Міністерство освіти і науки України

Мукачівський державний університет

Кафедра англійської філології та методики викладання іноземних мов

Методика викладання іноземної мови у вищій школі

Опорний конспект лекцій

для студентів 1 курсу денної форми навчання

за спеціальністю 014 Середня освіта (Англійська мова

та зарубіжна література)

ОС «Магістр»

Мукачево
МДУ 2017

*Розглянуто та рекомендовано до друку науково-методичною радою
Мукачівського державного університету
протокол № 8 від 21 грудня 2017 р.
Розглянуто та схвалено на засіданні кафедри англійської філології та
методики викладання іноземних мов протокол № 5 від 09.11.2017 р.*

Укладач

Кончович К.Т. – кандидат педагогічних наук, асистент кафедри англійської філології та методики викладання іноземних мов

Рецензент

Барчі Б.В. - кандидат психологічних наук, старший викладач кафедри психології

Анотація.
Навчальне видання містить 1 частину опорного конспекту лекцій з дисципліни «Методика викладання іноземної мови у вищій школі», поданий у стислій, лаконічній, доступній формі, висвітлюючи основні питання навчального матеріалу. Рекомендації стануть у нагоді студентам денної форми навчання під час вивчення курсу.

ЗМІСТ

Вступ

Робочу програму навчальної дисципліни Методика викладання іноземної мови у вищій школі для студентів 1 курсу укладено відповідно до цілей, вимог і змісту навчання магістрів у ВНЗ III – IV р.а.

Програмою передбачено вивчення дисципліни Методика викладання іноземної мови у вищій школі в 1-му семестрі. Дисципліна розглядається як складова змісту навчальної підготовки філологів, майбутніх викладачів англійської мови та зарубіжної літератури і побудована на відповідних теоретичних, наукових засадах та практичній підготовці.

Основним завданням викладача є формування у студентів відповідних теоретичних та творчих знань, надання їм практичної спрямованості та формування вміння використовувати їх у практичній діяльності (навчанні, викладанні) та в житті взагалі. Загальними завданнями оцінювання є: визначення рівня навчальних досягнень студентів; стимулювання їх мотивації до здобуття знань; визначення рівня здібностей студентів, їх потреби у додатковому навчанні; виставлення відповідної оцінки.

Для оцінювання процесу та результатів вивчення Методика викладання іноземної мови у вищій школі розроблені чіткі, зрозумілі і відомі студентам критерії, відповідно до яких виставляється оцінка, і використовуються при цьому такі методи, як: усне опитування, тестування, оцінювання виконання творчих завдань тощо.

Мета вивчення навчальної дисципліни – підготовка спеціалістів за освітньо-кваліфікаційним ступенем магістр відповідно до державних стандартів, встановлених освітньо-кваліфікаційною характеристикою та освітньо-професійною програмою підготовки спеціалістів вищезазначеного фахового спрямування.

Завданнями викладача, реалізація яких забезпечить досягнення цієї мети, є:

 сформувати у студентів широку теоретичну базу, яка розкривала б закономірності процесу навчання англійської мови як засобу комунікації, освіти та виховання учнів і включала б, окрім теоретичних знань з методики, також знання із суміжних з нею наук психолого-педагогічного та філологічного циклів;

 сформувати уявлення про специфіку змісту та структуру педагогічної діяльності викладача англійської мови;

 сформувати основи вмінь творчого використання знань на практиці з урахуванням конкретних умов;

 ознайомити з найбільш відомими напрямками в методиці, системами, методами, формами та засобами навчання іноземної мови (англійської).

В результаті вивчення даного курсу студент повинен:

знати:

- загальні питання методики викладання іноземної мови (англійської) у вищій школі (методика як теорія навчання іноземних мов; завдання, зміст, принципи, методи, прийоми навчання мови; засоби навчання та можливості їх використання в навчальному процесі; навчальні програми; типологія уроків);

- методику навчання основних розділів курсу іноземної мови (вивчення загальних відомостей про лексику, граматику; навчання аудіювання; розвиток уміння читання, письма, монологічного та діалогічного мовлення); контроль навичок та вмінь практичного володіння іноземною мовою);

- сучасні підходи до вивчення іноземних мов (індивідуалізація та диференціація навчання, нестандартні уроки, інтерактивні технології навчання, комп'ютеризоване навчання мови тощо).

вміти:

- осмислювати основні концептуальні засади мовної освіти, сутність процесу реформування освіти в Україні;

- аналізувати навчальні програми та підручники;

- самостійно працювати зі спеціальною літературою;

- органічно пов'язувати реалізацію практичних, загальноосвітніх, розвивальних і виховних цілей;

- підбирати необхідний дидактичний матеріал з урахуванням реалізації всіх змістових ліній навчання іноземної мови;

- володіти інноваційними освітніми технологіями;

- виявляти, розкривати й реалізовувати внутрішньопредметні та міжпредметні зв'язки;

- правильно оцінювати мовні й мовленнєві знання та навички студентів.

Програма навчальної дисципліни
Модуль 1
Змістовий модуль 1.

Тема 1. What Language Teaching Is. Teaching Goals and Methods
    1. Models of Language Teaching and Learning
    2. Reflective Practice
    3. Teaching Portfolios
    4. Tips for New Language Teachers
    5. Goal: Communicative competence
    6. Method: Learner-centered instruction
    7. Guidelines for Instruction

Тема 2. Planning a Lesson
    1. Set Lesson Goals
    2. Structure the Lesson
    3. Identify Materials and Activities

Тема 3. Motivating Learners
    1. Understanding Language Acquisition
    2. Promoting Engagement in Language Learning
    3. Achieving Success With Learning Strategies

Тема 4. Assessing Learning
    1. Traditional tests
    2. Alternative assessment
    3. The ACTFL Guidelines
    4. Peer and self-assessment

Тема 5. Teaching Grammar
    1. Goals and Techniques for Teaching Grammar
    2. Strategies for Learning Grammar
    3. Developing Grammar Activities
    4. Using Textbook Grammar Activities
    5. Assessing Grammar Proficiency

Змістовий модуль 2

Тема 6. Teaching Listening
    1. Goals and Techniques for Teaching Listening
    2. Strategies for Developing Listening Skills
    3. Developing Listening Activities
    4. Using Textbook Listening Activities
    5. Assessing Listening Proficiency

Тема 7. Teaching Speaking
    1. Goals and Techniques for Teaching Speaking
    2. Strategies for Developing Speaking Skills
    3. Developing Speaking Activities
    4. Using Textbook Speaking Activities
    5. Assessing Speaking Proficiency

Тема 8. Teaching Reading

1. Goals and Techniques for Teaching Reading
2. Strategies for Developing Reading Skills
3. Developing Reading Activities
4. Using Textbook Reading Activities
5. Assessing Reading Proficiency

Тема 9. Teaching Writing
1. Goals and Techniques for Teaching Writing
2. Strategies for Developing Writing Skills
3. Developing Writing Activities
4. Using Textbook Writing Activities
5. Assessing Writing Proficiency

Тема 10. Teaching Culture
1. Goals and Techniques for Teaching Culture
2. Strategies for Learning Culture
3. Developing Culture Learning Activities
4. Using Textbook Culture Activities
5. Assessing Knowledge of Culture

Lecture1.
What Language Teaching Is .Teaching Goals and Methods

Good teaching happens when competent teachers with non-discouraging personalities use non-defensive approaches to language teaching and learning, and cherish their students.

