Stjepan Kralj:

PRAKTIČAN PRIMJER OBRADE DIJALOGA U NASTAVI ENGLESKOG JEZIKA*

Uvodne napomene

Demonstracija predavanja održana je 16. 4. 1973. na stručnom aktivu nastavnika engleskog jezika u Karlovcu, s ciljem da nastavnici vide praktični postupak pri obradi dijaloga u nastavi engleskog jezika u osnovnoj školi.

Rad se u razredu odvijao u nekoliko faza prema priloženoj pripremi.

Nastavna sredstva i pomagala: crtež, magnetofon, flanelograf, kartice.

Developing dialogues. Demonstration class: VIII.

STEP 1: A) *Introduction*

Prije najave cilja s učenicima se vodi razgovor koji se uklapa u vokabular i situacije iz udžbenika:

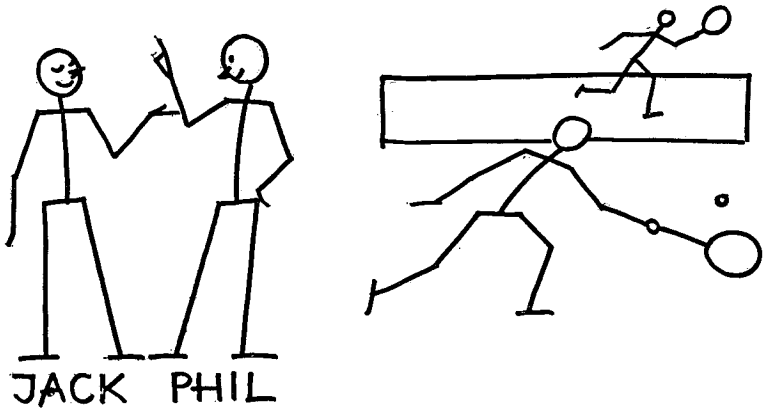
I. *Conversation:*

a) 1. Has Marko got a hobby?
2. What's his main hobby?
3. Is he interested in sport?
4. What's his favourite sport?

b) 1. Have you got a hobby?
2. What's your main hobby?
3. Are you interested in sport?
4. Tell me, what's your favourite sport?

AURAL/ORAL PROCEDURE

STEP 2: *II Introducing Phil and Jack* (drawings: stick figures)



* Priprema za ogledno predavanje u VIII razredu.

Cilj je najavljen pomoću crteža istaknutog na ploči. Vodi se razgovor o onome što učenici vide na crtežu.

1. WHAT can you see in this picture?
2. WHO is the boy on the left?
3. WHO is the boy on the right?
4. WHAT are their names?
5. ARE the boys in a classroom?
6. WHERE are they?
7. ARE they playing?
8. WHAT are they doing?
9. WHAT are they talking about?

Naslov se može napisati na ploči ili pomoću pripremljene kartice istaknuti na flanelografu, prezentirati pomoću grafoskopa i sl.

STEP 3: B) *Listening* (tape-recorder)

SPORTS

Dialogue 14:

Phil: Tell me, what's your favourite sport?

Jack: Hmmm... it's hard to say.
I like golf a lot — but I guess I like tennis better.

Phil: Do you play much tennis?

Jack: Yes, quite a bit. How about a game sometime?

Phil: Sorry. I'm strictly a spectator — football, baseball, basketball, golf... I watch them all.

Učenici slušaju dijalog, koji je zbog lakšeg manipuliranja snimljen na magnetofonskoj vrpci.

STEP 4: C) *Introducing the dialogue,* III. *Choral repetition drill*

Učenici ponavljaju dijalog »line by line«. Snimljen je na magnetofonskoj traci s pauzama kako bi učenici bili u mogućnosti da ponove svaku rečenicu, odnosno sadržajnu cjelinu.

STEP 5: D) *Explanation of new words and phrases* (flannelboard)

I guess — I think (that)

quite a bit — a lot

How about a game sometime? — Would you like to play sometime?

a spectator — one who looks on at a match (one who watches football, tennis, golf, etc.)

Objašnjenje novih riječi i fraza može se dati pomoću pripremljenih kartica na flanelografu ili se može napisati na ploči, grafoskopskoj foliji i sl.

