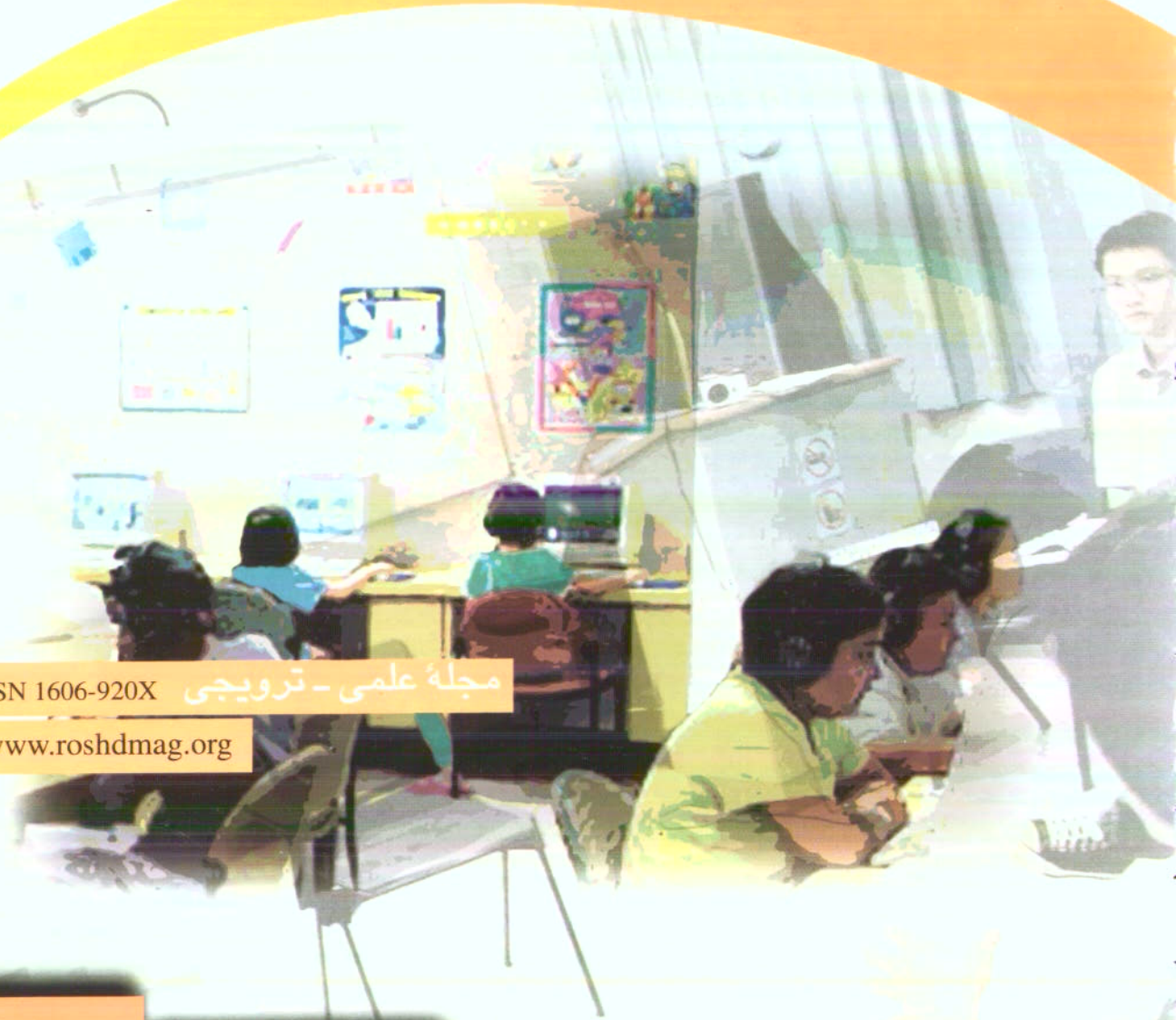


# ۷۶ آموزش زبان **رشد**

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### اعضای هیات تحریریه

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### قابل توجه نویسندگان و مترجمان محترم

● مجله رشد آموزش زبان، مقالات کاربردی در حیطه ی آموزش زبان و همچنین اصل تحقیقات پژوهشگران در حیطه آموزش زبان خارجی، به ویژه، دبیران و مدرسان را، در صورتی که در نشریات عمومی درج نشده و مرتبط با موضوع مجله باشد، می پذیرد. ● مطالب باید در دو نسخه ی تایپ شده همراه با چکیده فارسی و انگلیسی که زیر آنها کلید واژه ها آمده است، ارسال شود. این مورد برای مقالات فرانسه و آلمانی نیز صادق است. ● شکل قرار گرفتن جدول ها، نمودارها و تصاویرهای ضمیمه باید در حاشیه ی مطلب نیز مشخص شود. ● متن هایی که به زبان های خارجی (انگلیسی، فرانسه و آلمانی) ارسال می شوند، باید سلیس و روان و از انسجام کافی برخوردار باشند و از منابع جدید استفاده شده باشد. نویسندگان و مؤلفان، نام و نام خانوادگی، آدرس پست الکترونیکی، دبیران (نام منطقه آموزشی)، دانشگاهیان نام دانشگاه و مدرک تحصیلی خود را زیر عنوان مقاله بیاورند. ● نثر مقاله ی فارسی باید روان و از نظر دستور زبان فارسی درست باشد و در انتخاب واژه های علمی و فنی دقت لازم مبذول گردد. ● مقاله های ترجمه شده باید با متن اصلی همخوانی داشته باشد و متن اصلی نیز ضمیمه ی مقاله باشد. ● در متن های ارسالی باید تا حد امکان از معادل های فارسی واژه ها و اصطلاحات استفاده شود. ● زیرنویس ها و منابع باید کامل و شامل نام اثر، نام نویسنده، نام مترجم، محل نشر، ناشر، سال انتشار و شماره صفحه ی مورد استفاده، باشد. ● مجله در رد، قبول، ویرایش و تلخیص مقاله های رسیده مختار است. ● آرای مندرج در مقاله ها، ضرورتاً بین نظر دفتر انتشارات کمک آموزشی نیست و مسؤلیت پاسخگویی به پرسش های خوانندگان، با خود نویسنده یا مترجم است. ● مجله از بازگرداندن مطالبی که برای چاپ مناسب تشخیص داده نمی شود، معذور است.

# سخن سرده پیر

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در این شماره، مقالات متنوعی را برای شما تدارک دیده ایم: در بخش تکنیک‌های کلاس درس (Classroom Techniques) مقاله‌ای داریم در مورد تکلیف منزل، در این مقاله نویسنده سعی کرده است به نقش تکلیف منزل در یادگیری بپردازد و نمونه‌های متفاوتی را که با علایق دانش‌آموزان متناسب است، معرفی کند. مقاله‌ی بعدی، آموزش در محیط الکترونیکی را مورد بحث و بررسی قرار می‌دهد. این مقاله که به زبان آلمانی ارائه شده است، دو دیدگاه متدولوژی تدریس و علوم تربیتی را مورد علاقه قرار می‌دهد و بر شیوه‌های یادگیری و نحوه‌ی استفاده از ابزارهای نوین تأکید دارد.

مقاله‌ی سوم این بخش به نقش تلویزیون به عنوان وسیله‌ای کمک آموزشی در کلاس‌های آموزش زبان، می‌پردازد. این مقاله به زبان فرانسه ارائه شده است. در بخش «رشد معلم» (Roshd and Teachers) مصاحبه‌ای داریم با یکی از دبیران موفق زبان انگلیسی از شهرستان ایلام. Let's take a break! نیز مثل همیشه دارای مطالب متنوعی است که دبیران محترم می‌توانند از آن‌ها در کلاس درس استفاده کنند و توصیه‌هایی که در قسمت Teaching tips آمده است، مورد توجه قرار دهند.

در قسمت معرفی کتاب، دو کتاب معرفی شده است. در بخش دانش‌افزایی (Knowledge Improvement) مقاله‌ای در مورد تحولات آموزش زبان در دو دهه‌ی اخیر ارائه شده است. بخش اول این مقاله را در شماره پیشین مطالعه کردید و در این شماره، بخش دوم از نظرتان خواهد گذشت. در این بخش، دیدگاه‌های جدید در آموزش انتقادی، امپریالیسم زبان، تدریس تفکری و زبان‌شناسی کاربردی، مطرح می‌شود.

روش صامت، مقاله‌ی دیگری است که در این بخش معرفی شده است. در این مقاله سعی شده است مروری بر تاریخچه‌ی شکل‌گیری این روش، دیدگاه‌های نظری آن، اهداف و... مورد مذاقه قرار گیرد. در بخش تحقیق (Researches) دو مقاله برای شما تدارک دیده شده است:

اولین مقاله در زمینه روش پردازشی مبتنی بر داده‌ها برای تدریس دستور زبان است. دومین مقاله، تأثیر ریسک کردن در خلال کار گروهی را بر پیشبرد توانایی نگارشی به زبان خارجی، مورد بررسی قرار می‌دهد. پژوهشگران معتقدند که برای جذاب کردن کلاس نگارش می‌توان از ابزار انشاء نویسی به عنوان مؤثرترین ابزار استفاده کرد.

سرده پیر

مجله‌ی «رشد آموزش زبان»، طی بیست سال گذشته سعی داشته است، ارتباط نزدیکی با دبیران محترم راهنمایی و دبیرستان داشته باشد. طی چند سال اخیر نیز شمارگان آن افزایش یافته است که نشانه‌ی افزایش مخاطبان و نزدیک شدن به هدف‌های مجله است. اکنون رشد آموزش زبان مورد توجه قشرهای گوناگون فرهنگی، نظیر دبیران، دانشجویان کارشناسی و کارشناسی ارشد و استادان زبان است. حجم مقاله‌های دریافتی، محتوای مجله و چاپ به موقع آن، خود گواه خوبی بر این مدعاست؛ به خصوص که هدف‌های تجدید نظر شده‌ی آن عبارتند از:

۱. تقویت برنامه‌های آموزشی با استفاده از راهبردهای گوناگون مانند نقد و بررسی برنامه‌های آموزشی، اشاعه‌ی این برنامه با گذر از کتاب محوری، و معرفی منابع جدید و روش‌ها و فنون جدید و مناسب آموزش و تدریس.

۲. ارتقای مهارت‌های زبانی مخاطبان، با توجه به افزایش دانش و ارائه‌ی اطلاعات روزآمد مورد نیاز آنان، با راهبردهایی چون طرح و معرفی آخرین دستاوردها و یافته‌های فراگیری و آموزش زبان، آشناسازی مخاطبان با نتایج تحقیقات جدید در ایران، تشویق دبیران به تحقیق و پژوهش در مورد مسائل آموزش زبان و ترغیب آنان به تعامل و همکاری برای دستیابی به نتایج بهتر.

۳. رشد استعدادها، ابتکار و خلاقیت علمی با معرفی جدیدترین موارد آموزشی، تقویت روحیه‌ی کنجکاوی و نوآوری، اعتمادبه‌نفس و ایجاد فرصت مناسب برای تفکر و تأمل.

۴. کمک به تبادل تجربه و ایجاد ارتباط فکری بین مخاطبان با جلب مشارکت دانشجویان، دبیران، مؤلفان و استادان از طریق ارائه‌ی مقاله، و تبادل تجربه‌ها، مهارت‌ها و تعامل افکار در زمینه آموزشی زبان با استفاده از راهبردهایی چون ایجاد زمینه‌ی مناسب برای طرح نظرات مخاطبان، فراهم آوردن زمینه هم‌اندیشی و تبادل تجربه، و همکاری و تبادل نظر در کاربرد زبان و انتشار مطالب و معرفی افراد موفق.

مجله‌ی رشد آموزش زبان آماده است، نظرات و تجربیات جدید همکاران محترم را در مدرسه‌های راهنمایی، دبیرستان‌ها و حتی دانشگاه‌ها در اختیار دیگران قرار دهد تا آنان بتوانند، باب تبادل نظر را بین خود برقرار کنند و از این طریق، با یکدیگر آشنا شوند و به تبادل یافته‌های علمی بپردازند. این مجله متعلق به همه‌ی علاقه‌مندان در زمینه‌ی آموزش و تدریس زبان است و همه‌ی مدرسان زبان انگلیسی، فرانسه، آلمانی از طریق این مجله می‌توانند، از نظرات همکاران خود مطلع شوند و اگر دیدگاه یا نظر جدید و موفقی در این زمینه دارند، دیگران را نیز مطلع کنند تا نوعی ارتباط سازنده به وجود آید و روزبه‌روز کیفیت آموزش و تدریس زبان خارجی بهبود یابد. ان شاءالله.



# گفت و گو

با کوشش: شهلا زارعی نیستانک

از سال ۱۳۸۲، به موازات تدریس در آموزش و پرورش، در دانشگاه ایلام و دانشگاه آزاد اسلامی واحد ایلام به تدریس درس هایی چون: خواندن و درک مفاهیم ۱ و ۲، اصول و روش تدریس زبان خارجه، اصول و روش تحقیق ۱ و ۲، مقاله نویسی در رشته ی زبان و درس های عمومی سایر رشته ها مشغول هستم. ● از این که در دوره ی دکترای قبول شده اید، به شما تبریک می گویم. البته شنیده ایم که در یکی از دانشگاه های تهران نیز در دوره ی دکترای با امتیاز بسیار بالا قبول شده اید. لطفاً علت موفقیت خودتان را در کنکور دکترای اصفهان و تهران بفرمایید.

○ در درجه ی اول، علاقه ی شخصی خودم به این رشته، علت اصلی موفقیتم بود. با این حال، من معمولاً در هر دوره ای سعی می کنم، الگویی برای خودم انتخاب کنم. هنگام تحصیل در دانشگاه تربیت مدرس؛ بعضی از استادان الگوهای خوبی برای من بودند؛ به خصوص آقای دکتر رامین اکبری.

● بعضی ها می گویند، مناطق دور افتاده، از امکانات کافی برخوردار نیستند. نظر شما چیست؟

○ در شهر ما نیز امکانات آموزشی در حد صفر بود، ولی من سعی می کردم با دانشجویان دکترای رشته ی خودم و با مراکز علمی شهرهای بزرگی مثل اصفهان و تهران، ارتباط داشته باشم. امروزه، اینترنت در دسترس همه هست و همه می توانند از یافته های علمی جهان مطلع شوند و از آن استفاده کنند.

● آیا مجله ی رشد آموزش زبان را می خوانید؟

○ بله. آن را از دبیرستان و یا اداره ی آموزش و پرورش منطقه می گیرم و مقالاتش را می خوانم.

● کدام قسمت مجله برای شما جالب تر است؟ آیا تاکنون از آن استفاده ی کاربردی کرده اید؟ مثلاً در کلاس درس از مطلب آن استفاده کرده اید؟

○ بیش تر مطالبی برای من جالب هستند که به واقعیات کلاس و تدریس در آموزش و پرورش می پردازند. نحوه و موقعیت تدریس و یادگیری زبان در دبیرستان های ما، با هر مؤسسه ی آموزشی دیگری متفاوت است. در نتیجه، مقالاتی که اختصاصاً به این حیطه

در سال ۱۳۸۳ «کارگاه آموزشی توجیه کتاب زبان انگلیسی پیش دانشگاهی» با همکاری گروه زبان انگلیسی دفتر برنامه ریزی و تألیف کتاب های درسی و دفتر آموزش های ضمن خدمت در مرکز تربیت معلم بلال حبشی تهران برگزار شد و حدود ۱۰۷ نفر از برگزیدگان دبیران سراسر کشور، در آن شرکت کردند. مدیر داخلی مجله نیز با هماهنگی های لازم، ضمن حضور در دوره، به توجیه هدف های فصل نامه ی رشد آموزش زبان، پرداخت و از شرکت کنندگان خواست، نظرات و پیشنهادهای خود را درباره ی مجله ارسال کنند. در طول این مدت، مقالاتی از این دوستان به دفتر مجله رسید که بررسی شدند یا در حال بررسی هستند.

در همین راستا، تصمیم گرفته شد که از سال جدید، با طرح سؤالاتی در قالب مصاحبه و ارسال آن برای دبیران همان دوره نظرات آنان را در مجله منعکس کنند. مصاحبه ای که در ادامه می آید، نخستین کوشش در این زمینه است. آقای نبی کریمی الوار، دبیر زبان انگلیسی استان ایلام، اولین فردی است که با پاسخ به سؤالات و ارسال آن به دفتر مجله، نظرات و دیدگاه های خود را با مجله در میان گذاشته است. ضمن تشکر از ایشان، برای همه ی دبیران سختکوش و پرتوان کشور آرزوی توفیق داریم.

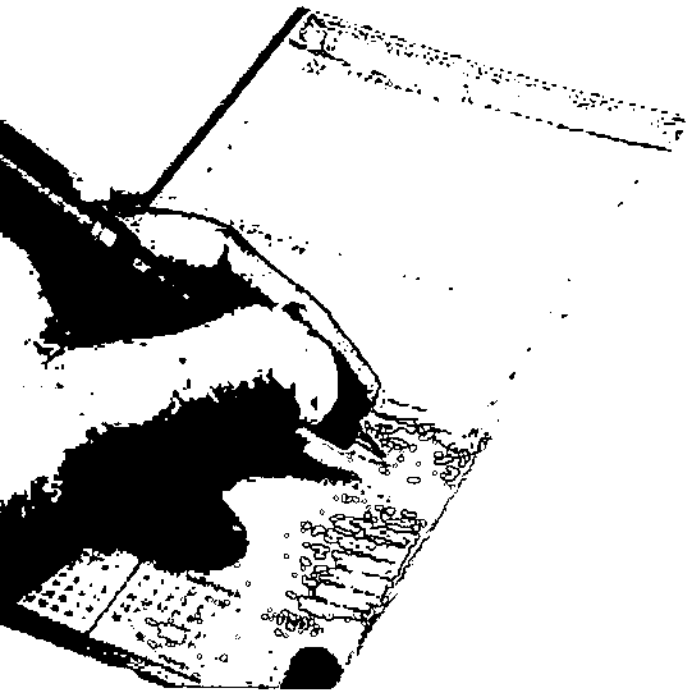
با آقای کریمی می توانید از طریق پست الکترونیکی ارتباط برقرار کنید. email: karimiallvar@yahoo.com

● لطفاً خودتان را معرفی کنید.

○ نبی کریمی الوار هستم، متولد ۱۳۵۸. محل خدمت استان ایلام شهرستان دره شهر است.

● چند سال سابقه ی کار دارید؟ مختصری از سوابق علمی و کاری خودتان را بیان کنید.

○ چهار سال است تدریس می کنم و دارای مدرک کارشناسی ارشد در رشته ی آموزش زبان انگلیسی از دانشگاه تربیت مدرس هستم. امسال (۱۳۸۴) در دوره ی دکترای (Ph.D) آموزش زبان انگلیسی دانشگاه اصفهان پذیرفته شدم و از مهرماه به تحصیل مشغول خواهم شد.



می پردازند، جالب ترند. البته از بعضی مقالات مجله هم در کلاس های روش تحقیق دانشگاه استفاده می کنم.

● جای چه مقاله هایی در مجله خالی است؟ پیشنهاد عملی شما در مورد محتوای مجله چیست؟

○ با توجه به این که بسیاری از معلمان زبان خیلی وقت است که فارغ التحصیل شده اند، ممکن است با بسیاری از تئوری ها، مدل ها و یافته های جدید زبان شناسی کاربردی و آموزش زبان آشنایی نداشته باشند. بنابراین بهتر است، مقالات و مباحثی که پیشرفت های نظری و عملی آموزش زبان را مورد بحث قرار دهند، در مجله گنجانده شوند.

