Shaping
the Way
We Teach English
in Russia

David Fay
Elena Solovova
Elena Markova

The

Visual

Guide

on

DVD-ROM

Supplement to
18 video clips
of lessons

David Fay, Elena Solovova, Elena Markova

Shaping the Way We Teach English in Russia

Приложение к компьютерному видеокурсу на DVD-ROM для преподавателей английского языка.

Издано по заказу Отдела по вопросам преподавания английского языка Посольства США в Москве.

Не для продажи.

Тех. поддержка support@repetitor.ru (тема письма: 'Shaping the Way').

Контактная информация по вопросу получения бесплатного экземпляра:

moscowelo@state.gov

тел. +7(495)728-5078

121099 Москва, Б. Девятинский переулок, д. 8 Отдел прессы и культуры. Посольство США в Москве, Офис английского языка.

TABLE OF CONTENTS

Acknowledgement

The authors would like to thank first and foremost the 18 teachers who opened their classroom doors to a camera crew so that this project could be realized. Without their trust in the idea of sharing new ideas with colleagues around the country and globe, this project would not be possible.

Secondly, we would like to thank the students in each class for tolerating the "third eye" of the camera and for allowing it to capture not only teachers, but also learners. A teacher without students is not a classroom.

Thank you, University of Oregon for the excellent training material, "Shaping the Way We Teach English," upon which this project is based.

Thanks to Anatoly Zhislin and his crew at 'REPETITOR MultiMedia' – Ilya Simanovsky, Dmitry Afanasjev and Victor Bindarev – for being a discrete "third eye" in the classroom in Moscow and for creating high quality clips of the teachers and students. The U.S. Embassy's English Language Office has worked with Anatoly on a number of projects, all of which have resulted in a higher than expected quality due to his keen eye and unwavering dedication to the work at hand.

Thanks to Elena Lubnina and Natalia Fomenko for spending many hours identifying eligible teachers, observing their classroom practice and making suggestions on who to film.

David Fay, Elena Solovova, Elena Markova

Foreword

Welcome to the *Shaping the Way We Teach English in Russia Visual Guide for Teachers and Trainers*. It is designed to guide teachers and trainers through a collection of 18 video clips of teachers in their classrooms. The video clips are available on DVD-ROM. This *Guide*, visual promotional materials and teachers' Forum can be found at *www.lingvograd.ru*. The *Guide* builds on the *Shaping the Way We Teach English* teacher training material developed by the University of Oregon and sponsored by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The *Shaping the Way We Teach* material is not for sale and is available without any cost at *oelp.uoregon.edu/shaping.html*.

The goal of this Project is to expose English language teachers in the Russian Federation to a range of practices in order to have them reflect on their own practices and, as a result, inspire fresh approaches to language teaching and learning. In this sense, this Project follows the original series in that it proposes a *reflective*, *constructivist* model.

This *Guide* is based on a "pedagogy of questions" rather than a "pedagogy of answers." In short, the *Guide* offers a series of questions that intend to guide teachers toward viewing classroom practices in a new light and, in turn, toward finding new approaches to their own teaching. The *Guide* does not offer a standard approach for teaching in the classroom because it does not believe that such an approach exists.

Instead, the *Guide* is based on the belief that there are groups of core principles – Key ELT Issues – that guide a successful language classroom. These are listed in Section I. Questions have been carefully developed to help users of this material explore each of the principles. Many of these questions appear in Section II. Ultimately, users of this material will begin generating their own questions that can be used to

help teachers continue to look critically and creatively at their own lessons and the lessons of other teachers.

The 18 teachers who appear in the video clips all have strengths and weaknesses. It is up to the viewers to determine for themselves which practices are effective and which are not. It is also up to the viewers to develop modified or alternative practices that can strengthen a lesson.

All video projects that try to capture classroom practice are inherently flawed in that, once teachers and students are aware they are being filmed, the classroom's authenticity is compromised. This is the "observer's paradox." Anatoly and his crew have succeeded in keeping this to a minimum. It is also important to keep in mind that the clips are heavily edited. Forty five to ninety-minute classes have been condensed to 15 to 30-minute clips. We have tried to capture the spirit and flow of the classroom.

This *Guide* would not be possible if the 18 teachers did not open their classroom to a camera crew. We hope it encourages you and your colleagues to open your classrooms to one another and to share your practices in a critical and creative light. This could be done by having the class videotaped or simply by having colleagues observe or team-teach with you. We believe that spending 30 minutes each week observing others teach and discussing the classroom practices will lead to a much improved classroom and overall system that will yield stronger results for our students.

We hope that this will also lead to a more fulfilling professional and personal life.

David Fay

How to Use this Material

This material can be used independently or as part of a teacher training program. Because the material is based on teachers sharing their practices with other teachers, we feel that the best use of the material is in a professional development environment that allows groups of teachers to discuss the various samples and, in turn, reflect openly on their own classroom practices.

The material consists of several sections and edited clips of 18 lessons. Of the 18 clips, one has been selected through which to initially explore several ELT key issues. The expectation is that once the viewers are accustomed to the "Pedagogy of Questions" approach, they will develop questions themselves for the other lessons.

Section I. Chart with Key ELT Issues and Lessons

This chart is an index that shows all 18 lessons and key English language teaching (ELT) issues. These key issues are based on the modules in *Shaping the Way We Teach English* and are meant as reference points, or "lenses", through which to explore the essence of a modern language teaching classroom in Russia. We have added some basic information about the teachers, students' age level as well as the lesson themes so that you can easily navigate the Chart to find the lessons that interest you most.

