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عنصر زمان و تحقق اهداف آموزشی

در فرآیند برنامه‌ریزی درسی، در مورد عناصر برنامهٔ درسی به‌گونه‌ای تصمیم‌گیری می‌شود که اثرگذاری آن تا حد ممکن تضمین شـود. در این راستا سازگار بودن عناصر برنامه با یکدیگر بسـیار اهمیت دارد چرا که همگرایی حداکثری عناصر به این امر بستگی دارد. اهداف و محتوای برنامهٔ درسی، به همراه زمان آموزش، عناصر از پیش تعیین شدهٔ برنامه درسی محسوب می‌شوند. زمان را می‌توان به ظرفی تشبیه کرد که باید گنجایش محتوای برنامه درسـی را برای تحقق اهداف تعیین شـده داشته باشد. زمان در اجرای برنامه درسـی نیز اهمیت دارد چرا که دست‌اندرکاران امر آموزش فعالیت‌های یاددهی ـ یادگیری را با عنایت به ظرف زمانی از پیش تعیین شده سازماندهی می‌کنند. از این منظر، چنانچه زمان اختصاص یافته متناسب با اهداف و محتوای برنامه درسی نباشد تحقق اهداف با مشکل مواجه می‌شود.

عنصر زمان را می‌توان از زوایای مختلفی مورد توجه قرار داد؛ از جمله ســن شـروع آموزش، طول دورهٔ آموزش و همچنین فشردگی ساعات آموزش. در آموزش زبان‌های خارجی در برنامهٔ درسی کشور ما، زمان شروع زبان‌آموزی سن ۱۳ سالگی یا به عبارت دیگر سال اول دورهٔ متوسـطهٔ اول است و طول دورهٔ آموزش نیز شش سال، یعنی سـال پایانی دورهٔ متوسطه دوم تعیین شده اسـت. در این ظرف زمانی عاملی که میزان ساعات درس زبان خارجی در یک هفته را تعیین می‌کند اهداف این درس می‌باشد؛ اهدافی که در قالب سطوح توانشی ارائه می‌شوند و برای رسیدن به هر یک از سطوح تعریف شده براساس شواهد تجربی ساعات مشخصی را پیش‌بینی می‌کنند. در واقع، با مشخص شدن سطح زبانی مورد انتظار در پایان دوره (هدف)، تعداد ساعتی که باید به آموزش اختصاص داده شود مشخص می‌شود و با تقسیم تعداد کل ســاعت‌های مورد نیاز بر تعداد کل هفته‌ها، در طول مدت آموزش یعنی شش سال تحصیلی، تعداد ساعت‌های درس زبان خارجی در هفته مشـخص می‌گردد. در راهنمای برنامه درسی که در سال ۱۳۸۵ در دفتر برنامه‌ریزی و تألیف کتاب‌های درسی تدوین گردیده تعداد کل ســاعات درسی در برنامه درسی زبان خارجی براســاس ۲۵ هفته مفید در طول یک سـال تحصیلی ۵۲۵ ساعت تخمین زده شده است. براساس معیارهای جهانی،

برای دسـتیابی به سطح متوسطِ پایینِ توانـش زبانی بیـن ۴۵۰ تا ۵۰۰ ســاعت مفیـد و برای سـطح متوسط بالا بین ۵۵۰ تا ۶۰۰ ساعت مورد نیاز است. مقایسه ساعات موجود در برنامه درسی قدیم زبان خارجی با ساعات مورد نیاز در سطح متوسط نشان می‌دهد که رسیدن به سطح متوسط پایین قابل حصول است. در راهنمای برنامه درسـی مورد اشاره اهداف سطح متوسط پایین براساس معیارهای استاندارد این‌گونه بیان شده است: «توانایی فهمیدن نکات اصلی مطرح شده به زبانی ساده و روشن درباره موضوعات آشنـا که معمولاً افراد در محل کار، مدرسـه، اوقات فراغت و غیره به آن می‌پردازنـد. توانایی رفع نیاز در اکثر موقعیت‌های زبانی هنگام گفت‌وگو با خارجی‌زبانان. توانایی تولید متون ساده دربارهٔ موضوعات آشنا یا مورد علاقه. توانایی توصیف تجربه‌ها و رویدادهـا، و امید و آرزوها و ارائهٔ مختصر دلایل برای نظرات و توضیحات ارائه شده.»