Dr. James E. Alatis Dean Emeritus, School of Languages and Linguistics, Georgetown University

Plan
1. **Models of Language Teaching and Learning**
2. **Reflective Teaching Practice**
3. **Teaching Portfolios**
4. **Tips for New Language Teachers**
5. **Goal: Communicative competence**
6. **Method: Learner-centered instruction**
7. **Guidelines for Instruction**

1.**Models of Language Teaching and Learning.**

Older model: Language learning is a product of transmission. Teacher transmits knowledge. Learner is recipient.

This teacher-centered model views the teacher as active and the student as fundamentally passive. The teacher is responsible for transmitting all of the information to the students. The teacher talks; the students listen and absorb (or take a nap). The teacher-centered model may be attractive to new language instructors for several reasons: It is the method by which they were taught. It makes sense: The teacher should be the focus of the classroom, since the teacher knows the language and the students do not. It requires relatively little preparation: All the teacher needs to do is present the material outlined in the appropriate chapter of the book. It requires relatively little thought about student or student activities: All student listen to the same (teacher) presentation, and then do related exercises. However, experienced language instructors who reflect on their teaching practice have observed that the teacher-centered model has two major drawbacks: It involves only a minority of students in actual language learning. It gives students knowledge about the language, but does not necessarily enable them to use it for purposes that interest them. To overcome these drawbacks, language-teaching professionals in the United States and elsewhere have adopted a different model of teaching and learning.

Newer model: Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students' development of language skills. In this learner-centered model, both student and teacher are active participants who share responsibility for the student's learning. Instructor and students work together to identify how students expect to use the language. The instructor models correct and appropriate language use, and students then use the language themselves in practice activities that simulate real communication situations. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and

enjoyable. Language instructors who have never experienced learner-centered instruction can find it daunting in several ways. It requires more preparation time: Instructors must consider students' language learning goals, identify classroom activities that will connect those with the material presented in the textbook, and find appropriate real-world materials to accompany them. It is mysterious: It's not clear what, exactly, an instructor does to make a classroom learner centered. It feels like it isn't going to work: When students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics. It feels chaotic: Once student start working in small groups, the classroom becomes noisy and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected. It sounds like a bad idea: The phrase "learner centered" makes it sound as though the instructor is not in control of the classroom. This final point is an important one. In fact, in an effective learner-centered classroom, the instructor has planned the content of all activities, has set time limits on them, and has set them in the context of instructor-modeled language use. The instructor is not always the center of attention, but is still in control of students' learning activities.

2.Reflective Teaching Practice

To move from the older teaching model to the newer one, language teachers need to think about what they do and how and why they do it. Reflective practice allows instructors to consider these questions in a disciplined way.

Reflective practice asks : Which teaching model am I using? How does it apply in specific teaching situations? How well is it working?

Every instructor starts with an initial theory of language teaching and learning, based on personal experiences as a language learner and, in some cases, reading or training. In reflective practice, the teacher applies this theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice.

The theory provides a unifying rationale for the activities that the instructor uses in the classroom; classroom observation and reflection enable the instructor to refine the theory and adjust teaching practice. Concepts that the teacher acquires through reading and professional development are absorbed into the theory and tested in the reflective practice cycle. This cycle of theory building, practice and reflection continues throughout a teacher's career, as the teacher evaluates new experiences and tests new or adapted theories against them. Consider which teaching model underlies the definitions, techniques, and applications presented here. Try the ideas we suggest in your own classroom, and compare them with your own experience. Doing so will help you integrate this material most effectively into your own teaching philosophy and practice.

3.Teaching Portfolios

Reflective practice is aided by the use of a professional portfolio. A teaching portfolio is a record of a teacher's classroom performance, development as a teacher, and building of coherence through reflective practice.

Functions of a teaching portfolio: to allow a teacher to track personal development, to document teaching practice for performance review, to illustrate teaching approach for potential employers.

Contents of a teaching portfolio
Section 1: Background and philosophy
– professional biography: a narrative description of your professional history and the major influences on your teaching
– teaching philosophy: a description of how you teach and why, the theoretical and philosophical foundations of your approach
– information about the environment(s) where you have worked and any relevant details about courses you have taught
Section 2: Documentation of performance
– classroom materials and assignments
– syllabi
– assessments
– professional development activities
– teaching-oriented professional service
Section 3: Evaluations
– student evaluations
– supervisor reports
– letters of support about your teaching

Your teaching portfolio will allow you to present both your language teaching philosophy and the best or most interesting examples of its application in the classroom. Your portfolio should not be a static collection that you develop once and never revise; you should review and update it every year so that it reflects your growth as a language teaching professional.

4. Be Prepared: Survival Tips for New Teachers

Effective teaching depends on preparation. Here are eight things to do at the beginning of the semester to help yourself have a rewarding and enjoyable teaching experience.

1. Content: Find out what the department expects you to teach and what materials you are expected to use.

2. Method: Find out what teaching approach you are expected to use.

3. Students: Find out what level your students will be.

4. Plan: Outline a plan for the semester, even if the department has given you a plan.

5. Orientation: Find out what facilities are available for students and where they are: language lab, computer lab, and library

6. Relationships: Learn the names of your students as soon as you can.

7. Expectations: Ask how much and what kind of homework is usually given to students at the level you are teaching. Find out what expectations the department has for frequency and type of testing. Let your students know what the expectations are in these areas.

8. Guidance: Ask your supervisor or another experienced instructor to serve as your mentor. A mentor can review your plan for the semester before classes start to be sure you're on the right track, and can meet with you on a regular basis throughout the semester to answer questions and give you support when you need it.

5. Goal: Communicative Competence

Language teaching is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Linguistic competence is how to use the grammar, syntax, and vocabulary of a language.

Sociolinguistic competence is how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

Discourse competence is how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.

Strategic competence is how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context.

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: That learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

6. Method: Learner-centered Instruction

In language classrooms, instruction focuses on the learner and the learning process. The instructor creates a learning environment that resembles as much as possible the one in which students learned their first language. Students participate in the learning process by establishing learning goals, developing and choosing learning strategies, and evaluating their own progress. In the classroom, students attend to models provided by the instructor (input) and then build on those models as they use language themselves (output). Classroom activities incorporate real-world situations.

Learner-centered instruction encourages students to take responsibility for their own language skill development and helps them gain confidence in their ability to learn and use the language. Teachers support students by devoting some class time to non-traditional activities, including teaching learners how to use learning strategies (see Motivating Students), how to use available tools and resources, and how to reflect on their own learning (see Assessing Learning). Many students have had experience with learner-centered instruction and expect it to be used in their classrooms. Students who are accustomed to more traditional teacher-centered instruction may resist the learner-centered model at first because it expects them to be more involved in the learning process. However, when they discover that learner-centered instruction enables them to develop real-world language skills while having fun, they usually become enthusiastic participants.

7. Guidelines for Learner-centered Instruction

These ten guidelines will help you make communicative language teaching and learner-centered instruction part of your own instructional approach.

