

đeni izričaj; zatim obrnuto, da učenik dade moguću prvu rečenicu, kad je zadana druga; izvještavanje o nečemu što su učenici radili ili čuli; proširivanje dijaloga dodavanjem raznih rečenica koje su možda prethodile zadanom dijalogu ili ga slijedile.

Pismene aktivnosti mogu uključivati: dovršavanje dijaloga kad su riječi ispuštene nasumce ili na kraju svake rečenice; dovršavanje dijaloga kad su ispuštene čitave rečenice; pripremanje minidijaloga na temelju pažljivo prikazane situacije, krećući se oko jedne ili više funkcija; pripremanje više-funkcionalnih kratkih dijaloga temeljenih na nekoj rečenici koja služi kao poticaj ili na nekom šlagvortu; parafraziranje minidijaloga; to znači upotreba rečenica koje izražavaju istu komunikativnu funkciju ali različitim riječima i strukturama.

Parafraziranje — to znači upotreba alternativnih rečenica — bitno je ako želimo da učenici odmaknu dalje od granice udžbenika i shvate da se dijalozi neće nikad pojaviti na potpuno isti način kao u razgovoru s govornikom kojem je to materinski jezik. Način na koji pojedini govornik upotrebljava jezik rezultat je njegovih iskustava, njegova vidokruga i njegove ličnosti.

U isto vrijeme, moramo pomoći učenicima da spoznaju kako komunikacijske funkcije koje bi željeli izraziti moraju imati odgovarajuće izraze u svim jezicima koje uče, jer svi ljudi dijele univerzalne potrebe. Pojmovi već postoje, mi ih samo osposobljujemo da ih zaogrnu različitim riječima. Zbog toga, a i zbog drugih razloga spomenutih u ovom članku, funkcionalno-pojmovni plan obećava da će postati suvisli, logični instrument koji bi trebalo da osigura autentičnu komunikaciju od prvog dana poduke.

Prevela

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A TECHNIQUE FOR EXPLOITING AUTHENTIC MATERIAL*

Introduction

Modern developments in our knowledge of language and language learning demand of the teacher an extensive re-appraisal of the teaching materials and methods used in the classroom.

Sociolinguistic research has shown us that communication is a highly complex and sensitive process. In considering the total meaning of a sample of discourse, such as a conversation between two people, we must take into account not simply the words used and the syntactic structures that combine them, but many contextual factors as well: the relationship between the

* Na zahtjev autora članak nije preveden već mu je dodan sažetak na hrvatskom ili srpskom jeziku.

speakers (ages, roles, degree of intimacy or formality), the pre-supposed knowledge that exists between them, both about the topic and about each other, paralinguistic features (pointing, pausing, intonation, facial expression), where and why the conversation takes place, whether this is the first conversation on this topic or the continuation of a previous meeting, whether it is official or social, whether it has a definite purpose, such as obtaining information, or is simply a friendly chat. All these and many other factors will affect the language content and the structure of the conversation.

The typical language teaching text, however, artificially created in vacuo to illustrate a particular structure or function, cannot reflect these contextual features: syntax and vocabulary are the only clues to the meaning here. Thus, if we are to make our students aware of the complexity of language in use, and teach them how to cope with and exploit it, we are impelled, in effect, to discard the comfortable security of the custom-made text and use authentic texts to the fullest extent in our teaching materials.

But making our teaching more sensitive to the complexity of real communication is not simply a matter of using authentic texts instead of artificially created samples; we must also consider what we do with the text. If we accept the fact that comprehension is not just a question of knowing words and syntax, then the exercises we expect students to do must take account of this.

Furthermore, there have been developments in our knowledge of the learning process which also affect the matter of how we exploit a text. The belief that simple repetition drills guarantee learning has now generally been discarded, but, what is of more importance for language learning, is the realisation that even if a student does manage to memorise terms, expressions or structures it does not mean that he will be able to use them to fulfil a communicative purpose when the need arises. The language learner, in other words, must be given the chance to *use* the language, not simply to absorb it and repeat it on demand. This calls for the use of such techniques as simulations, role-play, group work and projects.

