syntax too). Redraft it as recommended above.

the character I like most is the heroine herself she is the opposite of the helpless limp heroines of many love stories in fact the way she faces disaster makes her in many ways a modern woman as a child she was already passionately strong-willed this is one of the reasons why she went to boarding school where she is treated appallingly but her spirit is never broken after she leaves school she finds work as a governess and falls in love with a mysterious brooding quick-tempered man stung by his cruelty she declares her love for him when she discovers that he is already married she does not become self-pitying or bitter with typical courage and determination she sets out to find the right path it's a brilliant study of a sensitive intelligent and fiercely independent woman

An important aspect of teaching to write as a communicative skill is **audience design**, i.e. adjusting one's writing to the real or imagined readers. A writer can choose a topic that will be interesting for the reader, an appropriate style for the audience. A writer can highlight textual elements to draw the reader's attention to them in the conclusion.

■ Exploratory task 1.18

Choose a topic of your own writing appropriate for the following readers.

Children	Friends	Parents	Colleagues	Officials

Input reading 2

Activities for teaching writing

Writing activities in the classroom fall on a continuum from copying to free writing:

ACCURACY

                                                       FLUENCY

Copying $\rightarrow$ Doing exercises $\rightarrow$ Guided writing $\rightarrow$ Free writing

The learners can do the **copying** activities, **guided writing** by following the instructions and **free writing** such as poetic writing.

Activities of teaching to write are organized according to the **task** (an activity with a goal and a challenge for the learner). **Labeling the task** means that the learners are to supply either names or captions to the pictures given, e.g. to a comic strip story.
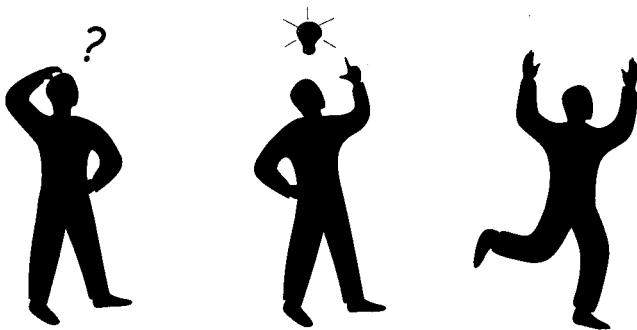
■ Exploratory task 2.1

Write your own story on the comic strip	

Slot technique means that the learners are to fill in the slots to produce coherent text.

Complete the gaps in the notice given below.

NOTICE

Computer for ... Has been in ... for only 6 ... All the modern ... For ... $699 The price is ... Please ... after 6 p.m.

[Description can take the form of **parallel writing**, i.e. using other text or data as a basis. \

■ Exploratory task 2.3

Describe the person using the data from the table. Create your own table to describe a person in more complex task.

Name	Age	Hair	Height	Clothes
Andrew	17	Black	Very tall	Blue sweater
Lucy	16	Fair	Medium	T-shirt and shorts
Vera	17	Blond	Short	Skirt and blouse

■ Exploratory task 2.4

You've written a letter of complaint to the tourist firm feeling very much disappointed with your holiday. Your original letter of complaint is given in the left box. The firm manager has sent you the answer, which is given in the middle box. You are not satisfied with the answer and want to write another letter making your case. Write your second letter in the right column.

Original letter	Manager's answer	Your second letter
Dear Sir, I am writing to tell you how disappointed I am with the room service at your hotel. My stay between 12 and 15 March this year can't be called fortunate. The room was dirty. The bedding was never changed. There	Dear Mr/Ms ... Thank you for the letter dated ... . I fully understand that you had every reason to file this complaint concerning the service at our hotel. We are proud to have provided excellent accommodations to our clients for more than	

Original letter	Manager's answer	Your second letter
was no morning call and I missed my appointment. My newspapers were not delivered. To make matters worse, there was loud music from the next room during the nights and I did not have a proper rest. Hope you will consider my letter seriously and do everything in your powers to put the matter right. Yours faithfully, ...	a century now. Of course occasional problems with room service do happen but we are always quick to react to the best satisfaction of our guests. Hope you will understand that your situation was a most unfortunate exception to our generally very high standards. Yours sincerely, ...	

A writing assignment can be based on a given **layout** of a would-be text.
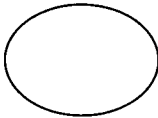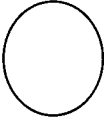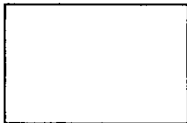
■ Exploratory task 2.5

Write a "bread-and-butter" letter thanking your host family for the hospitality. Follow the given format.

Format	Language	Your letter
Sender's address	Apt. 78. Tulip Tree Building. Bloomington. B1333222. 12 September 1999	
Greeting	Dear...	
Reason for writing	Thank you again for the wonderful ... We had such a good time ...	
Returning hospitality	I hope that some day you will be able to ...	

Format	Language	Your letter
Kind pre-closing	Please give my respects to ...	
Closing	Sincerely...	

*A writing task can take the form of a **project**. E.g. do a research project about what has changed in people's houses during the last century of the second millennium. Complete a collage with pictures and descriptions. You can cut pictures from magazines or make your own drawings. Write captions to pictures that will catch your readers' attention. Write your own description of the changes. Show your attitude.*

Before 1999	In 2000
Cooking food	
Entertaining oneself	
Warming houses	
Doing the laundry	
Studyng	
Protecting houses against burglars	

A useful task to teach the learners various styles of writing is **role writing.** Learners get the task to write on one and the same topic a couple of times, changing the roles.

E.g. You have been a witness to a traffic accident (the photo of the accident is in front of you). Write an account of the accident as if you were a "traffic policeman" and a "passer-by". How will your register change? How emotional will be your language? How attentive will you be to technical details?

Official report of the accident	Description in a letter to a friend

Story writing can teach the learners how to catch the readers' attention by making the beginning of your story dramatic and unusual, how to make the reader interested, how to invent something unexpected, and how to write a good ending that would reward the reader for the attention given to your piece of writing.

Exploratory task 2.6

Write a story following the given format.

Format	Story
Ordinary circumstances	
Strange thing	
Unusual feeling	
The decision	
New experience	
Challenging situation	
Happy ending	
Mystery to this day	
A little proof of experience	

Poetry is a piece of creative writing that is not necessarily rhymed. "Blank verse" can be fun to write and a pleasure to read. Learners can write **"shape poetry"**, e.g. an Easter poem can be written in the shape of an egg:

Happy Easter
And a warm spring to you
Happiness to your loved ones
And love for all of you
And for me too!

Poem writing can be more controlled. E.g.

Directions	Poem
• Write a noun	The flower
• Write two adjectives	Tender and fragrant
• Write a verb with adverb	Fading slowly
• Begin with "I wish..."	I wish I did not plant it...

Exploratory task 2.7

Try poem writing. Describe:

The sound of the wind _____

The frosted window _____

The dance of the snow whirl _____

The deep, deep snow drifts _____

A lonely man on the road _____

Reflect on the work done and on the problems experienced.

Three-phase framework of teaching to write

The process of teaching to write includes "familiarization with similar pieces of writing", "creation of written discourse" and "sharing pieces of writing in the group". It is organized according to the **three-phase framework**:

- Pre-writing (schemata activation, motivation for writing, preparation for the language, familiarization with the format of the target text)
- While-writing (thesis development, writing from notes, ending up with a given phrase, proceeding from a given beginning phrase, following a plan, following a format and register, solving a problem)
- Post-writing (reflection on the spelling and reasoning errors, sharing the writing with the group mates, redrafting, peer editing)

*There are some ways to help the students prepare better for a writing assignment at a **pre-writing phase**. How do you understand the purpose of the following propositions? Some have been done for you.*

Propositions	The purpose
• Students think about the topic before they write.	To activate prior knowledge
• Students brainstorm ideas and approaches to the topic of writing.	
• Students discuss the topic with other students.	To clarify one's own and get new ideas
• Students see examples of similar writing.	
• The class discusses a piece of similar writing together.	
• Students make preliminary notes and learn to link sentences.	
• Students practice the language.	
• Students work on a rough draft of writing.	

One of the approaches to pre-writing activity is **brainstorming**. The rules are: work in a small group, let your mind wander freely, make a list of all the ideas no matter outrageous they may be, avoid organizing ideas at this stage, make the brainstorming session short (3-5 minutes). As a result a mind-map can be created. Brainstorming activity can take the more sophisticated form of **pyramid grouping.** The participants first generate their ideas individually or in small groups and then form bigger groups to share and produce ideas. Finally, all the groups can come together in the whole class to produce the final variant of ideas or materials. Brainstorming is the first stage in the process of writing: **brainstorm, organize, write**.

■ Exploratory task 2.9

Read the following list of ideas produced by students during their brainstorming session devoted to "healthy diets". Based on the ideas, make up a plan of the essay "Tastes differ".

Ideas produced during brainstorming	Plan of the essay
• A lot of people are vegetarians.	
• People can't live on vegetables alone.	
• You need some meat for protein.	
• Fat is bad for you.	
• A diet of vegetables is the best.	
• Candies and ice-cream cause problems.	
• Weight is against health.	
• Variety in foods is great.	
• Why haven't we mentioned fish?	

▮ Exploratory task 2.10

*You are going to write an essay "Good fences make good neighbors".
Brainstorm the concept of a "good neighbor" and produce a mind-map. Produce a plan of your writing. Write a short essay.*
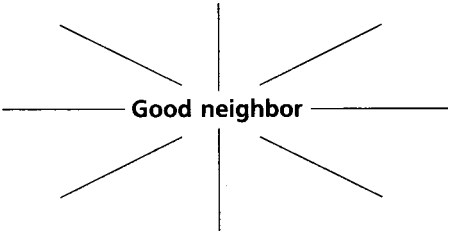
Good neighbor

Plan of the essay

Essay Good Fences Make Good Neighbors

*To reflect on your writing use the **check-list**.*

Self-evaluation questions	Yes—No
• Is my writing laid out well?	
• Have I included all the relevant information?	

Self-evaluation questions	Yes—No
• Have I excluded all the irrelevant information?	
• Is my language clear for the readers?	
• Is my text logical?	
• Is my text cohesive enough?	
• Is my text coherent (does it "hang together"?)	
• Have I used adequate mass media register (choice of words)?	
• Have I checked the spelling?	
• Have I checked grammar?	
• Have I checked punctuation?	