● با توجه به تجربه و سوابق خود، فکر می کنید معلمان به چه نوع مطالب علمی نیاز دارند؟

○ مطالب علمی درباره ی پیشرفت های نظری و عملی زبان. زیرا به عقیده ی من، پایه ی تئوریک قوی، به فرد در تصمیم گیری کمک می کند. بنده تجربه ی تدریس در دوره های ضمن خدمت برای دبیران را نیز دارم و در این دوره ها متوجه شدم، بسیاری از دبیران اشتباهات تلفظی و دستوری بسیاری مرتکب می شدند. بنابراین، اگر مطالب علمی درباره ی نکات دستوری و تلفظی هم در مجله گنجانده شوند، در بالا بردن معلومات معلمان زبان بسیار مؤثر خواهد بود.

● آیا تا به حال مقاله ای در زمینه ی یادگیری و تدریس زبان نوشته اید؟ اگر نوشته اید، در کدام مجله چاپ شده است؟

○ بله، مقاله ای با راهنمایی استاد بزرگوارم، جناب آقای دکتر میرحسینی و مشاوره ی استاد بزرگوارم، دکتر رامین اکبری به مجله ی بین المللی علوم انسانی جمهوری اسلامی ایران ارائه دادم که برای چاپ مورد تصویب قرار گرفت و در تابستان ۲۰۰۵ به چاپ خواهد رسید. همچنین، دو مقاله در اولین و دومین همایش زبان و ادبیات انگلیسی در دانشگاه تربیت مدرس ارائه کردم.

● به نظر شما از چه راه یا راه هایی می توان دبیران زبان را به مطالعه و تحقیق بیش تر ترغیب کرد؟

○ نظام امتیازبندی دبیران در آموزش و پرورش، متأسفانه برخلاف دانشگاه ها و مؤسسات آموزش عالی، کاملاًستی است. به جای این که براساس پژوهش و نگارش مقاله، کتاب و... باشد، صرفاً براساس سنوات خدمت دبیران محاسبه می شود. بنابراین، هیچ انگیزه ای برای مطالعه و تحقیق بیش تر ندارند. بنده فکر می کنم، یا تغییر نظام امتیازبندی، می توان معلمان را به پژوهش و مطالعه ترغیب کرد.

● آیا از طریق ارائه ی مقاله می توانید با ما همکاری کنید؟

○ ان شاء الله. بنده در حال تدوین مقاله ای در زمینه ی آزمون سازی در آموزش و پرورش هستم که به محض پایان، مایلم در مجله ی رشد آموزش زبان به چاپ برسد.

● یا تشکر از شما که در این مصاحبه شرکت کردید، آرزوی توفیق شما را از خداوند متعال مسألت داریم.

# خبر

«جشنواره ی الگوهای تدریس»، یکی از دستاوردهای گروه های آموزشی شهرستان های استان تهران است که با هدف ایجاد انگیزه و بستر سازی برای بهبود کیفیت آموزش زبان، و اشاعه ی روش های تدریس، برگزار می شود. سازمان آموزش و پرورش شهرستان های استان تهران مسؤول و مجری برگزاری مرحله ی کشوری جشنواره ی الگوهای تدریس زبان انگلیسی سال اول دوره ی متوسطه بود. این جشنواره از ۲۱ تا ۲۴ مرداد ۱۳۸۴ در «مرکز تربیت معلم حکیم فردوسی»، واقع در ملارد برگزار شد. ۲۹ نفر از همه ی استان های کشور برگزیده شدند تا به مدت ۳۰ دقیقه روش های تدریس خود را در بخش «Reading» کتاب درسی پایه مذکور اجرا کنند. تیم داوری که از دو داور متخصص آموزش زبان، یک داور در فنون معلمی، یک داور در روان شناسی و نیز یک داور متخصص در تکنولوژی آموزشی متشکل شده بود، کار داوری این دوره را به عهده داشت.

MISSING DICTIONARY DEFINITION

- If someone or something is **unaffected** by an event or occurrence, they are not changed by it in any way.
- When a dog **wags** its tail, it repeatedly waves its tail from side to side.

SCRAMBLED SENTENCES

- Time is a great healer.
- Nothing ventured, nothing gained.
- April showers bring May flowers.
- Two heads are better than one.
- There is a time and a place for everything.
- Better to be alone than in bad company.
- You don't get something for nothing.
- There are two sides to every question.
- Those who live in glass houses should not throw stones.
- Do unto others as you would like them to do unto you.

CROSSWORD PUZZLE

ACROSS

4. Takes you out on the water
5. Big and spacious to carry things
6. Most common vehicle on the road

DOWN

1. It has wings to propel it
2. Rides on two wheels
3. A public transportation means

		1	H			2	M	
3	B		E				O	
	U		L				T	
4	S	A	I	L	B	O	A	T
			C				R	
			O				C	
			P				Y	
		5	T	R	U	C	K	
			E				L	
6	C	A	R				E	

## DOWN

2. I'll ride a \_\_\_ for exercise.
3. When the big waves start, I can ride my \_\_\_.
5. I wish those excited children at the beach would \_\_\_ down.
6. Watch out! The hot sand can \_\_\_ your feet.
8. We hope the weather won't be \_\_\_.

## TEACHING TIPS

### Review/Repeat

Always review previously taught material. If you did body parts last week and are doing animals this week, ask the children about the animals' body parts. Where is the lion's stomach? How many ears does the monkey have? If you teach English as though it were a series of independent themes and sentence patterns, then your students will likely retain very little of what you teach them.

Young children also need more review because they cannot read or even know where to go for an answer. When they forget a word, they can't go to the dictionary to find it.

Very young children also cannot be taught grammar rules in a formal way. Even translating segments of English into the native tongue will not help much. If, for example, you're teaching "this and that", you must use frequent examples to get children to understand the difference.

It is believed it is better to teach something for 5 minutes a day, every day, than 5 hours once, one day. If you are teaching the weather, for example, ask questions every class. "How is the weather today? Is it sunny now?" And work the weather into new lessons. "What color is the sky? Is it sunny in winter? It is raining on the farm. Are the horses sad? Are the ducks happy?"

## KEY TO THE QUESTIONS

Vol. 19, No. 75

### BRAIN TEASERS

- Blink
- China
- Apex
- Target
- Tehran
- Listen
- Hearth
- Chill
- Chair
- Chaucer



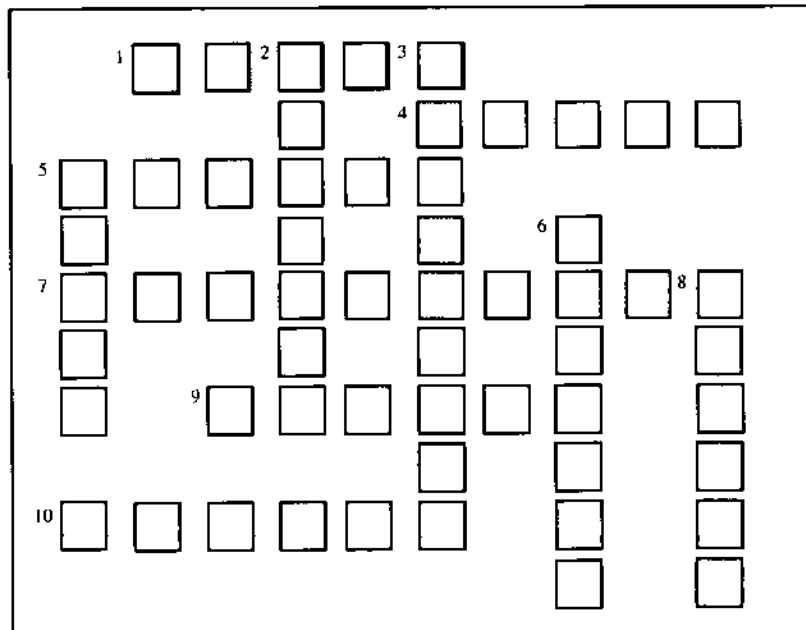
## SCRAMBLED SENTENCES

The following proverbs are all mixed up. Your job is to put them in order so they make sense.

- run...deep...waters...still
- they...they...the...the...harder...bigger...fall...are
- he...a...keeps...is...company...man...the...by...known
- hatched...they...are...chickens...before...count...your...don't
- every...is...has...faults...man
- served...first...first...come
- own...is...his...enemy...man...worst...every
- than...said...easier...done
- is...fence...of...the...the...the...on...side...greener...grass...always...other
- heaven...in...marriages...made...are

## CROSSWORD PUZZLE

### BEACH



### ACROSS

1. We can use tire \_\_\_ to float on.
4. To see the fish \_\_\_ the waves, use a mask and a snorkel.
5. It's not easy to play \_\_\_ at the beach.
7. Some children are playing with some \_\_\_.
9. Many families come to beach in \_\_\_.
10. Be careful! Too much sun and you'll get \_\_\_.

Etymology: When you jump ship, you flee or leave the ship by leaping over the side.

## BRAIN TEASERS

*Can you solve these brain teasers?*

- I am one of many successive layers. Transpose my last two letters, and you have something found on many vehicles. What am I?
- My first half means average. My last half means to put on. What am I?
- I mean the opposite of good, but if you change my first letter, you have a religious leader. What am I?
- I am a crowning achievement for someone entering a position of high authority. My last six letters mean the same as country. What am I?
- My last half means impolite, but I mean to stick out. What am I?
- My first half, if read backward, means dark, and I am a period of each day. What am I?
- I am a student of a certain scientific discipline. My last four letters are a cloud of water droplets. Who am I?
- My last four letters denote a conservative. I am an established record. What am I?
- Remove my first three letters, and you have a flower. I am an extremely unfortunate occurrence. What am I?
- I am a musical instrument. Change my fourth letter, read me backward, and you have a member of a race of people. What am I?

## MISSING DICTIONARY DEFINITION

*Here is a dictionary definition, but the word being defined has been blanked out from the definition. Can you guess what word or phrase is being defined? It may be a single word or a compound or an idiomatic expression. Each missing word is indicated by five hyphens, no matter how many letters are in the missing word itself.*

You say that something is ----- to indicate that you do not like it or that it annoys you.

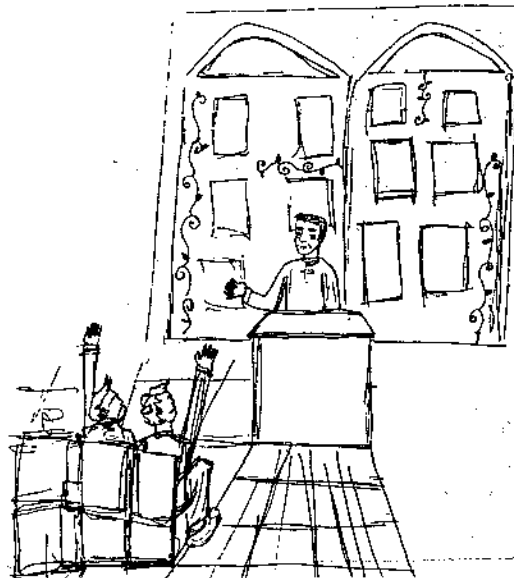
In tennis, an ----- is a serve which is so fast that the other player cannot reach the ball.

- The wise speak only of what they know.
- In just two days, tomorrow will be yesterday.

## JOKES

### The Sin of Lying

"A minister told his congregation, "Next week I plan to preach about the sin of lying. To help you understand my sermon, I want you all to read Mark 17." The following Sunday, as he prepared to deliver his sermon, the minister asked for a show of hands. He wanted to know how many had read Mark 17. Many hands went up. The minister smiled and said, "Mark has only sixteen chapters. I will now proceed with my sermon on the sin of lying."



The Florist's Mistake

On opening his new store, a man received a bouquet of flowers. He became dismayed on reading the enclosed card, that it expressed "Deepest Sympathy." While puzzling over the message, his telephone rang. It was the florist, apologizing for having sent the wrong card. "Oh, it's all right," said the storekeeper. "I'm a businessman and I understand how these things can happen." The florist added, "but, I accidentally sent your card to a funeral ceremony." "Well, what did it say?" asked the storekeeper. "Congratulations on your new location" was the reply.



## SLANG FORUM

### JUMP SHIP

Definition: To leave one's job; to move from one situation to another

Example: When the company announced that it was losing money, many of its employees jumped ship.



# LET'S TAKE A BREAK !

Prepared by Parviz Maftoon (Ph. D. in TEFL)  
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## QUOTATIONS

- We can easily forgive a child who is afraid of the dark; the real tragedy is when men are afraid of the light.

Plato

- The beginning of wisdom is found in doubting; by doubting we come to the question, and by seeking we may come upon the truth.

Pierre Abelard

- Resentment is like taking poison and hoping the other person dies.

St. Augustine

- I am not young enough to know everything.

Oscar Wilde

- Let us so live life that when we come to die even the undertaker will be sorry.

Mark Twain

## WORDS OF KNOWLEDGE

- Better to light one small candle than to curse the darkness.
- When spider webs unite, they can tie up a lion.
- Whoever gossips to you will gossip of you.

at this level. The positive outcome of homework is contingent on (a) teacher preparation and planning; (b) assignments appropriate to the skill, attention, and motivation levels of students.

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For more information about teaching and homework the following internet addresses can be helpful:

<http://www.ed.gov/>

<http://www.teachnet.com>

<http://www.studyweb.com>

The following sites can be very useful in providing ideas about the type of homework activities which can be assigned in classroom:

<http://www.learnenglish.org.uk/kids/>

[http://www.Longman.com/young\\_learners/teachers/resources.html](http://www.Longman.com/young_learners/teachers/resources.html)

[http://www.longman.com/young\\_learners/pdfs/FoodnDrink.pdf](http://www.longman.com/young_learners/pdfs/FoodnDrink.pdf)

#### Lesson 4, English book 2

*Who was Hans Christian Andersen?*

#### Reading stories and newspapers/ searching for some factual knowledge

Students can be assigned to read simple stories, or find some information of their interest in newspapers or look for some factual knowledge. Examples:

#### Lesson 7, English Book 1

*What are some of the reasons for which birds migrate?*

#### Lesson 4, English Book 3

*Read and find some information about winter Olympic Games.*

*What is your favorite sport? Find some information about the gold medal winners of your favorite sport.*

*The history of the Olympic Games*

#### **Preparing class posters**

Students can be required to work in groups and prepare class posters. For instance, as the subject of lesson 4 of English Book 3 brings to mind, students can be asked to prepare a class poster on “winter games”, “water games”, “water and snow ski” or even of the “sports and health”. Students interest is of great importance in assigning this type of extension homework. Furthermore, different groups can be assigned to work on different topics.

#### **Collecting idioms and idiomatic expressions**

This can be a very useful and interesting

activity. Teachers can ask students to find English equivalents for some Persian proverbs, or provide them with some English expressions and require them to find meaning in Persian. This task can take the format of class posters, as well.

#### **Writing letters to a favorite character/writing for getting some information**

Students may be asked to write a letter to their favorite character and ask him or her some questions. Additionally, students can be assigned to write and ask for some information about a place such as a zoo, a post office, a park, a museum, etc. Examples:

*Write a letter to your favorite athlete.*

*Write a letter to a zoo and ask the following information:*

*The number of animals, the kind of animals, the opening and closing hours, the ticket price*

#### **Conclusion**

Homework provides students with the opportunities to apply practice to learning and leads to academic success for students. The relation between homework and students language performance can heavily be influenced by the appropriateness of the homework to the level of the students. Homework should be viewed as one of several methods teachers can use to show students that learning takes place everywhere. For high school, however, homework can have significant effects on achievement. Indeed, relative to other instructional techniques, and considering the minimal costs involved in implementation, homework can yield a considerable increase in academic performance

Check the meanings, phonetic transcriptions, and parts of speech of the words on page 19. Use a dictionary. Write them down in your notebooks.

#### Finding picture cut-outs to illustrate the new words of the lesson

This homework type can be of assistance in contextualizing the new words and hence can decrease the liability of forgetting them.

Find pictures for each of the following words: Alphabet, kindergarten, motor-bicycle, plant, salad, world

#### Arranging the scrambled words

The purpose of the following three activities is two-fold: a) they cause students to read the lesson before attending the class; b) they facilitate learning the spelling of the words. Example:

Try to arrange the following scrambled words. You can look them up in lesson 1 of your book: Ctnryou, tyci, apm, voer, loena, vole (country, city, map, over, alone, love)

#### Completing the beginning or ending of the words

Complete the following words. You can find them in lesson 1 of your book: -----garten, ---tle, --one, -ay, --ow, flo---, pa--, ---many

#### Completing unfinished sentences of missing words

Read the text on page 11 your book and try to complete the following sentences:

- 1-Friedrich Froebel lived in -----  
-- ago.
- 2- He couldn't do things -----.

- 3- Kindergarten is a -----.
- 4- Soon ----- for Friedrich to --  
-----.
- 5- They should have ----- with -----  
-----.

#### Finding additional material about the topic of the lesson and presenting it in the class:

This activity can be assigned to more competent students who have access to additional sources or the internet. It can provide this group of students with the opportunity to improve their reading comprehension ability and vocabulary knowledge. This homework can also be viewed as a brainstorming tool in class. Example:

Find some information about any one of the following topics:  
kindergarten, the first school in Iran, the person who built the first school in Iran

#### Extension homework

##### Preparation of presentations to class

Students can be required to prepare some presentations to class depending on the topic of the lesson. They can be asked to work in groups, as well. As noted earlier, not all students have the necessary language ability to accomplish this task; thus, more capable students can be called for in this regard. Some suggested topics:

##### Lesson 3, English book 1

Prepare a presentation on "A story about Einstein"/ "A story about Edison"

##### Lesson 9, English book 1

Prepare a presentation about "Our Holy Prophet"



#### **Finding relevant pictures and writing about them**

Looking for pictures can help students read their lesson carefully and extend what they studied in their text book to other contexts as well as writing on their own.

**Example:**

*Find some pictures of different flowers and plants and write a sentence about each.*

#### **Identifying similarities and differences**

This activity not only expands the vocabulary knowledge of the students but also addresses student's competence in other areas. More to the point, it requires students to employ thinking and reasoning skills (see Marzano and Pollock, 2001). **Example:**

*List the differences between a city and a country.  
List the similarities and differences between a tree and a flower.*

Another example which can be referred to in this regard and can better denote use of students' competence in other areas is the following example for lesson 2 of English Book 2:

*List the differences between the moon and the earth.*

#### **Finding advantages and/or disadvantages**

*List the advantages of trees over flowers.*

#### **Preparation homework**

When students are assigned to prepare themselves for what is going to be taught in class, they feel the responsibility they have towards learning. They can realize that unless they contribute to the process of learning they can't succeed. Here are some preparation homework examples for **Lesson 1 of English Book 1:**

**Checking the meanings, phonetic transcriptions, and parts of speech of the new words of the new lesson**

This activity helps students to prepare for the lesson before coming to class and therefore have a better understanding of the lesson. Checking the pronunciation of the new words facilitates reading of the texts and checking their part of speech strengthens the students' language usage.



assignment, students are required to apply what they have previously learned to new areas (e.g. to read and extra text and write a summary about it or to choose a picture from a magazine or newspaper and write about it).