– Provide appropriate input
– Use language in authentic ways
– Provide context
– Design activities with a purpose
– Use task-based activities
– Encourage collaboration
– Use an integrated approach
– Address grammar consciously
– Adjust feedback/error correction to the situation
– Include awareness of cultural aspects of language use

1. Provide Appropriate Input

Input is the language to which students are exposed: teacher talk, listening activities, reading passages, and the language heard and read outside of class. Input gives learners the material they need to develop their ability to use the language on their own.

Language input has two forms.

Finely tuned input. Is matched to learners' current comprehension level and connected to what they already know. Focuses on conscious learning of a specific point: the pronunciation of a word, the contrast in the uses of two verb tenses, new vocabulary, and useful social formulas.

Roughly tuned input. Is more complex than learners' current proficiency and stretches the boundaries of their current knowledge. Focuses on authentic use of language in listening or reading passages.

2. Use Language in Authentic Ways

In order to learn a language, instead of merely learning about it, students need as much as possible to hear and read the language as native speakers use it. Instructors can make this happen in two ways.

Teacher talk: Always try to use the language as naturally as possible when you are talking to students. Slowing down may seem to make the message more comprehensible, but it also distorts the subtle shifts in pronunciation that occur in naturally paced speech. Speak at a normal rate. Use vocabulary and sentence structures with which students are familiar. State the same idea in different ways to aid comprehension.

Materials: Give students authentic reading material from newspapers, magazines, and other print sources. To make them accessible, review them carefully to ensure that the reading level is appropriate, introduce relevant vocabulary and grammatical structures in advance. Provide context by describing the content and typical formats for the type of material (for example, arrival and departure times for travel schedules). Advertisements, travel brochures, packaging, and street signs contain short statements that students at lower levels can manage. The World Wide Web is a rich resource for authentic materials. Reading authentic materials motivates students at all levels because it gives them the sense that they really are able to use the language.

3. Provide Context

Context includes knowledge of the topic or content the vocabulary and language structures in which the content is usually presented the social and cultural expectations associated with the content. Ask them what they know about the topic. Ask what they can predict from the title or heading of a reading selection or the opening line of a listening selection. Review the vocabulary (including idiomatic expressions) and sentence structures that are usually found in that type of material. Review relevant social and cultural expectations

4. Design Activities with a Purpose

Ordinarily, communication has a purpose: to convey information. Activities in the language classroom simulate communication outside the classroom when they are structured with such a purpose. In these classroom activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. For example, students work in pairs, and each is given half of a map, grid, or list needed to complete a task. The pair then talk to each other until they both have all the information.

5. Use Task-based Activities

Fluent speakers use language to perform tasks such as solving problems, developing plans, and working together to complete projects. The use of similar task-based activities in the classroom is an excellent way to encourage students to use the language. Tasks may involve solving a word problem, creating a crossword puzzle, making a video, preparing a presentation, or drawing up a plan.

6. Encourage Collaboration

Whenever possible, ask students to work in pairs or small groups. Give students structure in the form of a defined task and outcome. Effective collaborative activities have three characteristics. Communication gap: Each student has relevant information that the others do not have. Task orientation: Activity has a defined outcome, such as solving a problem or drawing a map. Time limit: Students have a preset amount of time to complete the task

7. Use an Integrated Approach

Integration has two forms. Mode integration is the combination of listening, speaking, reading, and writing in classroom activities. By asking students to use two or more modes, instructors create activities that imitate real world language use.

Content integration is bringing content from students' fields of study into the language curriculum. University students often find it instructive to read, discuss, and write about material whose content they already know, because their knowledge of the topic helps them understand and use the language. They are able to scaffold: to build on existing knowledge as they increase their language proficiency. For students who plan to study and / or work in a field that will require them to use the language they are learning, integration of content can be a powerful motivator.

8. Address Grammar Consciously

University students usually need and appreciate direct instruction in points of grammar that are related to classroom activities. These students often have knowledge of the rules associated with standard use of their native language (metalinguistic knowledge) and can benefit from development of similar knowledge in the target language and discussion of similarities and differences.

Two types of grammar rules to address when using authentic materials:

Prescriptive rules: State how the language "should" or "must" be used; define what is "correct." These are the rules that are taught in language textbooks.

Descriptive rules: State how the language is actually used by fluent speakers. The degree to which descriptive rules differ from prescriptive rules depends on the setting (casual/formal use of language), the topic, and the backgrounds of the speakers.

9. Adjust Feedback/Error Correction to Situation

In the parts of a lesson that focus on form (see Planning a Lesson), direct and immediate feedback is needed and expected. Encourage students to self-correct by waiting after they have spoken or by asking them to try again.

Feedback techniques:

Paraphrase a student's utterances, modeling the correct forms. Ask students to clarify their utterances, providing paraphrases of their own. Avoid feeding students the correct forms every time. Gradually teaching them to depend less on you and more on themselves is what language teaching is all about. In the parts of a lesson that focus on communication activities (see Planning a Lesson), the flow of talk should not be interrupted by the teacher's corrections. When students address you, react to the content of their utterances, not just the form. Your response is a useful comprehension check for students, and on the affective level it shows that you are listening to what they say. Make note of recurring errors you hear so that you can address them with the whole group in the feedback session later (see Planning a Lesson).

10. Include Awareness of Cultural Aspects of Language Use

Languages are cognitive systems, but they also express ideas and transmit cultural values. When you are discussing language use with your students, it is important to include information on the social, cultural, and historical context that certain language forms carry for native speakers. Often these explanations include reference to what a native speaker would say, and why.

Culture is expressed and transmitted through magazines and newspapers, radio and television programs, movies, and the internet. Using media as authentic materials in the classroom can expand students' perspectives and generate interesting discussions about the relationships between language and culture.

Questions for self-control and self assessment:

1. Explain the difference between the teacher-centered and learner-centered models.

2. What is teaching portfolio? What does it consist of?

3. What does effective teaching depend on?

4. Name the communicative competence consisting areas.

5. Enumarate the guidelines for Learner-centered Instruction.

Lecture 2. Planning a Lesson
Plan

1. Set Lesson Goals
2. Structure the Lesson
3. Identify Materials and Activities

A key aspect of effective teaching is having a plan for what will happen in the classroom each day. Creating such a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials, and developing activities that will promote learning.

1. Set Lesson Goals

Lesson goals are most usefully stated in terms of what students will have done or accomplished at the end of the lesson. Stating goals in this way allows both teacher and learners to know when the goals have been reached. To set lesson goals:

1. Identify a topic for the lesson. The topic is not a goal, but it will help you develop your goals.

2. Identify specific linguistic content, such as vocabulary and points of grammar or language use, to be introduced or reviewed.

3. Identify specific communication tasks to be completed by students. To be authentic, the tasks should allow, but not require, students to use the vocabulary, grammar, and strategies presented in the lesson.

4. Identify specific learning strategies to be introduced or reviewed in connection with the lesson. See Motivating Learners for more on learning strategies.

5. Create goal statements for the linguistic content, communication tasks, and learning strategies that state what you will do and what students will do during the lesson.

2. Structure the Lesson

A language lesson should include a variety of activities that combine different types of language input and output. Learners at all proficiency levels benefit from such variety; research has shown that it is more motivating and is more likely to result in effective language learning.