We have highlighted at least two key issues for each lesson. However, it is important for the viewer to realize that in fact almost all of the lessons have elements of all of the key issues. In short, all of the issues can be found to some degree in all of the lessons. Once familiar with the key issues, we encourage teachers to look for examples of each issue in all of the lessons.

Section II. Pre-Viewing and While-Viewing Questions for Key ELT Issues

We strongly suggest that teachers initially familiarize themselves with the key issues by going through the questions in Section II. These questions are carefully designed to both test the viewers' current understanding of each issue as well as inspire a deeper look at - and debate on - what we consider to be important ingredients to a successful language teaching classroom. These questions can be covered independently. However, we feel that they will lead to a better understanding if they are discussed among a group of practitioners.

The questions include highlighted words and expressions. These terms are covered in the glossary at the back of the *Guide*. If you are using the electronic version, all of the terms are linked to the glossary and should be accessible through a pop-up window. Some definitions in the glossary were taken from the glossary created by the University of Oregon for the "Shaping the Way We Teach English" material. We would like to thank our colleagues from the University of Oregon for their kind permission to use the glossary.

Section III. A Sample Lesson with Question Section (only in the Book-Supplement, not in the electronic version)

In the *Guide* you will find one sample lesson that consists of the teacher's lesson plan, pre-viewing discussion guidelines and questions for guided reflection. There is space to write down your comments and conclusions. In the electronic version, you will have access to 18 lessons (8 of them are accompanied by teacher's lesson plan and/or other extras. Lesson plans were not edited; they are presented the way they were submitted by the teachers).
.

Section I. Chart with Key ELT Issues and Lessons

Lesson	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**
Teacher, school, place, grade, Theme / *Key ELT Issue*	**Marina Belousova,** School # 57(40), Moscow, 3th grade **Job**	**Tatyana Kuznetsova,** School # 20, Podrezkovo (Moscow Region), 8th grade **Food**	**Veronika Bandurina,** School # 57, Moscow, 7th grade **Food**	**Irina Podlipnaya,** School # 1296, Moscow, 7th grade **Trip to Scotland**
Integrating Skills	✔	✔	✔	✔
Building Language Awareness & Learning Strategies			✔	
Group- and Pair-work	✔			
Teacher-Student Interaction & Learner Feedback	✔	✔	✔	
Individual Learner Differences				
Authentic Materials and Tasks			✔	
Critical and Creative Thinking		✔		✔
Contextualizing Language			✔	✔

Lesson	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Teacher, school, place, grade, Theme / *Key ELT Issue*	**Lubov' Yelisseyeva** School # 1296, Moscow, 10th grade **Home Reading**	**Tatyana Zakharova** School # 46, Kursk, 2nd grade **My Country**	**Elizaveta Plokhikh** Gymnazia # 44, Kursk, 3th grade **A Visit to the Zoo**	**Olga Anisimova** School # 1200, Moscow, 7th grade **What's on? (Cinema)**	**Yelena Pavlova** University of Printing Arts, Moscow, 1st academic year **Music**
Integrating Skills					✔
Building Language Awareness & Learning Strategies	✔	✔	✔	✔	
Group- and Pair-work	✔			✔	✔
Teacher-Student Interaction & Learner Feedback	✔		✔	✔	✔
Individual Learner Differences	✔				
Authentic Materials and Tasks	✔	✔			✔
Critical and Creative Thinking					
Contextualizing Language					

Lesson	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
Teacher, school, place, grade, Theme / *Key ELT Issue*	**Svetlana Yasnikova** School # 1356 Moscow, 7th grade **Famous People**	**Tatyana Lysenkova** Gymnazia # 44, Kursk, 4th grade **Home-reading**	**Oksana Shiryayeva** School # 1258, Moscow, 5th grade **Hobby**	**Ella Gubina** School # 1258, Moscow, 4th grade **School**	**Irina Zastavnaya** School # 1258, Moscow, 3d grade **My Day**
Integrating Skills				✔	
Building Language Awareness & Learning Strategies		✔	✔		
Group- and Pair-work			✔		
Teacher-Student Interaction & Learner Feedback		✔		✔	
Individual Learner Differences				✔	
Authentic Materials and Tasks	✔			✔	✔
Critical and Creative Thinking	✔		✔		
Contextualizing Language	✔	✔		✔	✔

Lesson	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Teacher, school, place, grade, Theme / *Key ELT Issue*	**Marina Gornostayeva** School # 1258, Moscow, 8th grade **Informal Letter**	**Julia Urusova** School # 1356, Moscow, 7th grade **Behavior**	**Galina Shavard** School # 734, Moscow, 11th grade **Song**	**Sophiya Vinogradova** Oriental University, Moscow, Postgraduate group **Thanksgiving Day**
Integrating Skills	✔		✔	✔
Building Language Awareness & Learning Strategies				
Group- and Pair-work			✔	✔
Teacher-Student Interaction & Learner Feedback		✔		
Individual Learner Differences				
Authentic Materials and Tasks		✔	✔	✔
Critical and Creative Thinking	✔			
Contextualizing Language	✔	✔		

Section II. Key ELT Issues with Pre-Viewing and While-Viewing Questions

Key ELT Issue 1. Integrating Skills	
Pre-viewing questions	**While-viewing questions**
✓ What communicative skills and sub-skills can be developed in the class? What types of activities can be used to develop each of them? ✓ What predetermines the choice of the main activity in the class? How is the main activity related to the topic problem of the lesson? ✓ What activities can a teacher use to integrate receptive/productive/cognitive skills for better language retention; motivate students; allow for plenty of practice; provide opportunities for authentic communication; create an active, interesting classroom? ✓ What can be the main activity of the lesson? ✓ What skills and sub-skills (communicative, cognitive etc.) are required to do the activity successfully?	✓ What is the main activity of the lesson? What are the topics of the activity and how are they determined? What skills and sub-skills are required to do the activity successfully? ✓ What language skills does the teacher focus attention on? Which of them are communicative, receptive, productive, cognitive? Does each of the skills get sufficient practice? If not, what would you advise? ✓ Make a flow-chart that shows in what order students work with the various skills. How are they connected with one another? Does the order flow naturally? If not, what would you advise to the teacher? ✓ In what ways do you think these activities are authentic? What language do the students use to

	communicate? Can they use the same language for real communicative purposes outside the classroom? ✓ How does the teacher evaluate student work in the activities? How would you evaluate student work in the activities?