### Some suggestions for homework assignment

In our country, high school students can unexpectedly be heterogeneous in English classes; therefore, choosing different types of homework depends on the language level of the students. It is the teachers' responsibility to decide on the appropriate homework type for the students. Here are some examples of the homework types students can be required to do:

#### Practice homework

In order to explicate this type of homework **lesson 1 of English Book 1** is used as a sample lesson:

**Making sentences on the newly learned grammatical point**

To practice the newly learned grammatical point above and beyond doing drills and exercises, students can be assigned to write some sentences of their own. This homework type can help students to think about what they have learned and produce sentences that may apply to their own situation. Example:

*Write five sentences about the things you can do.*

*Write five sentences about the things you couldn't do when you were three years old.*

**Writing sentences with the new words of the lesson**

Writing sentences with the new words of the lesson helps students to learn how to use them

in different contexts; however, if students are not able to write new sentences they can re-write the sentences of the lesson in which the new words are used. This activity necessitates careful reading of the lesson. If making sentences is easy for students, they can be required to write a paragraph of their own using the words identified by the teacher. Example:

*Make sentences with each of the following words or phrases.*

*All over the world, become older, grow up, alone*

#### Preparing lists based on what has been taught

Depending on the content of each lesson, students can be required to prepare different lists such as shopping lists, lists of water sports, fruits, plants, etc. This activity can help students to extend their vocabulary knowledge.

Example:

*Make a list of flowers, plants, and trees in English. (A dictionary or picture dictionary can be used).*

#### Summarizing the lesson

Summarizing the lesson helps the students to improve their reading, writing, dictation, and vocabulary use.

*Read the passage "The Kindergarten Man" and summarize it in about ten sentences.*

This activity can help students to use the words of the lesson and write of their own. Besides, it can extend their vocabulary knowledge and visual precision.

Example:

*Choose one of the pictures of the lesson and write what you see in it.*

Basic guidelines regarding homework suggest that in order to enrich and extend learning experiences, homework should be purposeful, relevant, interesting, and useful (Harmer, 2001). Students should clearly understand what they are asked to do. Besides, as Pollard (2002) asserts, homework should be checked by teachers. Teachers should provide effective verbal and written directions to students for homework completion. Teachers often assign homework at the end of the class or as the bell rings without fully explaining homework directions or objectives. Likewise, review of 15 studies on the effects of homework achievement (Walberg et al. 1985) shows that regular homework confers greater achievement benefits than little or no homework. The review also signifies that the benefits of homework will be greater if it is commented on and/or graded. Researchers (Comer & Haynes, 1991; Epstein, 1988; McCarthey, 2000) recommend that teachers should involve students in discussions related to the objectives and expected outcomes of the assignments.

To sum up, homework can be most beneficial when assignments are:

- Closely tied to the subject matter currently being studied in the classroom
- Given frequently as a means of extending student practice time with new material
- Appropriate to the ability and maturity levels of students
- Clearly understood by students
- Quickly checked and returned to students
- Graded and/or commented on

## Different types of homework

According to LaConte (1981), there are three

types of homework which are commonly assigned: *practice*, *preparation*, and *extension*. *Practice assignments* reinforce newly acquired skills of knowledge. For example, when students are asked to do some exercises on a structure or make sentences with the new words of the lesson they have recently learned, they are performing practice assignments. These assignments are most effective when carefully evaluated by the teacher, when matched to the ability and background of the individual student, and when students are asked to apply recent learning directly and personally (e.g. assigning English Book 2 students who are studying lesson 2 to write sentences with “any” and “no”).

*Preparation assignments*, alternatively, are intended to provide students with some background information on the subject they are going to be taught. These assignments can include some extra reading related to the class text, library research, and collecting materials for a class demonstration. These assignments require gathering to organizing information prior to teaching a new lesson. It should be noted that students should be instructed how to complete such assignments. Besides, the level of difficulty of the assignments should be estimated and coordinated with the language level and capabilities of the students (e. g. to list what can be found in a dollhouse or to write three sentences about a favorite childhood toy for English Book 2 students, studying lesson3).

However, *extension assignments* encourage individualized and creative learning by emphasizing student initiative and research. Usually long-term projects which are related to the subjects taught in the class are classified in this type of assignment. In this type of



that vary in style, format, and content. This assures that all students have some kind of assignment that suits their interests. It is also possible to provide students with choices in doing homework. Students may all need to master the same material, but they can do so in different ways. For example, one student might write an essay about the topic of the lesson, while another can search the internet for some additional information. When teachers provide students with choices in doing homework, students feel they have control over their learning. Besides, this enables them to enjoy the assignment they are doing. For example, a teacher can provide three different assignments and ask students to volunteer for each type. Consider lesson 2 of English Book 3 taught in high schools in Iran. The teacher may ask some students to check the meaning, parts of speech, and phonetic transcriptions of some of the words of the lesson from the dictionary. Others may volunteer to write a few sentences about the advantages of being educated, and the third group of students may be assigned to prepare an outline of the "Value of Education". Another example would be of lesson 2 of English Book 2. Some students would prefer to write two or three sentences about their parents' jobs, while another

group may be assigned to write about something "we know now and people didn't know in the past" (based on the reading passage "The Other Side of the Moon"), and yet another group might be assigned to make a list of at least twenty different jobs and one thing which is necessary for doing the job (e.g. plumber/pipe, photographer/camera, teacher/book, cook/spoon and so on).

Assigning students different types of homework makes them accept the responsibility of participating in their learning process. Furthermore, because of the individual differences and needs of students, teachers would better not require or expect all students to experience the same kind of homework in connection with classroom instruction. It is worth mentioning that allowing for flexibility in homework assignment and providing clear directions for doing it serve to improve students' self-directedness and ability to self-manage their work, and increase the likelihood that homework will be completed. However, in order to make homework useful and a necessary part of learning, it should be reasonable and feasible; thus, assigning internet search for students who do not have access to computer is not recommended.

## Introduction

Homework refers to any work planned and approved by the teacher to be completed by the student outside of the regular classroom without his/her immediate and direct supervision. Homework is also defined as the out-of-class tasks that students are assigned as an extension of their classroom work (LaConte, 1981). It benefits students by complementing classroom learning and fostering good study habits (Harmer, 2000). Furthermore, homework helps the students practice individually while leaving more class time for instruction. Besides, since learners have to study without the help of the teacher when they do their homework, it can encourage their autonomy and develop their confidence (Harmer, 2001).

However, creating meaningful and appropriate homework assignments and getting students to complete the assignments successfully is very difficult. Teachers should students that learning is a joint venture for which they should assume responsibility. Students should understand that they cannot be learned English unless they themselves take at least part of the responsibility of their learning. Students should realize that they can not succeed unless they study in their own time, doing homework, and thinking about what and how they should learn (Harmer, 2000).

The literature dealing with the relationship between homework and academic achievement is basically inconclusive. No studies have been able to control the many variables that affect this relationship. Nevertheless, reviews of students', teachers', and parents' perceptions reveal that all believe homework helps students achieve better grades (LaConte 1981). In addition, some studies have uncovered a more positive relationship between homework and student performance. In

a study carried on by Keith (1982), it is shown that increased homework time results in higher grades for high school seniors of all ability levels. Additionally, through increased study, lower ability students can achieve grades commensurate with those of brighter peers (Keith 1982). Besides, Ward et al. (1983) assert that there is a direct relationship between one to two hours of homework a day and the highest levels of reading performance for 13-year-olds. For 17-year-olds, as their study demonstrates, reading performance increases as the amount of time spent of homework increases. Students spending more than two hours a night on homework show the highest performance levels. Furthermore, Rutter et al. (1979) demonstrates that schools that assign homework frequently show higher student achievement levels than do schools that make little use of homework.

According to Smyth and Shacklock (1998) more attention to homework can extend the length of the school instruction and therefore enhance the quality of education. It assists students to practice new material and hence more class time is left for quality instruction. Therefore, it can be concluded that homework is an essential part of learning that can extend the study time of students. Besides, it can ensure the improvement of learning especially in large classes where there is not sufficient time for classroom practice.

## Assigning homework to students

It is very difficult to create assignments that appeal to every single students in a large class of heterogeneous students. However, the teachers' responsibility is to provide assignments



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# Homework as an Effective Instructional Tool

چکیده

منظور از تکلیف منزل فعالیت‌های درسی است که دانش‌آموزان باید در خارج از محیط و زمان کلاس انجام دهند. تکلیف منزل در یادگیری دانش‌آموزان نقش مهمی دارد. به علاوه با استفاده از تکلیف منزل می‌توان کمبود وقت در کلاس‌های درس را جبران کرد. به عبارت دیگر، تکلیف منزل به دانش‌آموزان کمک می‌کند تا تمرکز بیشتری بر مطالب درسی داشته باشند و بتوانند نقاط ضعف خود را برطرف کنند. به علاوه، تکلیف منزل موجب می‌شود تا دانش‌آموزان خود را برای درس آینده آماده کنند. به این ترتیب می‌توان به دانش‌آموزان یاد داد که در قبال یادگیری خود مسؤوول باشند و متوجه شوند که آموزش یک تعامل دو جانبه بین معلم و شاگرد است که در آن هر دو طرف دارای وظایفی هستند. البته میزان و نوع تکلیف منزل به طور معمول برای معلمان روشن نیست و ذهن اغلب دبیران را به خود مشغول می‌کند. نتیجه‌ی تحقیقات متخصصین تعلیم و تربیت نشان می‌دهد، رابطه‌ی مستقیمی بین یادگیری و انجام تکلیف در منزل وجود دارد. البته، همان‌گونه که بررسی‌ها نشان می‌دهند تکلیف باید با توانایی دانش‌آموزان هم‌خوانی داشته باشد. در نتیجه این نظریه که همه‌ی دانش‌آموزان یک کلاس موظف به انجام تنها یک نوع تکلیف خاص و واحد باشند، مورد قبول نمی‌باشد. یعنی می‌توان در یک کلاس، دانش‌آموزان را به دسته‌های مختلفی تقسیم کرد و برای هر گروه تکلیف منزل خاصی را در نظر گرفت که این تقسیم‌بندی می‌تواند براساس علاقه‌های فردی دانش‌آموزان، توانایی‌ها، امکاناتی که به آن‌ها دسترسی دارند و یا سطح زبان آن‌ها باشد. همچنین، تأکید بر این است که دبیران با دستورالعمل‌های مشخص، نوع فعالیت‌هایی را که از دانش‌آموزان انتظار دارند، مشخص کنند و با تصحیح و بازگرداندن تکلیف‌های منزل به آن‌ها، در دانش‌آموزان انگیزه‌ی لازم را برای انجام آن‌ها به وجود آورند. هدف مقاله‌ی حاضر به دست دادن تعریف مشخصی از تکلیف منزل و مرور تحقیقات انجام شده در این زمینه است. همچنین در این مقاله به سه نوع تکلیف متفاوت (تکالیف تمرینی، تکالیف آماده‌سازی و تکالیف اضافی) و اهدافی که هر یک دنبال می‌کنند، اشاره شده است. به علاوه برای هر یک مثال‌هایی نیز آورده شده است.

کلیدواژه‌ها: تکالیف منزل، یادگیری، تعامل، تکالیف تمرینی، تکالیف آماده‌سازی، تکالیف اضافی.

“Homework” is one of the biggest challenges and concerns teachers face in their teaching profession. The assignment of homework, like many educational practices, can be beneficial, neutral, or detrimental depending upon the nature and context of homework tasks. The use of homework bears a significant and positive relationship to achievement when it is carefully assigned. Therefore, devising constructive assignments can be an important contribution to language learning. This article attempts to elucidate the advantages of assigning homework to Iranian high school students and the different types of homework which can be employed to enhance their language ability.

**Key Words:** homework, learning, interaction, practice assignments, preparation assignments, extension assignments.

from the teacher requires the students to develop “inner criteria” and to correct themselves. The absence of explanations requires learners to make generalizations, come to their own conclusions, and formulate whatever rules they themselves feel they need (Richards and Rodgers 2003:83)

Stevick defines the Silent Way teacher’s task as (a) to teach, (b) to test, and (c) to get out of the way. Although these are the standard teaching practices, the steps followed are unique to the Silent Way. By “teaching” it is meant the presentation of an item once, typically using nonverbal clues to get across the meanings. Testing follows immediately and might better be termed elicitation and shaping of student production, which, again is done in as silent manner as possible. Finally, the teacher silently monitors learners’ interactions with each other and may even leave the room while learners struggle with their new linguistic tools (Stevick 1980:56)

## Criticisms

Brown (2001:29) criticizes the Silent Way as being “too harsh a method and the teacher too distant to encourage a communicative atmosphere.” Students often need more guidance and overt correction than the Silent Way permitted. There are some aspects of language that can be easily quickly “told” to students. They need not struggle for hours or days with a concept that could be easily clarified by the teacher’s direct guidance. “The rods and charts wear thin after a few lessons, and other materials must be introduced, at which point the Silent Way classroom can look like any other language classroom.

Richards and Rodgers (2001, 88) conclude that “the method exemplifies many of the features that characterize more traditional methods, such as Situational Language

Teaching and Audio-Lingual Method, with a strong focus on accurate repetition of sentences modeled initially by the teacher and a movement through guided elicitation exercises to freer communication.”

And yet, as Brown (2001) states “the undelying principles of the Silent Way are valid. All too often we are tempted as teachers to provide every thing for our students, neatly served up on a silver platter. We could benefit from injecting healthy doses of discovery learning into our classroom activities and from providing less teacher talk than we usually do to let the students work things out on their own.

## Reference

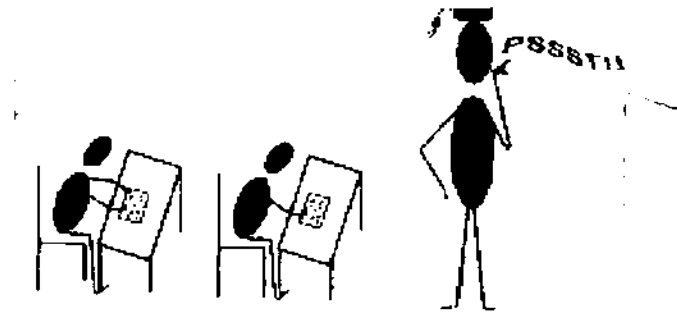
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and visual cues thus constitute the basis for classroom activities (Richards and Rodgers 2001).

Language teachers using the Silent Way employ three basic teaching aids: a set of colored rods, color-coded pronunciation and vocabulary wall charts, a pointer, and reading/writing exercises all of which are used to illustrate the relationship between sound and meaning in the target language. The teacher begins by taking a rod and saying 'a rod' to the students. Later he induces them to repeat the name of the object. The next step is to combine the names of colors with the object, saying 'a blue rod', 'a green rod', etc. the final step in the teaching sequence is to get the students to say 'a blue rod', 'a green rod', etc. without the teacher's model. With the wall charts the teacher gets students to form strings of words with what they have learned orally by pointing to a series of words that they read in the order indicated. Another technique is to ask them to point to the words after the teacher gives them. Gattegno refers to this type of practice as "visual dictation". As the students learn more, the teacher says less and less (Chastain 1988: 101).

The pronunciation charts, called "Fidels" have been devised for a number of languages and contain symbols in the target language for all of the vowel and consonant sounds of the language. The symbols are color-coded according to pronunciation; thus, if a language possesses two different symbols for the same sound, they will be colored alike.

Just as the Fidel charts are used to visually illustrate pronunciation, the colored rods are used to directly link words and structures with their meanings in the target language, thereby avoiding translation into the native language. The rods vary in length from 1 to 10 centimeters, and each length has a specific color. The rods may be used for naming colors, for size comparisons,

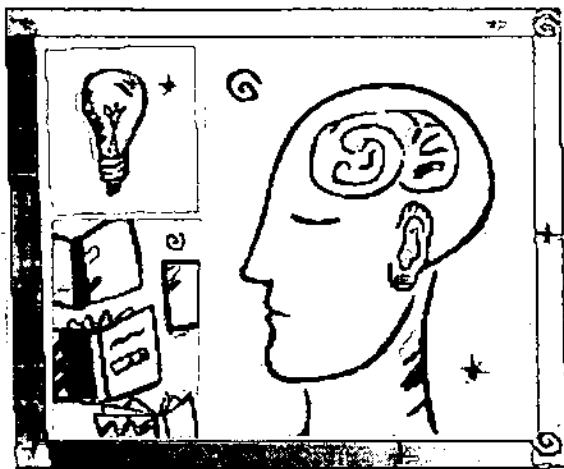


to represent people, build floor plans, constitute a road map, and so on. Use of the rods is intended to promote inventiveness, creativity, and interest in forming communicative utterances on the part of the students, as they move from simple to more complex structures.

### **The role of learner and teacher**

According to Larsen-Freeman (1986: 62) the teacher is a technician or engineer in this method. "Only the learner can do the learning," but the teacher, relying on whatever students already know, can give what ever help is necessary, focus the students' perceptions, force their awareness, and provide exercises to insure their facility with the language.

Learners are expected to develop independence, autonomy, and responsibility. Independent learners are those who are aware that they must depend on their own resources and realize that they can use "the knowledge of their own language to open up some things in a new language" or that they can "take their knowledge of the first few words in the new language and figure out additional words by using that knowledge" (Stevick 1980:42). The absence of correction and repeated modeling



of vocabulary as crucial. The most important vocabulary for the learner deals with the most functional and versatile words of the language, many of which may not have direct equivalents in the learner's native language. This "functional vocabulary" provides a key, says Gattegno, to comprehend the "spirit" of the language.

Gattegno is highly skeptical in drawing similarities between L1 acquisition and L2 learning because of the differences between the two processes. He instead emphasizes on the principle that successful learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial. Silence is considered the best vehicle for learning because in silence students concentrate on the task to be accomplished and the potential means to its accomplishment. Silence, as avoidance of repetition, is an aid to alertness, concentration and mental organization (Gattegno 1967: 80).

### Objectives and the syllabus

Concerning the goals of teachers who use the Silent Way, Larsen Freeman (1986: 62) notes that "students should be able to use the language for self expression - to express their thoughts, perceptions and feelings. In order to do this, they need to develop independence from the teacher,

to develop their own inner criteria for correctness."

According to Richards and Rodgers (2001: 83) the general objective of the Silent Way is to give beginning-level students oral and aural facility in basic elements of the target language. The general goal set for language learning is near-native fluency in the target language, and correct pronunciation and mastery of the prosodic elements of the target language are emphasized. An immediate objective is to provide the learner with a basic practical knowledge of the grammar.

The Silent Way adopts a basically structural syllabus, with lessons planned around grammatical items and related vocabulary. However, Gattegno does not provide details as to the precise selection and arrangement of grammatical and lexical items to be covered. As Larsen-Freeman (op. cit.) notes there is no fixed, linear, structural syllabus. Instead, the teacher starts with what the students know, and builds from one structure to the next. As the learners' repertoire is expanded, previously introduced structures are continually being recycled. The syllabus develops according to learning needs (p. 64).

### Activities and materials

Learning tasks and activities in the Silent Way have the function of encouraging and shaping students' oral response without direct oral instruction from or unnecessary modeling by the teacher. Basic to the method are simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses. Learners then go on to create their own utterances by putting together old and new information. Teacher modeling is minimal, although much of the activity may be teacher-directed. Responses to commands, questions,



look for while an adult already knows at least one language and knows how it functions. Therefore, instead of an approach based on principles of first language acquisition, he proposes an artificial approach that is strictly controlled (Chastain 1987).

Gattegno's main concern was 'subordination of teaching to learning.' He held that good teaching must always conform to the demands of learning and he spent most of his life investigating what those demands might be (Mirhassani 2003). He dismissed traditional teaching as being too concerned with filling memories rather than educating students. Elements of the Silent Way, particularly the use of color charts and colored rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics.