An effective lesson has five parts:
- Preparation
- Presentation
- Practice
- Evaluation
- Expansion

The five parts of a lesson may all take place in one class session or may extend over multiple sessions, depending on the nature of the topic and the activities. The lesson plan should outline who will do what in each part of the lesson. The time allotted for preparation, presentation, and evaluation activities should be no more than 8-10 minutes each. Communication practice activities may run a little longer.

1. Preparation. As the class begins, give students a broad outline of the day's goals and activities so they know what to expect. Help them focus by eliciting their existing knowledge of the day's topics. Use discussion or homework review to elicit knowledge related to the grammar and language use points to be covered. Use comparison with the native language to elicit strategies that students may already be using.

2. Presentation/Modeling. Move from preparation into presentation of the linguistic and topical content of the lesson and relevant learning strategies. Present the strategy first if it will help students absorb the lesson content. Presentation provides the

language input that gives students the foundation for their knowledge of the language. Input comes from the instructor and from course textbooks

3. Practice. In this part of the lesson, the focus shifts from the instructor as presenter to the students as completers of a designated task. Students work in pairs or small groups on a topic-based task with a specific outcome. Completion of the task may require the bridging of an information gap. The instructor observes the groups an acts as a resource when students have questions that they cannot resolve themselves.

4. Evaluation. When all students have completed the communication practice task, reconvene the class as a group to recap the lesson. Evaluation is useful for four reasons: It reinforces the material that was presented earlier in the lesson. It provides an opportunity for students to raise questions of usage and style. It enables the instructor to monitor individual student comprehension and learning. It provides closure to the lesson

5. Expansion. Expansion activities allow students to apply the knowledge they have gained in the classroom to situations outside it. Expansion activities include out-of-class observation assignments, in which the instructor asks students to find examples of something or to use a strategy and then report.

3. Identify Materials and Activities

The materials for a specific lesson will fall into two categories: those that are required, such as course textbooks and lab materials, and authentic materials that the teacher incorporates into classroom activities. For required materials, determine what information must be presented in class and decide which exercise(s) to use in class and which for out-of-class work. For teacher-provided materials, use materials that are genuinely related to realistic communication activities. Don't be tempted to try to create a communication task around something just because it's a really cool video or a beautiful brochure.

<div align="center">

Questions for self-control and self assessment:

</div>

1. Name five main stages of a lesson.
2. What are the main methods in choosing the lesson's topic?
3. Identify the ways of the new material presentation.
4. How does evaluation encourage students to study?
5. Name the types of communicative tasks.

<div align="center">

Lecture 3. Motivating Learners

</div>

1. Understanding Language Acquisition
2. Promoting Engagement in Language Learning
3. Achieving Success With Learning Strategies
1. Understanding Language Acquisition

To become engaged learners, students need to understand that learning a language is not the same as learning about a language. Students need to understand that learning a language means becoming able to use it to comprehend, communicate, and think – as they do in their first language.

Students also need to recognize that language learning takes place in stages. Interpretive skills (listening, reading) develop much more quickly than expressive skills (speaking, writing), and the ability that students covet most – the ability to speak the second language fluently requires the longest period of growth. All language learners

have to work through a sequence of "approximate" versions called interlanguages (ILs), each of which represents a level of understanding of the target language. Understanding the features of ILs can help teachers and learners understand and monitor the language learning process.

Uniqueness: ILs vary significantly from learner to learner in the early stages of language learning. Learners impose rules of their own on the oral and written input they receive.

Systematicity: As learners begin to develop proficiency in a language, they make errors in systematic ways. For example, once students learn the inflections for a single class of verbs, they may apply them to all classes indiscriminately. These errors are based on systematic assumptions, or false rules, about the language. When students become aware of this aspect of their language skill development, they often appreciate and even ask for overt error correction from the instructor.

Fossilization: Some false rules become more firmly imprinted on the IL than others and are harder for learners to overcome. Fossilization results when these false rules become permanent features of a learner's use of the language.

Convergence: As learners' rules come to approximate more closely those of the language they are learning, convergence sets in. This means that learners who come from different native language backgrounds make similar assumptions and formulate similar hypotheses about the rules of the new language, and therefore make similar errors.

Instructors can help students understand the process of language skill development in several ways.

(a) Focus on interlanguage as a natural part of language learning; remind them that they learned their first language this way.

(b) Point out that the systematic nature of interlanguage can help students understand why they make errors.

(c) Keep the overall focus of the classroom on communication, not error correction. Use overt correction only in structured output activities.

(d) Teach students that mistakes are learning opportunities. When their errors interfere with their ability to communicate, they must develop strategies for handling the misunderstanding that results.

2. **Promoting Engagement in Language Learning**

Language teachers promote or discourage students' engagement by the ways they define successful language learners. When the successful language learner is one who can pass tests and make good grades, learning about the language is all that is required and success is defined by mastery of rules and forms. When the successful language learner is one who has the ability to use the language to accomplish communication goals, success is defined as making the language one's own.

To promote engagement in language learning:

- Encourage students to use the language spontaneously to communicate ideas, feelings, and opinions.

- Identify informal out-of-class language learning experiences.

- Ask students to evaluate their progress in terms of increases in their functional proficiency.

Students' motivation for learning a language increases when they see connections between what they do in the classroom and what they hope to do with the language in the future. Their attention increases when classroom activities are relevant to their other interests.

Some lower level students will respond that they don't plan to use the language – that they are taking the course to fulfill a university language requirement.

Encourage these students to develop an imaginary scenario for themselves in which they have some reason for using the language. In doing this, some students may think of ways in which they really might use it, and others will come to understand that purpose is an integral part of language learning.

Sample Ways of Using a Language

- When traveling in a country where it is spoken

Tasks: ask for directions (and understand responses), purchase tickets and book hotel rooms, read signs and informational materials

- To study at a university in a country where it is spoken

Tasks: understand lectures, take notes, read academic materials, talk with other students (social and academic talk)

- To become knowledgeable about the history and culture of a country where it is spoken

Tasks: read about history and culture, understand plays, movies, and other performances, interview people from the country

- To provide legal assistance to native speakers who are immigrants to this country

Tasks: gather personal statistical information, explain legal requirements, explain social and cultural expectations, describe procedures, understand and answer questions.

Finally, don't be afraid to drop a topic if students' interest begins to fade. Ask them to suggest alternatives. When students know that they have some control over what they do in the language classroom, they take ownership as engaged learners.

3. Achieving Success with Learning Strategies

Students learning a language have two kinds of knowledge working for them:

- Their knowledge of their first language

- Their awareness of learning strategies, the mechanisms they use, consciously or unconsciously, to manage the absorption of new material

Students differ as language learners in part because of differences in ability, motivation, or effort, but a major difference lies in their knowledge about and skill in using "how to learn" techniques, that is, learning strategies. Classroom research demonstrates the role of learning strategies in effective language learning:

- Good learners are able to identify the best strategy for a specific task; poor learners have difficulty choosing the best strategy for a specific task

- Good learners are flexible in their approach and adopt a different strategy if the first one doesn't work; poor learners have a limited variety of strategies in their repertoires and stay with the first strategy they have chosen even when it doesn't work

- Good learners have confidence in their learning ability; poor learners lack confidence in their learning ability
- Good learners expect to succeed, fulfill their expectation, and become more motivated; poor learners: expect to do poorly, fulfill their expectation, and lose motivation.