Assessing written work

A piece of writing can be assesed with the help of criteria. In order to use the criteria one needs to have sufficient practice and experience to avoid a biased marking.

■ Exploratory task 2.11

Apply the following scoring criteria for assessing pieces of writing.

1 — Poor, 2 — Weak, 3 — Average, 4 — Good, 5 — Excellent

Learner's name _____	Teacher _____
Adequate headline	12345
Clarity of the message	12345
Development of ideas	12345
Logic of the text	12345
Organization of paragraphs	12345
Sufficiency of information	12345
Use of topical vocabulary	12345
Rounding off	12345
Lexical choice	12345
Grammar	12345
Punctuation	12345
Spelling	12345
Neat look of the paper	12345
Total score	_____

Re-order correctly learner's and teacher's responsibilities in the three-phase framework of teaching to write.

Stage	Learner's responsibility	Teacher's responsibility
1. Pre-writing	A. Sharing texts	I. Encouraging
2. Drafting	B. Developing ideas	II. Focusing
3. Revising	C. Clarifying the text	III. Evaluating
4. Presenting	D. Exploring ideas	IV. Suggesting

■ Micro-teaching task

Study the following and choose a "propaganda device" to teach to write an advertisement. Use the three-phase framework. Do the activity and reflect on how it went.

Propaganda devices in advertising (advertisement) employ the influence of language on people's minds:

* glittering generality (E.g. "American breakfast")
* testimonial (by a popular personality)
* transfer (transferring the prestige of a film star to a product)
* name-calling (pinning a good name on something the advertisers want people to like)
* card stacking (favoring only one side of an issue)
* bandwagon (everybody's using the product and you should too)
* snob appeal (to those who want to be part of an exclusive group)
* rewards (rewards for buying products)

(From Tompkins, E. Language Art: Content and Teaching Strategies. Prentice Hall, 1998)

Phase	Procedure	
	Teacher	Learners
• Pre-writing		
• While-writing		
• Post-writing		

- *Describe your teaching situation.*
- *Clarify your goal in teaching students to write.*
- *Give the theoretical rationale relevant to your teaching situation and goal.*
- *Produce an activity in the three-phase framework.*
- *Do the activity.*
- *Reflect on the results giving examples from your own observations.*
- *Draw conclusions on what can be improved.*

Answer Keys

SAQ 0
  1T, 2T, 3D, 4D, 5F, 6T, 7T
SAQ 2.1
  1DI, 2BIV, 3CII, 4AIII
Exploratory task 1.2
  1A, 2B, 3D, 4C
Exploratory task 1.5
  A
Exploratory task 2.2
  sale, use, months, software, only, negotiable, call

Glossary

Audience design is writing with the reader(s) in mind
Balanced essay contains an equal share of arguments both "for" and "against"
Brainstorming is a procedure of eliciting creative ideas in the course of spontaneous exchange of opinions, their uncritical registration and subsequent selection of the most useful suggestions
Cause-and-effect writing is a type of reasoning to explore the relationship between actions and their consequences
Cohesive devices are lexical and grammatical means of making the text stick together
Description is putting on paper details of an object or process
Essay is a genre of writing that focuses on a thesis and develops it
Exposition is putting on paper the description of situational circumstances
Expressive writing is putting on paper one's own thoughts and feelings (as in a diary)
Informative writing is putting on paper ideas and data intended to create knowledge in the reader
Narration is putting on paper a succession of events
Paragraph is a meaningful chunk of text expressing a single idea or aspect of the subject that is chosen for writing

Persuasive writing is putting on paper one's wishes, commands and/or instructions in order to manipulate the behavior of the reader

Poetic writing is putting on paper a communicative message with the help of rhymes, symbolic allusions and imaginative details thus producing a poetic image

Reasoning errors are deviations from logic in writing

Reasoning is following a logical line in order to reach a conclusion

Role writing is a teaching technique to create a written text and to follow the conventions of the social role (e.g. writing a letter to parents)

Shape poetry is poetic writing within a shape that symbolizes the subject of writing (e.g. a poem about colored balloons can be written in the pictures of several colored balloons)

Text format is a layout of written text with specific characteristic features (e.g. the format of a business letter)

Writing is a communicative skill to send, store and retrieve information with the help of written symbols

References and Further Reading

Andrews, B. Teaching and Learning Argument. London, 1995.

Byrne, D. Teaching Writing Skills. London: Longman, 1988.

Fairbairn, G. and. Ch. Winch. Reading, Writing and Reasoning. Philadelphia, 1990.

Halliday, M. and R. Hasan. Cohesion in English. London: Longman, 1976.

Hamp-Lyons, L. and B. Heasley. Study Writing. CUP, 1997.

Harley, T. The Psychology of Language. Psychological Press, 1995.

Hedge, T. Writing. OUP, 1988.

Hopkins, A. Perspectives. London, 1989.

Johnson-Laird, P.N. Mental Models. CUP, 1983.

Nunan, D. Discourse Analysis. London: Penguin Books, 1993.

O'Brien, T. The Teaching of Writing Skills in a Second Language. Unit 2. The University of Manchester, 1996.

Raimes, A. Techniques in Teaching Writing. OUP, 1983.

Spolsky, B. Sociolinguistics. OUP, 1998.

White, R. and V. Arndt. Process Writing. Longman, 1997.

Testing in Teaching English

The aim of this unit
- To make you think about language testing as a tool
- To provide information about language testing
- To reflect on testing language competence and communicative skills

What do you have to do in this unit?
- Warming-up discussion
- Input reading
- Self-assessment questions (SAQ)
- Exploratory tasks
- Micro-teaching task
- Integrated task

Input reading 1

Warming-up discussion 1.1

Describe real world evidence that can prove your knowledge of a foreign language. You can continue the list if necessary. The first situation has been done for you.

Evidence 1	Evidence 2	Evidence 3	Evidence 4	Evidence 5
People in the street imme-diately think that...				

A definition of a "language test" is a **tool for measuring language per-formance** in learners. A fundamental principle in language testing is **"correspondence between language test performance and real world language use"**.

In the space provided write what real-world situations correspond to the given testing tasks (all the tasks have real-world parallels). One has been done for you.

Testing tasks	Real-world situations
A. Complete the gaps in the text.	
B. Mark true and false sentences.	
C. Choose the correct variant.	Proofreading
D. Listen and draw a picture.	
E. Restore logical order of sentences.	
F. Match texts and pictures.	
G. Say the same differently.	

Text qualities include among others **reliability, validity, consistency and practicality. Reliability** is permanence of the measurement results produced by a test. Testing productive skills such as speaking and creative writing is less reliable than testing listening and reading. E.g. there is always more room for subjectivity in assessing an essay than a dictation. "Reliability" is the opposite to "randomness" in the marking given by the teachers or examiners. **Consistency** is agreement between parts of the test. All the tasks in a consistent test have the same level of difficulty for the learners. Some tests are more difficult to make consistent than others, e.g. a dictation will contain the words with a different level of difficulty for spelling. **Construct validity** pertains to whether the text measures what it claims to measure. If a test claims to measure such "construct" as "oral" skill, then a valid test should measure exactly an "oral skill" but not other "constructs" such as the "knowledge of grammar". **Concurrent validity** is the coincidence of the test scores with other measures of the learner's language performance, e.g. teacher's marks. **Practicality** is the degree to which a test can be used as a convenient tool for measuring language performance. If a test needs much preparation time, or takes up too much time in the lesson, it will be perceived as "impractical".

Comment on the reliability, validity and practicality of the following testing tasks.

Testing tasks	Reliability	Construct validity	Concurrent validity	Practicality
1. Read the text and answer questions.				
2. Respond to a letter that criticizes you.				
3. For each line write one corrected mistake.				

Types of tests and testing

Let's consider **proficiency tests, achievement tests, diagnostic tests** and **placement tests. Proficiency tests** measure learners' language ability regardless of the training they may have had or the vocabulary and topics they may have studied. Proficiency tests are not based on the contents of a language course but rather on the general knowledge of the target language and culture. **Achievement tests** are directly related to the language courses taught to the examinees. The purpose of achievement tests is to judge upon the success of individual learners or groups in achieving the objectives of the language course. Achievement tests are always "course related" and refer to course contents and objectives. **Diagnostic tests** identify students' strengths and weaknesses. They provide the teachers with the information on what further teaching is necessary and what problems the students might have in coping with the instruction demands. **Placement tests** provide information that helps to place the students at the most suitable stage of the teaching curriculum, bearing in mind their level of language achievement so far.

■ SAQ 1.1

Match the types of tests with the testing situations.

Test types	Testing situations
1. Proficiency tests	A. Students have arrived for an intensive summer English course.

Test types	Testing situations
2. Achievement tests	B. An applicant is seeking admission to a University in the UK.
3. Diagnostic tests	C. An English language course has been completed.
4. Placement tests	D. Students show signs of demotivation in the lessons.

Testing techniques

Multiple-choice tests have a "stem" (the basic and unaltered part of the sentence) and a number of "options", only one of which is correct. The other options are wrong in the particular context and are called "distracters". The **advantages of multiple-choice** tests are reliable and economical scoring. A test can include a fairly long list of items and increase the reliability of procedure, thus decreasing the randomness of the results. The **disadvantages of the multiple-choice** test are that it checks only recognition knowledge. Guessing can have an effect on the scores. Plausible distracters (i.e., those which look correct) are not always available and this makes test writers include "fool-proof" distracters. The "correct answer" can in quite a few cases be questioned.

■ Exploratory task 1.3

Choose the correct answer and comment on your difficulties.

- Why hasn't your mother come? ___
  Well, she said she _____ leave the baby.

A. can't
B. won't
C. couldn't
D. wouldn 't

Gap filling refers to tasks where the test-takers are given separate sentences with some words or phrases deleted. The task is to restore the missing words. In these tests answer keys can sometimes have more than one answer for a space. Some missing words can have a structural value for the sentence (e.g. prepositions or conjunctions). Other words can have full lexical meaning. Sometime a list of the words to be used in filling in the gaps is given to the test-takers. In such cases the number of words in the list is usually larger than the number of gaps in the text.