در برنامهٔ درسـی ملی جمهوری اسلامی ایران، در ذیل هدف زبان خارجی در دوره دوم متوسطه آمده اسـت: «در دوره متوسـطه دوم، دانش‌آمـوزان باید بتواننـد متن‌هایی در حد متوسط را بخوانند و مفاهیم آن‌ها را دریابند؛ در ضمن توانایی نوشـتن، در حد یک مقالـه کوتاه، به زبان خارجـی نیز در آن‌ها تقویت شـود و از توانایی‌های لازم برای

استفاده از منابع در حد متوسط و برقراری ارتباط به یکی از زبان‌های خارجی برخوردار شوند.» از مقایسهٔ اهداف استاندارد سطح متوسط پایین با هدف زبان خارجی در دورهٔ متوسطهٔ دوم در سند برنامه درسی ملی، به آسانی می‌توان دریافت که اهداف درس زبان خارجی در سند برنامه درسی ملی از سطح متوسط پایین بالاتر است و می‌توان آن را حداقل در سطح متوسط بالا ارزیابی کرد. به این ترتیب، همان‌گونه که قبلاً بیان شد، ساعات اختصاص یافته در برنامه درسی زبان خارجی قدیم (۵۲۵) می‌تواند برای رسیدن به سطح متوسط پایین کافی باشد. برای رسیدن به سطح متوسط بالا باید حداقل ۳۰ تا ۵۰ ساعت به ۵۲۵ ساعت موجود اضافه شود.

در برنامهٔ جدید آموزش زبان خارجی، در دورهٔ متوسطهٔ اول، ساعات درس زبان در مقایسه با برنامه قدیم از ۱۰ ساعت به ۶ ساعت کاهش یافته است. اگر این کاهش ۴۰ درصدی در دورهٔ متوسطهٔ دوم که طول آن از ۴ سال به ۳ سال تقلیل یافته نیز ادامه یابد مجموع ساعات از ۵۲۵ ساعت به ۲۱۰ ساعت یا کمتر از نصف کاهش می‌یابد. با توجه به نکاتی که در خصوص ارتباط مستقیم عنصر زمان با تحقق اهداف بیان شد، می‌توان پیش‌بینی کرد که با این مقدار کاهش زمان تحقق اهداف تعیین شده برای درس زبان خارجی در سند برنامه درسی ملی با مشکل مواجه خواهد شد. از آنجا که عدم تناسب عنصر زمان با سایر عناصر برنامه درسی به‌عنوان عامل اصلی در کاهش اثرگذاری برنامه درسی از قبل قابل پیش‌بینی است این نگرانی وجود دارد که ساعات اختصاص یافته به درس زبان خارجی در دورهٔ متوسطه دوم متناسب با اهداف این درس در برنامه درسی ملی نباشد. البته باید در نظر داشت که در برنامهٔ درسی ملی درس زبان خارجی در چارچوب بخش انتخابی (نیمه تجویزی) برنامهٔ درسی ارائه شده است و لذا نحوهٔ اجرای این بخش از برنامه به مقتضیات اجرایی آن بستگی دارد. بنابراین سعی خواهد شد در شماره‌های آتی درخصوص این بخش از برنامه درسی با مسئولین مربوط تبادل نظر شده و جزئیات آن به اطلاع خوانندگان مجله برسد.

پای صحبت مهران معماری، دبیر زبان و مدرس دانشگاه فرهنگیان

نگذاریم نظارت‌های علمی، پیوستگی و تداوم خود را از دست بدهد!

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اشاره

امــروزه دبیـران علاقه‌منــد بــه مطالعــه و تحقیق در آموزش‌وپرورش بسـیارند. اینان اغلب در شــهرهای دور و نزدیــک با امکانات نه چندان فــراوان تدریس می‌کنند و در عین حال علاقه‌مند به ادامهٔ تحصیل در رشته خود هستند. از این رو طی سـالیان اخیر، جمع زیـادی از آنان، با وجود مشکلات بسیار، موفق به دریافت مدرک کارشناسی ارشد یا دکترا شده‌اند و به چنان صلاحیتی دست یافته‌اند که علاوه بر تدریس زبان در مدارس، بنا به تجربه و سوابق علمی خود، در کلاس‌های آموزش ضمن‌خدمت، دانشــگاه فرهنگیان و... نیــز تدریس می‌کنند. علاوه بر ایــن در انجمن‌های علمی و همایش‌های گوناگــون فعالانه حضور می‌یابنــد و به ارتقاء برنامه‌هــا و آموزش‌هــا کمک می‌رســانند.چنین همکارانی گنجینه‌های آموزش‌وپرورش هستند؛ باید قدرشان را دانست و از تجربه‌هــای آنها نهایت اســتفاده را برد. گفت‌وگوی این شمارهٔ ما با یکی از این عزیزان انجام شده است که توجه شما را به متن آن جلب می‌کنیم.

مهران معماری هســتم با ۳۰ سال ســابقۀ تدریس. نخست به‌عنوان آموزگار در اســتان خوزســتان، شهرســتان ماهشهر، آغاز به‌کار کردم و ســپس در تمام دوره‌های تحصیلی ابتدایی، راهنمایی، متوسطه و تربیت معلم نیز تدریس کردم. همزمان، پس از اخذ مدرک کارشناســی ارشــد، در دانشگاه‌های شهید چمــران اهواز، پیام نور، آزاد اســلامی و علمــی کاربردی هم تدریس داشــته‌ام. در زمینۀ مقالــه، دو مقالۀ ISI و چهار مقالۀ ISC نوشــته‌ام و بیــش از ۱۵ مقالــه در کنفرانس‌های ملی و بین‌المللی در داخل و خارج کشــور ارائــه داده‌ام. عضو انجمن مدرسان زبان انگلیسی کشور (TELLSI) و رئیس هیئت مدیرۀ انجمن علمی ـ آموزشی معلمان زبان انگلیسی استان خوزستان که در ســال ۱۳۷۸ به‌منظور ارتقای سطح علمی دبیران، و در نتیجه ارتقای پیشــرفت تحصیلی دانش آموزان در درس زبان انگلیسی تأســیس شده است و همچنین، در اهواز عضو هیئت علمی دانشگاه فرهنگیان، پردیس رسول اکرم(ص) می‌باشم.