Learning strategies instruction shows students that their success or lack of it in the language classroom is due to the way they go about learning rather than to forces beyond their control.

Instructors can tap into students' knowledge about how languages work and how learning happens – their metacognition – to help them direct and monitor the language learning process in two ways:

- By encouraging them to recognize their own thinking processes, developing self-knowledge that leads to self-regulation: planning how to proceed with a learning task, monitoring one's own performance on an ongoing basis, and evaluating learning and self as learner upon task completion. Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing how to learn.

- By describing specific learning strategies, demonstrating their application to designated learning tasks, and having students practice using them. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success and recognize the value of using them again. By devoting class time to learning strategies, teachers reiterate their importance and value.

- To teach language learning strategies effectively, instructors should do several things:

- Build on strategies students already use by finding out their current strategies and making students aware of the range of strategies used by their classmates

- Integrate strategy instruction with regular lessons, rather than teaching the strategies separately from language learning activities

- Be explicit: name the strategy, tell students why and how it will help them, and demonstrate its use

- Provide choice by letting students decide which strategies work best for them

- Guide students in transferring a familiar strategy to new problems

- Plan continuous instruction in language learning strategies throughout the course

- Use the target language as much as possible for strategies instruction

Questions for self-control and self assessment:

1. What do we call an interlanguage? Name its features.
2. How can instructors help students understand the process of language skill development.
3. How to increase students' motivation for learning a language?
4. What are the ways of achieving success with learning strategies?
5. Define the term metacognition.

Lecture 4. Assessing Learning
Plan
1. **Traditional tests**
2. **Alternative assessment**
3. **The ACTFL Guidelines**
4. **Peer and self- assessment**

One of the most challenging tasks for language instructors is finding effective ways to determine what and how much their students are actually learning. Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate.

1. Traditional Tests

Traditional pencil-and-paper tests ask students to read or listen to a selection and then answer questions about it, or to choose or produce a correct grammatical form or vocabulary item. Such tests can be helpful as measures of students' knowledge of language forms and their listening and reading comprehension ability.

However, instructors need to consider whether these tests are accurate reflections of authentic language use. The tests usually do not present reading comprehension and listening comprehension questions until after students have read or listened to the selection. In real life, however, people know what information they are seeking before they read or listen. That is, they have specific information gaps in mind as they begin, and those gaps define the purpose for reading or listening.

To make language tests more like authentic listening and reading activities, instructors can give students the comprehension questions before they listen to or read the selection. This procedure sets up the information gaps that students will then seek to fill as they listen or read.

Instructors also need to be careful about what pencil-and-paper tests are actually testing. A quiz on which students listen to a selection and then respond to written questions is testing reading ability as well as listening skills and will give a lower-than-appropriate score for students whose oral comprehension is stronger than their reading comprehension. A test on which students read a selection and then answer multiple-choice questions is testing their knowledge of the language used in the questions as well as that used in the selection itself. If the language used in the questions is not keyed to students' proficiency level, the test will not reflect their ability accurately. Language instructors also encounter students who do well on pencil-and-paper tests of grammar and sentence structure, but make mistakes when using the same forms in oral interaction. In such cases, the test is indicating what students know *about* the language, but is not providing an accurate measure of what they are able to actually *do* with it. When the goal of language instruction is the development of communicative competence, instructors can supplement (or, in some cases, replace) traditional tests with alternative assessment methods that provide more accurate measures of progress toward communication proficiency goals. This can be done by combining formative and summative types of assessment.

Summative assessment

- Takes place at the end of a predetermined period of instruction (for example, mid-term, final)
- Rates the student in relation to an external standard of correctness (how many right answers are given)
- Is the approach taken by most traditional and standardized tests

Formative assessment

- Takes place on an ongoing basis as instruction is proceeding
- Rates the student in terms of functional ability to communicate, using criteria that the student has helped to identify
- Helps students recognize ways of improving their learning
- Is the approach taken by alternative assessment methods

2. Alternative Assessment

Alternative assessment uses activities that reveal what students can do with language, emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only designed and structured differently from traditional tests, but are also graded or scored differently. Because alternative assessment is performance based, it helps instructors emphasize that the point of language learning is communication for meaningful purposes.

Alternative assessment methods work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative assessment thus gives instructors a way to connect assessment with review of learning strategies.

Features of alternative assessment:

- Assessment is based on authentic tasks that demonstrate learners' ability to accomplish communication goals
- Instructor and learners focus on communication, not on right and wrong answers
- Learners help to set the criteria for successful completion of communication tasks
- Learners have opportunities to assess themselves and their peers

Designing tasks for alternative assessment

Successful use of alternative assessment depends on using performance tasks that let students demonstrate what they can actually do with language. Fortunately, many of the activities that take place in communicative classrooms lend themselves to this type of assessment. These activities replicate the kinds of challenges, and allow for the kinds of solutions, that learners would encounter in communication outside the classroom.

The following criteria define authentic assessment activities:

- They are built around topics or issues of interest to the students
- They replicate real-world communication contexts and situations
- They involve multi-stage tasks and real problems that require creative use of language rather than simple repetition
- They require learners to produce a quality product or performance
- Their evaluation criteria and standards are known to the student

- They involve interaction between assessor (instructor, peers, self) and person assessed
- They allow for self-evaluation and self-correction as they proceed

Introducing alternative assessment

With alternative assessment, students are expected to participate actively in evaluating themselves and one another. Learners who are used to traditional teacher-centered classrooms have not been expected to take responsibility for assessment before and may need time to adjust to this new role. They also may be skeptical that peers can provide them with feedback that will enhance their learning.

Instructors need to prepare students for the use of alternative assessments and allow time to teach them how to use them, so that alternative assessment will make an effective contribution to the learning process.

- Introduce alternative assessment gradually while continuing to use more traditional forms of assessment. Begin by using checklists and rubrics yourself; move to self and peer evaluation later.
- Create a supportive classroom environment in which students feel comfortable with one another (see Teaching Goals and Methods).
- Explain the rationale for alternative assessment.
- Engage students in a discussion of assessment. Elicit their thoughts on the values and limitations of traditional forms of assessment and help them see ways that alternative assessment can enhance evaluation of what learners can *do* with language.
- Give students guidance on how to reflect on and evaluate their own performance and that of others (see specifics in sections on peer and self evaluation).

As students find they benefit from evaluating themselves and their peers, the instructor can expand the amount of alternative assessment used in the classroom.

Alternative assessment methods

Effective alternative assessment relies on observations that are recorded using checklists and rubrics.

Checklists

Checklists are often used for observing performance in order to keep track of a student's progress or work over time. They can also be used to determine whether students have met established criteria on a task. To construct a checklist, identify the different parts of a specific communication task and any other requirements associated with it. Create a list of these with columns for marking *yes* and *no*. For example, using a resource list provided by the instructor, students contact and interview a native speaker of the language they are studying, then report back to the class. In the report, they are to

- Briefly describe the interviewee (gender, place of birth, occupation, family)
- Explain when and why the interviewee came to the United States
- Describe a challenge the person has faced as an immigrant
- Describe how the person maintains a connection with his/her heritage

Students are told that they will need to speak for a minimum of three minutes and that they may refer only to minimal notes while presenting. Checklists can be useful for classroom assessment because they are easy to construct and use, and they align closely

with tasks. At the same time, they are limited in that they do not provide an assessment of the relative quality of a student's performance on a particular task.