However, it is one thing to recognise the need for change; putting it into practice is quite another. Teachers are too often the victims of 'destructive re-education': they are given all the theory, which reveals the inadequacy of their present teaching, but the practical techniques for implementing the new ideas are left to follow somehow of their own accord. The teacher, therefore, either has to continue in the old way, despite its recognised deficiencies, or make unguided attempts at using the new ideas. The latter course frequently leads to disappointment: the very complexity of an authentic text can be discouraging; group-work and simulations, unless *they are well-structured and have a clear purpose*, can be frustratingly vague and ineffective. At the same time, the experienced teacher will feel the need to ensure that the basic mechanics of the language (grammar, lexis, pronunciation, writing skills etc) are thoroughly and effectively taught. He may wonder where in all this communicating the teaching of these essential skills can be fitted in.

In this paper I wish to tackle the practical problem of working out the relationship between these various aspects of language teaching. The model I shall present does not claim to solve all the difficulties that will arise in

implementing the ideas described, but I hope to give an acceptable answer to the question: How can a sample of authentic text be effectively exploited to produce a coherent teaching unit that both ensures adequate learning of important language skills and gives the students the opportunity to use these skills in a communicative situation? Hopefully, the recipe offered will dispel some of the confusion caused by the flood of recent ideas in language teaching, and will encourage more teachers to find and use authentic texts — whether written, oral or audio-visual — in their own classrooms.

The Model

The model has three phases, each of which is linked both thematically and structurally to the others. Briefly, the function of each phase is as follows:

- A. INPUT: the students gather information about a theme from one or more input sources.
- B. LANGUAGE FOCUS: learning and practising certain language skills that are used for conveying this kind of information.
- C. USE: the students carry out a realistic task which requires them to convey similar information.

When planning the unit, the order of procedure is ACB: First establish what the input text is about and decide which aspect of it to focus on (A). Then work out a realistic task for the students to perform within this chosen theme (C). Lastly, analyse what skills will be needed to carry out this task (B).

It is extremely important that the focus and structure of the unit is clearly fixed in this way right from the start. The focus of Phase A establishes the basic theme for the task in Phase C, and this task determines which language skills need to be practised in Phase B. The coherence of the whole unit depends on getting the relationship between the various phases clearly defined in this way before the detailed content of each of the phases is worked out.

If we look now at a sample teaching unit, we can see how this initial planning stage and the subsequent detailed planning of each phase works in practice.

'A Place of Your Own'

This unit of approximately 6 lessons was prepared at the Obrazovni centar za jezike for use in the last year of the final stage. The input material is a tape-recording, lasting 12 minutes, produced by Mišo Andus, Obrazovni program — Radio Zagreb. The unit itself was prepared and tried out by Eva Bakran, Tom Hutchinson and Đurđica Poljak.

Initial Planning

The tape we wished to use was of a conversation between two students (Alan and Peter) about their present and previous accommodation in the city of Nottingham. Like all natural conversations the text is fairly complex,

in that the topic is not constant. The speakers go off on to 'asides' and then return to the main theme: e. g. Peter's recent trip around Europe is discussed. But the main theme of the talk is clearly student accommodation, so this was taken as an appropriate focus for phase A of the unit.

The next job was to fix the final task (Phase C) working within this general theme. A realistic situation in which people would talk about accommodation in an English environment is the accommodation agency. So the final task was fixed as a simulation in which the students go to an agency to find somewhere to live. Deciding on Phase B was now a fairly simple task of working out what language skills the students would need in order to do this simulation. Two areas were chosen: — the lexis of accommodation and the functions of obtaining and giving information in a semi-official context.

The overall pattern of the unit that emerged from the initial planning stage was, therefore:

- A: Gathering information from the tape about the accommodation of the two students.
- B: Learning and practising the lexis and structures needed for the transfer of information about accommodation in an agency setting.
- C: Simulations in which students play the roles of agents, tenants and landlords engaged in the business of letting and finding accommodation.

Micro-planning

Phase A: This is essentially a note-taking exercise, which consists of seven sequential steps.

1) *Introduction*

This provides the students with some of the contextual information needed to understand the text properly, e. g. background information about Nottingham, the two speakers and the topic of the conversation. Speakers make certain assumptions about the knowledge of their audience, and their remarks only really make sense if the listener is in possession of this knowledge. For example, on the tape reference is made to the inconvenience of living in West Bridgford. This is only really interpretable if the listener knows that the speaker is a student at Nottingham University and that the University is on the opposite side of the city from West Bridgford.

If we expect students to understand a text without this sort of information, we are asking them to do something that in a real conversation they would not have to. Furthermore, the exploitation of contextual clues is an important part of the communication process; students should, therefore, have practice in using these clues.