While Gattegno was interested in a 'humanistic' approach (Chamot and Mckeen 1984:2) to education, much of the Silent Way was characterized by a problem-solving approach to learning. Richards and Rodgers (2003:81) have summarized the learning hypotheses underlying Gattegno's work:

1. Learning is facilitated if the learner discovers or creates rather than memorizes and repeats what is to be learned.
2. Learning is facilitated by accompanying physical objects.
3. Learning is facilitated by problem-solving involving the material to be learned.

According to these principles learning is a problem solving, creative activity, in which the learner is an actor rather than a bench-bound listener. Brown (2001:29) views 'discovery learning' as a popular educational trend of the 1960s that advocated less learning 'by being told' and more learning by discovering for oneself various facts and principles. Bruner

(1966:83) discusses the benefits derived from 'discovery learning' under four headings; (a) the increase in intellectual potency, (b) the shift from extrinsic to intrinsic rewards, (c) the learning of heuristics by discovering, and (d) the aid to conserving memory.

Stevick (1976) summarizes the Silent Way in five basic ideas; (1) learning should take precedence over teaching; (2) learning does not consist of imitation of drill; (3) learning consists of the mind equipping itself for what it needs to learn; (4) learning involves the mind drawing on what it already knows; and (5) learning will take place more readily if the teacher will stop interfering and sidetracking the learning process (Chastain 1988:102).

## Theoretical Bases

In Gattegno's (1972) work, considerable discussion is devoted to the importance of grasping the 'spirit' of the language, and not that just its component forms. By the 'spirit' of the language Gattegno refers to the way that each language is composed of phonological and suprasegmental elements that combine to give the language its unique sound system and melody. The learner must gain a 'feel' for this aspect of the target language as soon as possible.

By looking at the material chosen and the sequence in which it is presented in a Silent Way classroom, it is clear that the Silent Way takes a somehow structural approach to the organization of language to be taught. The sentence is the basic unit of teaching and the teacher focuses on prepositional meaning, rather than communicative value. Students are presented with the patterns of the target language and learn the grammar rules of the language through largely inductive processes.

Gattegno sees vocabulary as central dimension of language learning and the choice



# The Silent Way

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## چکیده

پس از دهه‌ی شصت میلادی که به دهه‌ی انقلاب در نظریه‌های روان‌شناسی و زبان‌شناسی معروف است، اصول شناخت‌گرایی به تدریج جایگزین اصول رفتارگرایی و تجربه‌مداری در تئوری‌های یادگیری و زبان شدند. روش‌های تدریس زبان نیز در راستای این تغییرات رویکردهای نویی را اتخاذ کردند. روش صامت‌آموزش زبان، روشی است که در سال ۱۹۷۲ توسط گالب گاتگنو در اروپا ابداع شد. در این روش که رویکرد شناخت‌گرایانه دارد، نقش اصلی و عمده‌ی یادگیری بر عهده‌ی زبان‌آموز گذاشته می‌شود و سکوت و عدم دخالت معلم، ابزاری است که به زبان‌آموز امکان می‌دهد تا قواعد زبان جدید را با بهره‌گیری از قوای ذهنی و ادراکی خود کشف کند. کلید واژه‌ها: شناخت‌گرایی، رفتارگرایی، تجربه‌مداری، روش صامت‌آموزش زبان.

## Abstract

The decade of 1960s is known as the decade of revolution both in psychology and linguistics. The long-standing behavioristic views of language and learning gave way to cognitive psychology, which emphasized the role of learners' mental processes in language learning. Foreign language teaching methods also kept track of the revolutionary theories and ideas. The Silent Way method was introduced by Caleb Gattegno in 1972 in Europe. The main characteristic of this method is the subordination of teaching to learning. The teacher's silence is in fact a tool to allow the learner to employ his mental capacities to discover the rules of the new language.

**Key Words:** cognitive psychology, behavioristic views, the Silent Way Method, discovery learning.

## Introduction

The Silent Way is a second language teaching method which was devised by Caleb Gattegno. It is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce

as much language as he/she can. Gattegno (1972) as the originator and principal philosopher of the Silent Way, claims that a child learning his or her first language and an adult learning a second language in a classroom have little in common. A child has no idea what language is nor what to

profession as a whole has become socio-politically conscious is one of the outcomes of this shift. However, this change in orientation and concern with what is social and political does not mean that the individual is left out of the equation. Another characteristic of this paradigm shift is, in fact, a preoccupation with individual learners and what they are entitled to educationally, politically, and socially. Respect for the individual, and especially for those who were hitherto marginalized and neglected, is one of the outstanding features of the current viewpoint. This individuality is for both teachers and learners, and unlike the previous trends in which only the students were the focus of attention, this time both instructors and learners have been viewed as marginalized, worthy of more respect and attention.

Another feature of the current trend is assigning priority to practical knowledge vs. purely academic one. Instead of adopting a top-down perspective in which knowledge is generated somewhere else (in universities, not in classrooms, for example), the current trend regards classrooms as the focal points of knowledge generation, hypothesis formation and theory creation. This proximity of theory and practice is a welcome event which will undoubtedly result in some positive practical outcomes in the future.

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The main argument Widdowson makes is based on the fact that the reality of a language classroom is itself a composite of different sources of reality (a classroom is, in fact, a place where social, educational, psychological, pedagogical, as well as linguistic realities come into contact). In this composite reality, linguistics is just one source, and hence it has no supremacy over the other disciplines or realities which have also claims to what takes place in a classroom. The job of an applied linguist, therefore, is not the application of linguistic theories; an applied linguist will act as a mediator between the practicalities of classroom and different sources of reality which can contribute to the improvement of classroom practice. For Widdowson, in fact, the unthinking application of linguistic theories to classroom problems is “misapplied linguistics” (Widdowson, 2000a:6). To support this mediation argument, Widdowson (2000b) makes a distinction between language subject and language object. Widdowson argues that language for a linguist is the object he/she is investigating and studying, while for a language teacher or applied linguist, language is the subject which must be taught. These are two different perspectives which require the interpretive role of the applied linguist.

In this view, no matter how much linguistics has succeeded in getting closer to the reality of language use (and distancing itself from the sterile, decontextualized version of linguistics promoted by Chomsky and his followers), it is still a long way from the way language is perceived and used in the classroom. Many linguists, in recent years, have come to the conclusion that formal linguistics, in the way Chomsky is portraying it, neglects some basic communicative features of language which are of essential importance, if we are going to have a relatively better understanding of what it is and

how it operates. This realization has resulted in the rise of linguistic approaches which look at language in context and as instances of performance. However, in spite of the progress made in linguistics in adopting a more realistic view, the view of language in applied linguistics is different from the one advocated by linguists. To demonstrate the point, Widdowson refers to the concept of authenticity, arguing that authenticity is not a feature of the language we are dealing with; rather it is the ability of the users of language to see communicative significance in a piece of language produced. Sometimes an “inauthentic” piece of language seems more relevant to the educational task at hand since it can demonstrate the teaching objective more clearly and unambiguously.

The movement within applied linguistics, it seems, is placing it in its educational context rather than a linguistic one. Applied linguistics is now developing its own principles and guidelines which will help it to become an autonomous field of study. In addition, it is becoming more sophisticated by including more sources of data and reality in its scope.

## Conclusion

A quick look at the brief accounts provided in this short article shows that language teaching is now exploring some areas which were not approached in the past. Although it is still dealing with some recurrent problems (how to teach grammar, for instance), it has become socially and politically more responsible and conscious.

At the beginning of the article, reference was made to a paradigm shift in the sense used by Kuhn. The shift in paradigm is due to the change of scope observed in modern language teaching literature and a concern for disciplines and issues previously regarded as irrelevant by both practitioners and theoreticians. The fact that the

insights in matters related to their own teaching context.

Reflective teaching is not without its flaws, of course. To begin with, there is no substantial body of research to show that reflective teaching actually leads to better learning outcomes on the part of the learners. In addition, the fact that teachers are assigned the responsibility, as well as the authority, to solve their own practical problems means that they have to deal with some extra workload in addition to their classroom handling and preparation. Moreover, reflective teaching is impervious to the individual differences which exists among teachers with regards to their tendency or willingness to reflect on what has taken place in their classes.

### **A new view of applied linguistics**

Language teaching has always been viewed as one of the branches of applied linguistics. In fact, some universities name their teaching degrees at MA and PhD as degrees in applied linguistics, not language teaching.

Applied linguistics is defined by Davis (1999:1) as “ameliorat [ion of] social problems involving language”, that is, whenever there is a problem in which language plays the central role, applied linguistics would be called upon to address the issue. Since teaching a foreign language takes place in a social setting, then applied linguistics has the authority to deal with issues ranging from errors to the type of tests used for assessing learners’ progress or proficiency.

A common misunderstanding which has afflicted language teaching is the assumption that since applied linguistics includes the term “linguistics”, then linguistics is the parent and the sole discipline which must be consulted

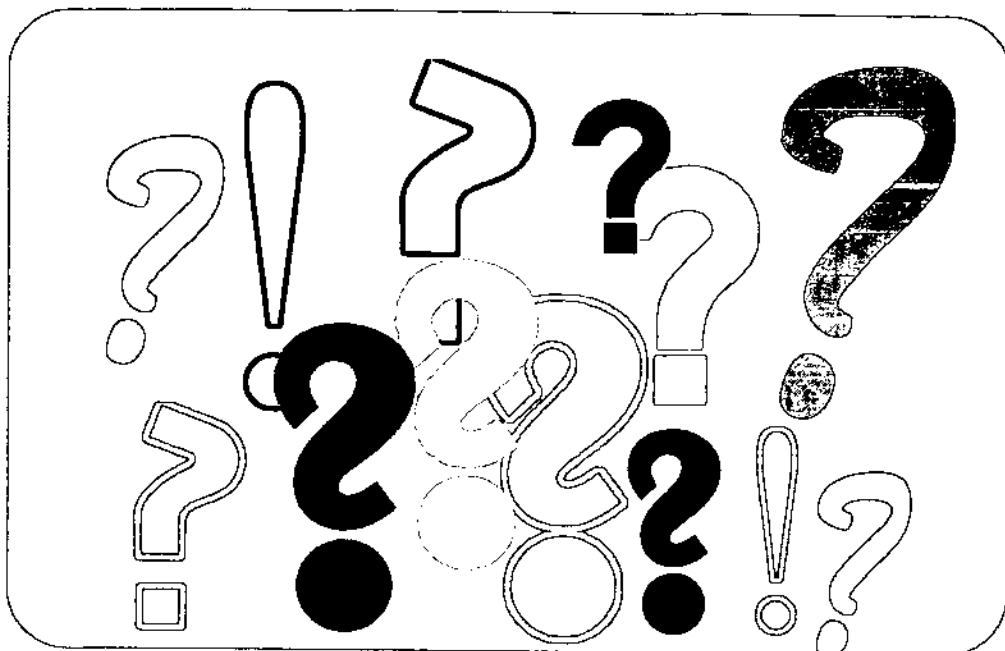
whenever there is a learning/teaching difficulty. This faulty assumption has resulted in the unjustified dominance of linguistics in language teacher training programs and related discussions.

Some voices of dissent are heard, however. Widdowson (2000a) and De Beaugrande (1997) can be cited as two examples of opposition to the dominance of linguistics in language teaching circles.

De Beaugrande deals with the plight of theoretical linguistics in language teaching, regarding the validity of linguistic claims of little value in the teaching profession. He is dissatisfied with the leading role theory has assumed in language teaching, due to the fact that such a purely theoretical approach is undemocratic and invalid:

...theory has typically taken over the leading role and at times has been disconnected from practice altogether. This tactic allows a society or its institutions, especially education, to maintain an official theory of humanity, equality, and efficiency, while also maintaining practices that are symptomatically inhumane, unequal, and inefficient and which consistently favor elite groups. (1997:279)

In his viewpoint, theoretical linguistics, which is also the kind of linguistics emphasized and promoted in our country (the best example of which is Chomskian linguistics) is having serious problems of validity since the measure of validity for a theory is “how far it is applicable to practice” (ibid.). Since linguistics is helpless in matters of practice, related to what is taking place in the classroom, it can no longer claim leadership as the parent discipline in language teacher preparation programs.



quoted in Griffith, 2000:540). In this process, according to Dewey, two skills of observation and reasoning play a vital role.

Another thinker who can be given credit for the concept of reflective teaching is Donald Schon. For Schon, reflective practice in education is the process by means of which newcomers to the teaching profession can recognize consonance between their own practice and that of successful practitioners (Schon, 1996). In this process, novice teachers carefully consider their own practice in applying knowledge while being supervised and coached by the professionals of the field (Ferraro, 2000).

The tools of reflection are journals and recordings of the classroom procedures (Richards and Lockhart, 1996). Journals are narratives and commentaries prepared by the teachers dealing with what has taken place in the classroom. Teachers are encouraged to record all problematic incidents they have encountered in the class, reflect upon those events, and try to find the solutions to the problems. Teachers can also use audio or video recording of their

activities in the class for reflective purposes.

Reflective teaching is believed to be a more democratic approach to teacher training compared to the available traditional methods (Halliday 1998). Teachers would be able to rely upon their own professional knowledge and this reliance will develop their sense of autonomy. Teachers will no longer be slaves to theories which might not have any immediate application in their classes, they will be able to practice what they theorize and theorize what they practice (Johnson 1996). In this approach, teachers will perform the role of both instructors and researchers; they would pay attention to hot spots in their teaching and through action research (a simplified, practical form of research in which teachers identify the problem in the immediate context in which they work, hypothesize a solution to that problem, and try out the solution in practice to see whether it works or not) decide on the best course of practice. As it is evident here, teachers will no longer be dependent on academics for finding solutions to their own practical problems; reflective teaching will give them the confidence to rely on their practical

headquarters in Britain and the USA, countries which are renowned for their backwardness in foreign language learning” (p.5). Linguistic imperialism, simply put, deals with exposing the absurdity behind such premises.

One of the mechanisms by means of which countries of the center (center countries are those which form the core of native English speakers nations, such as the USA, England, Australia, and Canada) have been able to maintain this preposterous dominance and leadership has been through the creation of the sense of professionalism in the field, which is based on pure academic speculations and in many cases devoid of empirical support. Since ELT scholars had no real knowledge of what was actually taking place in other countries in which English was taught as a foreign language, they had to resort to the invention and promotion of theoretical knowledge which is basically of a linguistic nature. Through the creation and application of theories which were thousands of miles away from the realities of EFL classroom, center scholars could secure leadership in the profession, making big publishers their economic allies. The result of this center dominance, among many other negative consequences, is “the refusal to grant an active role to the students” first language in the learning and acquisition of English, the marginalization of ‘non-native’ English teachers, and the insensitive negativity shown by the pedagogies and discourses towards indigenous cultural traditions” (Canagarajah, 1999:3).

Some voices of resistance are heard, nevertheless. Some people have started to question the validity of the ownership claim made by the center countries (Kachru and Nelson, 1996) and it is not now uncommon to hear the term “world Englishes”, a phrase which

acknowledges the geographical diversity of the language. And even in countries where no overt resistance is shown to this dominance of the center (such as our own), some modifications in syllabus or textbook structures can be viewed as measures to counter this silent hegemony.

In a nutshell, linguistic imperialism deals with the ways the spread of English is serving the economic and political interests of the center countries, as well as the role English language teachers play as the foot soldiers of this conquest. Language teachers must be aware of the fact that in addition to teaching grammar, vocabulary, and learning strategies, they are also teaching “a hidden curriculum of values, ideologies, and thinking which can mold alternate identities... among the students” (Canagarajah, 1999:14).

### **Reflective teaching**

Reflective teaching is a term frequently used by teacher trainers in education for referring to thinking about one’s knowledge in practice and ways to improve teaching in the classroom. The idea is supposed to make teachers more autonomous in what they do in their classes; making them more confident in addressing the learning/teaching difficulties they experience while teaching (Ferraro, 2000).

The roots of reflective teaching go back to John Dewey, and his classification of behavior into three groups of impulsive, routine, and reflective (Griffiths, 2000). Impulsive action is one which is based on trial and error and without any thinking, this is the kind of behavior that will also help us to biologically survive; routine action is based on authority and tradition, and reflective action is one which is based on “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it” (Dewey, 1933:9,

the everyday lives of the students exposed to that education. In simple terms, we can say that critical pedagogy is the rejection of the current order of things in favor of a potentially more democratic and humane one.

The question might arise now as to how this new educational trend or philosophy is of relevance to foreign language teaching in general and to the situation of our country in particular. The answer is quite obvious: the same unfair practices which are observed in mainstream education are also at work in language teaching circles. In other words, the same forces of conformity, subjugation, and unfair advantage for the middle classes are at work in EFL as well. If language teachers do some retrospection, they will realize that there are many instances in which they have been perpetuating the gap between the rich and the poor by providing education which is useful and relevant to the middle class members of the society and of no real practical application to the disadvantaged and marginalized groups. These are usually the kids from middle and upper class families who can afford to learn an additional language, and our educational system is designed in such a way to guarantee that these kids will get the best jobs (in which knowledge of an additional language is an asset) and at the same time to make sure that kids in the working class segment of the society remain where they are and get the least relevant form of education of benefit in their immediate and future life.

### **Linguistic imperialism**

A discerning reader will notice, based on what has been presented so far, that language teaching is becoming more socially and politically conscious in its dealing with the curriculum and what takes place in the classroom. A very good proof of this claim is the concept of linguistic

imperialism, which tries to sensitize language teachers to the political complications of what they do in the classroom.

A systematic treatment of the concept of linguistic imperialism, or the politics of exploitation which is behind the promotion of English as the world lingua franca, was presented by Phillipson (1992). One of the most recent treatments of the topic in language teaching is the book by Canagarajah (1999).

There are two simple premises behind linguistic imperialism. The first is the fact that the rise of English as the world's number one international language is not just a matter of accident or due to the inherent merits of English. Lots of political and financial mechanisms have been at work in the promotion of English as the language of science, international trade, and world politics. Many international organizations which have their headquarters in Anglophone countries have contributed to this rise (such as the World Bank and International Monetary Fund). In addition, one must not forget the colonial history of English in countries such as India, New Guinea, Jamaica, Nigeria, etc... as well as the aid packages, parts of which are spent on ELT education in recipient countries. The second premise in linguistic imperialism is related to the apparent leadership of USA, England, and some other English speaking countries in ELT profession. The countries which are now the home of many ELT scholars and produce the biggest amount of literature on the subject are basically monolingual, with little or no experience in additional language learning (save for Canada, which is a bilingual country), and almost all of these countries have been following a repressive monolingual policy. In words of Phillipson (1992), "it is... ironic that this transnational business [that is, ELT] has its



to change the nature of schooling, but also the wider society” (p.9). More specifically, “...critical work in general has focused on issues of class, race, or gender, in which relations of power and inequality are often at their most obvious in terms of both social or structural inequity” (Pennycook, 1999:331)

The simple argument behind critical pedagogy is this: Educational systems (at almost all levels, from primary to higher education) are designed and written by people who belong to the middle classes of the societies they come from. As a result, these people will (inadvertently) impose their middle class values on the curriculum, taking middle class children as their target audience. These middle class values and attitudes, however, are alien to those kids and learners who come from working/marginalized segments of the society; resulting in their failure due to the unfair initial assumption taken by the designers of educational programs. To put it bluntly, the mainstream educational system in many countries (including our own) is designed in such a way that the poor will remain poor (or subservient to ruling middle classes) and the middle classes and the elites will be guaranteed a privileged position.

Two people can be given credit for raising this issue in education: Paulo Freire and Henry Giroux (1988, for instance). Freire is a Brazilian educator who can be viewed as the founding father of critical pedagogy. He was regarded as a rebel and revolutionary in his own country, and as result, was persecuted and sent to exile to Chile and the US. In his writings, he has always emphasized the importance of the sociopolitical context which is part and parcel of any educational endeavor. Henry Giroux has been one of Freire’s students, and he is now currently teaching at Penn State University, US.