Complete the gaps in the text and comment on your difficulties.

It turned out that the man ... was chosen was ... the best ... though ... were ... worse and also ... rewards

Cloze procedure involves deleting a number of words in the whole text, requiring the test-takers to restore the original words. The procedure is based on the assumption of gestalt psychology that human psyche tends to "complete the closures" in the elements of the surrounding world that is being perceived. This makes the cloze procedure similar to cognitive processes. The first short passage of the text is usually left not mutilated. After this brief "lead-in" approximately every seventh word is deleted. Disadvantages of the test are that some words prove more difficult to restore than others. There could be more than one answer for any one gap. It is not always easy to say what language area (grammar, lexis, prepositions, etc.) or skills (receptive or productive) are actually measured by the cloze procedure.

■ Exploratory task 1.5

Do the cloze procedure and comment on the difficulties that you have experienced.

The amount of physical education taught in primary schools is decreasing because of the government's emphasis on the "three R's", according to a survey. It shows that half a million hours of ... lessons were lost in the past year because more ... was spent on literacy and numeracy. Teachers have warned that more PE time could be ... from September, as schools concentrate more on ... numeracy.

Matching is a test format when students are given a list of items, vhich they have to match with another list of words, phrases, sentences,)aragraphs or visual images. The disadvantage of it is that once the test-akers have successfully made a sufficient number of matches, the renaining pairs can be guessed more easily and the last pair will be correct)y default.

■ Exploratory task 1.6

Match the verbs in A with the structures that can follow them in B. Some ?erbs can be followed by more than one structure. Mark the time you needed to perform the test. Comment on your experience in performing this test.

A	B
1. He ordered 2. He recommended 3. He asked 4. He promised 5. He suggested 6. He denied 7. He advised 8. He regretted 9. He insisted 10. He threatened 11. He offered 12. He warned	A. that I (should) do it B. me (not) to do it C. doing it D. to do it

Information transfer means that the test-takers have to transfer material from the text to a chart, table or map. Such tasks are sometimes performed in real life settings (arranging information during a lecture or finding out the details of the train timetable) and therefore can be viewed as authentic.

■ Exploratory task 1.7

Do the following information-transfer test and comment on your experience. You are a road-safety officer. Listen to the story about a road accident and draw a sketch of the situation.

I was riding along the street and a little boy ran onto the road from my right. He ran out from between the two buildings on my right. One building is on the corner. The one next to it is the Post Office. When the boy ran out, I turned left away from him and hit one of the parked cars. It was the second car back from the cross road on the left. It was parked right outside the police station. The policeman heard the bang and came out at once.

Draw your sketch map here:

The main road

Ordering tasks (sequencing) are typically used to test the ability of arranging a discourse (stretch of an oral or written utterance) in a logically organized chain. The students are presented with a mutilated text, in

which the order of elements is jumbled. The task is to restore the logical sequence. The problem with "sequencing tasks" is that in some cases there can be more than one way of ordering the textual elements.

Exploratory task 1.8

Do the "sequencing" test and comment on your experience. Mark the time you needed to perform the test. The following comes from a Scotland Yard electronic file. Due to the computer error all the sentences have come in the wrong order. Restore the original text.

A. The spokeswoman said: "The items were of no personal or sentimental value. At no time was the security of any members of the Royal Family compromised."

B. No details have been formally released on what the items were, to whom the office belonged or when the alleged incident took place.

C. A Buckingham Palace spokeswoman said: "This is a matter for the police."

D. A Scotland Yard spokeswoman said items of "intrinsic value" were thought to have been taken from an office within the palace, the official home of the Queen.

Editing tests consist of sentences or text passages, in which errors have been introduced. Test-takers are to identify the errors and to write out the missing or erroneous elements at the end of each line. The main difficulty with this type of test is to ensure that an element deemed as erroneous by test writers should indeed be erroneous with all exceptions excluded.

Exploratory task 1.9

Indicate the place of the missing element with ✓ and underline the erroneous elements. Comment on the problems you have experienced. Mark the time you needed.

1. In the UK over 350,000 children under 12 ✓ left at home on their own **each** day.	
2. Six **hundreds** a day are excluded from school.	
3. One **of** three 14-year-olds has tried drugs.	
4. Children committed at least 15,000 crimes a day.	
5. Britain locks up in prison **most** children than any other country in Europe.	
6. This family **have** 12 children.	
7. No adult in the family work.	

Remodeling tests mean that the learners have to rewrite original sentences starting with the given words or using a given word so that the meaning of the original sentence does not change.

■ Exploratory task 1.10

Rewrite the given sentences starting with the given words. The new sentence must be close in meaning to the original. Comment on your problems and mark the time you needed to perform the test.

1. It was my best friend who helped me pay the mortgage.

• If it _____

2. The moment I entered the room I noticed that something was wrong.

• No sooner _____

3. He clicked the car door leaving the key inside.

He locked _____

4. The burglar was scared by the dog's barking and ran out of the room.

The dog _____

5. I told myself not to come here again.

Never _____

Test analysis is necessary in order to process the results and to draw conclusions about the learners' performance. There are two chief methods of marking the test results. They are **the error-count method and the analytic method.** The **error-count method** involves counting up the number of errors and deducting this number from the maximum total scoring for the test. The **analytic method** of marking is useful because it informs the test-takers about their performance against certain criteria. Possible criteria for assessing a piece of free writing is given below:

5 points. Clear message. Coherent discourse (very logical writing). Topical vocabulary. Perfect cohesion (excellent use of connectives). Correct grammar.

4 points. Clear message with an occasional deviation from the subject. On the whole coherent discourse with some parts "falling out". Mostly topical vocabulary. Use of connectives. Adequate grammar.

3 points. A message is recognizable. Some passages do not belong to the subject. Some topical vocabulary is used. Some connectives are erroneous. There are grammar errors.

2 points. The message is poorly conveyed. Only a small part of the writing actually carries the subject. Much topical vocabulary is missing. Connectives are mostly out of place. Grammar errors make the comprehension difficult.

1 point. The writer has missed the message. The whole text is off the given subject. There is no use of the topical vocabulary. Textual grammar makes the piece incomprehensible.

(After Heaton, J. Classroom Testing. Longman, 1999. P. 108-117.)

An important consideration in test analysis is **discrimination**, i.e. the ability of the test to signal the individual differences in the learners' language performance. Discrimination can be measured with the help of the formula:

$$\text{Discrimination} = \frac{\text{Upper half of the group} - \text{Lower half of the group}}{\text{Total number of students}}$$

In this formula, numerator shows the number of students in the half of the group with the lower scoring, and the number of students in the half of the group with the higher scoring. Denominator shows the total number of students in the group. If **D** (discrimination) is 0, the discrimination capacity of the test is **very high** and it definitely shows the difference in the performance of the test-takers. It is neither too difficult, nor too easy. If **D** is approaching + 1, there is **little** or **no discrimination** in individual language performance and the test produces very high results, thus being too easy. This test is useless in assessing the learners' performance. If **D** is approaching − 1, then the test is definitely **too difficult** and can't be used as a measuring tool.

Input reading 2

Testing communicative skills

Testing writing pursues the goal of testing the ability to write. The following tasks are taken from popular tests: "You are asked to give a talk about your life abroad. Write down what you will speak about", "Write your own thoughts on the saying 'Brevity is the mother of talent'", "Being born into a wealthy family: a curse or a blessing?", etc. **Testing writing** can include the operations of **completing, describing, explaining, comparing and contrasting, reasoning** on paper in written form. **Completion** is done in the forms that may turn out to be useful in the real world. E.g. You want to join a travel club so that you can travel cheaper. Complete the application form:

- **Mr or Ms** _____
- **Family name** _____
- **Date of birth** _____

- **Nationality** _____
- **Present address** _____
- **Occupation** _____
- **Which UK airport will be most convenient to you?** _____
- **Which country/s are you intending to travel to?** _____
- **Proposed date of departure** _____
- **Proposed duration of stay outside the UK** _____
- **Reason for journey** _____
- **How do you intend to pay for your ticket (in cash, by check, etc)?**
  _____
- **How did you hear of our travel club?** _____
- **Date** I __ I __ I __ I
- **Signature**

Describing format is used to test students' abilities to describe their message to an addressee. E.g. You have got a picture that you want your friend to use as a logo. There is no way you can show the picture. Write a description of the image that you want to be used as a logo. **Explaining** format is often used in the "letter-of-complaint" task. The subject of testing in this case can be the ability of the test-takers to describe the matter of complaint and the ways to put it right. **Contextual** format means that the examinees are given brief notes of a public address and the task is to "unfold" these brief entries into full text. **Written response** format consists of the task to read a letter from an official or a clerk and to write a response, focusing on the chunks of the text, which have been underlined. The "legend" for the response is provided. This can be "biography data", "previous letter sent to the clerk by the test-taker", "background situation for this exchange of letters", etc. **Comparing and contrasting** format is used to test the ability to write a "balanced argument", in which all "pros" and "cons" are equally represented. **Reasoning** is tested in writing essays.

■ Exploratory task 2.1

Write six short stories (each student writes only one story), describing an experience on the road and having in mind one of the given headings A-F. Do not write the heading! Put your stories together and try to match the numbers of the texts and the headings. Have you been successful in making the text adequate to the chosen heading?

216

A. Driving on an icy road
B. An accident on the road
C. A jam on the road
D. A terrible fog
E. Your old car
F. Coming to help

Testing oral ability has the objective of measuring language performance in oral interaction. Oral tests represent a set of oral tasks that the candidates are to be able to perform. These tasks are expected to elicit behavior, that reveals the oral ability of the test-takers and that can be scored validly and reliably. Oral behavior that is to be scored includes **expression** (thanks, apologies, attitudes, opinions), **manipulation** (directions, instructions, persuading, advising, warning, complaining, banning and permitting), **eliciting** (information, clarification, explanation), **narrating** (sequence of events, story-telling, eye-witness accounts). **Oral test types** can be a monologue, a dialogue and a multi-participant interaction. **Criteria** for scoring the performance at a certain **level of language acquisition** include **accuracy, appropriacy, range** (of the language), **flexibility, size**.