Rubrics

Whereas a checklist simply provides an indication of whether a specific criterion, characteristic, or behavior is present, a rubric provides a measure of quality of performance on the basis of established criteria. Rubrics are often used with benchmarks or samples that serve as standards against which student performance is judged. Rubrics are primarily used for language tasks that involve some kind of oral or written production on the part of the student. It is possible to create a generic rubric that can be used with multiple speaking or writing tasks, but assessment is more accurate when the instructor uses rubrics that are fitted to the task and the goals of instruction.

There are four main types of rubrics.

1. Holistic rubrics

Holistic scales or rubrics respond to language performance as a *whole*. Each score on a holistic scale represents an overall impression; one integrated score is assigned to a performance. The emphasis in holistic scoring is on what a student does well. Holistic rubrics commonly have four or six points. The popup window shows a sample four-point holistic scale created for the purposes of assessing writing performance.

A well-known example of a holistic scale is the American Council on the Teaching of Foreign Languages (ACTFL) *Proficiency Guidelines* (1986). However, the ACTFL guidelines are not appropriate for classroom use, because they are intended for large-scale assessment of overall proficiency and are not designed necessarily to align with curricular objectives or classroom instruction.

Holistic scoring is primarily used for large-scale assessment when a relatively quick yet consistent approach to scoring is necessary. It is less useful for classroom purposes because it provides little information to students about their performance.

2. Analytic rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, then dimension scores are added to determine an overall score.

Analytic rubrics have two advantages:

- The instructor can give different weights to different dimensions. This allows the instructor to give more credit for dimensions that are more important to the overall success of the communication task. For example, in a writing rubric, the dimension of content might have a total point range of 30, whereas the range for mechanics might be only 10.
- They provide more information to students about the strengths and weaknesses of various aspects of their language performance.

However, analytic scoring has also been criticized because the parts do not necessarily add up to the whole. Providing separate scores for different dimensions of a student's writing or speaking performance does not give the teacher or the student a good assessment of the whole of a performance.

3. Primary trait rubrics

In primary trait scoring, the instructor predetermines the main criterion or primary trait for successful performance of a task. This approach thus involves narrowing the criteria for judging performance to one main dimension.

For example, consider a task that requires that a student write a persuasive letter to an editor of the school newspaper. A possible primary trait rubric for this task is shown in the popup window.

This kind of rubric has the advantage of allowing teachers and students to focus on one aspect or dimension of language performance. It is also a relatively quick and easy way to score writing or speaking performance, especially when a teacher wants to emphasize one specific aspect of that performance.

4. Multitrait rubrics

The multitrait approach is similar to the primary trait approach but allows for rating performance on three or four dimensions rather than just one. Multitrait rubrics resemble analytic rubrics in that several aspects are scored individually. However, where an analytic scale includes traditional dimensions such as content, organization, and grammar, a multitrait rubric involves dimensions that are more closely aligned with features of the task. For example, on an information-gap speaking task where students are asked to describe a picture in enough detail for a listener to choose it from a set of similar pictures, a multitrait rubric would include dimensions such as quality of description, fluency, and language control, as the example in the popup window shows.

3. Incorporating alternative assessment into classroom activities

Instructors should plan to introduce alternative forms of assessment gradually, in conjunction with traditional forms of testing. Using a combination of alternative assessments and more traditional measures allows the instructor to compare results and obtain a more comprehensive picture of students' language performance than either alternative or traditional measures alone would provide.

At first, the instructor should use checklists and rubrics to evaluate student performance but not ask students to do self and peer evaluation. When creating checklists and rubrics, instructors can ask students to provide input on the criteria that should be included in each. This approach gives the instructor time to become more comfortable with the use of alternative assessments, while modeling their use for students. The process helps students understand how they will benefit from alternative assessment and how they can use it effectively.

Because alternative assessment depends on direct observation, instructors can most easily begin to use it when evaluating students' writing assignments and individual speaking tasks such as presentations. Once an instructor has reached a level of comfort with checklists and rubrics, they can also be used when observing students interacting in small groups. When doing this, however, the instructor needs to be aware that group dynamics will have an effect on the performance of each individual.

Once students are familiar with the use of checklists and rubrics for evaluation, they can gradually begin to assess their own learning and provide feedback to their peers. This aspect of alternative assessment can easily be included in the evaluation segment of a lesson (see Planning a Lesson). In classrooms where traditional forms of assessment

are required, this gives the instructor multiple ways of measuring progress without increasing the time students spend taking traditional tests.

4. Peer and Self Assessment

Peer Assessment

One of the ways in which students internalize the characteristics of quality work is by evaluating the work of their peers. However, if they are to offer helpful feedback, students must have a clear understanding of what they are to look for in their peers' work. The instructor must explain expectations clearly to them before they begin. One way to make sure students understand this type of evaluation is to give students a practice session with it. The instructor provides a sample writing or speaking assignment. As a group, students determine what should be assessed and how criteria for successful completion of the communication task should be defined. Then the instructor gives students a sample completed assignment. Students assess this using the criteria they have developed, and determine how to convey feedback clearly to the fictitious student. Students can also benefit from using rubrics or checklists to guide their assessments. At first these can be provided by the instructor; once the students have more experience, they can develop them themselves. An example of a peer editing checklist for a writing assignment is given in the popup window. Notice that the checklist asks the peer evaluator to comment primarily on the content and organization of the essay. It helps the peer evaluator focus on these areas by asking questions about specific points, such as the presence of examples to support the ideas discussed.

For peer evaluation to work effectively, the learning environment in the classroom must be supportive. Students must feel comfortable and trust one another in order to provide honest and constructive feedback. Instructors who use group work and peer assessment frequently can help students develop trust by forming them into small groups early in the semester and having them work in the same groups throughout the term. This allows them to become more comfortable with each other and leads to better peer feedback.

Self Assessment

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students step back from the learning process to think about their language learning strategies and their progress as language learners. Such self assessment encourages students to become independent learners and can increase their motivation.

The successful use of student self assessment depends on three key elements:

- Goal setting
- Guided practice with assessment tools
- Portfolios

Goal setting

Goal setting is essential because students can evaluate their progress more clearly when they have targets against which to measure their performance. In addition, students' motivation to learn increases when they have self-defined, and therefore relevant, learning goals. At first, students tend to create lofty long-range goals ("to speak Ukrainian)" that do not lend themselves to self assessment. One way to begin the process

of introducing students to self-assessment is to create student-teacher contracts. Contracts are written agreements between students and instructors, which commonly involve determining the number and type of assignments that are required for particular grades. For example, a student may agree to work toward the grade of "B" by completing a specific number of assignments at a level of quality described by the instructor. Contracts can serve as a good way of helping students to begin to consider establishing goals for themselves as language learners.