To understand the non-technical philosophy behind the concept of critical pedagogy, there are some terms which should be explained first. The first concept of central significance is *change*. According to Freire (Freire and Macedo, 1987), any sound educational system should bring about positive developments and changes into the lives of students. These changes will result in *human emancipation* from the social constraints imposed by sources of *power*.

Critical pedagogy, in a sense is the rejection of how things are at present, it is against the *violent process of normalization* in which marginalized groups are deprived of their *voice* and develop the misconception that their knowledge is not legitimate enough to be represented. In other words, critical pedagogy is against the idea that all the people should accept and adopt the standards of the dominant ruling middle class elites; critical pedagogy, in a sense, is against the educational forces which try to make all the people conform to the norms and ideals of middle class educationalists. Through this process of normalization, it is argued, the *individuality* of the students are crushed and they become subjugated to the forces imposed from the top.

Another key concept in critical pedagogy is *possibility* (a term mentioned in the post method section as well). Critical pedagogy is not much concerned with how things are at the present, it is basically concerned with the not yet realized, it is concerned with the potential, or the possibility of change and development. To put it differently, critical pedagogy tries to bring about social change through highlighting the potential and possibility of change through educational systems. Any kind of education, it is argued, should be purposeful and relevant to



# RECENT DEVELOPMENTS IN FOREIGN LANGUAGE TEACHING: A BRIEF REVIEW

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مقاله‌ی حاضر که بخش اول آن در شماره‌ی پیشین چاپ شد، مروری است بر دیدگاه‌های جدید در آموزش زبان انگلیسی که طی دو دهه‌ی اخیر مطرح شده است. مؤلف در ادامه‌ی بحث، اشاراتی دارد به آموزش انتقادی، امپریالیسم زبانی، تدریس تفکری و زبان‌شناسی کاربردی.

## چکیده

آموزش زبان انگلیسی در سال‌های اخیر تحولات چشمگیری را شاهد بوده است. با وجود این، بسیاری از این تحولات برای معلمان ایرانی ناشناخته‌اند و هنوز راهی به بحث‌های عملی یا نظری کشور نیافته‌اند. در این مقاله سعی شده است، برخی از این تغییرات مورد بررسی قرار بگیرند. کلید واژه‌ها: امپریالیسم زبانی، آموزش انتقادی، تدریس تفکری، زبان‌شناسی کاربردی.

## Abstract

Foreign language teaching has witnessed some positive changes in the course of the last two decades, specially during 1990s. Some of these changes, however, have not been well represented in our country, and many language teachers are not aware of the latest debates and developments in the ELT profession.

**Key Words:** critical pedagogy, linguistic imperialism, reflective teaching, applied linguistics

## Critical pedagogy

Another development in our field is related to the political dimension of education, and the fact that education is not always a neutral, beneficial activity to many. In other words, what critical pedagogy is trying to highlight is the

unfair process of education for many people who are marginalized or disadvantaged. In the words of Pennycook (1990), critical pedagogy "seeks to understand and critique the historical and sociopolitical context of schooling and to develop pedagogical practices that aim not only

along with it, to learn how to learn in their own, individual, holistic way. It may be the case that learner autonomy is best achieved when among other things, the teacher acts as a facilitator of learning, a counselor, and as a resource. In as much as the success of learning and the extent to which learners tap into their potential resources in order to overcome difficulties and achieve autonomy are determined by such factors as learners' motivation, their desire to learn, and the beliefs they hold about themselves as learners and learning per se.

The pedagogical implications for language teachers emphasize the philosophy behind group work, that learning is enhanced when it is more like a team effort than a solo race, and that it is during interaction with peers that learners enhance their risk taking abilities and all their anxieties are taken away.

It is manifest that changing some negative beliefs and attitudes is bound to facilitate learning. Attitude change is assumed to be brought about through exposure to a persuasive communication between the teacher and the learners.

Learners should be reminded that almost any change, good or bad includes some risk. Risk is essential to progress and failure is often a key part of learning. Students should realize that it is okay to trust others and rely more on others, and in doing so, they open their minds to new experiences.

Unfortunately, Iranian EFL learners are not accustomed to working and learning together, although it is a philosophy that fits today's globalized world. Perhaps this problem results from the shortcomings of available materials in providing the EFL learners with ample opportunities as far as collaborative learning and risk taking with the language are concerned. Therefore, one of the responsibilities of material designers is to take care of the aforementioned issue.

It is a fact that no researcher can ever claim that the results of his or her study can be applied to all possible cases. The aim of every researcher is to come to a conclusion that could be put to experiment in other fields of study.

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Table 6: *t*-test for paired samples (both groups-post-test)

Mean	13.7814	14.3481
Variance	6.0915	5.4510
Observations	27	27
Df	26	
P (T<=t) one-tail	0.1481	
t Critical one-tail	1.7056	
P (T<=t) two-tail	0.2963	
t Critical two-tail	2.0555	

Table 6 obviously proves the homogeneity of the experimental and control group in post-test, since the *t*-observed is smaller than the *t*-critical.

The results revealed that none of the obtained *F*-values exceeded the critical *F* at the .05 level of significance, and as the *t*-test for paired samples show the calculated *T* value did not exceed the *T*-critical value.

Throughout this research, it was mentioned that it is necessary to deal with writing as a communicative activity that needs to be encouraged and nurtured during the language learners' course of study. The study was a search for the effectiveness of group work risk taking on the analysis of composition test. The researchers tried to answer a basic research question, which dealt with the relationship between group work risk taking and EFL writing. From the results obtained in this analysis, it can be concluded that risk taking via group work does not have any significant effect on the Iranian EFL learners' writing ability.

## Discussion, Implications, and Applications

Statistical findings of the study did not indicate a great amount of difference between the performance of the students in the

experimental and control groups.

This therefore does not prove the superiority of group work risk taking in writing over individual writing. At the same time, it does not reject it.

On the basis of the achieved statistical results of the study, two points should be considered. First, the results were in favor of the null hypothesis. Second, learners who took the treatment in this study achieved remarkable progress as far as risk taking in writing is concerned, although this progress did not lead to a significant change in their writing performance.

During this research, it was clear that the teacher's role in group writing was that of a guide. She explained the use of roles within the groups and emphasized positive interdependence. It was also the teacher's task to provide a suitable atmosphere for the students to take the necessary risk during group writing. It was obvious that worrying about details like spelling and mechanics, which can dampen the excitement that thinking and writing naturally generates, were less in experimental group, and symptoms of fluency were more addressed in their writings.

Teacher and learner can work towards autonomy by creating a friendly atmosphere characterized by "low threat, unconditional positive regard, honest and open feedback, respect for the ideas and opinions of others, approval of self-improvement as a goal, collaboration rather than competition (Candy, 1991, p. 337).

One of the assumptions underlying this discussion on learner autonomy has been that the teacher has not relinquished his "authority"; rather, that he has committed himself to providing the learners with the opportunity to experiment, make hypothesis, and improvise, in their attempt to master the target language and

influenced by the subjects' penmanship and or neatness of the compositions. After the three raters scored the papers, a total mean score was calculated for each composition. Then, the results were analyzed to estimate the reliability of the scoring procedure.

## Results

To answer the research question different analyses were conducted. The first analysis was done to determine the reliability coefficients of the tests.

After obtaining reasonably high reliability index, content validity was investigated through discussions among experienced professors.

As the present study was of a true-experimental nature, the correlation between the obtained scores of the pre-test and post-test was estimated through F-tests and t-test.

Table 1: *F-test for paired samples (exp-group)*

Fo	Fc	Level of significance	df for numerator	df for denominator
1.61	1.97	0.05	26	26

Note: df=degree of freedom Fo=F-observed Fc=F-critical

As it is shown by table 1, F-observed is smaller than F-critical. Therefore, the difference between the variances in pre-test and post-test of the experimental group is not significant.

Table 2: *t-test for paired samples (exp-group)*

Fo	Fc	Level of significance	df for numerator	df for denominator
1.31	1.97	0.05	26	26

Note: df=degree of freedom Fo=F-observed Fc=F-critical

Table 2 shows that t-observed is smaller than t-critical, therefore the difference between the means in pre-test and post-test of the experimental group is not significant.

Table 3: *F-test for paired samples (con-group)*

Mean	13.659	14.3481
Variance	7.1609	5.4510
Observations	27	27
Df	26	
P (T<=t) one-tail	0.0977	
t Critical one-tail	1.7056	
P (T<=t) two-tail	0.1954	
t Critical two-tail	2.0555	

As F-observed is smaller than F-critical, the differences between the variances in pre-test and post-test of the control group is not significant.

Table 4: *t-test for paired samples (con-group)*

Fo	Fc	Level of significance	df for numerator	df for denominator
1.37	1.97	0.05	26	26

Note: df=degree of freedom Fo=F-observed Fc=F-critical

Table 4 shows that t-observed is smaller than t-critical. Therefore the difference between the means in pre-test and post-test of the control group is not significant.

Table 5: *t-test for paired samples (both groups' pre-test)*

Mean	13.7888	13.6592
Variance	4.4256	7.1609
Observations	27	27
Df	26	
P (T<=t) one-tail	0.4114	
t Critical one-tail	1.7056	
P (T<=t) two-tail	0.8229	
t Critical two-tail	2.0555	

Table 5 shows the homogeneity of the experimental and control group, since the t-observed is smaller than the t-critical.

modeled if they are to be acquired. In such an environment cooperative social interaction which produces new, elaborate, advanced psychological processes are fostered. Therefore, rather than engineering situations that encourage plagiarism, misunderstanding and fear, teachers need to offer unconditional trust, which will inspire confidence, motivation, and learning.

Since no empirical study has been reported in which the significance of risk taking as an affective factor is determined in the EFL writing skill, the present study was conducted to find out the impact of risk taking via group work on the EFL learners' writing ability.

Thus, the following research question was posed:

- Does group work risk taking have any significant impact on the development of Iranian EFL learners' writing ability?

## **METHOD**

### **Subjects**

The subjects of this study were 54 adult female students who were studying English as a foreign language at the pre-intermediate level in Branch 13 of Kish Language School. They were assigned into two experimental and control groups according to their obtained scores on an achievement test. The total number of the subjects taking the achievement test was 87.

### **Instrumentation**

Two test were used in this study:

- 1- A standardized achievement test
- 2- A composition writing test.

The standardized achievement test included four subtests: i.e., structure (24 items), vocabulary (28 items), reading comprehension (18 items), and a composition writing (1 paragraph). The composition writing test was used for gathering the data needed for the pre-test. An issue of significance was the choice of the topic since it was supposed to affect the

students' performance. Thus the "advantages and disadvantages of living in a flat" was chosen as the topic to be given to the subjects. The rationale behind this selection was familiarity with the topic.

### **Procedures**

At the first stage, an achievement test was administered to 87 subjects. Through item analysis, the least effective items were eliminated. Estimating the reliability and validity, the test came out to be a standardized one. The time allocated to the whole test was 130 minutes.

Of the initial 87 learners, 54 scored within one standard deviation above and below the mean, and consequently they were included in the study as the experimental and control groups. Then the subjects in both groups took a pre-test consisting of composition writing test. Via ten sessions of treatment, the subjects in the experimental group wrote some paragraphs in groups of 3 or 4, utilizing risk taking strategies including quick write and an encouraging atmosphere based on affiliation provided by the teacher, while in the control group the subjects wrote the same paragraphs individually.

After the treatment phase was over, the subjects in both groups sat for the post-test. The scores on the pre-test and post-test were used for the purpose of validation. Due to the importance of the scoring procedure and its impact on the reliability and validity of the study, more attention was paid to the scoring procedure. Generally, one way of decreasing the scoring effect on test results is having more raters. The more the number of raters per paper, the more reliable the scores. In this study, three raters, using the same rating scale, scored the compositions.

In order to guarantee scorer consistency, the raters were selected from the same major background. They were notified not to be



experience how to focus clearly, organize logically, and interpret and present data persuasively.

Obviously much more could be said on this point.

Autonomous learning is achieved when certain conditions obtain: cognitive and metacognitive strategies on the part of the learner motivation, attitudes, and knowledge about language learning. i.e., a kind of meta language.

To acknowledge, however, that learners have to follow certain paths to attain autonomy is tantamount to asserting that there has to be a teacher on whom it will be incumbent to show the way. In other words, autonomous learning is by no means teacher less learning. teachers have a crucial role to play in launching learners into self-access and in lending them a regular helping hand to stay afloat. It is to these instructional situations that we will turn in the next enquiry, i.e., the target language, as well as their motivation and attitude toward language learning in general.

Among the social and affective variables at work, risk taking is deemed to be the most crucial factor in the learners' ability to overcome occasional setbacks or minor mistakes in the process of learning a second or foreign language. In this light, it is necessary to shed some light on learner attitudes.

If learners believe that certain personality types cannot learn a foreign language, and they

believe that they are that type of person, then they will think that they are fighting a "losing battle" as far as learning a foreign language is concerned.

There are substantial links among affective measures and achievement. Several studies have proved the influence of affect on language achievement (Gardner, 1985; Skehan, 1998; Spolsky 1989; Gardner and MacIntyre, 1992; 1993; Damasio, 1994; Arnold, 1999). Although most of the researches cited above support the significance of considering affective factors in the process of EFL learning, they do not work on one of the most crucial factors called *Risk Taking* as much as motivation or self-esteem.

Undertaking a task involves a challenge for achievement or a desirable goal in which there is a lack of certainty or a fear of failure. In other words, we ought to be brave enough to try new approaches or ideas with no predictable control over results or consequences.

Taking increasing risk is part of growing up and becoming an adult. Risk taking is an essential part of the assertion of independence and self-testing behavior that every person goes through. In order to strengthen this ability in learners, focus needs to be taken off of deficiencies and put on strength to build self esteem. The classroom is therefore an environment in which educational goals such as concern for community, concern for others and commitment to the task in hand must be promoted and

## INTRODUCTION

In recent years language teaching and learning have undergone a great shift from teacher-centeredness to learner-centeredness. Learners are no more passive recipients of the language. On the contrary, they are active participants who are responsible for their own learning. It is widely believed that effective teaching is a function of relationship rather than of methods. In other words, it is not so much what teachers do; it is how they do it.

After World War I to 1960, other theories such as Chomsky's *Generative Transformational Grammar* and *Eclecticism* emerged. By the rise of *Humanistic psychology*, grammar instructions were de-emphasized; the focus was on pragmatics, L2 instruction and communicative competence. Learner-centered classrooms, explorations, cognitive styles, attitudes and motivation and group dynamics are some of the characteristics of this era.

Having a look at the language learning evolution through the years, one can realize that cognitivism and effectivism are getting more worthy, and the trend of language learning is changing its status from a purely mechanic act to a humanistic one. From another perspective, it is a truism that one of the most important spin-offs of more communicatively-oriented language learning has been the premium placed on the role of the learner in the language learning process. It goes without saying, of course, that this shift of responsibility from teachers to learners do not exist in a vacuum, but it is the result of a concatenation of changes to the curriculum itself towards a more learner-centered kind of learning.

Among all the language skills, writing involves the simultaneous practice of a number of different abilities.

Writing teachers have long acknowledged students' writing problems and provided individual feedback to their students. Even so,

many ESL/EFL students find written comments problematic because they may prove very difficult for them to comprehend them and act accordingly.

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience a lasting value. In recent years various approaches have been proposed by EFL scholars, process approach being the most prominent of all. Within this approach the focus has shifted from the end product to the various stages the writer goes through such as brainstorming, drafting, revising, etc. During these stages students are provided with necessary feedbacks, probably cognitive or affective, from the teacher's part or other peers. A positive affective response is imperative to the learner's desire to continue attempts to communicate, and the teacher must create a classroom environment that helps the writer progress in his work.

Almost any classroom organization works if students are free to write, confer, or rewrite.

Regarding the importance of collaboration, Pica, Lincoln and Linnel (1996) state that participation in interaction can play a theoretically important role in the learning process by assisting language learners in the need to obtain input and feedback that can serve to modify and adjust their output in ways that expand their current interlanguage capacity.

Collaborative writing provides students with an authentic audience, increases students' motivation for writing, enables students to receive different views on their writing, helps students learn to read their own writing, critically and assists students in gaining confidence in their writing. It also helps them consider different ideas about their topics and develop and clarify these ideas.

By sharing their ideas with a community of knowledgeable and critical others, students



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# The Impact of Group Work Risk Taking on the Iranian EFL Learners' Writing Skill

چکیده

عمده ترین تلاش مدرسان نگارش، خصوصاً در زمینه‌ی آموزش زبان خارجی آن است که کلاس نگارش را چنان خوشایند و جذاب سازند که انشانویسی به ابزار مؤثری در امر آموزش تبدیل شود. این تحقیق تأثیر ریسک کردن در خلال کارگروهی را بر پیشبرد توانایی نگارش به زبان خارجی در زبان آموزان را بررسی کرد. نتایج تحقیق نشان داد که اختلاف قابل توجهی بین عملکرد گروهی افراد و نگارش انفرادی بدون اعمال روش های ریسک کردن وجود ندارد. دستاوردهای این تحقیق به طور کلی در امر آموزش زبان خارجی و به ویژه نقش کار گروهی در یادگیری زبان حائز اهمیت است. نتایج این بررسی برای طراحان منابع آموزشی که به نگارش به عنوان ابزار ارتباطی می نگرند نیز، کارآمد خواهد بود.

کلید واژگان: تندنویسی، ریسک کردن، عوامل احساسی، کارگروهی، نگارش.

## ABSTRACT

The major concern of writing teachers in general and foreign language writing teachers in particular is to make composition classes more pleasant so that writing changes its status from being marginalized into an effective means of learning.

This study verified the impact of risk taking via group work on improving Iranian EFL learners' writing skill. The findings revealed no significant difference between the performances of group optimal risk takers and individual non-risk takers. The findings have significant implications for EFL teaching in general and EFL cooperative learning in particular, the outcome of this investigation can also be practicable for EFL material designers who look at writing as a means of communication.

**Key Words:** affective factors, group work, quick write, risk taking, writing.

should mention that this structure is used when the action itself is the focus of attention not the agent, and this is why we present new structures through comprehensible texts.

To sum up, students should become aware that the ultimate goal of language learning is oral or written communication and if they don't fully realize this point they can come out of the classroom believing that different structures are to make things even more difficult to them. We need approaches that activate students' minds to learn how they can use structures correctly and effectively to interact with others.

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**Table 2. T-test for Both Groups on Pre-test**

Observed T - Value	Two tailed Probability T Critical Value ( $\alpha 0.05$ )	Df
0.53	2	61

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Students on our two experimental groups were taught certain grammatical items in two different ways which were explained before. At the end of the treatment, the students were required to take a writing test which was in fact our post-test. After running statistical analysis on the results of the writing test it was found that there was a significant difference between the scores obtained from the two groups (Table 4 and 5). Thus, the null-hypothesis which read: "There is no significant difference between the scores obtained from the two groups" was rejected.