STEP 6: E) *A short pattern drill on the dialogue* (flannelboard). IV. *Substitution drill and question and answer drill*

Q. Say, what's	your favourite	sport?
	(his)	book
	(her)	subject
	(their)	hobby
		game

A. Hmmm... it's hard to say.
I like golf a lot — but I guess I like tennis better.
think

»The Adventures of Tom Sawyer« — »Oliver Twist«
physics — English
stamp collecting — taking photographs
cricket — football

Q. Do you play much (they) tennis? football baseball handball basketball cricket rugby golf

A. Yes, quite a bit. a lot.

How about a game sometime?
Would you like to play sometime?

STATEMENT: Sorry. I'm strictly a spectator.

I watch football baseball basketball golf them all.

Vježba se provodi pomoću kartica na flanelografu, a moguće je primijeniti sličan postupak i na ploči ili, još efikasnije, upotrebom grafoskopa.

STEP 7: F) *Memorization.* V. *Re-Listening* (tape-recorder). VI. *Presenting the written form of the dialogue* (flannelboard)

Učenici ponovno slušaju dijalog. Zatim se prezentira tekst dijaloga, što se može izvesti na više načina:

1. pomoću pripremljenih kartica na flanelografu
2. upotrebom unaprijed pripremljenih grafoskopskih folija
3. ispisivanjem grafoskopskih folija za vrijeme prezentiranja
4. pisanjem na ploči za vrijeme prezentiranja
5. unaprijed napisanim tekstom na ploči koji učenici ne vide, a pokazuje im se u fazi memoriranja.

POSTUPAK: Ad 1) Svaka riječ ili fraza nalazi se na posebnoj kartici. One se slažu na flanelograf slijeva nadesno i učenici usporedo čitaju, povezujući riječi u misaonu cjelinu, npr.

Say,
Say, what's,
Say, what's your
Say, what's your favourite
Say, what's your favourite sport?
Say, what's

Ad 2—5) Svi ti načini prezentiranja teksta pružaju mogućnost za lako usvajanje pisanog teksta, a stvar je nastavnika da odabere onaj kojim će najlakše dostići postavljeni cilj.

STEP 8: G) *Flannelboard practice.* VII. *Removing the words and phrases from the right-hand side of the flannelboard, line by line*

Kad smo prezentirali cijeli tekst, slijedeći postupak obratan je od onog primijenjenog u prethodnoj fazi. Kartice s riječima i frazama skidaju se s flanelografa zdesna nalijevo, a učenicima se daje mogućnost da nekoliko puta svaku misaonu cjelinu ponove po sjećanju. Ovdje zapamćivanje dostiže najviši stupanj.

POSTUPAK: Ad 1)

Say,	what's	your	favourite	sport?
Say,	what's	your	favourite	—
Say,	what's	your	—	—
Say,	what's	—	—	—
Say,	—	—	—	—
—	—	—	—	—

Ad 2—5)

Isti postupak može se primijeniti na tekstu koji je prezentiran na neki drugi, prije spomenut način.

Međutim, neki metodičari smatraju da je bolje da se »brišu« u tekstu samo pojedine riječi i fraze (npr. imenice, glagoli, prijedlozi i sl.), što i slabijim učenicima olakšava postupak usvajanja dijaloga.

STEP 9: H) *Oral practice.* VIII. *Repeating the words and phrases one at a time from the right-hand side of each line.* IX. *Mixed choral and individual repetition.*

Ova faza može se tretirati kao dodatak prethodnoj i provoditi ako primijetimo da u razredu ima učenika koji nisu potpuno usvojili dijalog.

Vježba se provodi na taj način da se riječi i fraze ponavljaju zdesna nalijevo (vidi: STEP 8) oralno »line by line« dok se ne dobije misaona cjelina.

Ponavljanje se može provoditi s cijelim razredom, grupno, individualno ili kombinirano.

STEP 10: I) *Teacher* vs. *student performance*

STEP 11: J) *Student* vs. *student performance*

U završnom dijelu sata provjerava se stupanj usvojenosti dijaloga na taj način da nastavnik uzme jednu ulogu, a učenik drugu pa »odglume« obrađenu situaciju.

Zatim to isto još nekoliko puta učine učenici i cilj je postignut.

