

**Структуриран обучителен курс “Английски език и методология на 21 век” по Програма Еразъм + 1-12 август 2016 г**.

**PPP**- The PPP method could be characterized as a common-sense approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with.

The first stage is the presentation of an aspect of language in a context that students are familiar with, much the same way that a swimming instructor would demonstrate a stroke outside the pool to beginners.

The second stage is practice, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. To continue with the analogy, the swimming instructor allowing the children to rehearse the stroke in the pool whilst being close enough to give any support required and plenty of encouragement.

The final stage is production where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his

**TBL-** task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLT

especially popular for developing target language fluency and student confidence. As such TBLT can be considered a branch of communicative language teaching (CLT).

TBLT was popularized by N. Prabhu while working in Bangalore, India. Prabhu noticed that his students could learn language just as easily with a non-linguistic problem as when they were concentrating on linguistic questions. Major scholars who have done research in this area include Teresa P. Pica and Michael Long.

<https://youtu.be/T5b9gHSPiB8>

**TPR**- Total physical response (TPR) is a language teaching method developed by James Asher, a professor emeritus of psychology at San José State University. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions.

The method is an example of the comprehension approach to language teaching. The listening and responding (with actions) serves two purposes: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs.

Asher developed TPR as a result of his experiences observing young children learning their first language. He noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. Asher made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

Total physical response is often used alongside other methods and techniques. It is popular with beginners and with young learners, although it can be used with students of all levels and all age groups.

<https://youtu.be/1Mk6RRf4kKs>

**CLIL-** Content and language integrated learning (CLIL) is a term created in 1994 by David Marsh as a methodology similar to but distinct from language immersion and content-based instruction. It is an approach for learning content through an additional language (foreign or second), thus teaching both the subject and the language. The idea of its proponents was to create an "umbrella term" which encompasses different forms of using language as the medium of instruction.

CLIL is fundamentally based on methodological principles established by research on "language immersion". This kind of approach has been identified as very important by the European Commission because: "It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings." This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and helping children develop a positive attitude towards themselves as language learners.

The European Commission has therefore decided to promote the training of teachers to "...enhancing the language competences in general, in order to promote the teaching of non-linguistic subjects in foreign languages".

ICQ( instruction checking question) и CCQ( concept checking questions)

**Text attack reading**- to ensure that the texts that we use are fully exploited and students develop a text-attack toolkit which they can use outside the classroom.

Try the following activities:

1. Read the text below quickly (ignore any new words at the moment).

How many examples of genre can you find in 10 seconds?

We are constantly bombarded by written information which we process at some level, from a vroomy glance at the adverts as we walk down the street to a quoogh examination of the reports we receive at work. Each time you check a train timetable, sbokily look at a menu or gawd through the newspaper your brain is making decisions about how to read it based on the text type and why you are reading it. For example, when we finally have time to pick up that novel we’ve been wanting to read since Christmas, we’ll read it carefully so as to follow the developments of the plot. But if I need to find out how to change the date on my DVD player I won’t read the manual from cover to cover, I’ll use the index to find the best page.

2. Identify any vocabulary you don’t know (this has been invented for you!)

Can you find any clues in the surrounding text to suggest what it might mean?

For example: vroomy is an adjective. It refers to glance, which I know is about looking. In this case, I’m looking at adverts in the street. How do I do that? Quickly? Without concentration?

3. Underline the three things that we consider when we read.

What implication does this have for classroom practice?

Rationale:

Speed ReadingThe first activity focuses on scanning, or reading a text in order to find specific information. This can be a fun activity to use with texts that are rich in names or numbers, and it accurately reflects how we process certain genres, like timetables or information sheets. If you have an interactive whiteboard, you could display the text, line students up in 2 teams, and have them race to hit or circle the name or number that you call out. Technology also provides engaging ways to practice skimming (reading quickly in order to understand the main idea of a text). For example, you can bring the screen cover down over the projected text so students have to read quickly, or use a PowerPoint animation to make the text appear and disappear at an appropriate speed.

The second task is designed to help students work out meaning from context. Learners benefit from being shown how to do this with an example on the board, with the teacher highlighting important references and eliciting potential interpretations. It can be helpful to use a word which is clearly nonsense or even just a blank space, as students are more likely to be curious and less likely to focus on the fact that they don’t understand. Importantly, they should be reassured that it isn’t necessary to guess exactly the right word. Rather, they should try to grasp the concept and all feasible suggestions should be welcomed. Unlike pre-teaching, this approach can be easily applied to texts that students meet outside the classroom.

Hopefully you came up with ideas similar to subconscious, thorough, cursorily, and flick!

In the final stage, you were asked to look at the paragraph as a whole and, importantly, to consider its implications. When we read, we consider what it is, why we’re reading it, and how we should read it. When we plan reading lessons, we should put ourselves in the students’ shoes and ask these questions in order to devise effective activities that develop appropriate reading skills. This means that the framework of a traditional receptive skills lesson probably won’t be appropriate for all texts, and the teacher needs to tailor the lesson shape accordingly. However, it should involve time for students to reflect and relate what they’ve read to their world, their opinions, and their original reason for reading. It’s the equivalent of you reading this blog post and then deciding whether or not it will affect your teaching practice.