The Introduction to this sample unit, then, involved some discussion of the city of Nottingham, using a map of Britain and a street plan (traced from a road atlas on to an OHP transparency). Some basic facts about the speakers were also discussed — names, ages, occupation etc ...

2) Listen to the Tape

Here the students simply listen to a manageable part of the tape — approx. 5 minutes.

3) Global Comprehension

This should reinforce and add more detail to the context sketched in the Introduction e. g. Who is talking?, What about? Where does Alan live? etc. This can be done orally or with True/False questions on a worksheet.

4) Checksheet Compiled

This is the first stage in producing the structure that will enable the students to focus on the specific information they need to gather. When listening to a conversation we normally have some purpose in doing so — we are looking for certain information. This enables us to disregard much of what is actually received. Getting the students to fill in a checksheet as they listen to the tape simulates this focussing tactic.

Depending on the task the students can either be given a checksheet or, as in this case, they can be asked to compile their own. For this tape, the students, working in pairs discuss and note down what points of information they would like to know when talking about accommodation.

5) Checksheet Discussed

Taking ideas from various pairs a common checksheet is established, thus:

	Peter's place	Peter's old place	Alan's place	Alan's old place
Where?				
How many rooms?				
Rent?				
Heating?				
etc.				

6) Listen to the Tape and Fill in the Checksheet

This can be done individually, in pairs or in groups depending on the ability of the students and the complexity of the input material.

7) Feedback

The information on the checksheets is compared and discussed. As well as acting as a focussing device, the checksheet also makes further work easier by providing a record of the information in the text — an important

consideration when using tape, video, slide or film, where referring back can be difficult and time-consuming.

This completes Phase A for the section of the tape being dealt with. The same procedure can be repeated for the second and subsequent parts of the text as necessary.

The seven steps explained here are those used to exploit the tape we had. Of course, the steps may vary depending on the input material and the students involved e. g. increasing or reducing the number of times the students hear the tape. But, essentially the format of Phase A will remain as illustrated: set the scene — focus on the desired theme — establish a structure for gathering information — gather information.

Phase B

Once Phase A has been completed more intensive work on the language of the text can be done. This work should be appropriate on two levels: firstly to the level of the students' current knowledge and secondly to the task they will be asked to do in Phase C. Building language work in this manner into the pattern of the unit and into the whole context of the students' learning is the best way of ensuring that grammar is seen as meaningful and relevant, because it is fulfilling an immediate need. There is, therefore, a better chance that it will be retained.

It follows from this need for appropriacy that the language focus will vary considerably both in content method depending on the unit and the students concerned. Although the examples given below are organised on a functional or notional basis, this is not the only way of presenting language work in this phase. Rule-based or structural grammar, work on discourse structure, presentation conventions (e. g. letter formats) and many other aspects of communication can be used as appropriate.

In 'A Place of Your Own' two aspects were focussed on:

1) *Lexis*: ways of describing different types of accommodation (bedsit, a self-contained flat, semi-detached), location (on the first floor, in the centre of town, in a quiet neighbourhood), advantages and disadvantages (handy for buses, no pets allowed, sharing bathroom), etc . . .

Pictures and maps were used for this work and it was done orally with the class as a whole; but it could equally well have been done in groups or individually using a written worksheet.

2) *Giving and Obtaining Information*: This section had three stages:

a) A gapped dialogue between Peter and an accommodation agent, when Peter finds his present flat. The students use the information in their checksheets to complete the dialogue.

b) Using a list of alternative expressions, the dialogue is re-written, e. g. substituting 'What about the rent?' for 'How much is it?'

c) The students write a similar dialogue for when Alan goes to the agency to find his flat. This is not just a substitution exercise, since Alan

is not happy with his flat, whereas Peter is with his. The students must think actively about the dialogue in order to represent this difference.

Any of these dialogues can be usefully role-played by the students.

When Phase B is completed the students should be well prepared for the simulations in Phase C. This does not necessarily mean that all language work is finished. The USE phase will normally include more than one task, so that if problems arise during the first task, they can be dealt with before proceeding to the next one. The model is reasonably flexible in this respect.

Phase C

This final phase of the unit should provide the ultimate goal of all language teaching — the communicative application of what has been learnt. This is achieved by giving the students tasks which can only be satisfactorily carried out by using the language and techniques that have been studied in the first two phases of the unit. In effect, the aim is to provide the stimulus that motivates all communication, namely using the language in order to do something.