■ Exploratory task 2.2

Ask your peer to share with you "the most memorable event of yesterday". Use the criteria of the "top performance" given below to assess the performance of your partner. Reflect on the criteria as the assessment tool.

• **Accuracy**	Pronunciation is clearly intelligible. Grammatical and lexical accuracy is generally high. There are some errors that do not destroy communication.
• **Appropriacy**	The language is generally appropriate to the function. The overall intention of the speaker is always clear.
• **Range**	A fair range of language is available to the candidate. No overt search for words is evident.
• **Flexibility**	A candidate is able to take the initiative in the conversation, to adapt to new topics, to change the subject.
• **Size**	Language turns are fairly short but there is some evidence that more complex utterances and longer discourse can be produced.

There are **three general formats** for testing oral ability: **interview, interaction with peers and response to an image, written or heard text. Interviews** can be structured and unstructured. Structured interview means having predetermined questions with limited possible answers. Unstructured interview means that the questioning is guided by the responses to the previous questions. Interviews can be administered on a certain topic or cover a wider range of themes. **Interaction** can be arranged between two test-takers discussing a topic, giving explanations or making plans. E.g. "Discuss how you make an omelet", "Describe a stapler", "Explain how to use a public pay-phone." Candidates can be asked to assume roles in a particular situation. A protracted exchange between the two candidates can be stimulated by the following task: "You want your mother to increase your pocket money, but she is reluctant. Try to make your mother change her mind." Discussion between the candidates can also be an important source of information about their language performance. E.g. "Your school can spend money on one of the following items to improve facilities: video equipment, a minibus, computer equipment, a sauna, library resources. Discuss with your partner all the advantages and disadvantages of each suggestion and try to reach an agreement on the most suitable decision". **Response** to a picture can take the form of description and comment (a picture is expected to be either vague in its form and reference, or deep in its message). A response can be given to a text for reading.

■ Exploratory task 2.3

A response can be given to a recorded text of a telephone talk. A candidate is to reconstuct what the other person on the phone is saying. Perform the activity and reflect on the difficulties.

- Hello. What can I do for you?

- _____

- Hold on a moment. What's the name of the play?

- _____

- When's it on exactly?

- _____

- Sorry, to mention it, but what kind of money are you prepared to pay for the ticket?

- _____

- Well, what night would you like to go?

- _____

- O.K. That's all right. Hope you will have a nice evening out. Bye.

In order to **assess the fluency** of oral ability, the following scales can be used: background knowledge, vocabulary sufficiency, grammar adequacy, message communication, interactive skills, logic of the utterance, fluency. Grades are given on every scale. Only when examines can be relied upon to score video-recordings with consistent accuracy, should they be entrusted with "live scoring".

Exploratory task 2.4

Ask your partner to explain to you how to make a nice omelet. In assessing fluency use the following grades. Reflect on this tool for assessment.

---

5. Speech is as effortless and smooth as a native speaker's.
4. Speech is effortless and smooth but non-native in evenness.
3. Speech is frequently hesitant and jerky.
2. Speech is very slow and uneven except for routine sentences.
1. Speech is halting and fragmentary, making conversation impossible.

Exploratory task 2.5

*The speaker has a plan of the room. The listener (the examiner) has a blank sheet of paper. The speaker has to instruct the listener how to reproduce the plan as accurately as possible on the blank sheet of paper without seeing it. As an examiner, produce a **scoring matrix** with a list of the language, that you expect to be used by the test-taker (the beginning has been done for you). While listening to your partner, tick off the language items that your partner has actually used. Do the activity and reflect on this scoring procedure.*

Features and examples	✓
• On the top	
• To the right	✓
• Underneath	
• One meter long	✓
• Square table	
• Etc.	

Testing reading. The following **operations** are necessary to test if the task is to evaluate candidates' language performance in reading: **scanning** the text to locate specific information, **skimming** the text to obtain the gist, **identifying** examples in support of an argument, **restoring** the sequencing relations between parts of the text, **inferring** from the text. **Techniques** for testing reading include **multiple choice, sequencing, cloze, information transfer, comments, drawing conclusions.** In the **multiple choice** tests the candidates give evidence of successful reading by ticking off one out of a number of alternatives (usually out of three, four or five alternatives). True-False questions are just a variety of the multiple choice format. E.g. "Choose the picture (A, B, C, D), which the following text describes." In the **cloze** test the task is to complete the gaps in the text.

■ Exploratory task 2.6

Do the following cloze activity and reflect on the problems you had with completing the gaps in the text.

"A man goes out of prison ... twenty years. He decides to go ... to the neighborhood where he lived. ... he gets there he cannot ... the place.

Everything has changed a ... . The places he used to ... have all disappeared. Even the pub has ... .

He is very tired and would like to have ... to eat. He goes into a small ... and has a coffee and a sandwich. When he takes ... his wallet he finds a ... ticket in it. He then remembers that the ... thing he had done before being arrested was to take a ... of shoes to the shoemaker's. He ... to go there and try. What a wonderful thing! The shoemaker is still at the ... place. He gets into the shop and tells the ... that about twenty years before he ... him a pair of shoes to have them ... . The shoemaker has a look at the ticket and ...: 'O.K. Come back tomorrow. They will be ready then.' Some things ... change! "

(Answer key: after, back, when, recognize, lot, know, moved, something, café, out, shoe, last, pair, decides, old, shoemaker, gave, fixed, says, never.)

Information transfer demands on the candidates to supply information from the text in a table, map, picture, etc.

■ Exploratory task 2.7

Read the text and draw a picture of the eye from description.

Text	Picture
"The eye is the second most complex part of the body after the brain. We all have a blind spot in each eye where the optic nerve leaves the back of the eyeball—the retina. The iris (the colored part of the eye) consists of more than 25,000 nerve endings, all of which are connected to the brain. There is a small opening in the front part of the eye-ball — the cornea, through which the light gets into the eye and onto the retina. This opening is covered with a lens. The eyelid covers two-thirds of the eye-ball."	

Restoring the sequencing relations between the parts of the text can be done in at least two ways. Candidates can be given a rambled order of text fragments, which they are expected to rearrange in the correct sequence. As an alternative, the candidates are given a text and a separate passage. Their task is to decide where this separate passage belongs in the text.

■ Exploratory task 2.8

Sequence correctly the sentences of the given text. Work individually. The limit of time is three minutes. The first choice has been done for you.

A. The bus driver said, "That's the ugliest baby I've ever seen."	1B
B. A woman got on a bus, holding a baby...	2
C. The man said, "Why, he's a public servant and shouldn't say things to insult passengers. "	3
D. "That's a good idea," the man said.	4
E. "Here, let me hold your donkey."	5
F. In a huff, the woman slammed her fare into the fare box and took an aisle seat.	6
G. "The bus driver insulted me," she fumed.	7
H. "You're right," she said. "I think I'll go back up there and give him a piece of my mind."	8
I. The man seated next to her sensed that she was agitated and asked her what was wrong.	9

Comments usually require knowledge of the world. The candidates are given a text and asked to explain the meaning of certain words or circumstances. They have to display their historical, social or cultural background.

■ Exploratory task 2.9

Describe the situations, in which the following signs may appear. What does this test check?

Signs	Comments
A. Helmets must be worn on the site. B. Silence is requested during services. C. We regret that goods can not be exchanged. D. A service charge will be automatically added to your bill. E. Private. F. Thieves will be prosecuted. G. These premises are under electronic surveillance. H. Keep clear. I. The management can not be held responsible for the theft.	

Testing listening. All the tasks that have been set for listening should be done "while-listening". The tape is usually played twice. A couple of minutes are allowed after the tape has been stopped for the test-takers to go over their answers once again. The candidates are to perform the following operations: **listen for specific details, obtaining a gist of what they hear, follow directions, follow instructions, interpret the text.** Techniques for testing listening can include **multiple choice, sequencing, information transfer, following instructions and directions, comments, drawing conclusions.**

■ Exploratory task 2.10

Follow the directions, draw a map and put a cross where the bank is.

Get off the bus, turn right, go up to the nearest crossing, at the far corner of the next crossing — supermarket. Down — roundabout. Cross the street on which you stay. Take a left, then a right. Go straight. Second building from the corner. NatWest Bank.	Street map:

(After Heaton, J. Classroom Testing. Longman, 1999. P. 50.)

Testing grammar can be done with **multiple choice** items, **paraphrase** (say it differently using a different beginning of the sentence or a different word), **sentence completion, cloze procedure** (e.g. testing the knowledge of prepositions or articles), **error correction**, etc.

■ Exploratory task 2.11

Read the text below and look carefully at each line. Some of the lines are correct, and some have a word, which should not be there. If a line is correct, put a tick ✓. If a line has a word that should not be there, write this word in the right column.

Sentences	Tick or word
a) Last Sunday was definitely not a good day for me.	
b) It was all started when I got into my car and it refused to start.	
c) I immediately realized that I had left the lights on.	
d) I telephoned to my friend and he came round and helped me start it.	
e) I then drove into town to see my brother.	
f) I waited for him for an hour despite of the freezing weather.	
g) There was nothing I could do but drive back home.	
h) He did not even apologize himself for not waiting for me.	

(After Paran A. First Certificate Gold. Practice Exam. Longman, 1996. P. 41.)

Testing vocabulary is essential to demonstrate linguistic skills. Test tasks can include **synonyms**. (Choose the alternative ABCD, which is closest in meaning to the given words. E.g. Gleam: a) shine, b) glitter, c) glare, d) glittering. Answer key: "gleam" has the implication of feeling joy. That is why "shining" is closest in meaning to it.) **Definition** task can have a multiple choice format ("Loathe" means: a) to dislike intensely, b) to hate the look of, c) to feel sick at the smell of. Answer key: "to dislike intensely" is the best definition). **Gap filling or cloze procedure** can also be used in testing vocabulary. Tasks with **pictures** can be as follows: "Write down the names of the objects that you see in the picture." This technique is restricted to concrete nouns. Another technique is to **elicit**

words from definitions (E.g. ... is a person who performs operations on patients. ... is what becomes of boiling water. ... is what a coward needs. Answer key: surgeon, steam, courage).