**Table 4. Descriptive Statistics for Both Groups' Post-test**

Group	$\bar{X}$	V	S	N
A	71.67	124.99	11.18	27
B	56.8	33.52	5.79	36

**Table 5. T-test for Both Groups on Post-test**

Observed T - Value	Two tailed Probability ( $\alpha 0.05$ )	Df
7.18	3.49	61

## Conclusion and Pedagogical Implication

The present study has two dimensions: Firstly, the effect of teaching grammar via the processing input-based approach has been compared with the traditional approach which is based on direct explanation of grammatical items and subsequent repetition and secondly, the results of dividing students into groups working on texts has been

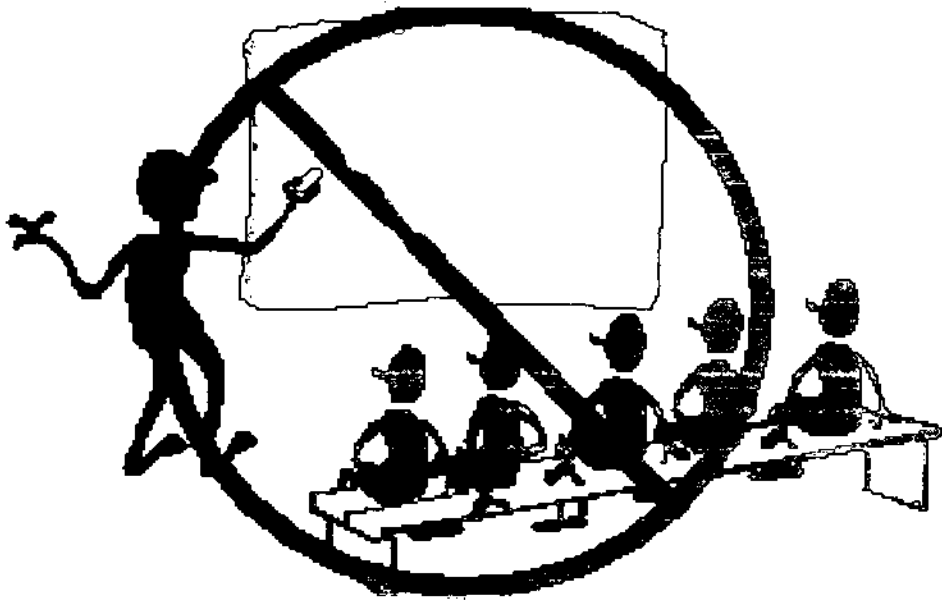
taken into consideration.

Regarding the first aspect of the study, results of this research shows that teaching grammar is more useful when directed at processing the structures by the students. Therefore, traditional approaches are not as effective as the processing input-based approach examined here.

On the other hand, dividing the students into small groups for joint activities would result in better understanding of structures and motivated less talented ones to learn new structures presented through texts.

Thus, the question of whether grammar should be taught in classrooms or not is no longer appropriate, and teachers should go after more procedural input-based approaches that engage students in task-based activities to discover how second language structures fit into the context in which they are used. Besides, when students are divided into groups, more knowledgeable students help the others come at a common understanding of how grammar structures are formed, and then after teacher's guiding and explaining new structures, students are asked to use the newly-learned structures in their own sentences.

Put another way, input-based activities should precede productive activities. For instance, so long as students haven't found out how passive voice is constructed, they shouldn't be expected to use them in their own sentences. It is also found that grammar teaching is more effective when besides teaching the form, teachers clarify the contextual appropriateness of each grammatical item; since in actual communication outside the classroom, form and meaning are so closely tied that without knowing their relationship one can hardly choose correct structures. The actual use of linguistic structures are bound to several sociolinguistic elements such as the context, the distance between interlocutors and the purpose of communication. For example, when teaching passive voice, we



the way the new structure works. After that, the teacher states the correct rule by amending the groups' proposed generalizations. So far, the groups' members have been involved in the process of comprehension, from now on, they are required to produce what they have learned, and this is done by means of "controlled structured activities" which are made up of a number of sentences whose words are jumbled. The students in each group should unravel their disorder according to the newly-learned rule and then connect these separate sentences to make a coherent text.

Writing their own texts, students are actually expressing their unique understanding of their topic or event; that is; each group may write a different version of the story using almost the same words, and so long as the grammar of the language is not violated all scenarios are equally acceptable. The teacher asks the groups to read their texts, listens to everybody's idea about them and gives comments when necessary.

Unlike group A in which students play the most important roles in learning grammar, in group B students are required to listen to the

teachers' explicit explanation on the new structure and then do some decontextualized exercises individually. In other words, they have to produce the new structures mechanically without receiving sufficient input.

## Results

As mentioned before, prior to the implementation of two distinct procedures in teaching grammar, students were randomly assigned to group A and group B, respectively comprising 27 and 36 subjects. The pre-test was aimed at making sure that these two groups were homogeneous in terms of their knowledge of English grammar. They were tested through running a 70 item grammar test taken from a battery of Michigan Test and it was found that there wasn't any significant difference between the average score of the two groups (Table 1, 2, 3).

Table 1. Descriptive Statistics for Both Groups' Pre-test

Group	$\bar{X}$	V	S	N
A	45.4	83.72	9.15	27
B	46.77	114.49	10.7	36

at the beginning of the semester through a battery of Michigan Test (1997) which showed that they were homogeneous in terms of their grammatical competence. Each of the two classes were held twice a week, each session lasting about 100 minutes. In group B, grammar was taught traditionally; that is, in a linear, teacher-fronted manner, and in group A, a Processing Input-Based Approach was adopted that was basically designed to let the students actually get involved in group problem-solving activities to infer grammar structures.

The treatment lasted for the whole semester and consisted of the following grammatical points: tenses, coordinating conjunctions, correlative conjunctions, and conjunctive adverbs. At the end of the semester, a directed writing task was given to the students of both groups to see how well they could utilize the grammar structures they had been taught. The content of this writing task revolved around the importance of learning grammar and the way this could be done best. This writing task had two purposes:

Firstly, it was aimed at eliciting performance from the students and secondly, it was devised to help them express their idea about the course; that is their reflection on grammar. Students' writing were corrected on the basis of ESL Composition Profile taken from Testing ESL Composition: A Practical Approach" by Jacobs, et al, 1981, p. 30.

## Procedure

In this study , great importance has been attached to students' social and cognitive abilities. The approach planned for teaching grammar to group A has two phases: comprehension and production. Comprehension comes first, because it is the way we expect grammar structures to be processed and learned before they can emerge in

learner's output. This is what happens in L1 acquisition too.

In this approach, students are provided with comprehensible texts, which include certain grammar structures. These texts would act as a trigger for the students' higher order thinking patterns to start working. They are required to read and process the given passages and thereby come up with their own generalizations about the new structures. This way, students are actually involved in a problem-solving procedure whereby they look at each text as a problem to be solved in order to comprehend the idea of the passage and reach at a conclusion concerning the way the new structure is formed. This input-oriented way of teaching grammar is in accord with Van Patten's 1996 "PROCESSING INSTRUCTION" which is specially based on the idea that for the learners to learn the grammar of language, they should first process the input they are exposed to. In other words, unless language is meaningful for the students, they wouldn't be able to form their own hypothesis about the nature of its grammar. Language is made meaningful when it serves a communicative function or conveys an idea to the students, and the logic behind presenting grammar through texts is to make them integrate semantic, syntactic, and pragmatic properties of language.

In this study, students were divided into different groups so that small-scale societies were provided in the classroom each of which consisting of members with different individual zones of potential growth. Via group problem-solving activities, more competent students aid less competent ones in arriving at a joint understanding of the passage and the new grammar structure. After the formation of different hypotheses by different groups, the teacher reads all the alternatives to every group, and asks them to justify their consensus about



زمانی که این مقاله در حال چاپ بود اطلاع یافتیم آقای خشایار ساعدی دار فانی را وداع گفتند. ضمن عرض تسلیت به خانواده ی آن مرحوم، از خداوند متعال برای ایشان طلب مغفرت می نمایم.

# A Processing Input-based Approach to Teaching Grammar and its Effect on University Students Writing Ability

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## چکیده

سبک یکسویه که در روش های سنتی تدریس دستور زبان به کار گرفته می شد، به جداسازی ساختارهای دستوری از متن در کتاب های درسی منجر شد. بدین معنی که به فراگیران جملات مجزا داده می شد که از آن ها انتظار می رفت از طریق تمرین هایی مانند تکرار، تغییر وضعیت و دگرگونی ساختاری، آن ها را ملکه ی ذهن خود کنند. هدف از این تمرین ها این بود که فراگیران تسلط صوری و بیانی پیدا کنند اما آن ها اغلب فرصت های کشف ساختارهای دستوری در متن را پیدا نمی کردند و در نتیجه توانایی پیدایش مهارت های پردازشی- قابلیت استفاده از زبان برای برقراری ارتباط- از حد معمول مشکل تر می شد. زیرا فرصت دریافت ارتباط اصولی که بین شکل ساختارها، معنای آن ها و کاربردشان وجود دارد ایجاد نمی شد.

در تحقیق فعلی سعی شده است روش پردازشی تدریس دستور زبان با روش سنتی آن از نظر تأثیرشان بر روی دو گروه از دانشجویان مقایسه شود. نتایج تحقیق نشان داد دانشجویانی که به آن ها دستور زبان براساس روش رویه ای و مبتنی بر درونداد تدریس می شود بطور قابل ملاحظه ای توانایی نگارش در سطح بالاتری نسبت به گروه دیگر کسب می کنند.

کلید واژه ها: تدریس پردازشی- فعالیت های ساختاری مبتنی بر داده ها- توانایی نگارش.

angemessene Sprachkompetenz nur über ein Lernen in Anwendungssituationen (oder anwendungsnahen Situationen) erreichen. Idealerweise sind Lernen und Anwendung integriert, Dabei reicht es nicht aus, einige prototypische Situationen (in reduzierter Form einige wenige Male durchzuspielen, wie es noch vielfach im Unterricht üblich ist. Vielmehr ist eine sehr hohe Zahl typischer authentischer Situationen erforderlich. Authentisch meint nicht nur den individuellen Bezug, sondern auch die komplexe Interdependenz aller Konstituenten einer Situation".

### **Schlussfolgerung**

Anhand der Analyse des Kurses 'Deutsch online für Anfänger' konnte festgestellt werden, dass in der Konzipierung von online-Kursen unterschiedliche lerntheoretische Methoden, aber auch Medien herangezogen werden können, wobei im o.g. Kurs vor allem die behavioristische Lerntheorie den Vorzug erhält, was sich direkt auf die Sprachkompetenz sowie die Sprachfertigkeiten niederschlägt. Im Bereich der Sprachkompetenz ist die Abfolge von Thema, Wortschatz und Grammatik unmittelbar auf das Verhalten der Lerner fixiert, so dass kaum Raum geschaffen wird für (kommunikative) Ziele. Auch die Übungen gehen nicht über herkömmliche Papier-Übungen hinaus und können daher das Sprachlernen für kommunikative Zwecke begrenzt aktivieren. Obwohl im Bereich der Sprachfertigkeiten dem Hören und Sprechen der größte Anteil zukommt, dennoch gehen die sprachliche Handlungen über Satzmuster und Satzbaupläne nicht hinaus. Der Lerner wird nicht angeregt, dass Gelernte zu kombinieren und dadurch zu neueren Kombinationen zu gelangen. Demzufolge

gestaltet sich das Lernen eher als passives Aufnehmen und Abspeichern von Informationen. Der pädagogische Mehrwert des Kurses liegt darin, dass dem Lerner aufgrund der festumrissenen Themen, Übungsaufgaben und Antworten eine Art Sicherheit suggeriert wird.

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Mediendesign“ (ELAN elearning Infothek 2005). Mit anderen Worten reicht eine gute Fachdidaktik nicht mehr aus, um die Lehrinhalte erfolgreich an die Lerner weiterzuvermitteln. Im Gegenteil für ein multimediales Lernprodukt ist eine gute Fachdidaktik untrennbar verbunden mit einer guten Mediendidaktik (vgl. Handt 2003). Auf diese zwei Standbeine stützt sich die Konzeption von e-Learning Angeboten. Die Konzeption wiederum entscheidet sowohl über die Qualität eines e-Learning-Angebots sowie den Lernerfolg. Daher stellt sich die Frage, was nun ein gutes fach- und mediendidaktisches Konzept auszeichnet? Diese Frage ist nicht leicht zu beantworten. Wie Kerres et.al. (2002:3) in seinem Beitrag *E-Learning, Didaktische Konzepte für erfolgreiches Lernen* hervorhebt/ „[lassen sich] didaktische Entscheidungen jedoch nicht auf die Frage der, richtigen Methodik reduzieren, es handelt sich vielmehr um einen komplexen Prozess, der Variablen wie Zielgruppen, Lerninhalte und -ziele, Rahmenbedingungen (Projektziele, Kosten, Ressourcen, Erwartungen etc.) berücksichtigen muss [sic]. Mit dieser gestaltungsorientierten Perspektive wendet sich die Mediendidaktik weg von der Identifikation der, besten Methode, hin zu der Frage, wann welches Modell sich wie und mit welchen Ergebnissen einsetzen lässt und wie

solche Entscheidungen systematisch getroffen werden können: von der Methodenzentrierung zur Gestaltungsorientierung.”

Die dem Kurs [hueber.de](http://hueber.de) zugrunde liegende Auffassung vom Lernprozess ist das Lernen durch Verstärkung, das auf den Theorien des Behaviorismus beruht. Der Lerner wird weder im Sinne des Kognitivismus geleitet, noch wird es ihm im Sinne des Konstruktivismus ermöglicht, etwas auszuprobieren, sich mit Themen zu beschäftigen sowie Inhalte und Zusammenhänge eigenständig zu entdecken. Ihm wird viel eher nur Lernmaterial präsentiert, was wiederum der behavioristischen Auffassung entspricht. Das Lernen ist somit kein aktiver Prozess der Wissenskonstruktion, wo das Konstrukt im Gehirn überarbeitet und erweitert werden soll, sondern ein passives Aufnehmen und Abspeichern von Informationen und Wahrnehmungen.

Der Vorteil des Programms besteht immer noch darin, dass es dem Lerner eine Art Sicherheit suggeriert, indem ein bestimmter, festumrißener Stoff verabreicht und die Möglichkeit gegeben wird, zu überprüfen, ob dieser Stoff auswendig gelernt wurde oder nicht. Nun fragt sich aber, ob auf diese Weise eine angemessene Sprachkompetenz erreicht werden kann? Handt (2003) zufolge, „lässt sich eine



der Darbietung anpassen muss, und keine Möglichkeit besteht, schwierige Passagen zu wiederholen, kann dies sehr schnell zu einer Überlastung der Gedächtnisressourcen einer sog. Cognitive Overload führen (vgl. Schröder 2002:33f). Diese negativen Effekte können reduziert werden, indem der Lerner gezielt auf die einzelnen Lehrinhalte zugreifen kann, was hier der Fall gewesen ist, da neben den auditiven Texten auch die schriftliche Version zur Verfügung steht.

Was die Fertigkeiten Hören, Sprechen, Lesen und Schreiben anbelangt, so lässt sich zusammenfassend sagen, dass in diesem online-Kurs die Fertigkeiten Hören und Sprechen eine maßgebliche Rolle spielen, während das Schreiben eine deutlich untergeordnete Rolle einnimmt und die Fertigkeit Lesen nur am Rande berücksichtigt wird. Gerade weil die Handlungen als Hörtexte angelegt sind, und die schriftliche Version nur optional abgerufen werden kann, wird der Lerner nur gelegentlich auf die Texte zurückkommen und zwar nur dann, wenn er etwas im Hörtext nicht verstanden hat. Ansonsten wird er im Sinne der Fertigkeit Lesen nicht auf die Texte eingehen.

Der Fertigkeit Schreiben wird nur am Ende der Lektion unter *tutoriell begleitete Übungen* einen Platz eingeräumt. An dieser Stelle soll der Lerner einen Brief an seinen Tutor verfassen, und sich darin vorstellen.

### **Netzbasiertelernbegleitende Kommunikation**

Bei multimedialen Lernprogrammen spielt neben dem Content die netzbasierte lernbegleitende Kommunikation eine wichtige Rolle. Wie bei [hueber.de](http://hueber.de) die kommunikative Ausrichtung zum Ausdruck kommt, kann nicht

abgelesen werden, da die entsprechenden Leisten- *Chat* und *e-mail*- nicht aktiviert sind. Feststeht aber, dass selbst im virtuellen Raum auf eine Lerngemeinschaft nicht verzichtet werden kann. „Eine Lerngemeinschaft ist nicht nur Voraussetzung für die Realisierung kommunikativer Szenarien. Man lernt auch vom [sic] und mit den Lernpartnern (und deren Fehlern), z.B. individuen- und kontextabhängige Sprachhandlungsstrategien“ (Handt 2003). Selbst im Idealfall kann in einem Lernprogramm der/ die menschliche Dialog/Kommunikation nur beschränkt zustande kommen. Als Hemmschuh gilt nicht nur die Medienkompetenz der Lerner, die nicht gleichermaßen ausgebildet ist. Auch die Defizite von Chatforen sind hier maßgeblich. Denn jedem Teilnehmer steht gerade ein Fenster mit einer Kapazität von 15 bis 20 Zeilen zur Verfügung. Daher kann nur eine eingeschränkte Auswahl an Dialogen zusammengestellt werden. Die komplexe Vielfalt bleibt auf der Strecke und kann nicht abgebildet werden.

### **Beobachtungen und Konsequenzen**

Bei Lehrwerken steht das Medium Buch im Vordergrund, dem ein spezifisches Design zugrunde liegt. Wobei unter Design, entgegen der Vermutung, die das Wort aufkommen lassen mag, nur nebensächlich das visuelle Design gemeint ist. Ähnlich verhält es sich auch bei multimedialen Lernprodukten. „Design bedeutet die strukturierte Umsetzung von einer didaktischen Theorie/einem didaktischen Modell in eine reale Lehrsituation. Es beinhaltet die kreative Nutzung von Lernprinzipien, zielgerichteter Planung und technischen Know-how durch Message/Interaktions-Design, Interface/Screen Design, Textgestaltung und

## Choice-Fragen

Beispiel : Kennen Sie Berlin?

- Nein, ich kenne Berlin nicht.
- Ja, klar
- Ja, gern.

In der Kategorie *Grammatik* wird je nach Lektion auf ein bestimmtes Thema eingegangen. Die 1. Lektion befasst sich mit dem Thema Verben im Präsens (Sie sind/du bist) aber auch Fragen mit / ohne Fragewörter. Auffällig ist, dass die Grammatik nicht entsprechend der kommunikativen Methode im Lernprozess erlernt bzw. durch entdeckendes Lernen weitervermittelt wird, sondern ist eher nach dem Konzept eines Grammatikbuchs angelegt, also einer simplen Präsentation des Themas einschließlich Beispiele, was der Motivation nicht gerade einen An Schub verleiht. Die Aufgaben kommen in Form von Vervollständigungsübungen (ergänzen, die korrekte Konjugation angeben usw.) vor.