The sample unit seeks to achieve this end by means of two simulations and a number of preliminary tasks that provide input to these simulations.

Simulation One

The class is divided into two, and within each half the students work in groups of 2, 3 or 4. One half of the class are to act as accommodation agents and the other half as landlords who have a property to let.

The agents' task is to compile a questionnaire which will enable them to obtain information from the landlords about the property they have to let.

At the same time the landlords work on making a description of their property. Each group receives an 'accommodation profile', consisting of a map showing the location, a picture of the house and an imaginary ground plan showing the number of rooms, whether it is furnished or not, other tenants if any, etc... (These profiles require only the simples of materials and can be easily made up by the teachers, or even made by one group for use by another.)

When each half of the class has finished its task, the actual simulation can begin: the landlords go to the agencies, and the agents, using their questionnaire must get a complete description of the property. This information must be carefully and clearly recorded, since it will be needed in the second simulation.

When the simulation is complete, there should be discussion of any problems that have arisen, and remedial language work can be done if necessary.

Simulation Two

This follows a very similar pattern except that each group has two tasks to perform in preparation for the simulation. The roles, too, should now be

changed: the agents now act as tenants and the former landlords as the agents.

The agents' tasks are firstly to compile a register of all the properties available from the questionnaires used in Simulation One and secondly to compile another questionnaire, this time for prospective tenants. Since these tasks may take longer than the work that the tenants do, the agents work in larger groups.

In the other half of the class each group has a picture of a prospective tenant. (Any kind of picture will do.) Their first task is to make up a profile of this person — name, age, occupation, place of work, likes, dislikes etc... The second task is to make a list of the questions a tenant might want to ask the agent.

The tenants and agents have completed this work, they move into the second simulation: the tenant goes to the agency, is interviewed by the agents, who then try to find suitable accommodation from their register.

Simulation Two completes the unit, although there is room for follow-up work, if required, (e. g. a letter by the tenant to his parents describing his new flat, or a dialogue between tenant and landlord when the tenant goes to view the property.)

Conclusion

I have attempted in this paper to present a working model for exploiting authentic input material. The unit used for illustration is based on a tape-recording, but the model is equally applicable to all media. For the teacher who may wish to use the model there are two fundamental principles to observe.

Firstly, get the relationship between the phases well defined right from the start. This entails establishing the theme of the text to be used, deciding on one or more realistic tasks for the students to perform working within this theme, then analysing what language skills the students will need to practise in order to complete these tasks effectively.

Secondly, keep the focus of each phase clear. In Phase A the students should be looking for information about a specific topic, not trying to understand every last word or get every fact. In Phase B the emphasis is on learning new skills or revising old ones; the correction of error is, therefore, important in this section. Phase C is the place for developing fluency and communication between the students.

By following these simple guidelines it is possible to exploit any input material in order to produce a coherent teaching unit in which each of the elements appears as a logical and necessary step. The students will practise the focussing techniques needed for effective listening or reading; grammar, whether of the functional kind illustrated here, or of a rule-based or structural type (see above p. 127), can be taught in a meaningful and immediately relevant context; and the skills learnt can be used to perform appropriate and realistic communicative tasks.

In this paper I have attempted to answer some of the practical questions teachers have about implementing recent ideas in language teaching.

Of course, many problems remain, but hopefully the model I have presented has clarified enough to encourage teachers to try and create teaching materials based on authentic texts for use in their own classroom situations.

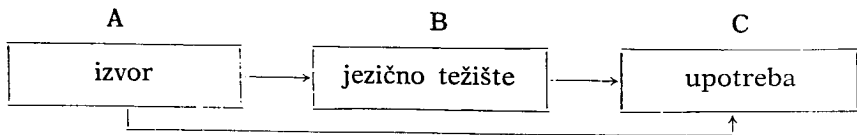
TEHNIKA KORIŠTENJA AUTENTIČNOG MATERIJALA

Sažetak

Suvremena dostignuća u poznavanju jezika i učenja jezika¹ zahtijevaju da se u razred unesu nove strategije i tehnike. Složenost jezika koju su otkrila sociolingvistička istraživanja sili nas da se što više koristimo autentičnim tekstovima, a učenici moraju imati priliku ne samo da usvoje novu informaciju već i da je upotrijebe; istovremeno, ipak moramo utvrditi i proširiti učenikov vokabular i znanje gramatike.

U ovom članku želim prikazati model organiziranja nastavne jedinice koja uključuje sve te faktore na logičan i koherentan način.