STEP 12: K) *The students may be asked to compose the dialogue on the flannelboard (or blackboard) and take a copy of it for learning at home.*

Ako se sat odvijao normalno i bez nepredviđenih teškoća, preostalo je još dovoljno vremena da se učenicima zada da po sjećanju napišu na ploči tekst dijaloga (autodiktat) i da ga prepišu u svoje bilježnice za samostalno učenje kod kuće. To se može izvesti tako da svaku misaonu cjelinu napiše drugi učenik. Slučajne pogreške koje se mogu pojaviti pri pisanju na ploči ispravljaju sami učenici.

APPENDIX[1]

MULTIPLE — EXCHANGE DRILLS

VERSION 1: *Movies*

A. Say, what's your favourite film?

B. Hmmm... it's hard to say.
I like »HONDO« a lot — but I guess I like »THE ADVENTURES OF TOM SAWYER« better.

A. Do you like going to the cinema?

B. Yes, quite a bit. How about going to the cinema tonight?

A. Sorry. I have an English class at 6 o'clock.

VERSION 2: *Books*

A. Say, what's your favourite book?

B. Hmmm... it's hard to say.
I like »THE ADVENTURES OF TOM SAWYER« a lot — but I guess I like »OLIVER TWIST« better.

A. Do you like to read interesting books?

B. Yes, quite a bit. How about going to the library this afternoon?

A. Sorry. I'll have to visit my friend Milly. She's in hospital.

VERSION 3: *Hobbies*

A. Say, what's your favourite hobby?

B. Hmmm... it's hard to say.
I like taking photographs a lot — but I guess I like collecting stamps better.

A. So do I. By the way, would you like to swap some?

B. Yes. I'd love to. Come to my home tomorrow and I'll show you my collection.

A. All right, I'll come.

B. Oh, it's already supper time. I must go home. See you tomorrow.

A. So long.

Transformation Drill and Simulated-conversation Drill

TYPE 1: *Movies*

A. ....., ... film?

B. ....

.... »HONDO« .... — ....

.... »GUNSMOKE« .....

A. .... like going to the cinema?

B. ....., ...
going to the cinema tonight?

A. ..... I have an English class at 6 o'clock.

[1] U dodatku su dani primjeri za razvijanje novih govornih situacija nakon obrade osnovnog dijaloga. To se također može provoditi na niz načina. Nastavnici engleskog i njemačkog jezika karlovačke regije duguju zahvalnost drugarici Oktaviji Gerčan, savjetniku za strane jezike, Zavoda za unapređivanje osnovnog obrazovanja u Zagrebu, koja im je na stručnom aktivu prikazala još neke mogućnosti razvijanja dijaloga, a nisu spomenute u ovom prilogu, i preporučila literaturu u kojoj će naći sva daljnja obavještenja.

TYPE 2: *Books*

A. ....., ... book?

B. ....
.... »THE ADVENTURES OF TOM SAWYER« .....
— .... »OLIVER TWIST«
.....

A. .... like to read interesting books?

B. ....., ...
going to the library this afternoon?

A. ..... I'll have to visit my friend Milly. She's in hospital.

TYPE 3: *Hobbies*

A. ....., ... hobby?

B. ....
.... taking photographs .... — ....
.... collecting stamps .....

A. So do I. By the way, would you like to swap some?

B. Yes. I'd love to. Come to my home tomorrow and I'll show you my collection.

A. All right, I'll come.

B. Oh, it's already supper time. I must go home. See you tomorrow.

A. So long.

HOMEWORK: The students may be asked to copy the framework and fill in the blanks to complete the dialogue as homework.

Chain Dialogue Drill

A. Say, what's your favourite book?

B. Hmmm... it's hard to say.
I like »THE ADVENTURES OF TOM SAWYER« a lot — but I guess I like »OLIVER TWIST« better.

A. Do you like to read interesting books?

B. Yes, quite a bit. How about going to the library this afternoon?

A. Sorry. I'll have to visit my friend Milly. She's in hospital...
(to develop the new dialogue situation one of the previously taught dialogues may be selected and the drill continues)
...By the way, did you hear about Milly?

B. No. What about her?

A. She had such a bad case of the flu that they had to take her to the hospital.

B. Oh, I'm sorry to hear that!

LITERATURA

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