Some people may argue that this idea promotes an overly atomistic view of reading and that, with practice, students will naturally transfer and develop effective reading skills. However, in many contexts learners have limited exposure to the L2 and benefit from being made aware of the tools that they can use to process written information. As teachers, our job is to provide these tools and explain how to use them. Students can then decide whether and when to use them outside the classroom.

Reading for gist is conventionally associated with the idea of skimming, which, in turn, is typically mentioned in association with scanning. In An A-Z of ELT these terms are defined like this:

 skimming (skim-reading, reading for gist): rapidly reading a text in order to get the gist, or the main ideas or sense of a text. For example, a reader might skim a film review in order to see if the reviewer liked the film or not.

scanning: reading a text in search of specific information, and ignoring everything else, such as when consulting a bus timetable for a particular time and destination.

Setting skimming and scanning tasks in the language classroom rose to prominence with the advent of the communicative approach, and its promotion of the use of authentic texts. Authentic texts were considered to be more in tune with a functional (i.e. non-structural) view of language, and lent themselves to a task cycle in which different skills were integrated in order to achieve a communicative outcome. Arguably, the only way to deal with such texts – especially at lower levels – was to skim and scan them. “You don’t have to read every word!” the long-suffering students were exhorted.

Very quickly, skimming/scanning became an end in itself, and teachers were misled into thinking that, by having students skim or scan texts, they were developing the skill of reading. How often do you see this expressed as an aim in examined lessons: “To develop the sub-skill of skimming a text for its gist…”

This overlooks two basic facts: (a) most students already know how to skim/scan texts in their L1, and will transfer these skills to their L2, when faced with texts whose purpose precludes a closer reading; and (b) the skimming and scanning of texts (in the absence of a more intensive reading) is a characteristic, not of good readers, but of poor ones.

Of course, it’s true that students, faced with a text in class, tend to ‘park’ their L1 reading skills, assuming that the text is a linguistic object, rather than a communicative one, and adopt a one-word-at-a-time strategy. Setting gist tasks, initially, is one way of discouraging this tendency. Giving students a time-limit to identify what the text is about, who wrote it, to whom, and why, seems an excellent way of ‘peeling off the first layer of the onion’, as it were. But this is less a skill-teaching strategy than a text-attack one. And, unless it is followed up by a more detailed reading, including some kind of focus on the linguistic features of the text (e.g. its lexical, grammatical, or discourse features), it would seem to be a singular waste of time and resources.

It’s also true that L1 reading skills don’t transfer automatically to the L1 if the text is beyond the learners’ present linguistic competence – particularly if it contains a relatively high proportion of unfamiliar words. This is what is sometimes known as the ‘threshold effect’. As Catherine Wallace (2001, p. 22) puts it,

L2 readers need a minimum threshold level of general L2 language competence before they can generalise their L1 reading abilities into L2. Where proficient L2 learners are good readers in their L1, the consensus view (based on a wide range of research studies and teachers’ observation) is that reading abilities can, indeed, be generalised across languages even in the case of differing scripts.

This would suggest that, in order to optimise skill transfer, the teacher should either pre-teach the unfamiliar vocabulary, or choose (or create) texts whose lexis is within the students’ present competence. Researchers suggest that familiarity with 95% or more of the words in a text is the cut-off point. (The Vocab Profile tool on the Compleat Lexical Tutor website allows a highly useful test – based on word frequency data – of a text’s readability).

But pre-teaching vocabulary or using graded texts is not ‘teaching reading’. It is simply allowing learners to transfer existing skills into their L2 reading. Why do it, then? Because texts are a useful springboard into other activities, including speaking and writing, as well as offering the opportunity for a more detailed analysis of the text’s grammatical or discourse features. Failure to exploit texts in these ways, by simply skimming or scanning them, teaches nobody nothing.

**Games:**

“dragons and rabbits”

“zip, zap, zop”

Group Abilities - All Abilities

Icebreaker Purpose - Energy Boost

Preparation - none

Materials - stop watch

Time - 5 to 10 minutes

The goal of this game to pass an imaginary relay baton(щафета) around the group for as long as possible without letting it drop. To make things difficult, the relay baton can only be passed using the instructions "Zip", "Zap" or "Zop".

Zip = pass the relay baton in the same direction of travel.

Zap = change the direction of travel of the relay baton.

Zop = jump the relay baton to anybody by keeping eye contact.

The group stands in a circle and the relay baton is passed around using the "Zip", "Zap" or "Zop" instructions. Failing to do so, and the relay baton would fall. The stop watch would start from zero, and so on....

Passing the relay baton must be with lots of body movement and hand gestures.

Obviously the relay baton could travel indefinitely if each person only said "Zip", however that would be no fun! To prevent this, the facilitator must join in and use the trickier "Zap" and "Zop" instructions to mix things up and keep energy levels buzzing.