<table>
<tr><td colspan="2">Key ELT Issue 2. Building <u>Language Awareness</u> & <u>Learning Strategies</u></td></tr>
<tr><td>Pre-viewing questions</td><td>While-viewing questions</td></tr>
<tr><td>

✓ How important is it to understand the meaning and use of the focus language items before the activity?

✓ What do you think about the use of comprehensible input in the form of materials from <u>authentic</u> sources?

✓ What techniques can a teacher use to focus on vocabulary/grammar?

✓ How can the students get the language information they need to do the task?

✓ What cultural aspects of <u>a target culture</u> might be

</td><td>

✓ What language do the students and the teacher use? What language items does the teacher pay attention to? When does she do it?

✓ Does the teacher focus on language within the context? Do the students analyze and reflect on language they use?

✓ Do the students use <u>authentic</u> materials as a stimulus for their activity? Do you think the students have the <u>language skills</u> to get information from this material?

✓ How does the teacher make

</td></tr>
</table>

interesting for the students? How can they be reflected in the language? How can we raise students' <u>awareness</u> about these interrelations?

✓ How does the teacher focus on language within the context?

✓ Do you agree with the assumption that students can learn more easily and effectively through <u>contextualized</u> language practice and a focus on language within the context? Why or why not?

✓ What can a teacher do to <u>contextualize</u> the language?

✓ What <u>learning strategies</u> do students need to analyze and reflect on language they use? How do they do that?

the students aware of the new language, be it new vocabulary or new structures? How do the students get the language information they need to do the task? Is the teacher's approach more <u>inductive</u> or <u>deductive</u>?

✓ If <u>inductive</u>, how does the teacher guide the students so that they, rather than the teacher, find the meaning of new words or the new grammar rules? Do you think the students are conscious in their own learning? What meta–language does the teacher use? For what purposes?

✓ If <u>deductive</u>, how do the students react to the new information? What other language support resources would you recommend in an activity like this one? Why? Give your reasons.

✓ Does the teacher ensure that the students are being exposed to comprehensible input? What other techniques can the teacher use to ensure the students understand the new language?

✓ What different <u>learning strategies</u> do the students use during the class? Does the

	teacher coach the students to use different <u>learning strategies</u>? If not, what would you advise?
	✓ What cultural aspects of a <u>target culture</u> are taught? What else might be interesting for the students? How can the teacher better raise the students' <u>awareness</u> of these cultural aspects?

Key ELT Issue 3. <u>Group- and Pair-work</u>

Pre-viewing questions	**While-viewing questions**
✓ Which of the <u>pair/group work</u> activities could work well for all age groups?	✓ How many examples of <u>group- and pair-work</u> are there in this lesson? What is the purpose of using group work in each case?
✓ What are some pros and cons of group work activities?	
✓ What can be the possible roles of students and teacher in pair/group work?	✓ How does the teacher organize the pairs or groups? What is the seating arrangement? What are the advantages of doing it this way? Are there any disadvantages? If so, what? What would you advise the teacher do?
✓ What kinds of <u>interactions</u> may occur between the groups and teacher, and within the groups themselves? Can you call this activity as <u>cooperative learning</u> or <u>jigsaw activity</u>?	
✓ How can the teacher <u>assess</u> students' results?	✓ Is there an example of <u>a jigsaw activity</u> or of an <u>information gap activity</u>? If not, how could the teacher modify one of the activities

- ✓ If a student is working with a partner or group, in what ways can the results be similar to other participants' results? In what ways can they be different?

- ✓ What role does assessment play in the classroom activities? How might the students' performance affect the future lessons that the teacher plans for the classes?

- so that it becomes one of these types of activities?

- ✓ In what sequence do the activities occur, and why? What are the advantages of each of the different pair- and group-work activities? What are the disadvantages? What could you advise the teacher to do in order to limit the disadvantages?

- ✓ What kind of learning do you think takes place when the students work in pairs or groups?

- ✓ What are the roles of students during each of the activities? What kinds of spontaneous communication take place between students?

- ✓ What kind of group management techniques do you notice? What kind of directions do the students give each other? Do you notice any examples of student self-corrections?

- ✓ How does the teacher give the instructions and when? What kinds of adjustments or adaptations might be necessary?

- ✓ Does the teacher assess the

	students? If so, how? If not, what do you think the teacher does? How would you assess the students during this kind of activity?
	✓ How might the students' <u>performance</u> influence the future lessons that the teacher plans for the classes?