▮ Exploratory task 2.12

*Read the text below and decide which answers **a, b, c, d** best fit each space.*

Text	Answers	
The findings of a 1)... survey showed that teenagers do not spend as much money as their parents suspect. The survey 2)... three hundred teenagers from 3)... Britain. Although they have more cash, worry about debt is 4)... among the teenagers. The economic recession seems to have encouraged 5)... attitudes to money.	1. a) late, c) latest, 2. a) included, c) counted, 3. a) entire, c) complete, 4. a) gaining, c) increasing, 5. a) careful, c) reserved,	b) recent, d) fresh b) contained, d) numbered b) all over, d) the whole b) heightening, d) building b) suspicious, d) cautious

(After Paran, A. First Certificate Gold. Practice Exam. Longman, 1996. P. 16-17.)

Psychological testing is sometimes used in teaching English. The purpose of this procedure is not personality studies as in psychological counseling. The purpose of psychological testing in communicative language lessons is to boost the discussion about the learners' individual characteristics.

▮ Exploratory task 2.13

*Try the **"Personality Color Test"** and share your results in small groups. Give a statement of whether this test can be a psychological tool. Discuss individual differences. The instructions: "Briefly study the colors and then choose the color which appeals to you most immediately. Write this color in the first box and then repeat the process with your second favorite color in the second box and so on until your least favored color is in the last box."*

1.	2.	3.	4.	5.	6.	7.	8.

Interpretations

Red represents passion and energy. Red in the first position means you are impulsive and have a will to win. You want to be a leader and to expand your horizons living full life. **Yellow** represents happiness and re-

laxation. Yellow in the first place means that you are ambitious and eager to please. Yellow in the second and third place means that you are an optimist who never looks backward. **Green** represents firmness and resistance to change. Green in the first place means that you are persistent, possessive and quite selfish. You are a high achiever and an accumulator of things. If green is in the last place, your ego has been humbled. **Violet** means a dreamy world of wishful thinking and fantasy. **Brown** is the color of physical wellbeing and concern about health matters. If brown is your favorite color, then you are restless and insecure in need of a protective environment. **Grey** means that you want to shut yourself off from everything and everybody. **Blue** means that you are sensitive and easily hurt. You desire to lead a conflict-free life. Blue in the last place means you want to break from the ties that restrict you. **Black** means "No!" and a revolt against one's fate. In the second place it means you are prepared to give anything to achieve what you want.

Colors

Red	Yellow	Green	Violet	Brown	Gray	Blue	Black

(From O'Connell, S. Focus on Advanced English. Longman, 1999. P. 115-117.)

Testing can be applied in attempts to measure the **language aptitude** of learners. One of the techniques to measure the **language analytic and encoding ability** is to give the learners examples in an artificial or rare language.

■ Exploratory task 2.14

Analyze an example from the Hebrew language. Get acquainted with the translation of words. Translate the given sentences from English into Hebrew.

Analyze examples	Study the words	Give the translation
Ani omer	Ani — I	I said
	Omer — say	
Ani omed	Omed — stand	
Ani amadti	Amadti — stood	

Micro-teaching task

*Choose a test and administer it in your classroom or among your peers. Indicate the **goal** of testing (speaking, writing, reading or listening, vocabulary or grammar), the testing **format** (multiple choice, etc.) and the **contents** of testing (make concrete the grammar subject or the area of topical vocabulary, the oral topic, the subject of the text for listening or reading, etc). Complete the following chart:*

Goal of testing	
Format of testing	
Contents of testing	
Language level of the test	
Individual scoring (mean)	
Test discrimination index	
Highest result	
Typical errors	
Recommendations	

Integrated task

- *Describe your testing situation (whom you are going to test, where and when).*
- *Describe the goal of your testing.*
- *Give a rationale for testing as related to your goal.*
- *Describe the format of the chosen test.*
- *Describe the testing procedure (the number of the learners, the time of the day and the duration of testing).*
- *Describe the results of test analysis.*
- *Give recommendations for further teaching.*

Answer Keys

SAQ 1.1
   1B, 2C, 3D, 4A
Exploratory task 1.2
   1) not very reliable as some questions can be more difficult than others, valid for testing reading skills, good learners can show poor results for fail-

ing to understand a particular text, practical; 2) not very reliable as some points can be more difficult than others, valid for testing writing skills, good learners can show poor results if they are not familiar enough with this test format, time consuming; 3) not very reliable as some errors can be more difficult to detect than others, tests the declarative grammar knowledge, good communicators can fail to notice the errors, practical

Exploratory task 1.3

"C" is correct according to the rules of reported speech but the pre-tested native speakers asserted that "A", "B" and "C" were also perfectly acceptable.

Exploratory task 1.4

who/which, indeed, choice, others, no, claimed

Exploratory task 1.5

physical education, time, cut ... teaching

Exploratory task 1.6

1B; 2ABC; 3B; 4D; 5AC; 6C; 7BC; 8C; 9A; 10D; 11D; 12B

Exploratory task 1.8

1D, 2B, 3A, 4E, 5C

Exploratory task 1.9

1) are, every; 2) hundred; 3) in; 4) commit; 5) more; 6) has; 7) works

Exploratory task 1.10

1. If it had not been for my friend, I would not have been able to pay the mortgage.

2. No sooner had I entered the room than I found out that something was wrong.

3. He locked himself out of the car.

4. The dog barked the burglar out of the room.

5. Never again will I come here.

Exploratory task 2.11

b) was; d) to; f) of; h) himself

Exploratory task 2.12

1b; 2a; 3b; 4d; 5d

Exploratory task 2.14

Ani amarti

Glossary

Achievement tests measure the command of the course studied

Cloze tests offer the test-takers a task to complete the gaps in a coherent discourse

Concurrent validity is coincidence of the testing results with the results obtained by other means including teacher's continuous assessment

Consistency is agreement between parts of the text in terms of difficulty and results

Construct validity is the ability of the test to measure what it claims to measure (e.g. a test claiming to measure speaking performance should not measure lexical or grammar competence instead)

Contextualization tests offer the test-takers a task to produce an oral or written discourse out of a graphical form (tables, graphs, charts, etc.)

Diagnostic tests measure strengths and weaknesses of the test takers

Gap-filling tests offer the test-takers a task to complete the gaps in sentences

Information-transfer tests offer the test-takers a task to transfer information from a text into a graphical form (tables, graphs, charts, etc.)

Interactive tests consider the background knowledge and other individual traits of the test-takers

Matching tests offer the test-takers a task to find consistent pairs of language samples (another option is to find consistent pairs of language and pictures)

Multiple choice tests offer the test-takers a choice of the correct answer out of a number of "distracters".

Ordering tests offer the test-takers a task to sequence correctly randomized parts of a discourse

Placement tests are used to find the right stage of the curriculum for the learners and to teach them the adequate language difficulty level

Practicality is convenience of the test as a measuring tool (time saving, etc.)

Proficiency tests measure general language competence

Reliability is permanence of measuring results produced by the same test in different circumstances (testing speaking and writing is less reliable than testing reading and listening)

Test is a tool for measuring success of performance or ability to do it

Testing format is the design of a test

References and Further Reading

Alderson, Ch., C. Clapham and D. Wall. Language Test Construction and Evaluation. CUP, 1996.

Bachman, L. Fundamental Considerations in Language Testing. OUP, 1990.

Bachman, L. and A. Palmer. Language Testing in Practice. OUP, 1997.

Brown, G. and G. Yule. Teaching the Spoken Language. CUP, 1997.

Heaton, J. Writing English Language Tests. Longman, 1988.

Heaton, J. Classroom Testing. Longman, 1999.

Hughes, A. Testing for Language Teachers. CUP, 1996.

Modern English Lesson

The aim of this unit
- To make you think about the concept of a modern English lesson
- To analyze the ways to give an effective lesson
- To reflect on a variety of lesson models

What do you have to do in this unit?
- Warming-up discussion
- Input reading
- Self-assessment questions (SAQ)
- Exploratory tasks
- Observation task
- Micro-teaching task
- Integrated task

■ Warming-up discussion 0

Assess the problems that you are likely to experience during your own lessons (5 — very serious problem, 4 — serious problem, 3 — average problem, 2 — little problem, 1 — no problem). Share your results. Suggest solutions.

Problem	Rating				
	5	4	3	2	1
Teaching pronunciation					
Explanation of grammar					
Grammar drill					
Vocabulary build-up					
Developing speaking skills					
Developing listening skills					
Developing reading skills					
Developing writing skills					

Problem	Rating				
	5	4	3	2	1
Keeping learners motivated					
Maintaining discipline					
Giving creative lessons					

Input reading 1

Warming-up discussion 1.1

Create a mind-map showing your associations with an effective lesson.

Effective lesson
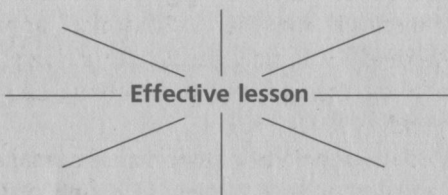
Mark the following ways of teaching as "modern" (M), "effective" (E) or both (ME).

Teaching ways	M, E or ME
A. Memorizing words	
B. Teaching to read through "phonics" (letter-sound relation)	
C. Find synonyms in the text	
D. Answer questions on the text	
E. Drilling grammar structures	
F. Communicative games	
G. Role-plays	
H. Group discussions	
I. Writing essays	

(After the discussion see the "tip" in the answer keys.)

Lesson concept

A lesson is a **set of learning opportunities**. An effective lesson enables the learners to learn. A good input from the teacher is not sufficient to make a lesson effective.

There are three major aspects of the lesson: **syllabus, method and atmosphere.**

Syllabus is the contents of what is being taught. Usually the contents of a lesson is the combination of the syllabus requirements and the teachers' own decisions about what should be taught in the lessons.

Method is a way towards the attainment of an ultimate goal of instruction.

A method is based on the **approach to teaching**, i.e. a set of assumptions about the nature of language, teaching and learning. It is the theoretical underpinning of the "method". E.g. a theoretical underpinning of the "audio-lingual method" was the "behaviorist" approach, while the "communicative method" is largely based on the "cognitive approach" to teaching and learning through problem solving and communicating just as in the real world.

A method is based on **principles** of teaching, i.e. major guidelines that channel teaching and learning activities. E.g. one of the principles in teaching communicatively is developing communicative competence in learners, i.e. their knowledge and skills enabling them to communicate in the real world.