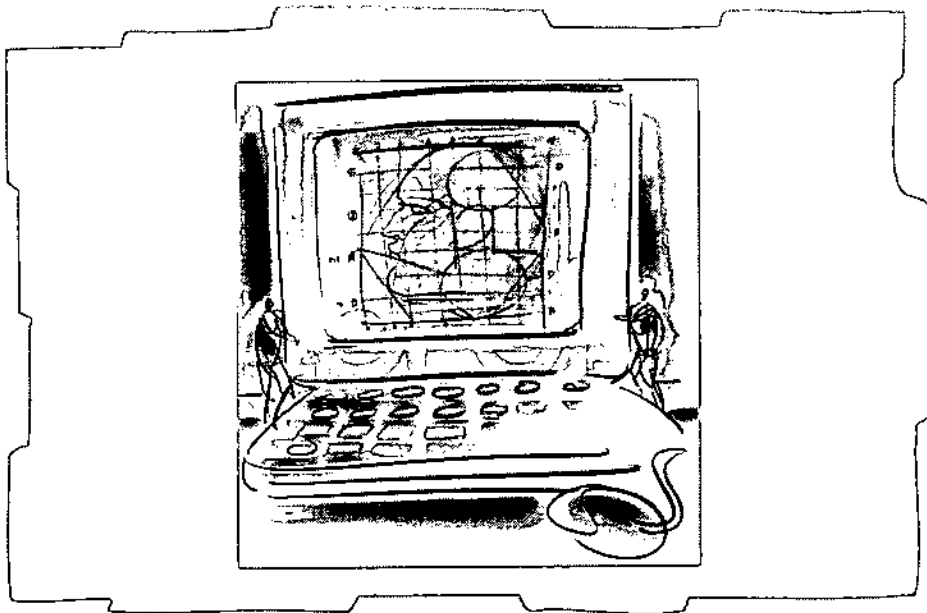
Sowohl im Bereich der Wortschatzarbeit als auch der Grammatik geht der Großteil der angebotenenübungen nicht über traditionelle Papier-übungen bzw. Drillübungen hinaus, so dass von interaktiven Übungsaufgaben und Simulationen keine Spur zu finden ist. Außerdem wird vergessen, dass bei der Grammatik oder dem Wortschatz nicht die Bezeichnung wichtig ist, sondern ihre Anwendung in konkreter Situation.

Unter der Kategorie *Info Plus* schließlich fallen zusätzliche (landeskundliche) Informationen. In der 1. Lektion etwa werden am Beispiel/der Grussformeln Guten/Tag, Servus, Gruezi, ... die sprachlichen Varietäten demonstriert, die das Deutsche auszeichnet.

## Sprachliche Fertigkeiten

Obwohl die 1. Lektion als Hörtext angelegt ist, wird unter der Kategorie *Hören* und *Sprechen*, nochmals auf diese zwei Fertigkeiten eingegangen. Der Lernen soll genau hinhören und versuchen das Gehörte mit korrektem Wort- und Satzakzent wieder- zugeben. Weder bei den Hörtexten noch den dazugehörigen Übungen findet die so wichtige Hördiskrimination die entsprechende Berücksichtigung. Die Übungen sind so konzipiert, dass man zwar nach Belieben hören, nachsprechen und dabei seine Stimme aufnehmen kann. Aber es sind keine Hilfssysteme integriert, die dem Lerner in Form von gezielten Rückmeldungen bei der Ausspracheschulung helfen. Weil kein Vergleich zwischen der korrekten Aussprache und dem, was der Lerner gesagt hat, stattfindet, kann der Lerner nicht sicher sein, ob seine Aussprache aber auch der Wort- und Satzakzent korrekt ist oder nicht.

Da die Sinnesorgane bei längerer Beanspruchung ermüden und damit die Aufmerksamkeit abfällt, können auditive Texte eine wichtige Rolle bei der Lenkung der Aufmerksamkeit einnehmen und als Motivationsfaktor fungieren. Obwohl hier auditive Texte als einzige Informationsart gelten, die das Gehör ansprechen, so setzen sie als Erfordernis eine andauernde und konstante Konzentration voraus. Was sich eigentlich als Nachteil auswirken kann. Denn im Gegensatz zu Texten und Standbildern, die sich durch eine zeitliche Stabilität der Information auszeichnen, sind dagegen Bewegtbilder und auditive Texte flüchtige Informationsangebote, die für Lerner mit geringem Vorwissen oder ten Schlechten Lernstrategien ungeeignet. Denn dadurch, dass sich das Wahrnehmungstempo des Lerners jenem



### **Konzeption des Kurses 'Deutsch online für Anfänger' auf [www.hueber.de](http://www.hueber.de)**

wie schon aus dem Titel hervorgeht, ist der Kurs für Anfänger geeignet. Obwohl jedoch Anfängerkurse prinzipiell keine besonderen Anforderungen an die Lerner stellen, so ist die Bildungssprache des Kurses Englisch und damit nicht geeignet für all diejenigen Lerner, die keine Englischkenntnisse haben.

Der inhaltliche Aufbau des Einstiegmoduls umfasst neben einem Textthema, ein Grammatikthema mit dazugehörigen Übungsaufgaben sowie zusätzlichen (landeskundlichen) Informationen.

### **Sprachliche Kompetenzen**

Unter der Kategorie *Aktivität* wird das Textthema der jeweiligen Lektion aufgegriffen. Die sprachlichen Handlungen der 1. Lektion (Grussformeln, sich vorstellen, etc.) sind zuvörderst als authentische Tondokumente angelegt, die schriftliche Version wird optional angeboten. Der Lerner soll sich den Text mindestens zweimal anhören. Dann werden die Handlungen im Einzelnen nochmals abgespielt. Im Anschluss daran sollen die Lerner buntgewürfelte Sätze in die richtige Reihenfolge bringen, Sätze mittels drag and drop ergänzen

sowie richtige Antworten ankreuzen. Die Übungen werden zum Schluss anspruchsvoller: Mit dem Anklicken... eines Fotos wird zunächst ein Hörtext aktiviert. Anschließend folgen zwei weitere Hörtexte, wobei jeweils nur einer dieser Texte den Hörtext zum jeweiligen Foto richtig ergänzt.

Die festvorgegebenen Übungen, die meist als Abfolge von Frage - und Antwortkombinationen bzw. Aufgabe- und Antwortkombinationen präsentiert werden, können so lange wiederholt werden, bis sie richtig gelöst sind. Nach jeder Übung kann der Lerner anhand von einfachen Rückmeldungen, seinen Wissensstand evaluieren. Die Rückmeldungen sind direkt und reagieren unmittelbar auf das Verhalten des Lerners.

Die Kategorie *Aktivität* umfasst ebenfalls die Komponente *Wortschatz*. Neue Vokabeln werden zunächst in Form von Übersetzungen abgefragt. Man nehme als Beispiel:

Wie geht's?

- How do you do?
- Where are you from?
- How are you?

oder

To come ..... (Antwort: kommen)

Als eine weitere Variante gelten Multiple-

## Problemaufriss

Wenn auch der Grundstein für den Einsatz neuer Medien im Sprachunterricht bis in die 50er Jahre zurückverfolgt werden kann, so wird die 90er Jahre als jene Zeitspanne datiert, in der die Vorzüge des Internets auch für den Fremdsprachunterricht erkannt wurde. Nach Thissen (2005:19) haben insgesamt drei Entwicklungen dazu beigetragen, dass das Internet als attraktives Lerninstrument Verwendung fand:

- Der rapide Preisverfall des Computers und die damit verbundene starke Verbreitung der PC
- Die rasante technologische Entwicklung und die multimedialen Möglichkeiten, digitalisierte Texte, Bilder, Videos und Töne auf Datenträgern großer Kapazität zu speichern und wiederzugeben.
- Die Entwicklung des Internets als ein Kommunikationsmedium, das die Vernetzung unterschiedlichster Informationsquellen ermöglicht und die Kommunikation zwischen Lernern und Lehrern intensiviert.

Obwohl der Einsatz des Internets im Fremdsprachunterricht relativ jung ist, so finden sich neben Programmen, die als Komplement zu Präsenzsprachkursen entwickelt worden sind, auch solche, die als online-präsentierte Vollkurse bezeichnet werden. Der Deutschsprachkurs 'LernNetz' etwa, der 1998 von Johannes Jänen in Schweden konzipiert wurde, ist sowohl als reiner internetgestützter DaF-Unterricht als auch komplementär zu Präsenzveranstaltungen einsetzbar. Insgesamt jedoch zeigt die Zahl online-präsentierter Vollkurse einen tendenziellen Anstieg (vgl. Engler 2001). Der Grund dafür liegt vor allem in den vielfältigen Möglichkeiten der Stoffpräsentation für online-Materialien; man nehme Hypertexte, interaktive

Übungsaufgaben und Simulationen sowie asynchrone und synchrone Kommunikationsmöglichkeiten, um nur einige Beispiele zu nennen. Wache (2004:2) zufolge "[bilden] die Merkmale:

- interaktive und multimediale Gestaltung der Lerninhalte (Contents);
- Abwicklung der Lernprozesse über digitale Netzwerke (Internet oder Intranet);
- netzbasierte lernbegleitende Kommunikation (Mitlehrer-Lerner-Tutor);

in summa die neue Qualität und Zukunft der Lernkultur, e-Learning'. Erst in Lernumgebungen, die alle diese Merkmale aufweisen, können die Mehrwertpotenziale von e-Learning (s.u.) in vollem Umfang ausgeschöpft werden."

Der vorliegende Beitrag beschäftigt sich mit der Frage, inwieweit tatsächlich die oben erwähnten Merkmale heutzutage in online-Kursen Niederschlag finden. Zu diesem Zweck wird die Konzeption eines online-Kurses einer seriösen Institution - in diesem Fall der auf [hueber.de](http://hueber.de) angebotene Kurs 'Deutsch online' für Anfänger - einer Analyse unterzogen. Daher erwartet den Leser keine systematische Einführung in das Thema neue Medien für das Sprachenlernen mit entsprechenden Definitionen und Kategorisierungen, vielmehr soll die Vermittlung allgemeiner fremdsprachlicher Kompetenzen im virtuellen Lehrraum analysiert und die Möglichkeiten und Grenzen, kurz der Mehrwert neuer Informations- und Kommunikationstechnologien, veranschaulicht werden. Daher richtet sich der vorliegende Beitrag zuvörderst an Lehrer, die sich u.a. als Autoren von e-Learningprogrammen profilieren wollen.

# Sprachunterricht im virtuellen Lehrraum Konzeptionelle Analyse von online-Kursen am Beispiel von hueber.de

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&

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چکیده

آموزش زبان در محیط الکترونیکی، به دلیل بهره‌گیری از ابزارهای متفاوت و همچنین، ساختار و طراحی خاص درس‌های خود، نسبت به آموزش سنتی، دقت نظر و توجه بیش‌تری را می‌طلبد. در مقاله‌ی حاضر، ضمن بررسی ساختار کلی محیط‌های درسی در آموزش نوین حضوری، مباحث و نظرات مطرح شده در خصوص آموزش زبان، از دو دیدگاه متدولوژی تدریس و علوم تربیتی تحلیل و بررسی می‌شود. هنگام طراحی درس‌ها در آموزش نوین حضوری، شیوه‌های یادگیری و نحوه‌ی استفاده از ابزارهای نوین باید به یک اندازه مدنظر قرار گیرند تا امکان یادگیری فعال و تعامل بین زبان‌آموزان فراهم آید. کلیدواژه: مهارت‌های زبانی، آموزش تخصصی، رسانه در آموزش، زبان آلمانی در بستر اینترنت، تعامل زبانی.

## Zusammenfassung

Sprachunterricht in einer veränderten Lernumgebung, wie es bei virtuellen Lernprogrammen der Fall ist, bringt zusätzliche Konsequenzen mit sich, weil die hier zur Verfügung stehenden Mittel, die für die Konzipierung eines Kurses herangezogen werden können, anders ausfallen als im normalen Präsenzunterricht. Anhand eines Fallbeispiels wird sowohl der methodische Ansatz als auch der pädagogische Inhalt eines Sprachkurses analysiert und abstrahiert. In der Konzipierung von online-Kursen müssen lerntheoretische Methoden und Medien gleichermaßen berücksichtigt werden, die neben der Interaktivität auch die Kommunikation gewährleisten, die dem Fremdsprachunterricht zugrunde liegen. Ziel des vorliegenden Beitrags besteht darin, den Aufbau von online Kursen auf dem Grund zu gehen.

### Schlagwörter:

Sprachkompetenz, Fachdidaktik, Mediendidaktik, Deutsch online, lernbegleitende Kommunikation.

- 13- Demander aux apprenants à proposer et à jouer une scène semblable tous ensemble.

## Conclusion

Tout au long de cet article, nous avons essayé de montrer en quoi les documents vidéo peuvent jouer le rôle d'un support didactique par excellence dans les cours de langue. Nous avons expliqué tout d'abord les caractéristiques et les structures analytiques et sémiolinguistiques des documents vidéo. Nous avons de même montré les possibilités didactiques de ces documents à partir desquelles l'enseignant peut pousser ses apprenants vers la performance langagière. D'après les résultats de notre recherche, nous sommes en mesure de préciser que les documents vidéo:

- 1- ont une fonction de motivation forte par le recours à l'accompagnement d'image / son / texte. En effet, un cours de langue est, avant tout, un moment de plaisir qui peut déboucher lui-même sur l'interaction et la production langagière féconde.
- 2- constituent une source de pédagogie interculturelle.
- 3- assurent la compréhension des informations.
- 4- font marcher le rêve et l'imaginaire des apprenants et ainsi participent à la créativité.
- 5- poussent les apprenants vers l'autonomie.

Aujourd'hui, les documents vidéo ouvrent leur chemin dans les cours de langue et l'on ne peut pas nier la place de ces documents dans l'enseignement / apprentissage des langues. Ils ont des impacts affectifs et esthétiques qui encouragent les apprenants à suivre mieux le cours; ils représentent les réalités langagières, les rites sociaux et les implicites culturelles du pays cible et ils servent comme un moyen d'établir l'interaction et la communication chez les apprenants. Il serait donc déraisonnable de ne pas

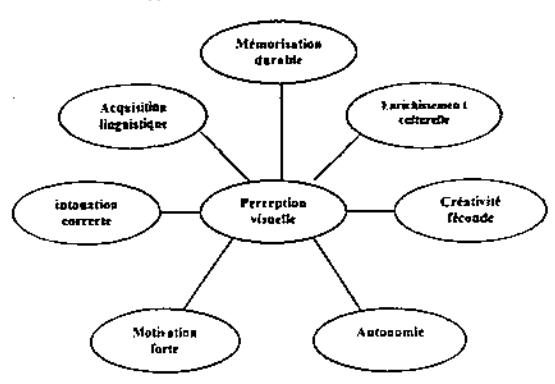
tenir compte du rôle et de l'influence de ces documents et de se priver de ces précieux supports didactiques que sont les documents vidéo.

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apprenants ainsi qu'entre ces derniers tout seuls. En utilisant les documents vidéo et en profitant des techniques comme l'arrêt sur l'image, le ralenti et le retour en arrière, l'enseignant arrive à mieux organiser l'interaction dans sa classe et à faire parler les apprenants au maximum possible. C'est le cas présenté aussi dans les propos de Michèle Dickson: à partir d'un stimulus visuel, "chaque étudiant trouvera quelque chose à dire et sera amené à exprimer ce qu'il voit de façon personnelle". (M. Dickson, 1990, p. 66). De même, 50% des enseignants questionnés pensaient que l'expression orale qui est l'un des buts essentiels dans l'enseignement / apprentissage des langues est mise en priorité à partir des images animées. En effet, toutes les stratégies que nous venons d'expliquer sont au service de la création d'un lieu d'interaction et de communication constante. Les questions-réponses entre l'enseignant et les apprenants ainsi que les échanges entre ces derniers favorisent une interaction dynamique dans la classe.

Si nous voulons présenter les avantages de l'utilisation des documents vidéo comme un support didactique dans les cours de langue, nous pouvons tracer le tableau suivant:



Comme nous l'avons déjà précisé, l'utilisation des documents vidéo dans les cours de langue peut aboutir à créer une sorte d'autonomie chez

les apprenants. Selon Jeanine Courtyllon, "Tout apprentissage a pour but l'autonomie. L'autonomie ne devrait pas être considérée simplement comme la liberté de choisir ses sujets, ses matériaux et ses techniques parmi ceux qui existent, mais plutôt comme la capacité à acquérir une certaine indépendance vis-à-vis de l'enseignant dans sa propre démarche d'apprentissage." (M.-J. De Man-De Vriendt, 2000, p. 156). En d'autres termes, les stratégies utilisées par l'enseignant aident l'apprenant à instaurer un lien entre l'apprentissage de langue à partir des documents vidéo et l'autonomie: à l'aide de ces stratégies, l'apprenant arrive à continuer les mêmes procédures lors de regarder un document vidéo.

### Démarche type de travail

Pour travailler à partir des documents vidéo, nous proposons les démarches suivantes:

- 1- Expliquer brièvement sur le document que vous allez projeter.
- 2- Faire visionner le document deux fois et sans le son.
- 3- Poser des questions globales aux apprenants pour vérifier ce qu'ils ont compris.
- 4- Faire visionner le document deux fois et avec le son.
- 5- Poser des questions globales aux apprenants afin de se rendre compte ce qu'ils ont compris.
- 6- Faire visionner le premier segment avec le son.
- 7- Attribuer l'image et le son.
- 8- Expliquer le vocabulaire et les expressions.
- 9- Demander aux apprenants de jouer la scène.
- 10- Continuer les mêmes démarches pour les segments suivants.
- 11- Vérifier la mémorisation des apprenants en leur demandant le rappel de tous les segments après l'arrêt de la projection.
- 12- Mettre les apprenants en groupes.

remarqué que l'image animée aide les apprenants à connaître et à s'adapter aux différentes situations de communication, et 78% ont précisé que ces images aident mieux les apprenants à connaître les implicites culturelles du pays cible.

Pour profiter de la qualité informative des documents vidéo, il faut choisir ceux qui sont plus signifiants comme les documents concernant la vie quotidienne des natifs. Ainsi, les apprenants pourront vérifier le vocabulaire et les expressions utilisés dans les banques, les aéroports, les magasins, etc. de même que le rythme et l'intonation corrects de la langue cible.

• **Compréhension:** Gisèle Gschwind-Holtzer parle ainsi de l'image dans sa fonction didactique: "la représentation au service de la compréhension." (G. Gschwind-Holtzer, 1981, p. 94). En effet, le recours au visuel, l'accompagnement de l'image / son / texte, la redondance et la complémentarité qui existent dans les documents vidéo permettent une amélioration de la compréhension chez les apprenants. De plus, le visuel est un bon moyen pour élever le degré de la compréhension des textes qui sont immédiatement lus après le visionnement. Mais, pour garantir une compréhension correcte chez les apprenants, il faut que le temps de la projection du document

vidéo ne soit pas long l'enseignant peut recourir aux segmentations après lesquelles il va poser des questions sur ce que les apprenants viennent de regarder; ce qui suscitera une attention visuelle et auditive plus détaillée chez ces derniers.

• **Mémorisation:** on sait bien que l'information visualisée reste plus longtemps dans la mémoire. Ainsi, l'image- fixe ou animée sert comme un aide-mémoire. De plus, l'utilisation d'un support visuel aide les apprenants à surmonter le stress d'oublier les événements. D'après les apprenants, la mémorisation se fait plus aisément à partir des images animées, car ils se rappellent mieux le processus et le déroulement du récit (53.6%). Les enseignants étaient de même avis (50%).

Afin de travailler sur la mémoire des apprenants et tenant compte du fait que le processus de mémorisation est une étape importante dans l'apprentissage d'une langue étrangère, l'enseignant peut demander aux apprenants de jouer les séquences visionnées. À l'aide de ces jeux de rôles, les structures grammaticales et le vocabulaire- qui sont appris à partir des situations de communication réelles présentées par les documents vidéo- seront gravés dans la mémoire des apprenants.

• **Interaction / Expression / Communication:** dans un cours de langue, l'interaction s'établit à partir des échanges entre l'enseignant et les





favoriser un lieu de production langagière, il faut que l'enseignant choisisse la matière ou le document vidéo d'une manière attentive. En effet, l'un des avantages de l'utilisation des documents vidéo dans une classe de langue réside dans le fait que l'enseignant peut "choisir" un document qui convient à la catégorie sociale ciblée et aux compétences sur lesquelles il va travailler. En ce qui concerne le public apprenant, il faut considérer le niveau de la maîtrise de langue (débutant, moyen, avancé), âge, sexe, profession, intérêts personnels et besoins d'apprendre ou de pratiquer une langue étrangère. De même, les compétences et les aptitudes visées sont à prendre en considération lors du choix d'un document vidéo pour l'inscrire dans un contexte d'apprentissage et dans un parcours d'activités pédagogiques.