Key ELT Issue 4. <u>Teacher-Student Interaction</u> & <u>Learner Feedback</u>

Pre-viewing questions	**While-viewing questions**
✓ When/where/how do you usually give/receive the <u>feedback</u>? Does relationship to the person influence feedback? ✓ What is the relationship between the activity and types of <u>feedback</u> in the class? ✓ How can a teacher create a comfortable atmosphere in which students see making <u>mistakes</u> as part of the learning process? ✓ There are different types of <u>feedback</u> (negative or positive; linguistic/communicative or	✓ Teachers can <u>interact</u> with students by providing information, giving directions, taking part in an activity with students, giving <u>feedback</u> and by quietly observing. In this lesson, which kind of <u>interaction</u> happens the most? The least? ✓ What atmosphere is in the classroom? What techniques does the teacher use to encourage the students and give them confidence, to create a comfortable atmosphere in which students accept <u>mistakes</u> as part of the learning process?

affective; oral/written/non-verbal; given immediately or delayed; formative or summative). Think of a classroom situation in which one or several types of feedback can be used to advantage. What makes feedback relevant to the task?

✓ In general, are there times when a teacher should not be positive? Is there a time when it is desirable to avoid correcting errors?

✓ Can formative feedback encourage or discourage the learners?

✓ What is the reason of giving/receiving the feedback in a foreign language class?

✓ What can students learn through feedback? Must it always be positive?

✓ How can a teacher correct mistakes? How does a mistake differ from an error?

✓ Is it possible to avoid correcting errors? Give your reasons?

✓ How does the classroom atmosphere relate to student performance?

✓ What kind of feedback can you observe – negative or positive, both? Do the students feel 'stupid' receiving the feedback?

✓ What can you say about the relevance of the feedback to the task? Is feedback linguistic/ communicative or affective? Oral/ written/non-verbal? Given immediately or delayed? Formative or summative?

✓ Does the teacher distinguish between errors and mistakes? Are they grammar / vocabulary / pragmatic? Does the teacher determine the type of errors? If so, how does the feedback differ? Does the teacher try to understand why the error occurred? Why or why not? What would you advise to the teacher?

✓ How are feedback examples distributed within the group? Who does the teacher give feedback to? What is the long term impact of this kind of feedback on the students' learning? Does it encourage a trial-and-error process or discourage students?

✓ What can you say about the group process that enables students to help each other and give peer <u>feedback</u>? ✓ When/ where/ what for /how can you use peer <u>feedback</u> in a FL class?	✓ During the class are there any examples of peer <u>feedback</u>? How do the students respond to this kind of <u>feedback</u> (vs. that given by the teacher)? Does the teacher <u>motivate</u> students to <u>self-correct</u>, either individually or in groups? ✓ What are the advantages and disadvantages of using peer <u>feedback</u>? How do students support and correct each other?

Key ELT Issue 5. Individual Learner Differences

Pre-viewing questions	**While-viewing questions**
✓ Think about two or three of your students. List their personal and <u>intellectual</u> characteristics or habits. Name the characteristics of each individual that you think would help them to learn a foreign language. List two or three types of activities that he or she might do well in a classroom. Why do you think so? ✓ How can a teacher vary <u>teaching</u> approaches and techniques, macro/micro	✓ Does the teacher use different approaches to deal with the various learner differences? What are they? ✓ Are the students encouraged to use their preferred <u>intelligences</u> in learning? What kinds of <u>motivation</u> does the teacher? ✓ Do the teacher's instructional <u>activities</u> appeal to different forms of <u>intelligence</u>? How does the teacher vary teaching

level strategies to facilitate learning for a wide variety of students in the classroom?

✓ How many different learning styles are there in your classroom? Try to categorize them.

✓ What are possible procedures, materials, and activities that might facilitate more effective learning in the class where students have different intelligences?

✓ What instructional activities can appeal to different forms of intelligence?

✓ Should a teacher always encourage students to use their preferred intelligences in learning?

✓ Is it reasonable to include some of the non-language skills into the language classroom? Why or why not?

✓ Think of the things that might increase learner motivation or might make the learning process 'real' to the students.

approaches and techniques to help facilitate learning for a wide variety of students in the classroom? What is the macro/micro level strategy the teacher uses?

✓ What is the macro/micro level strategy the teacher uses?

✓ How is the class organized to work on the different activities? What might be some reasons for this organization? Do you think it is effective? What are the skills the students have to use to complete the activity?

✓ What is the main purpose of all the activities? What might be some secondary purposes? Do you feel that one or two of the activities are better than the others in terms of language learning? In terms of affective behaviors that might affect language learning?

✓ Can you give the examples of activities the teacher uses that require the use of different skills, not only different language skills?

✓ Name two or three techniques the teacher uses to enable students to take

	some responsibility for their own learning. What does the teacher do to help students be more self-directed? What can help students take some responsibility for their own procedures, classroom organization, and assignment completion?
	✓ How does the teacher lower affective barrier in the class, make the language learning tasks more enjoyable and <u>motivating</u>, and allow students with abilities in those areas to display those abilities and use them to enhance their language learning?

Key ELT Issue 6. <u>Authentic</u> Materials and Tasks

Pre-viewing questions	**While-viewing questions**
✓ What are the reasons for using <u>authentic</u> materials in the classroom? What are some examples of <u>authentic</u> materials? ✓ Can video and other multimedia materials fit into this category? ✓ What is an <u>authentic</u> task? How should these tasks relate	✓ What kinds of materials does the teacher use during the class? Which of them can be called <u>authentic</u>? ✓ How does the teacher use <u>authentic</u> materials/<u>realia</u>? What is the purpose for using them? Could the teacher conduct this lesson without them? What are the advantages and challenges of

to the age and proficiency level of students?

✓ What authentic materials/tasks do you usually/often/seldom/hardly ever use in your classrooms? Which of them do you find most interesting/enjoyable/useful in helping students learn the language?

✓ What should a teacher do for authentic materials to be effective?

✓ What are some things the teacher might do in subsequent lessons to build on each of these lessons, if the lessons are based on using authentic materials?

using them?