A method is based on a set of **techniques**, i.e. the ways to run learner communicative activities in the lesson. E.g. a popular technique for communicative instruction is the information gap.

With the help of this technique such activities as communicative games can be organized.

Method implementation depends much on **teachers' beliefs, views and knowledge.** Teachers' beliefs, views and knowledge play a crucial role in highlighting part of the syllabus, choosing a method of teaching and creating a certain atmosphere in the lesson.

Atmosphere is the spirit of the lesson, which can be relaxed and friendly, or brisk and business-like.

The three aspects of the lesson (syllabus, method and atmosphere) produce three major lesson opportunities:

- **input opportunity**
- **practice opportunity**
- **opportunity for learner receptivity** (high self-esteem, low anxiety, motivation, involvement, confidence and success-building)

Give your comments on the learning opportunities that are created in the lessons with the following features:

Features of the lesson	Input opportunities	Practice opportunities	Receptivity opportunities
1. Teacher talking time			
2. Teacher waiting time			
3. Pair- and small-group work			
4. Building on learners' success			
5. Learners' time-on-task time			
6. Teacher's non-judgement			
7. Learner-centered work			

A lesson **models the learning process.** A lesson can provide for a step-by-step learning, or rush the learners from one activity to another, or make the learners think hard about an issue in question, or focus on automatic drills, etc.

The effectiveness of the lesson depends much on whether the lesson recognizes the reality of cognitive processes in learners. All learning contains the following major phases:

• task encounter
• dealing with the task
• storing the experience
• transferring acquired knowledge/skills and emotional expectations into a new situation
• modifying one's experience (knowledge/skills and emotional expectations)

A lesson experience modifies knowledge, experience and skills and this is how learning occurs.

Match the following activities with the results of learning and write your comments in the space provided. More than one "result" can be matched with some activities.

Activities	Results of learning		
	Knowledge	Skills	Emotions
1. Teacher's explanation			
2. Chorus drill after the teacher			
3. Opening the brackets in the grammar exercise			
4. Acting out real world situations			
5. Reciting a poem by heart			
6. Retelling the text			
7. Doing a multiple-choice test			
8. Problem-solving activity			
9. Guessing games			

A lesson is an arena of learner interaction. The learners interact to combine the knowledge between themselves and to cooperate in producing ideas. They exchange and share knowledge between themselves. They can also mutually control each other and correct errors, as well as coach each other for specific tasks and tests. For the purpose of interaction, the learners form pairs or small cooperative groups. First the learners may fail to cooperate effectively but gradually they learn how to perform effectively in pairs or small groups.

■ SAQ 1.1

Match the model of seating arrangements in the classroom and learner activities.

Classroom organization	Activities
1. In straight rows	A. Coaching each other
2. In a circle	B. Practicing dialogues

Classroom organization	Activities
3. One circle inside the other	C. Jigsaw reading
4. As a horseshoe	D. Free group talk
5. Two straight lines	E. Information gap
6. In pairs	F. Teacher-controlled group talk
7. In small groups	G. Examination

Interaction between the teacher and learners is necessary to react adequately to the real-life classroom setting. As a result of interacting with the class, a teacher can make changes in the syllabus, method and input for the lesson. Lesson atmosphere, practice opportunities and attempts to enhance learner receptivity can also be better adapted to the learners.

▮ Exploratory task 1.3

Indicate in the space provided what on-line (spontaneous) changes can be done to the lesson as a result of classroom interaction.

Lesson components	On-line changes and reasons
1. Syllabus	
2. Method (principles of teaching)	
3. Approach (theoretical basis)	
4. Atmosphere	
5. Input	
6. Practice opportunities	
7. Learner receptivity	
8. Techniques	
9. Materials	

Lesson types can be described in a number of **metaphors**:
- **variety show** is a lesson that is pleasing to watch and is designed to take stock or to make an impression on the visitors
- **climbing a mountain** is a challenge for the learners. This lesson needs investment of effort on the part of the learners and the teacher. The reward is successful achievement of the aim
- **eating a meal** is an essentially receptive and drilling lesson focused on receiving and reinforcing the input.

234

Write a short variant of a lesson plan on any topic and in any free format. Exchange your lesson plans in the group and tick ✓ the metaphors to describe the lesson.

Lesson play	Metaphors
	• Variety show
	• Climbing a mountain
	• Eating a meal

In sum, a lesson as a concept can be given the following definition:

A lesson is an organized and goal-oriented process, which is a set of learning opportunities, a model of cognition and a framework for interaction of the participants.

■ Exploratory task 1.5

In the space provided describe how you understand the following lesson criteria.

Lesson criteria	Comment
1. Organized lesson	
2. Goal-oriented process	
3. Learning opportunities	
4. Creating knowledge	
5. Creating experience	
6. Creating skills	
7. Learner interaction	

Input reading 2

Lesson planning

A lesson can consist either of a long single activity or of a number of shorter activities. These activities can either be united by an overall objective or each can have a different aim.

On the whole there are four basic types of the lesson planning: **logical line, topic umbrella, jungle path and rag-bag.**

In a **logical line** lesson there is a clear attempt to follow a logical path from one activity to the next. "Logical line" of activities means that there is a succession of tasks that gradually take the learners to the planned result. The relationship of tasks in the "logical line" is that of "cause and consequences". E.g. the learners first achieve a general understanding of the text and then move on to work on specific details. In the "logical line" lesson there is in most cases one clear and overall objective.

A **topic umbrella** lesson is devoted to one general topic (e.g. "healthy food") that is used as the main focal point for all the activities. The teacher might use a variety of activities such as "vocabulary", "grammar", "speaking", "listening", "reading" and "writing" linked to one and the same umbrella topic. In a "topic umbrella" lesson there can be a number of related objectives, e.g. to study the vocabulary related to "healthy food", to study the expression of future in the "if clauses" (If you eat ... you will ...), to listen to a lecture episode on healthy diets, etc.

Jungle path lesson is not planned or predicted in any way but is created moment by moment in class. The starting point can be an open-ended activity such as brainstorming but the outcome will remain a mystery until it happens in class. During this lesson a teacher focuses predominantly on the learners and the classroom situation rather than on the materials and plans. E.g. the learners can ask about the language problems they have come across in the reading activity and the whole work will shift in this direction. Thus, the planning is done to a great degree on the spur of the moment by the learners themselves.
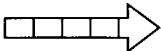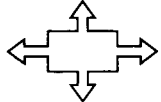
Rag-bag is a sequence of unconnected activities. These lessons are designed to keep the learners entertained and involved. This type of lessons could be appropriate for young learners with a short attention span. There is no overall objective in such lessons.

■ Exploratory task 2.1

In the space provided give the "pros" and "cons" of every lesson planning type.

Lesson planning type	Pros	Cons
1. Logical line		
2. Topic umbrella		
3. Jungle path		
4. Rag-bag		

One of the major challenges that a teacher can face in preparing a lesson is designing the **sequence of activities.** One of the most frequent models to sequence the activities in the lesson is the **stepping way**. It is a lesson consisting of several logically organized activities as "steps towards a goal". Another model is the **convergent way** with a variety of different activities (e.g. developing grammar and vocabulary) all converging towards achieving a lesson objective. The third possible model is the **divergent way**, in which many objectives are pursued during one lesson.

Stepping way	
Convergent way	
Divergent way	

▮ Exploratory task 2.2

Here are possible activities that a teacher can run with the learners in the video-assisted lesson. How can you sequence these activities using video-film in the lesson? Add other tasks if necessary.

Activities	Sequence of tasks
a) Silent viewing (picture only)	
b) Freeze frame (stop playing the tape)	
c) Role-play	
d) Behavior observations (gestures, etc.)	
e) Prediction (what will come next?)	1 2 3 4 5 6 7 8 9
f) Thinking-and-feeling analysis	
g) Blind viewing (sound only)	
h) Cultural comparison	
i) Pair viewing (one person watches while the other sits with one's back to the screen and asks questions)	

Planning a lesson starts with clarifying its **objective**. The objective implies a "mission" that is performed during the activity.

Lesson objectives often include the following four components: **contents** (a certain contents area to be dealt with in the lesson), **skill** (a certain communicative skill or language area that will be developed during the lesson), **technique** (a certain technique will be implemented in the attempt to organize teaching and learning) and **product** (a certain result will be produced by the learners in the lesson).

E.g. lesson objectives can be described in the following way:

Lesson objectives	**Contents:** the topic area of the lesson
	Skill: scanning reading
	Technique: brainstorming, information gap, jigsaw
	Product: vocabulary lists, written papers, charts, etc.

A lesson can be planned in the **three-phase framework.** The **lead-in** is designed to activate prior knowledge in the learners, to prepare the learners for the contents and the language that are necessary for the main activity in the lesson. The format of planning below provides for a detailed layout of the prepared lesson (the topic of the lesson is "Your safety").

Phase	Procedure	
Lead-in	Teacher	Learners
Activating prior knowledge	Organizes brainstorming of "Sources of danger".	Produce a mind-map that shows the sources of danger.
Preparing for the contents	Shows pictures of dangerous situations.	Comment on the pictures.
Preparing for the language	Focuses on the language to describe dangerous situations and behavior in these situations.	Do a text-cloze activity.

Main activity develops the skill and produces the result that are deemed as most important for this particular lesson. In the lesson "Your safety" the main activity can be "jigsaw reading". Planning this part of the lesson is shown in the chart:

Phase	Procedure	
Main activity	**Teacher**	**Learners**
Jigsaw reading	Distributes bits of reading among the learners	Read their bits individually
	Organizes sharing information in small groups	Share information in small groups
	Organizes sharing information with the whole class	Share information with the whole class
	Suggests completing the chart "Danger and safety"	Complete the chart "Danger and safety" (the teacher plans a possible variant of the chart before the lesson)

Follow-up phase is the time to reflect on the main activity, to revisit the contents, ideas and language and to set a further task. Follow-up phase is also important because it is a bridge for the development of integrated communicative skills in learners. E.g. the "main activity" can be based on "jigsaw reading" while the "follow-up" can be the time to integrate reading and writing and to produce a written piece of work. A possible planning of this phase is given in the chart:

Phase	Procedure	
Follow-up	**Teacher**	**Learners**
Ranking	Suggests ranking the sources of danger in the order of their potential hazard for the learners.	Do the ranking procedure and discuss their variants of ranking.
Vocabulary build-up	Focuses on the useful vocabulary and grammar.	Organize vocabulary in a list of entries for further use and memorization.
Homework of writing a leaflet	Gives a task to write at home a leaflet "Be safe!"	Discuss with the teacher the format of writing a leaflet, become familiar with pieces of writing, organize the ideas, select vocabulary.