Model ima tri faze, kao što je prikazano u ovom dijagramu:



Odnos između te tri faze je presudan.

A: To je početna točka. Tekst, bilo pisani, zvučni, bilo vizuelni, utvrđuje temu jedinice.

B: U ovoj fazi stavljamo težište na jedan ili više elemenata rječnika ili gramatike, na konvencije u organizaciji teksta (npr. oblik pisma) ili bilo koji drugi strukturalni aspekt primjeren učenikovim potrebama i koji proizlazi prirodno iz izvora.

C: Na kraju učenik mora izvršiti neki zadatak — simulacija, igranje uloga (role play), pisanje izvještaja, demonstracija itd. — *upotrebljavajući* komunikacijske vještine naučene u fazi B i činjenične informacije temeljene na fazi A.

U pripremanju nastavne jedinice prema ovom modelu tok rada je A-C-B. Prije svega, tekst izvora utvrđuje temu. Zatim treba zamisliti realističan zadatak koji će učenici u okviru teme izvršiti u završnoj fazi. Nakon toga treba se vratiti natrag, i utvrditi koja će znanja i vještine učenicima biti potrebne za rad u fazi B da bi mogli uspješno izvršiti zadatak iz faze C.

U detaljnom opisu jedinice u članku postupili smo stoga na ovaj način:

A: Izvor je bio magnetofonska snimka razgovora dvoje mladih ljudi o temi stanovanja. Prema tome, u fazi A učenici su prikupljali informacije o stanovanju i diskutirali o tom problemu.

C: U engleskim je uvjetima realistično razgovor o stanovanju smjestiti u agenciju za stanove. Zadatak u fazi C bila je, prema tome, simulacija u kojoj učenici igraju scene u takvoj agenciji gdje ljudi dolaze u potrazi za stanom.

B: U fazi jezičnog težišta morali smo stoga staviti u fokus vještine potrebne da učenici naprave tu simulaciju. Odlučili smo da težište stavimo na leksik stanovanja i jezik intervjua.

Pridržavajući se ovog jednostavnog modela može se iskoristiti bilo koji autentični materijal; učenici će tako imati priliku vježbati čitanje i slušanje s razumijevanjem; gramatika će se moći poučavati u osmišljenom i neposredno relevantnom kontekstu; usvojene vještine i znanja moći će se primijeniti za izvršavanje primjerenih komunikacijskih zadataka. Nadam se da će se ovaj model pokazati korisnim i na taj način ohrabriti više nastavnika da unose u razred najrazličitije autentične tekstove.

TH.

Stanka Pavuna

PRISTUP GRAMATICI U NASTAVI RUSKOG JEZIKA

Posljednjih godina u nastavi stranih jezika mijenja se odnos prema gramatici, prijevodu i pisanoj riječi. U nastavi se primjenjuju funkcionalne vježbe s temom iz svakodnevnog života, pa učenici pokazuju vidni napredak u vladanju stranim jezikom. I u učenju ruskog jezika polazi se s novih pozicija, pa se u nastavu uvode rezultati kontrastivnih istraživanja ruskog i hrvatskog ili srpskog jezika, istina pretežno još na temelju dugogodišnjeg iskustva, no sve više i na osnovi sustavnog istraživanja. Zbog sličnosti dvaju slavenskih jezika dolazi do »prividnog« znanja ruskog jezika, što se osobito manifestira u nepravilnoj primjeni gramatičkih oblika. Zato je tendencija da se gramatika više ne uči po *klasičnom* redoslijedu, od nominativa imenica ili infinitiva glagola i prezenta, nego se polazi s ovih pozicija:

1. gramatička interferencija,
2. izbor gramatičkog minimuma,
3. imitativno i kognitivno usvajanje gramatike,
4. uvođenje i objašnjavanje gramatičkog gradiva,
5. sustav gramatičkih vježbi

1. Gramatička interferencija

Pod pojmom interferencije razumijevamo pojave koje su posljedica uzajamnog utjecaja dvaju jezika. Pozitivna interferencija pomaže u razumijevanju ruskog jezika, koji se učenicima čini lagan, ali je zato nastavnikov posao teži jer gotovo u svakom obliku neke vrste riječi ima pojava negativne interferencije nad kojom treba budno bdjeti. Teže je »razbiti« u jeziku ono što postoji nego naučiti novo. Zato učenici više griješe u *genitivu i dativu*