✓ What is the age and proficiency level of the students? What behaviors can tell you whether or not this activity is a good match for these students or that the students enjoy the activity? Is the realia appropriate for this level?

✓ How do the students react to the various materials? Which do they prefer? Why? If some of the materials you think are not quite appropriate for the students, how could you adapt them or modify activities to make them more appropriate?

✓ What is an authentic task? Are there any examples of such tasks in the teacher's lesson? Can you find any missed opportunities?

✓ What are some things the teacher might do in subsequent lessons to ensure the use of authentic materials and tasks?

Key ELT Issue 7. <u>Critical</u> and <u>Creative Thinking</u>	
Pre-viewing questions	**While-viewing questions**
✓ What do we usually mean by <u>critical</u>/<u>creative thinking</u>? ✓ Which topic in your curriculum or an upcoming lesson would you like to improve or enrich with <u>critical thinking</u> <u>skills</u> for your students? Give your reasons. ✓ Do you agree that teaching and learning techniques for critical thinking apply as well to language studies as they do to <u>content</u> areas such as <u>social studies</u> or science? Why or why not? ✓ What are <u>critical</u> and <u>creative thinking activities</u>? ✓ In what ways do these activities foster higher order thinking <u>skills</u>? ✓ What is the purpose of giving student groups different problems to address, instead of giving all the groups the same issue?	✓ What do we usually mean by <u>thinking critically</u>? What do we mean by <u>thinking creatively</u>? How are these two terms related? What language <u>skills</u> are involved in these activities? ✓ Can you find examples of how the teacher stimulates <u>creative</u> and <u>critical thinking</u> in the lesson? What aspects of the activities are <u>cognitive</u> or 'thinking' in nature/ <u>affective</u> or 'feeling' in nature/ strictly factual in nature? What percentage of the class time seems to be devoted to each? ✓ How do the students respond to these tasks or activities? In what ways do these activities foster higher order thinking <u>skills</u>? ✓ What are some strategies the teacher uses to reinforce <u>critical</u>/<u>creative thinking</u> using the language?

✓ How can a teacher <u>evaluate</u> and measure the effectiveness of using critical thinking activities?	✓ In what ways are the activities related or linked to each other? What is the sequence of activities the teacher uses in the class? Why do you think the teacher chose to do them in this sequence? What else might the teacher have done to ensure students employ <u>creative</u> and <u>critical thinking</u>? ✓ How can a teacher measure the effectiveness of using <u>critical thinking activities</u>? What would happen if the teacher gave all the students the same questions? If the teacher gave different questions to different students? If the teacher let students choose their own questions? What do you think would work well and why? ✓ What might you do differently in your own class? If you were this teacher, would you considered some or all of the activities a success? Why or why not?

Key ELT Issue 8. <u>Contextualizing</u> Language	

Pre-viewing questions	**While-viewing questions**
✓ How can the process of language learning in <u>context</u> be expressed? ✓ How is language constructed for real <u>communicative</u> purposes? ✓ What classroom learning experiences are more likely to lead to better learning <u>outcomes</u>? ✓ Do you think that a <u>contextualized approach</u> can foster a deeper level of use of the language, especially when the themes and topics are or high-interest and motivate students? Why or why not? ✓ What are the activities that the teacher uses in the classroom? Make your description as detailed as possible? ✓ How might the activities be <u>adapted</u> for different ages? Different topic areas?	✓ Is the new language presented in the <u>context</u> of a long reading, listening or video chunk of language? Is it <u>formal</u> or <u>informal</u> language? What are the advantages of presenting language in the "<u>context</u>" of a larger chunk of language? How does this help the students? What are the difficulties of approaching language teaching from this perspective? ✓ How does the teacher prepare the students for new language? How does she approach the new vocabulary? Would you do the same? If not, what would you do differently? ✓ Does the language presentation phase of the lesson reflect realistic <u>communicative</u> purposes? ✓ Do students continue to work with the language in <u>context</u> during the language

Different levels?	practice phase?
	✓ Do the activities reflect realistic <u>communicative purposes</u>?
	✓ What themes and topics in the class do the students enjoy? Does the teacher identify, or ask the students to help identify, some related or new themes or topics they want to learn about?
	✓ Do you agree with the assumption that students learn more easily and effectively through <u>contextualized</u> language practice and a focus on language within the <u>context</u>? Why or why not?

Section III. A Sample Lesson with a Question Section

LESSON 1

Marina Belousova, School # 57(40), Moscow, 3th grade, **Job**

Lesson Plan

Level: Beginners

Age: 8-9

Topic: Vocabulary – professions, means of transport. Grammar – Present Simple.

Aim: By the end of the lesson students will have revised the vocabulary learnt at previous lessons (professions, means of transports). Children will also learn new structure: how long does it take? – it takes… .

Materials: picture flashcards with professions and means of transport; prepared cards with the information about people; worksheets.

1. **Warm-up activity (5 min).** Finger story "Mr. Wiggle and Mr. Waggle" (Sources: "500 activities for the Primary Classroom" by Carol Read).
2. **Conducting an interview. (10 min)**
   a. Revision of the language: professions, places, transport. Whole class activity with flash cards.
   b. Revision of questions: What's your job? Where do you work?, How do you go to work?
   c. Interview: in pairs children decide who will be the interviewer and who the interviewee.
   d. Children get the cards with the information the interviewee is going to share.
   e. In pairs they come out to the center of the classroom and conduct the interview.
3. **Mingle activity. Class transport survey. (20 min)**
   (Source: www.english-4kids.com)

a. Teacher introduces the table and the new structure: "How long does it take? – It takes…"
b. Individual work: children complete the table for themselves.
c. Mingle activity: children mingle around the classroom and ask for the information from another four groupmates.
d. The teacher asks the class some questions about the information they found out.