Guided practice with assessment tools

Students do not learn to monitor or assess their learning on their own; they need to be taught strategies for self monitoring and self assessment. Techniques for teaching students these strategies are parallel to those used for teaching learning strategies (see Motivating Learners). The instructor models the technique (use of a checklist or rubric, for example); students then try the technique themselves; finally, students discuss whether and how well the technique worked and what to do differently next time. In addition to checklists and rubrics for specific communication tasks, students can also use broader self-assessment tools to reflect on topics they have studied, skills they have learned, their study habits, and their sense of their overall strengths and weaknesses. An example of such a tool appears in the popup window. Students can share their self-assessments with a peer or in a small group, with instructions that they compare their impressions with other criteria such as test scores, teacher evaluations, and peers' opinions. This kind of practice helps students to be aware of their learning. It also informs the teacher about students' thoughts on their progress, and gives the teacher feedback about course content and instruction.

Portfolios

Portfolios are purposeful, organized, systematic collections of student work that tell the story of a student's efforts, progress, and achievement in specific areas. The student participates in the selection of portfolio content, the development of guidelines for selection, and the definition of criteria for judging merit. Portfolio assessment is a joint process for instructor and student. Portfolio assessment emphasizes evaluation of students' progress, processes, and performance over time. There are two basic types of portfolios:

- A process portfolio serves the purpose of classroom-level assessment on the part of both the instructor and the student. It most often reflects formative assessment, although it may be assigned a grade at the end of the semester or academic year. It may also include summative types of assignments that were awarded grades.
- A product portfolio is more summative in nature. It is intended for a major evaluation of some sort and is often accompanied by an oral presentation of its contents. For example, it may be used as a evaluation tool for graduation from a program or for the purpose of seeking employment.

In both types of portfolios, emphasis is placed on including a variety of tasks that elicit spontaneous as well as planned language performance for a variety of purposes and audiences, using rubrics to assess performance, and demonstrating reflection about learning, including goal setting and self and peer assessment.

Portfolio characteristics:

- Represent an emphasis on language use and cultural understanding
- Represent a collaborative approach to assessment
- Represent a student's range of performance in reading, writing, speaking, and listening as well as cultural understanding
- Emphasize what students can do rather than what they cannot do
- Represent a student's progress over time
- Engage students in establishing ongoing learning goals and assessing their progress towards those goals
- Measure each student's achievement while allowing for individual differences between students in a class
- Address improvement, effort, and achievement
- Allow for assessment of process and product
- Link teaching and assessment to learning

Questions for self-control and self assessment:

1. Name the features of alternative assessment.
2. State the alternative assessment methods.
3. What is the main goal of peer assessment?
4. What technics are used for strategies for self monitoring and self assessment.
5. Enumerate the characteristics of portfolio.

Lecture 5. Teaching Grammar
Plan

1. **Goals and Techniques for Teaching Grammar**
2. **Strategies for Learning Grammar**
3. **Developing Grammar Activities**
4. **Using Textbook Grammar Activities**
5. **Assessing Grammar Proficiency**

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of nonprestige forms. Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative competence model

balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this model teach students the grammar they need to know to accomplish defined communication tasks.

1. Goals and Techniques for Teaching Grammar

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications:

- Students need overt instruction that connects grammar points with larger communication contexts.
- Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task.
- Error correction is not always the instructor's first responsibility.

Overt Grammar Instruction

Adult students appreciate and benefit from direct instruction that allows them to apply critical thinking skills to language learning. Instructors can take advantage of this by providing explanations that give students a descriptive understanding (declarative knowledge) of each point of grammar.

- Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding.
- Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.
- Present grammar points in written and oral ways to address the needs of students with different learning styles.

An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles:

- Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.
- Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

Relevance of Grammar Instruction

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

Compare the traditional model and the communicative competence model for teaching the English past tense:

Traditional: grammar for grammar's sake

- Teach the regular *-ed* form with its two pronunciation variants
- Teach the doubling rule for verbs that end in *d* (for example, *wed-wedded*)
- Hand out a list of irregular verbs that students must memorize
- Do pattern practice drills for *-ed*

- Do substitution drills for irregular verbs

Communicative competence: grammar for communication's sake

- Distribute two short narratives about recent experiences or events, each one to half of the class
- Teach the regular *-ed* form, using verbs that occur in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts.
- Teach the irregular verbs that occur in the texts.
- Students read the narratives, ask questions about points they don't understand.
- Students work in pairs in which one member has read Story A and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts. In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students' confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form. Teachers can use error correction to support language acquisition, and avoid using it in ways that undermine students' desire to communicate in the language, by taking cues from context.

- When students are doing structured output activities that focus on development of new language skills, use error correction to guide them.

Example:

Student *(in class)*: I buy a new car yesterday.

Teacher: You *bought* a new car yesterday. Remember, the past tense of buy is bought.

- When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.

Example:

Student *(greeting teacher)* : I buy a new car yesterday!

Teacher: You bought a new car? That's exciting! What kind?

2. Strategies for Learning Grammar

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

- Declarative knowledge is knowledge *about* something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.

- Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

For example, declarative knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what you demonstrate when you program the DVD player. Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, teachers and students can apply several strategies.

1. Relate knowledge needs to learning goals.

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students who plan to use the language exclusively for reading journal articles need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those texts. Students who plan to live in-country need to focus more on the procedural knowledge that will help them manage day to day oral and written interactions.

2. Apply higher order thinking skills.

Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. These processes can support the development of the innate understanding that characterizes procedural knowledge.

3. Provide plentiful, appropriate language input.

Understand that students develop both procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires students to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows students to encounter the grammar rule in a variety of contexts.

4. Use predicting skills.

Discourse analyst Douglas Biber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types. Verb tense and aspect, sentence length and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type. For example, a history textbook and a newspaper article in English both use past tense verbs almost exclusively. However, the newspaper article will use short sentences and a discourse pattern that alternates between subjects or perspectives. The history textbook will use complex sentences and will follow a timeline in its discourse structure. Awareness of these features allows students to anticipate the forms and structures they will encounter in a given communication task.

5. Limit expectations for drills.

- Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use. The content of the prompt and the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson that students learn from doing these drills is - Grammar is boring.

- Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening. The drill is communicative because none of the content is set in advance:

Teacher: Did you go to the library last night?

Student 1: No, I didn't. I went to the movies. (to Student 2): Did you read chapter 3?

Student 2: Yes, I read chapter 3, but I didn't understand it. (to Student 3): Did you understand chapter 3?

Student 3: I didn't read chapter 3. I went to the movies with Student 1.

3. Developing Grammar Activities

Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed. By contrast, when a course curriculum follows a topic sequence, grammar points can be addressed as they come up. In both cases, instructors can use the Larsen-Freeman pie chart as a guide for developing activities.

For curricula that introduce grammatical forms in a specified sequence, instructors need to develop activities that relate form to meaning and use.

- Describe the grammar point, including form, meaning, and use, and give examples (structured input)
- Ask students to practice the grammar point in communicative drills (structured output)
- Have students do a communicative task that provides opportunities to use the grammar point (communicative output)
- For curricula that follow a sequence of topics, instructors need to develop activities that relate the topical discourse (use) to meaning and form.
- Provide oral or written input (audiotape, reading selection) that addresses the topic (structured input)
- Review the point of grammar, using examples from the material (structured input)
- Ask students to practice the grammar point in communicative drills that focus on the topic (structured output)
- Have students do a communicative task on the topic (communicative output)

When instructors have the opportunity to develop part or all of the course curriculum, they can develop a series of contexts based on the real world tasks that students will need to perform using the language, and then teach grammar and vocabulary in relation to those contexts. For example, students who plan to travel will need to understand public address announcements in airports and train stations. Instructors can use audiotaped simulations to provide input; teach the grammatical forms that typically occur in such announcements; and then have students practice by asking and answering questions about what was announced.