C) travail à partir de la composante audio: le canal audio sert, comme le canal écrit, à fournir des informations supplémentaires. À partir de la composante audio, c'est-à-dire l'intonation, la prosodie, l'hésitation, l'accent, le bruit d'ambiance, etc. l'enseignant arrive à sensibiliser l'oreille de ses apprenants à la production et à l'intonation des natifs ainsi qu'à une écoute plus attentive. De plus, les énoncés produits par les personnages servent à introduire de nouveaux mots et expressions.

### Les documents vidéo en tant que support didactique

Comme nous avons déjà précisé, les documents vidéo offrent une grande quantité des situations de communication réelles, des conditions optimales pour l'enseignement d'une langue étrangère ainsi qu'une autre culture (modes de vie et comportements des natifs). De plus, ces documents accordant aux apprenants la possibilité de recourir à tous les signes de l'interaction verbale: signes verbaux, non-

verbaux et vocaux. Maintenant, on va voir quelles sont les possibilités didactiques qu'offrent ces types de documents susceptibles de donner lieu à des productions langagières chez les apprenants. Afin d'être plus précis, nous avons fait aussi une étude statistique parmi les enseignants et les apprenants du français à Téhéran et à Meched dont le résultat est de même Présenté:

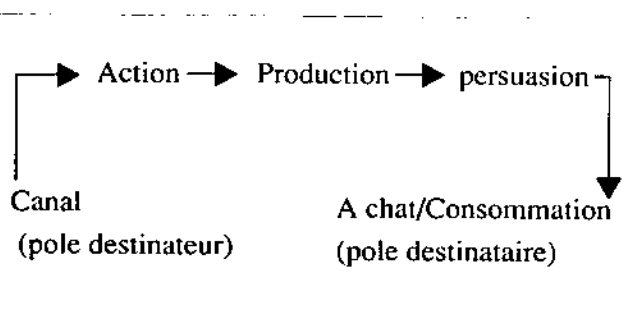
- **Motivation / Affection:** le principe de base de l'enseignement / apprentissage des langues étrangères réside dans la volonté et le désir d'apprendre et de pratiquer la langue de l'autre. Par leur dimension d'animation et suivant un fil narratif, les images animées ont une fonction de motivation et suscitent l'intérêt et l'affection des apprenants. Selon nos statistiques, 75% des apprenants sont plus intéressés à suivre les cours où l'enseignant sert des images animées (films, dessins animés, publicités, etc.) En effet, les images animées semblent souvent comme un prétexte pour attirer l'attention des élèves. C'est ce dont l'enseignant peut profiter au maximum possible tout en considérant l'intérêt de la majorité des apprenants lors du choix des documents vidéo. Mais, il vaut mieux utiliser "plusieurs" documents vidéo parce qu'un "seul" document peut perdre son attrait et son pouvoir de motivation après quelques séances.

- **Information / Vérification:** selon Thierry Lancien, "l'image remplira généralement deux rôles: donner de l'information et d'être le support à une information. (Th., Lancien, 1998, p. 68). Les images télévisées- se servant des trois canaux visuel, oral et écrit- sont les images socialement et culturellement signifiantes. À l'aide des situations de communication réelles qui sont présentées par ces images, les apprenants se familiarisent avec la vérité et la diversité des usages de la langue. 85% des enseignants ont

un produit. Pour accomplir cette tâche, les composantes techniques comme cadrages, angles de prise de vue, mouvements de caméra, éclairage, etc. viennent compléter le travail du producteur de la publicité. Pour mieux éclaircir cette idée, nous préférons tracer le fonctionnement de la publicité télévisée:

Selon ce schéma, on constate que dans un canal choisi (ici, la télévision), une action audiovisuelle est accomplie pour produire un message publicitaire et multicanal (l'accompagnement d'image / son / texte) dont le but est de persuader le public afin d'acheter ou de consommer le produit en question.

Les publicités occupent une place remarquable parmi les émissions télévisées et attirent l'attention des spectateurs par leur dimension esthétique. De plus, les éléments qui se trouvent dans les publicités comme les éléments scripto-visuels, les éléments de la communication non-verbale, la couleur, la lumière, la place de caméra, etc. peuvent chacun être utilisés à des fins pédagogiques et lancer des sujets de travail dans les cours de langue.



### Comment aborder un document vidéo dans une classe de langue?

Le travail à partir des documents vidéo se divise en 3 parties:

**A) travail à partir de la composante technique:** le cadrage, l'éclairage, l'angle de prise de vue (plongée, contre-plongée, face), le plan (gros, ouvert, fermé), etc. se trouvent parmi les

éléments de la composante technique et sont porteurs du sens, vu leur rôle pour aider les émetteurs d'arriver à leurs intentions. Imaginez une publicité sur une nouvelle pâte d'entifrice. Dès le début, toutes les composantes techniques sont concentrées sur la mise en évidence du produit en question: le cadrage et le plan sont assez fermés afin de mieux présenter les dents brillants de celui ou celle qui se servent de ce produit. De même, l'angle de prise de vue et l'éclairage sont choisis de façon qu'ils représentent le résultat de consommation de tel produit, c'est-à-dire les dents brillantes et le sourire plus attirant. Tout cela communique la satisfaction et la joie des consommateurs aux récepteurs. Ce qui pourrait encourager ces derniers d'accomplir l'action d'achat. Mais, en ce qui concerne l'apprentissage des langues, l'enseignant peut interroger ses apprenants sur les effets qu'engendre l'utilisation ou l'accompagnement des composantes techniques. Ainsi, ne restant plus le "seul animateur" de la classe, et en changeant son rôle en un "intermédiaire", l'enseignant arrive à élaborer une bonne ambiance de création langagière où l'interaction plus dynamique sera établie à partir des échanges linguistiques entre les apprenants.

**B) travail à partir de la composante vidéo:** la caractéristique la plus importante de ces documents est bien sûr leur recours au visuel. Ainsi, un tas de questions peut être posé sur les éléments visuels comme les couleurs utilisées, le nombre et le sexe des actants, le non-verbal (le gestuel) des actants, le décor et les objets qui s'y trouvent, l'espace, les éléments scripto-visuels et leur place dans le cadre (en haut, en bas,...), les sous-titrages, etc. Toutes ces questions aboutissent à une interaction constante dans la classe.

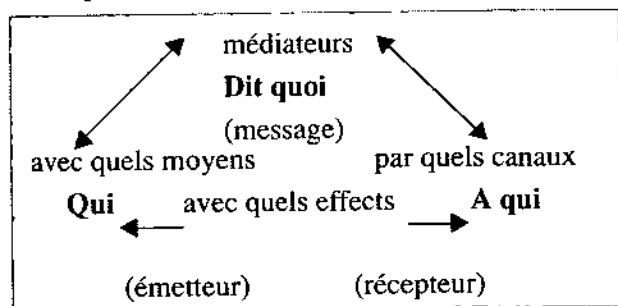
Pour atteindre cet objectif, c'est-à-dire

dans le théâtre japonais ou les danses indiennes, l'expression corporelle joue un rôle important.

- les aspects vocaux: ces éléments de la communication non-verbale montrent certaines caractéristiques personnelles du sujet parlant comme timidité, autorité, joie, colère, etc.

**D) la couleur / la lumière:** la relation de l'être humain avec le monde extérieur passe essentiellement par la vue. En effet, "dans le monde sensible, le visible est prédominant par rapport à ce qui est perçu par l'ouïe, le tact, le goût et l'odorat." (J. Rey-Debove, 1998, p. 270). De même, la couleur et la lumière sont les premiers contacts avec le monde. Ces deux éléments sont liés l'un à l'autre et sont porteurs du sens. Outre leur fonction esthétique, la couleur et la lumière ont une forte influence sur la lisibilité des images. Par exemple, dans la psychologie des enfants et à partir de leurs dessins, les spécialistes arrivent à relever les signes de leurs états mentaux.

**E) les situations de communication réelles:** les documents vidéo nous offrent une grande diversité des façons de parler et des situations de communication réelles. Par cette expression, on entend le cadre naturel dans lequel la communication se passe entre les deux pôles de l'énonciation, c'est-à-dire l'énonciateur et l'énonciataire. En ce qui concerne la communication médiatique, Jean-Claude Beaudoin présente un schéma qui indique bien les éléments importants en jeu (J.-C. Beaudoin, 1992, p. 12):



Dans ce schéma, les moyens sont financiers, les canaux concernent la télévision, la presse ou la radio et les effets sont les attentes et les points de vue des récepteurs.

Les situations de communication réelles présentées par les documents vidéo reflètent la société et nous offrent des tas de sujets à aborder dans un cours de langue. C'est à partir de ces situations que les apprenants seront directement confrontés aux réalités langagières, aux différents registres de langue et aux éléments culturels du pays cible. Ainsi, les documents vidéo se transforment en un support pédagogique et fonctionnent comme des "banques de données qui suggère [nt] un grand nombre de sujets." (C. Compte, 1993, p.18).

Tous les points mentionnés constituent les caractéristiques les plus évidentes des documents vidéo. Pour être plus précis, nous allons analyser des émissions télévisées les plus courantes, c'est-à-dire les publicités dans leur intégralité et à partir d'une approche sémiolinguistique. Les publicités télévisées, se servant des signes visuels, auditifs et linguistiques, sont elles-mêmes considérées comme des signes communiqués aux destinataires par un processus de communication médiatique que nous venons d'expliquer. Ce qui est frappant dans toutes les publicités, c'est le caractère de la "séduction commerciale" (J.-M. Adam, M. Bonhomme, 1997, p. 7) qui est en rapport direct avec la dimension esthétique de ces programmes. En effet, la qualité esthétique de la publicité sert à : "1) capter l'intérêt du spectateur pour l'information, 2) intensifier l'attrait du produit qu'on veut vendre, 3) promouvoir la mémorisation de l'information" (P. Almay, 1975, p. 76). Outre la qualité esthétique, la publicité doit posséder une argumentation qui ait la puissance de persuader le destinataire pour accomplir l'action d'acheter ou de consommer



**B) l'animation:** l'idée qui vient à l'esprit quand on parle des documents vidéo, c'est la capacité d'animation qui favorise une lecture plus rapide de l'information par rapport aux images fixes qui demandent une lecture plus approfondie en raison de la densité des informations qu'elles représentent. De plus, "la force d'implication et le pouvoir de réalisme" (G. Vigner, 1987, p. 54) des images animées sont bien forts. Si l'on ajoute à tout cela l'accompagnement d'un médium sonore comme parole et musique avec l'image animée, on comprend le fait que l'animation donne plus de valeur d'authenticité à ce type d'images. On doit ajouter au passage que la capacité d'animation dans les documents vidéo fait que ceux-ci gagnent mieux l'attention des apprenants, vu le fil narratif dont ils sont dotés et leur caractère dynamique.

**C) le non-verbal:** on sait bien que dans la communication, on a affaire à deux types de signes: les signes de la communication verbale et ceux de la communication non-verbale. Les composantes de la communication non-verbale sont les éléments non linguistiques d'ordre statique, kinésique, proxémique et vocaux qui influencent la communication.

• les éléments statiques: ces éléments servent à "l'identification des locuteurs, cela concerne l'apparence générale des personnes, et la vision

que le monde [ici, la télévision] donne de leur corps". (V. Viallon, 2002, p.103). De même, le décor-qui comprend les meubles et les objets ainsi que leur disposition- est classé parmi les éléments statiques. C'est à remarquer que pour mettre ces éléments en évidence, on peut se servir des éléments techniques comme le cadrage et l'angle de prise de vue de caméra: la plongée- "vue prise de haut en bas" (B. Quemada, 1979, p. 25), la contre-plongée ou la face.

• la kinésique / la proxémique: le mot "kinesthésique" ou "kinésique" vient du grec kinesis signifiant "mouvement". Ce mot est défini comme ce "qui concerne la sensation de mouvement des parties du corps" (A. Rey, 1993, p. 717). La kinésique comprend alors les éléments mimo-gestuels qui regroupent les mouvements corporels (déplacements, gestes), les expressions du visage (mimiques), le regard et les postures qui accompagnent l'énonciation. En d'autres termes, la kinésique s'intéresse à l'interaction mouvement / parole. Tandis que la proxémique définie comme "partie de la linguistique qui étudie l'utilisation de l'espace par les êtres animés et les significations qui s'en dégagent" (F. Delacroix et al., 2004, p. 833) est en rapport avec l'usage que l'homme fait de l'espace en tant que produit culturel. C'est à noter que l'utilisation des éléments kinésiques et proxémiques dépend de la culture. Par exemple,

## Résumé

Dans le monde actuel, le développement progressif des sciences et de la communication a transformé notre globe en un petit village où les gens de différents continents sont en communication constante. Alors, la télévision peut jouer- outre sa fonction distractive- une autre fonction qui est celle de l'enseignement des langues et des cultures de différents pays à ses interlocuteurs. Ainsi, l'utilisation des émissions télévisées, qui n'appartiennent pas naturellement au monde scolaire, dans l'enseignement / apprentissage des langues étrangères paraît une idée considérable.

Tenant compte des particularités didactiques des documents vidéo, qui sont des programmes télévisés enregistrés, nous tenterons de montrer dans cet article, la place de ces documents comme un support didactique dans les cours de langue. Il est clair qu'une meilleure connaissance des caractéristiques et de l'efficacité didactique des documents vidéo comme l'établissement des activités interactives et communicatives, la provocation du plaisir d'apprentissage chez les apprenants et l'accès à une sorte d'autonomie chez eux, de même que la prise de connaissance de l'utilisation de ces documents dans la classe, accordera une meilleure maîtrise de leur emploi à l'enseignant. Ce qui aboutira à l'élévation de la qualité pédagogique des cours de langue.

### Mots-Clés:

documents vidéo, enseignement / apprentissage des langues, activités interactives et communicatives, autonomie.

## Introduction

On sait bien que le monde va aujourd'hui vers le plurilinguisme qui est le seul moyen de comprendre les autres et de pénétrer dans leur univers. Reflets des cultures et des civilisations, les documents vidéo sont aujourd'hui

accessibles, en grande quantité, grâce aux réceptions satellitaires ou câblées et possèdent des profits pédagogiques, tant au niveau linguistique qu'au niveau culturel. à vrai dire, l'enseignement transmet pour une grande partie la culture, et comme l'image joue un grand rôle dans chaque culture, donc un enseignement à partir des documents vidéo- profitant de la force de l'image- est souhaitable.

Dans cet article, nous nous efforcerons de montrer les caractéristiques les plus importantes des documents vidéo qui nous permettent d'organiser un cours de langue plus dynamique, plus productif et doté des caractéristiques interactives. Pour atteindre cet objectif, nous essayerons de relever, sur la base d'une démarche analytique et sémiolinguistique, les traits caractéristiques des documents vidéo et de présenter les stratégies à partir desquelles l'on peut les mettre en pratique dans une classe de langue. Nous donnerons également un acheminement didactique afin de présenter les documents vidéo en tant que support didactique susceptible de faire accéder les apprenants à l'autonomie.

## Les caractéristiques des documents vidéo

A) les éléments **scripto-visuels**: ces éléments se trouvent, plus ou moins, sur toutes les images et comprennent les "signes linguistiques écrits sur l'image" (V. Viallon, 2002, p. 91). Les signes scripto-visuels touchent au langage écrit et aux symboles comme pictogrammes, lignes et courbes. Le rôle de ces éléments est d'apporter des informations supplémentaires. De plus, l'accès au sens va être facile, car ces éléments touchent à la vue des téléspectateurs à partir de laquelle la saisie d'information est plus rapide. On peut voir ce type de signes dans les publicités et les bulletins météo.

# Quelle est la place des documents vidéo dans les cours de langue?

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*Membre du cadre enseignant à*

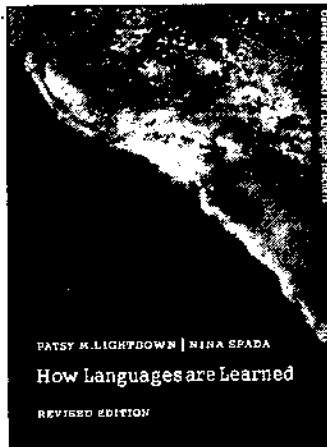
*l' Université Tarbiyat Modares*

**Sara Daneshian**

چکیده

در دنیای کنونی، روند رو به گسترش پیشرفت‌های علوم و ارتباطات، جهان ما را به دهکده‌ای کوچک تبدیل کرده است که در آن، مردم کشورها و قاره‌های گوناگون در ارتباط روز افزون با یکدیگرند. در نتیجه، تلویزیون علاوه بر سرگرم کردن مردم، می‌تواند نقش دیگری را نیز بر عهده گیرد و آن، آموزش زبان و فرهنگ‌های ملل گوناگون به مخاطبانش است. بنابراین، استفاده از برنامه‌های تلویزیونی - که به طور طبیعی ارتباطی با دنیای آموزش ندارند - در آموزش زبان‌های خارجی و با توجه به حجم گسترده‌ی مخاطبان تلویزیونی، می‌تواند بسیار قابل توجه باشد. با توجه به قابلیت‌های گسترده‌ی آموزشی اسناد ویدیویی - که همان برنامه‌های ضبط شده‌ی تلویزیونی هستند - سعی ما بر این است که در این مقاله، جایگاه و طرز استفاده‌ی بهینه از اسناد ویدیویی را به عنوان وسیله‌ای کمک آموزشی در کلاس‌های آموزش زبان نشان دهیم. بدیهی است، آشنایی بیش‌تر با خصوصیات، ویژگی‌ها و بهره‌ی آموزشی اسناد ویدیویی - از قبیل ایجاد فعالیت تعاملی و ارتباطی، برانگیختن اشتیاق بیش‌تر در زبان‌آموزان و در نهایت، رسیدن به مرحله‌ی خودآموزی - در کنار آشنایی با چگونگی کاربرد این اسناد در کلاس، تسلط بیش‌تری به استادان زبان می‌بخشد که خود باعث ارتقای کیفیت آموزشی کلاس‌های زبان خواهد شد.

کلیدواژه: اسناد ویدیویی، آموزش زبان، فعالیت تعاملی - ارتباطی، خودآموزی.



This book about how languages are learned has been written for second and foreign language teachers. We believe that information about findings and theoretical views in second language acquisition research can help teachers evaluate claims made by textbook writers and proponents of various language teaching methods.



The main principle in learner-based teaching is that all class activities can be done using information that the learners themselves bring to the class. All humanistic approaches to teaching accept that some language input can be based on the experience, knowledge, and expertise of individual students. What is novel about learner-based teaching is the idea that *all* activities can be based on that wealth of experience, be they grammar exercises, exam preparation, games, or translations.

The activities described in this book show teachers how to help their students to teach themselves, and each other, about English. Using a learner-based approach, the learners themselves are responsible for the information input, thereby ensuring its relevance and topicality for each particular group.

The basic procedure has two stages. In the first, learners prepare materials which are designed to practice, for example, a particular skill, function, or grammar item. In doing this, they draw on all the linguistic resources they already have. In the second stage, these materials are passed to other learners in the class who carry out the activities. In this way students obtain valuable language practice, not only while they are using the materials, but while they are preparing them as well.



### Learner-based Teaching

Colin Campbell | Hanna Kryszewska





دفتر انتشارات کمک آموزشی

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