4. Pair work. Word search. (10 min).

(Source: www.english-4kids.com)
  a. Children get word search exercise based on the vocabulary of the lesson and complete it in pairs.
  b. This is a "race" exercise. The first three pairs to complete it receive prizes.

5. Conclusion and homework. (2min)

-

PRE-VIEWING DISCUSSION

1. Read the information about the teacher and look through the lesson plan. In groups of three try to predict which Key ELT issues and questions (See Section II) can be observed and discussed in the lesson.
2. Check whether your predictions are right using Section I.
3. Divide into small groups /pairs. Each group will observe the class with a focus on one of the given Key ELT issues. Before watching the lesson decide which Key ELT issue you would like to focus on while analyzing the lesson. Read the questions provided below. The questions are aimed at facilitating your reflection on action.

VIEWING DISCUSSION

Watch the clip and be ready to discuss the following questions:

Key ELT Issue 1. Integrating Skills

Questions for guided reflection	Observation comments
✓ What is the main activity of the lesson? What are the topics of the activity and how are they determined? What skills and sub-skills are required to do the activity successfully? ✓ What language skills does the teacher focus attention on? Which of them are communicative (receptive/productive), cognitive? Does each of the skills get sufficient practice? If not, what would you advise? ✓ Make a flow-chart that shows in what order students work with the various skills. How are they connected with one another? Does the order flow naturally? If not, what would you advise to the teacher? ✓ In what ways do you think these activities are authentic? What language do the students use to communicate? Can they use the same language for real communicative purposes outside the classroom? ✓ How does the teacher evaluate student work in the activities? How would you evaluate student work in the activities?	

Key ELT Issue 3. Group- and Pair-work

Questions for guided reflection	Observation comments
✓ How many examples of group- and pair-work are there in this lesson? What is the purpose of using group work in each case? ✓ How does the teacher organize the pairs or groups? What is the seating arrangement? What are the advantages of doing it this way? Are there any disadvantages? If so, what? What would you advise the teacher do? ✓ Is there an example of a jigsaw activity or of an information gap activity? If not, how could the teacher modify one of the activities so that it becomes one of these types of activities? ✓ In what sequence do the activities occur, and why? What are the advantages of each of the different pair- and group-work activities? What are the disadvantages? What could you advise the teacher to do in order to limit the disadvantages? ✓ What kind of learning do you think takes place the students are in pairs or groups? ✓ What are the roles of students during each of the activities? What kinds of spontaneous communication take place between students? ✓ What kind of group management techniques do you notice? What kind of directions do the students give each other? Do you notice any examples of student self-corrections?	

✓ How does the teacher give the instructions and when? What kinds of adjustments or adaptations might be necessary? ✓ Does the teacher assess the students? If so, how? If not, what do you think the teacher does? How would you assess the students during this kind of activity? ✓ How might the students' performance influence the future lessons that the teacher plans for the classes?	

Key ELT Issue 4. Teacher-Student Interaction & Learner Feedback

Questions for guided reflection	Observation comments
✓ Teachers can interact with students by providing information, giving directions, taking part in an activity with students, giving feedback and by quietly observing. In this lesson, which kind of interaction happens the most? The least?	
✓ What atmosphere is in the classroom? What techniques does the teacher use to encourage the students and give them confidence, to create a comfortable atmosphere in which students accept mistakes as part of the learning process?	
✓ What kind of feedback can you observe – negative or positive, both? Do the students feel 'stupid' receiving the feedback? In general, are there times when a teacher should not be positive? Is there a time when it is desirable to avoid correcting errors?	
✓ What can you say about the relevance of the feedback to the task? Is feedback linguistic/ communicative or affective? Oral/written/non-verbal? Given immediately or delayed? Formative or summative?	
✓ Does the teacher distinguish between errors and mistakes? Are they grammar/vocabulary/pragmatic? Does the teacher determine the type of errors? If so, how does the feedback differ? Does the teacher try to understand why the error occurred? Why or why not? What would you advise to the teacher?	

✓ How is feedback examples distributed within the group? Who does the teacher give feedback to? What is the long term impact of this kind of feedback on the students' learning? Does it encourage encourage a trial-and-error process or discourage students? ✓ During the class are there any examples of peer feedback? How do the students respond to this kind of feedback (vs. that given by the teacher)? Does the teacher motivate students to self-correct, either individually or in groups? ✓ What are the advantages and disadvantages of using peer feedback? How do students support and correct each other?	

Glossary

Terms	Definitions
Accuracy	– the use of correct forms of grammar, vocabulary and pronunciation. In an accuracy activity, students typically give more attention to correctness.
Achievable	(target, goal, task) – an aim that is not too difficult for the learner to reach.
Acquisition	(language) – learning a language without studying it, just by hearing and/or reading and then using it.
Activities	– things that people do in order to achieve a particular aim.
Activity (group work)	– a group work activity in which different members of the group have different tasks related to the same topic. Students perform the tasks individually, then come back to the group to put the information or pieces together "jigsaw puzzle" style.
Adapt	(material) – to change a text, a task or any other material, so that it is suitable to use with a particular class.
Affective	– related to learner's feelings, attitude, values, and motivation.
Aim	– what the teacher tries to achieve in the lesson or course.
A subsidiary aim	– the secondary focus of the lesson, less important than the main aim.