Produce a lesson plan following the given format.

Level of English course-book

Lesson objectives	Contents:
	Skill:
	Technique:
	Product:

Phase	Procedure	
LEAD-IN	**Teacher**	**Learners**
Phase	**Procedure**	
MAIN ACTIVITY	**Teacher**	**Learners**
Phase	**Procedure**	
FOLLOW-UP	**Teacher**	**Learners**

Lesson design can be described with the help of the following metaphors: **balance, switchboard, jigsaw, domino, thread.**

Lesson balance means that communicative activities can strike a balance with non-communicative tasks that are necessary to achieve the lesson goals.

Lesson switchboard means that every lesson is expected to have one "central idea" that unites all the lesson elements like a switchboard unites the telephone users.

Lesson jigsaw symbolizes a lesson, in which every episode fits perfectly with the rest just as jigsaw elements fit well with each other.

Lesson domino emphasizes the succession of activities in the lesson that follow each other as prompted by the logic of teaching just as dominos follow each other in a non-random order.

Lesson thread represents a lesson as a single thread of episodes, which are highlighted at different moments of the lesson and given considerable time and attention.

▌ Exploratory task 2.4

Consider the following traditional lesson plan in light of the "lesson metaphors" and suggest ways of improving. Give examples of the "lesson metaphors" from the lesson plan in the grid below. Rewrite the lesson plan in the three-phase framework.

* Object. To develop reading, listening and speaking skills.
* Level: 6th form.
* Learners talk about the weather.
* Phonetic drill of the words, which will be used in the text for reading and listening.
* Reviewing the material of the previous lesson (text and lexis).
* Reading a new text aloud after the teacher in chorus and then in turn.
* Translating the text by taking turns in class.
* Answering teacher's questions about the text.
* Grammar. Translating sentences from Russian into English.
* Drilling a grammar structure with transformations.
* Lexical drill. Paraphrase of new words.
* Listening to a text read by the teacher.
* Answering teacher's questions about the text for listening to check comprehension.
* Marking sentences from the text as "true " or "false".
* A game for fun.

- Setting a home task.
- Assessing the learners at the end of the lesson.

Balance	Switchboard	Jigsaw	Domino	Thread

Giving a lesson involves **classroom management.** It involves the following elements:

- Starting a lesson
- Using classroom board in a well-organized way
- Maintaining discipline in the classroom
- Arranging seats adequately to the tasks
- Confidence building in learners
- Timing a lesson
- Giving directions to the learners
- Rationing teacher talking time
- Rationing learner time for tasks
- Closing up

Exploratory task 2.5

Comment on the ways classroom management can be effective (give examples).

Classroom management	Examples
• Starting a lesson	
• Using classroom board in a well-organized way	
• Maintaining discipline in the classroom	
• Arranging seats adequately to the tasks	
• Confidence building in learners	
• Timing a lesson	
• Giving directions to the learners	
• Rationing teacher talking time	
• Rationing learner time for tasks	
• Closing up	

Exploratory task 2.6

Design an effective use of the classroom board and show a layout of materials including the topic of the lesson, the new vocabulary, the speech patterns, grammar structures, pictures for eliciting the language, homework.
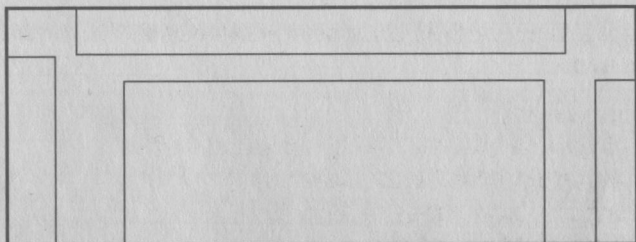
Exploratory task 2.7

Design activities that would fit the given organization of the classroom.

Types of interaction	Activities
1. In two opposing teams	
2. In small buzz groups	
3. As a whole class	

Exploratory task 2.8

Discuss possible error correction strategies.

Error correction strategies
Strategy 1
Strategy 2
Strategy 3
Strategy 4
Strategy 5

Brainstorm the questioning strategy, give examples and practice the questioning strategies in your micro-teaching.

Questioning strategy
Correction-for-form questions
Correction-for-meaning questions
Comprehension checks
Memory checks
Guiding questions
Inquisitive questions (Why...?)
Echo questions (to signal understanding, agreement and participation)

Input reading 3

Lesson evaluation

■ Warming-up discussion 3.1

Make up a list of qualities that a lesson observer needs to make the observation and the reflection on the results of the observation more successful.

There are at least three **maxims** of lesson observation that make the process more effective: **attention, non-judgment, empathy. Attention** means that a visitor is attentive to every detail of what is going on during the lesson. **Non-judgment** means that a visitor provides a mirror reflection of the lesson without labeling the procedures as either "good" or "bad". E.g. "If I've got it right, you've spent 30 minutes on explaining the grammar rule and the remaining 10 minutes were given to the analy-

sis of examples..." **Empathy** implies that a visitor is prepared to understand all the "coral reefs" of the lesson and to side fully with the teacher whose lesson is being observed.

███ Exploratory task 3.1

List possible foci of observation in the lesson and disclose the purpose in each case.

Focus	Purpose

Lesson evaluation is done according to **observation criteria.** The criteria can be given in the form of propositions: "The class seemed to learn the material well", "The learners were engaging with the tasks throughout the lesson", "The learners were attentive all the time", "The learners were interested and motivated", "The learners were active all the time", "The lesson went according to a plan", "The language was used communicatively throughout the lesson".

Observation can be done on the **teacher, method and learner.** Observing a **teacher**, the observer can concentrate on the following items "Maintains interest", "Stimulates activity", "Speaks audibly", "Looks at the learners", "Structures the material clearly", "Gives explanations", "Clarifies the goals", "Advises on learning strategy", "Encourages the learners".

In observing the **method of instruction** the framework of observation will be different. The observers can concentrate on "Communicative activities", "Interactive activities", "Challenging activities", "Comprehensible material", "Motivating material", "Logical sequence of activities", "Developing communicative skills", "Developing language competence", "Reinforcing the knowledge".

In observing the **learner** the observation format changes and can include the following: "Understand the task", "Familiar with the task format" (obviously have experience in performing similar tasks), "Have a good command of previously learned knowledge", "Give a prompt response to the teacher", "Cooperate with the teacher", "Cooperate with each other", "Attentive", "Involved in the lesson procedures".

Observe a video recording of a lesson and complete the grid below.

Items	Planning	Implementing	Evaluation
a) approach			
b) method			
c) atmosphere			
d) management			
e) assessment			

Observation format is the form into which the observation results are arranged:

- **Bull's eye** (Every arrow corresponds to a criteria of observation. The more the criteria are met in the lesson the closer the arrow will move towards the centre of the "bull's eye".)
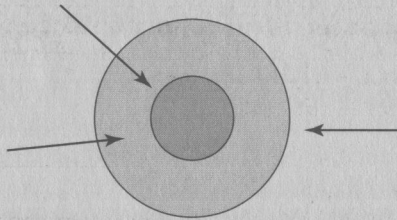
- **Grid** (Every box in the grid contains a criterion of observation. An observer writes comments in each box making explicit the goals of the lesson, the way the class was managed and the degree to which the targets were achieved.)

Clarity of goals	Management of class	Achievement of targets
Learner interaction	Teacher role	Learner involvement

- **Questionnaire** (In the process of observation the observer answers the questions of the questionnaire that has been previously compiled.)

Questions	Answers
• Did the teacher...?	
• Were the learners...?	

- **Graph.** The graph shows how the attention of the learners changed during the lesson time.

Degree of the feature under observation

Active learner involvement during the lesson

Lesson time
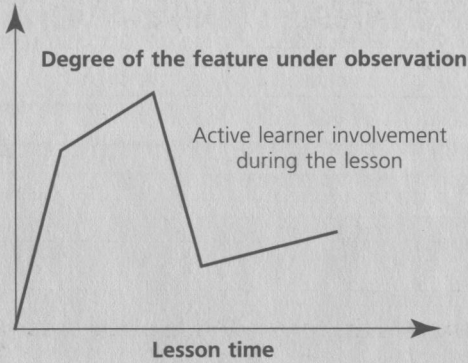
- **A list** (The observer ticks off the items that were dominant in the lesson.)

The items of observation during the lesson	✓
• Interaction teacher — class • Interaction learner — learner • Etc.	

- **Observation web** (Each section of the circle corresponds to a criterion of observation. Every 3-5 minutes a stroke is drawn in the corresponding sections. By the end of the lesson the "web" shows which criteria have been met most fully during the lesson.)
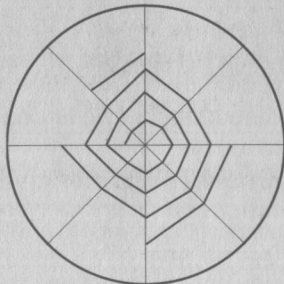
- **Diary of the lesson** (The observer marks the time of the lesson and carefully describes the observed procedures with comments.)

Time	Procedure	Comment

- **Time measurement in the lesson** (The observer concentrates on the lesson features that can be measured in time.)

Items of measurement	Quantity
• Teacher waiting time	
• Learner time for task	
• Etc.	

- **Balanced report** (The observer gives carefully balanced opinions on the lesson emphasising strong and disputable points.)

Strong points of the lesson	Disputable points of the lesson

- **Theoretical analysis** (The observer analyzes the approach, method and techniques of teaching.)

Approach to teaching (teacher-centred or learner-centred)
Method of instruction (communicative or non-communicative)
Techniques of teaching (interactive or non-interactive)

- **Lesson iceberg** (The observer analyzes the "tip of the iceberg"; i.e. the techniques demonstrated by the teachers. Next is the "underwater part", i.e. the possible dangers and "coral reefs" that make the teacher maneuver. The "deep water part" is the area of "no life", which the teacher tries not to enter and not to do.)