4. Using Textbook Grammar Activities

Textbooks usually provide one or more of the following three types of grammar exercises.

- Mechanical drills: Each prompt has only one correct response, and students can complete the exercise without attending to meaning. For example: George waited for the bus this morning. He *will wait* for the bus tomorrow morning, too.

- Meaningful drills: Each prompt has only one correct response, and students must attend to meaning to complete the exercise.

- For example: Where are George's papers? *They* are *in his notebook*. (Students must understand the meaning of the question in order to answer, but only one correct answer is possible because they all know where George's papers are.)

- Communicative drills.

To use textbook grammar exercises effectively, instructors need to recognize which type they are, devote the appropriate amount of time to them, and supplement them as needed.

Recognizing Types

Before the teaching term begins, inventory the textbook to see which type(s) of drills it provides. Decide which you will use in class, which you will assign as homework, and which you will skip.

Assigning Time

When deciding which textbook drills to use and how much time to allot to them, keep their relative value in mind.

- Mechanical drills are the least useful because they bear little resemblance to real communication. They do not require students to learn anything; they only require parroting of a pattern or rule.

- Meaningful drills can help students develop understanding of the workings of rules of grammar because they require students to make form-meaning correlations. Their resemblance to real communication is limited by the fact that they have only one correct answer.

- Communicative drills require students to be aware of the relationships among form, meaning, and use. In communicative drills, students test and develop their ability to use language to convey ideas and information.

Supplementing

If the textbook provides few or no meaningful and communicative drills, instructors may want to create some to substitute for mechanical drills.

5. Assessing Grammar Proficiency

Authentic Assessment

Just as mechanical drills do not teach students the language, mechanical test questions do not assess their ability to use it in authentic ways. In order to provide authentic assessment of students' grammar proficiency, an evaluation must reflect real-life uses of grammar in context. This means that the activity must have a purpose other than assessment and require students to demonstrate their level of grammar proficiency by completing some task. To develop authentic assessment activities, begin with the types of tasks that students will actually need to do using the language. Assessment can then take the form of communicative drills and communicative activities like those used in the teaching process. For example, the activity based on audiotapes of public address announcements can be converted into an assessment by having students respond orally or in writing to questions about a similar tape. In this type of assessment, the instructor uses a checklist or rubric to evaluate the student's understanding and/or use of grammar in context.

Mechanical Tests

Mechanical tests do serve one purpose: They motivate students to memorize. They can therefore serve as prompts to encourage memorization of irregular forms and vocabulary items. Because they test only memory capacity, not language ability, they are best used as quizzes and given relatively little weight in evaluating student performance and progress.

Questions for self-control and self assessment:

1. Compare the traditional model and the communicative competence model for teaching the English past tense.

2. Define the terms procedural and declarative knowledge.

3. State the difference between mechanical and communicative drills.

4. Name the means of developing authentic assessment activities.

5. What types of error correction should be used while teaching grammar.

Перелік питань, що виносяться на поточний та підсумковий контроль.

1. Models of Language Teaching and Learning
2. Reflective Practice
3. Teaching Portfolios
4. Tips for New Language Teachers
5. Goal: Communicative competence
6. Method: Learner-centered instruction
1. Set Lesson Goals
2. Structure the Lesson
3. Identify Materials and Activities
4. Understanding Language Acquisition
5. Promoting Engagement in Language Learning
6. Achieving Success With Learning Strategies
7. Traditional tests
8. Alternative assessment
9. The ACTFL Guidelines
10. Peer and self- assessment
11. Goals and Techniques for Teaching Grammar
12. Strategies for Learning Grammar
13. Developing Grammar Activities
14. Using Textbook Grammar Activities
15. Assessing Grammar Proficiency
16. Goals and Techniques for Teaching Listening
17. Strategies for Developing Listening Skills
18. Developing Listening Activities
19. Using Textbook Listening Activities
20. Assessing Listening Proficiency
21. Goals and Techniques for Teaching Speaking
22. Strategies for Developing Speaking Skills
23. Developing Speaking Activities
24. Using Textbook Speaking Activities
25. Assessing Speaking Proficiency
26. Goals and Techniques for Teaching Reading
27. Strategies for Developing Reading Skills
28. Developing Reading Activities
29. Using Textbook Reading Activities
30. Assessing Reading Proficiency
31. Goals and Techniques for Teaching Writing
32. Strategies for Developing Writing Skills
33. Developing Writing Activities
34. Goals and Techniques for Teaching Culture
35. Strategies for Learning Culture

Перелік використаних джерел

1. Антонюк Н. А. Використання комп'ютерних програм у процесі навчання іноземної мови / Н. А. Антонюк // Англійська мова і література. – 2005. – № 19-21 (101 - 103). – С.7-8.

2. Гез Н. И. Методика обучения иностранним язикам в средней школе: Учебник / Н. И. Гез, М. В. Ляховицкий, А. А. Миролюбов. – М.: Висш. Школа, 1982. – 373 с.

3. Коваленко О. Інновації у вивченні іноземної мови / О. Коваленко // English. – 2005. – №36 (276). – С. 4-5.

4. Методика викладання іноземних мов у середніх навчальних закладах: Підручник. Вид. 2-е, випр. і перероб. / Кол. авторів під керівн. С. Ю. Ніколаєвої. – К.: Ленвіт, 2002. – 328 с.

5. Морська Л. І. Теорія та практика методики навчання англійської мови / Л. І. Морська. – Тернопіль: Астон, 2003. – 248 с.

6. Мультимедійний програмний педагогічний засіб – навчальне середовище "10 000 Words" для вивчення англійської мови / С. М. Богомолов [та ін.] // Англійська мова і література. – 2005. – № 22-23(104-105). – С. 31-34.

7. Настольная книга преподавателя иностранного язика: Справ. пособие / П. А. Маслико, П. К. Бабинская, А. Ф. Будько, С. И. Петрова. – 6-е изд; стереотип. – Мн.: Виш. шк., 2000. – 522 с.

8. Шевченко Е. Б. Використання інтерактивних технологій для розвитку пізнавального інтересу на уроках англійської мови // Англійська мова і література. – 2005. – № 24 (106).– С. 4-6.

9. Фібула М. М. Педагогіка: навчальний посібник для студентів вузів / М. М. Фібула. – К.: Академія, 2002. – 528 с.

10. Ягупов В. В. Педагогіка: навчальний посібник / В. В. Ягупов. – К.: Либідь, 2002. – 560 с.

11. Harmer J. The Practice of English Language Teaching / J. Harmer. – London: Longman, 1994. – 78 p.

12. Nunan D. Designing tasks for the communicative classroom / D. Nunan. – Cambridge: Cambridge University Press, 1991. – 123 p.

13. Stern H. H. Fundamental concepts of language teaching / H. H. Stern. – Oxford: Oxford University Press, 1991. – 98 p.