Approach	– a method of doing something or dealing with a problem.
Approach (Functional)	– a way of teaching which uses a syllabus based on functions rather than on grammatical structures.
Approach (Lexical)	a way of analyzing language that is based on lexical items such as words, multi-word units, collocations and fixed expressions rather than grammatical structures. Some ELT books and materials organize their syllabuses around the Lexical Approach.
Approach (Structural)	– a way of teaching which uses a syllabus based on grammatical structures. The order that the language is presented is usually based on how difficult it is thought to be.
Approach (Communicative)	– a way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorizing a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all the time.
Assessment (Formative)	– a relatively informal assessment that takes place during the process of learning, as opposed to at the end. The purpose is to provide feedback, which helps the learning process.
Assessment (Summative)	– formal testing or evaluation at the end of a learning period to measure what a student has learned.
Assessment (Peer)	– learners evaluate each other's work, using pre-set guidelines.
Assessment (Self-assessment)	– a reflective process in which learners evaluate their own work based on pre-set criteria

Assessment (Continuous)	– a type of assessment which is different from a final examination. Some or all of the work that students do during a course is part of the final mark.
Assessment (Informal)	– assessment when a teacher decides whether a student is doing well or not,/ a course is successful or not, without a test or an official report or grade.
Authentic	– refers to tasks, activities, and materials used in "real" life by native speakers of a language for actual communicative needs. In a language classroom, they can be used in simulated situations.
Authentic materials	– materials used in the target culture for actual communicative needs. They should enable the learner to hear, read, and produce language as it is used in the target culture.
Authentic tasks	– tasks or activities that are used in the "real" world for actual communication needs. Teachers can have learners do authentic tasks for practice or for real world application.
Awareness	– a focus on aspects of language within a given context, paying attention to or noticing the language detail in a context
Awareness (Language)	– understanding the rules of how language works.
Awareness (to raise awareness)	– is to help students understand something that they may not already know. For example, if you teach learning strategies, it can raise students' awareness reflecting on how they learn.
Cognition	– mental processes, especially those used in learning, such as thinking,

	remembering, classifying, recognizing, synthesizing, etc.
Cognitive	– the mental processes involved in thinking, understanding or learning.
Collaborative Learning	– a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.
Communicate	– to exchange information or conversation with other people, using words, signs, writing etc. – the ability to communicate in a target language for meaningful purposes. Such an ability requires the use of language skills together in social interaction.
Communicative	– relating to the ability to communicate, especially in a foreign language.
Communicative activity	– a classroom activity in which students need to communicate to complete the activity.
Communicative competence	– the ability to communicate in a target language for meaningful purposes. Such ability requires the use of language skills together in social interaction.
Competence	– the ability and skill to do what is needed.
Comprehensible input	– language which can be generally understood by the learner but which contains linguistic items or grammatical patterns that are slightly above the learner's competence.
Conscious effort	– the effort that learners make deliberately, knowing and

	understanding the purpose for the action.
Content	– the ideas, facts, or opinions that are contained in a speech, piece of writing, film, program etc.
Context	– the situation in which language is used or presented in the classroom, the words or phrases before or after a word which help a student to understand that word.
Contextualize	– to put new language into a situation that shows what it means.
Cooperative Learning	– a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed.
Creative thinking	– new, alternative ways from the expected of looking at things that would be different.
Critical thinking	– the cognitive process of using reasoning skills to question and analyze the accuracy and /or worth of ideas, statements, new information, etc.
Deductive	– taking a known idea or theory and applying it to a situation.
Echo correct	– when a student makes a mistake, the teacher repeats the mistake with rising intonation so that students can correct themselves.
Error	– language production that is not correct. In applied linguistics research, it refers to patterns in production that shows incomplete or incorrect learning. A mistake that a learner makes when trying to say something above their level of

	language or language processing.
Evaluate	– to judge how good, useful, or successful something is (synonym assess).
Evaluation	– is when a teacher collects information about students' performance and abilities.
Feedback	– information which lets learners know how they are doing or whether their production is correct.
Feedback (to give)	– to tell students how well they are doing. This could be at a certain point in the course, or after an exercise that students have just completed.-to communicate to a speaker that you understand (or not) what they are saying.
Feedback (Formative)	– is used to check on learner progress during the period of learning, to determine what has been learned so far and what still needs work.
Feedback (Summative)	takes place at the end of a learning period to measure what has been achieved by the learners.
Feedback (Negative)	informs learners directly when their work is incorrect.
Feedback (Positive)	helps learners discover their own mistakes and self-correct. It avoids the use of negative wording.
Flow-chart	– a drawing that uses shapes and lines to show how the different stages in a process are connected to each other. (Synonym: Flow-diagram)
Fluency	– the use of connected speech at a natural speed without hesitation, repetition or self-correction. In a fluency activity, students typically give more attention to the communication of meaning, rather

	than correctness.
Impact	– the effect or influence that an event, situation etc has on someone or something.
Integrating skills	– language skills (reading, writing, speaking, etc.) used together for communication.
Intellect	– the ability to understand things and to think intelligently.
Intellectual	– relating to the ability to understand things and think intelligently.
Intelligence	– the ability to learn, understand, and think about things, a high level of this ability.
Intelligence (Linguistic)	– the ability to read, write and communicate with words. Authors, journalists, poets, orators and comedians are obvious examples of people with linguistic intelligence.
Intelligence (Logical-Mathematical)	– the ability to reason and calculate, to think things through in a logical, systematic manner. These are the kinds of skills highly developed in engineers, scientists, economists, accountants, detectives and members of the legal profession.
Intelligence (Visual-Spatial)	– the ability to think in pictures, visualize a future result. To imagine things in your mind's eye. Architects, sculptors, sailors, photographers and strategic planners. You use it when you have a sense of direction, when you navigate or draw.
Intelligence (Musical)	– the ability to make or compose music, to sing well, or understand and appreciate music. To keep rhythm. It's a talent obviously enjoyed by musicians, composers, and recording engineers