Tip of iceberg

Underwater level

Deep level
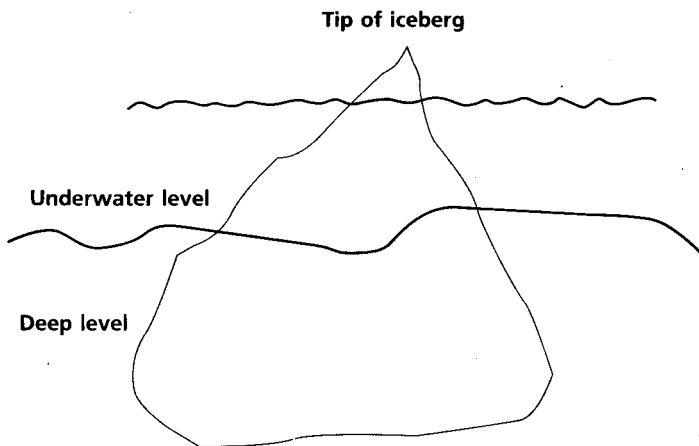
Observation task

Choose an observation framework and format to observe a lesson episode or a micro-teaching activity. After the observation share your results with the "observed" teacher and both complete the chart below to evaluate the observation framework that you used (tick off the items with ✓ if "Yes").

Reflections of the observer	Reflections of the observed
• The observation framework was helpful.	• The goal of observation was clear to me.
• The observation format was convenient.	• The behavior of the observer was supportive.
• The reaction of the observed teacher to the observation was positive.	• The results of observation were presented in a non-judgmental way.
• The reaction of the observed teacher to the results of the observation was cooperative.	• The observer did one's best to understand the design of the lesson and the reason for the chosen techniques.
• The observation results prove to be useful for the observer.	• The observer's visit prove to be very useful.
• The observation results seem to be useful for the observed.	• The observer appeared to be satisfied with the observation results.

Reflections of the observer	Reflections of the observed
• This framework and format of observation should be definitely recommended for future use.	• This observation should definitely be recommended for future use.

Micro-teaching task

Teach a lesson of your choice and reflect on it by ticking off statements about your own lesson if "Yes". Compare your statements with those of your observers.

Statements about your own lesson	✓
• I have planned my lesson with clear objectives of teaching in mind.	
• I had a good command of the teaching material.	
• My teaching techniques were logically sequenced.	
• My teaching goal was fully attained in the lesson.	
• All the tasks were well fulfilled by the learners.	
• The learners were motivated and involved in the activities.	
• Interaction during the lesson was active and productive.	
• The process of the lesson was well structured.	
• The result of the lesson was achieved and demonstrated by learners.	

Integrated task

- *Describe your teaching situation.*
- *Clarify the objectives of your lesson.*
- *Write a lesson plan.*
- *Indicate where you taught your lesson and to whom.*
- *Supply the results of your lesson observation by a visitor.*
- *Produce a reflection on your own lesson.*
- *Formulate recommendations on how your lesson can be further improved.*

Answer Keys

Glossary

Atmosphere is the spirit of the lesson facilitating or debilitating the learners

Classroom discourse is the language used in class by the teachers and the learners

Classroom interaction is interaction during a lesson between the teacher and the learners as well as between the learners themselves

Input opportunities are the chances of accessing information in the lesson

Learner receptivity opportunities are the chances to facilitate the intake by the learners during a lesson

Lesson is an organized and goal-oriented process, which is a set of learning opportunities, a model of cognition and a framework for the interaction of the participants

Management of the lesson is creation of the teaching/learning media in the lesson by control of discipline, seating arrangements, error correction, use of classroom board, etc.

Metaphors of the lesson are the figurative collocations to describe various types of the lesson (e.g. "climbing a mountain" is a lesson with a challenge for the learners that they gradually overcome with the help of the teacher and by investing their own efforts)

Model of cognition in most general terms includes encounter with the problem, resolution of the problem and reflection on the results

Planning of the lesson is a scheme for the accomplishment of the lesson goals

Practice opportunities are the chances to reinforce the knowledge and skills in the lesson

References and Further Reading

Allwright, D. and K.Bailey. Focus on the Language Classroom. CUP, 1994.

Eyesenck, M. and M. Keane. Cognitive Psychology. Psychology Press, 1997.

Scrivener, J. Learning Teaching. Heinemann, 1994.

Ur, P. A Course in English Language Teaching. CUP, 1996.

Woods, D. Teacher Cognition in Language Teaching. CUP, 1996.

Woodward, T. Ways of Training. Longman, 1995.

Wright, T. The Role of Teachers and Learners. OUP, 1987.

Quick Check

Mark the following statements as True (T) or False (F).

1. Direct method of teaching English as a foreign language was based on the psycholinguistic knowledge of language acquisition.
2. Audio-lingual method developed good interactive skills in the learners.
3. Suggestopedy is the teaching method based on relaxation.
4. Form-focused methods of teaching are obsolete and not used any longer.
5. Process-oriented methods of teaching focus on the methodological organization of teaching.
6. The chief goal of the communicative method is the learner's communicative competence.
7. One of communicative teaching principles is authenticity.
8. The process of communication means sending and receiving information.
9. Interaction means dialogue and transaction means monologue.
10. The only truly communicative technique is communicative simulation.
11. Student-centered teaching is the way to implement learner autonomy.
12. The teacher's role in student-centered teaching is to be the learners' resource.
13. Humanistic approach to teaching removes barriers for learners' self-fulfilment.
14. Communicative competence means good knowledge of language.
15. The goal of teaching pronunciation is native-like accent.
16. Teaching pronunciation includes explanation of sounds articulation.
17. Among typical pronunciation features of English are diphthong vowels and alveolar consonants.
18. Phonetic drill is organized as imitation after the teacher or the tape.
19. Vocabulary acquisition means the development of mental lexicon.

20. Vocabulary can be taught in the list, in the text and in the communicative context.
21. The quickest and the most reliable way to discover lexical meaning is through translation.
22. Lexical games are based on memory, guessing and imagery.
23. Declarative grammar knowledge is the first step in developing procedural grammar knowledge.
24. Teaching grammar communicatively is through meaningful drill.
25. Free types of grammar drill are followed by the controlled grammar tasks.
26. Jazz-chants combine grammar, rhythm and music.
27. Speaking needs among others cognitive and social skills.
28. Activities for teaching to speak do not need the "pre-activity" phase.
29. Distinctive features of the role-play are the plot, the roles and the "drama".
30. Communicative games are a type of simulation activity.
31. Role-plays simulate real-world situations.
32. Problem solving simulates the process of decision-making.
33. Active listening means active participation in what one hears.
34. Intensive listening is listening very closely.
35. Listening involves inferencing.
36. Listening tasks are done after the text has been heard at least once or twice.
37. "Listen-and-do" activities can involve drawing.
38. "Listen-and-transfer" activities can involve work with the tables.
39. "Listen-and-infer" activities can involve writing.
40. Most techniques for teaching listening aim at activating the learner while listening to the text.
41. Reading means reader's response to the text.
42. Scanning a text means reading it many times digging for the meaning deeper and deeper.
43. Top-down approach to reading is possible when the learners already have advanced reading skills.
44. Interactive reading means combination of top-down and bottom-up approaches.
45. Pre-reading phase of the activity includes schemata activation.
46. Jigsaw reading is using various texts on the same topic.
47. Writing is communication with written symbols.
48. The goal of teaching to write is to teach the learners various formats of writing.
49. Brainstorming is used at the post-activity phase of teaching to write.
50. One of the ways to teach writing is to count the words.
51. Dictation is a non-creative writing activity.

52. "Familiarization" in writing means preparation for the language.
53. One of the techniques in teaching creative writing is using a shape.
54. In business letters one should sign "Yours faithfully" and in personal letters "Sincerely".
55. The purpose of the post-activity phase is to reinforce the knowledge.
56. Information gap is a situation when the two participants in communication command different information.
57. Learners' interaction in the lesson is organized for them to share and combine information, to develop ideas and to peer teach.
58. Cloze test is a task to complete gaps in sentences.
59. The faster the tempo of the lesson the better.
60. The first stage of classroom research is confronting a problem.

Answer Grid

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.	31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
41.	42.	43.	44.	45.	46.	47.	48.	49.	50.	51.	52.	53.	54.	55.	56.	57.	58.	59.	60.

Answer Keys

True: 5, 6, 7, 11, 13, 16, 17, 19, 20, 21, 22, 26, 27, 29, 30, 32, 35, 37, 38, 39, 40, 44, 45, 47, 50, 53, 56, 57, 60.

ПОСОБИЯ ДЛЯ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Учебно-методический комплект для студентов неязыковых вузов (авторы Е. М. Базанова и И. В. Фельснер) состоит из программы и трех учебников: «Beginner — Low-Intermediate», «Intermediate», «Upper-Intermediate — Advanced».

Как видно из названий, учебный материал распределен по уровням сложности, таким образом, каждая часть может быть использована автономно, в соответствии со степенью подготовленности учебной группы.

Комплект был высоко оценен специалистами, **имеет гриф Министерства образования РФ.** Он может быть использован на курсах иностранных языков и в других учебных заведениях.
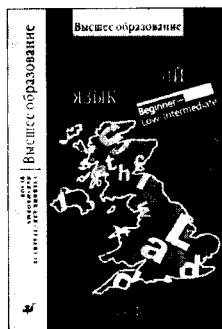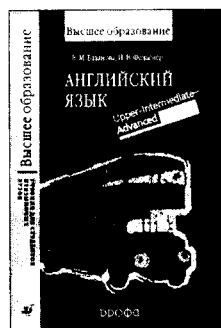
Е. М. Базанова,
И. В. Фельснер.

«Английский язык.
Beginner —
Low-Intermediate».

Е. М. Базанова,
И. В. Фельснер.

«Английский язык.
Intermediate».

Е. М. Базанова,
И. В. Фельснер.

«Английский язык.
Upper-Intermediate —
Advanced».

Е. М. Базанова.

«Программа курса
английского языка
для неязыковых вузов».