Intelligence (Bodily-Kinesthetic)	– the ability to use your body skillfully to solve problems, create products or present ideas and emotions. An ability obviously displayed for athletic pursuits, dancing, acting, artistically, or in building and construction.
Intelligence (Interpersonal (Social)	– the ability to work effectively with others, to relate to other people, and display empathy and understanding, to notice their motivations and goals. This is a vital human intelligence displayed by good teachers, facilitators, therapists, politicians, religious leaders and sales people.
Intelligence (Intrapersonal)	– the ability for self-analysis and reflection–to be able to quietly contemplate and assess one's accomplishments, to review one's behavior and innermost feelings, to make plans and set goals, the capacity to know oneself. Philosophers, counselors, and many peak performers in all fields of endeavor have this form of intelligence.
Intelligence (Naturalist)	– the ability to recognize flora and fauna, to make other consequential distinctions in the natural world and to use this ability productively–for example in hunting, farming, or biological science. Farmers, botanists, conservationists, biologists, environmentalists would all display aspects of the intelligence.
Interaction	– a 'two-way communication'.
Interactive strategies	– the means used, especially in speaking, to keep people involved and interested in what is said, e.g. eye contact, use of gestures, functions such as repeating, asking for

	clarification.
Language (Formal Language/Register)	– register or language used in serious or important situations, e.g. in a job application
Informal (Informal Language/Register)	– register or language used in relaxed or friendly situations, e.g. with family or friends.
Language proficiency	– a learner's overall competence in a language.
Language skills	– primary language skills: reading, writing, listening, and speaking.
Language skills (Productive skills)	– the primary skills of speaking and writing.
Language skills (Receptive skills)	– the primary skills of listening and reading
Learning (Deductive)	– is an approach to learning in which students are first taught the rules and given all the information they need about the language. Then they use these rules in language activities.
Learning (Inductive)	– is an approach to learning in which students are not first taught the rules of grammar. They work out the rules for themselves by using the language.
Learning strategies	– the techniques which a student consciously uses when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.
Learning style	– the way in which an individual learner naturally prefers to learn something.
Metacognition	– global understanding of thinking or mental processes that enables learners to recognize, monitor, and organize those processes in themselves. Also called "global strategies".

Mingle	– an activity which involves students walking round the classroom talking to other students.
Mistake	– incorrect language production. In research, as opposed to the specialized meaning of "error", a mistake is the result of inattention or carelessness, rather than incomplete learning.
Motivate	– to make someone want to do or achieve something and be willing to work harder in order to do so.(antonym: **Demotivate** – to make someone lose motivation).
Motivation	– psychological factors that determine how much effort learners are willing to apply to accomplish or learn something, the thoughts and feelings which make us want to do something and help us continue doing it.
Open pairs	– In open pairs, one pair does a pairwork activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy.
Outcome	– the final result.
Peer reinforcement	Is a type of feedback from friends or other students in the class that supports positive behavior and/or learning.
Performance	– the act of doing a piece of work, duty etc
Problem solving	– a kind of students' work in pairs or groups to find the solution to a problem. Problem-solving activities usually help to develop fluency.
Proficient	– very good at something because of training and practice, e.g. speaking

	English.
Proficiency level	– the level of a learner's language ability. How much language the learner knows and can use
Project work	– an activity which focuses on completing a task on a specific topic. Students often work in groups to create something , such as a class magazine. Students sometimes have to do some work by themselves, sometimes outside the classroom.
Purpose	– the purpose of something is what it is intended to achieve (synonym aim).
Realia	– real objects such as menus, timetables and leaflets that can easily be brought into the classroom for a range of purposes.
Register	– the formality or informality of the language used in a particular situation. Formal register or language is used in serious or important situations, e.g. in a job application. Informal register or language is used in relaxed or friendly situations, e.g. with family or friends.
Relevance	– directly relating to the subject or problem being discussed or considered.
Retention	– the ability to keep something in your memory
Role-play	– classroom activity in which students are given roles to act out in a given situation.
Self-correction	– when students are able to correct language mistakes they have made, when asked without help from the teacher or other students.
Skill	– a special ability that you need to learn in order to do a particular job or

	activity, an ability to do something well, especially because you have learned and practiced it.
	Social skills – ability to deal with people easily.
	Study skills – skills that help you study efficiently and be successful in school.
	Communicative skills (communication skills) – the way people express themselves so that other people will understand.
	Skill, subskill – the four language skills are listening, speaking, reading and writing. Each skill can be divided into smaller subskills that are all part of the main skill, e.g. identifying text organization (reading); identifying word stress (listening).
	Sub-skills are such as pronunciation, vocabulary use, spelling, etc. that contribute to success with the primary skills.
	Develop skills is to teach students how to do activities like listening, and help them to understand how to listen.
Social studies	– **Social studies** – the study of people in society.
Stimulus	– **Social studies** – something that helps a process to develop more quickly or more strongly.
Target language culture	– **Target language culture** – the traditions and culture of the country whose language is being studied.

Task	– **Task** – an activity which students complete which has a definite result. For example problem-solving activities or information-gap activities.
Task-based Learning (TBL)	– **Task-based Learning (TBL)** – a way of teaching in which the teacher gives students meaningful tasks to do. The teacher may ask students to think about the language they have used to do the tasks, but the main focus for students is on the task itself.
Teaching strategy	– **Teaching strategy** – the procedure or approach used by a teacher in the classroom, e.g. a teacher may choose to give thinking time to students before they speak.
Trial and error	– **Trial and error** is learning by trying new or different language, taking risks, and learning from errors or mistakes.