با توجه به سوابق شـــما در انجمن علمی ـ آموزشی معلمان زبان انگلیسی استان خوزستان به‌نظرتان این انجمن چه فعالیت‌هایی را در راســـتای ارتقای سطح آموزشی زبان انگلیسی در استان خوزستان انجام داده است؟

فعالیت‌های ما در چند محور طراحی شــده است. **دوره‌های ضمن خدمت** که از نیازهای مستمر دبیران است، در برنامه‌های مستمر و سالانه ما در نظر گرفته شده است. خوشبختانه در این زمینه، همیشه حمایت‌های معنوی و تعامل خوبی از طرف اداره کل آموزش‌وپرورش استان خوزستان برای ما وجود داشته است. حداقل دو دوره در ســال با توجه به نیازسنجی‌های سالانه، از طرف انجمن برگزار می‌شود.

محــور دوم ما **کارگاه‌های آموزشـــی** است؛ به‌خصوص در ســال‌های اخیر که با تغییرات اساســی در برنامه درسی و کتاب‌های وزارتی داشته‌ایم، ســعی کرده‌ایم با هماهنگی‌های لازم با دفتر برنامه‌ریزی و تألیف کتب درســی به فراخور توان

خـــود و نیاز دبیران، کمبودها و ضعف‌های کتاب‌ها را پوشش داده و با تشـکیل کارگاه‌های آموزشی دبیران را از سردرگمی در بیاوریم.

محـــور سـوم، شـــرکت و برگزاری همایش‌های ملی و بین‌المللی است. هر سال تعدادی از دبیران را به کنفرانس‌های بین‌المللی اعـزام می‌کنیم. از حدود هفت سـال پیش نیز در برگزاری همایش تخصصی زبان، گفتمان و منظورشناســی که توسـط گروه زبان انگلیسی دانشگاه شهید چمران اهواز برگزار می‌شود، مشارکت داشته‌ایم.

محور چهـــارم ما، سفرهای تفریحی ـ آموزشی است. این سفرها شامل سفرهای داخلی و خارجی هستند. البته اعزام اعضا به نمایشـــگاه بین‌المللی کتاب تهـران نیز در همین قالب اجرا می‌شود.

با توجه به تجربیات ارزشمندتان در زمینهٔ آموزش در سطح متوسطه و تربیت‌معلم، به نظر شما معلم زبان باید از چه صلاحیت‌های حرفه‌ای برخوردار باشد؟

هـر معلم زبان ابتدا باید معلـم، به‌معنای دقیق این کلمه، باشـد و سـپس تخصصی‌تر، مثلاً معلم زبان انگلیســی هم باشـد. به علاوه باید از نظر علمی به روز باشد، به تحصیلات آکادمیک خود ادامه بدهد و مطالعات دائمی و پیوسته داشته باشد. اصول و مفاهیم یادگیری ـ یاددهی را بداند و به‌عنوان یک دبیر زبان انگلیســی تحلیلگر خطاهای زبانی باشد؛ یعنی همیشـــه به‌دنبال این باشد که منشـأ خطاهای دانش‌آموزان را پیدا کند و این میســـر نیست مگر اینکه تفاوت‌های زبان مادری و زبان انگلیسی را بداند. دبیر زبانی که خودش مسلط به چهار مهارت زبانی نباشد به یقین دانش‌آموزان مسلطی را نمی‌تواند تربیت کند.

ویژگی‌های اخلاقی و تشخیصی معلم زبان چگونه باید باشد؟

در تعریف، معلم خوب و موفق از دیدگاه من معلمی است که در ضمن اینکه معلم اسـت شاگرد خوبی هم باشد. به عبارتی، معلم باید بتواند احساس شاگرد یا متعلّم خود را حس کند. باید حدود معاشرت و تعامل با دانش‌آموز خود را بداند و فاصلهٔ خود را در موقعیت‌هـای متفاوت با دانش‌آموزان حفظ کند و در کار خود انعطاف داشـته باشد. به یقین معلم شیک‌پوش و در عین حال ساده‌پوش همیشه در دل دانش‌آموزان جا دارد.

به‌نظر شـــما چه عواملی در رشـــد مهارت‌های فردی خودتان بیشتر مؤثر بوده است؟

از عمدهٔ عوامل رشد من در مسیر معلمی این بوده که همیشه سـعی کرده‌ام محیط خوبی را برای خود انتخاب کنم. همیشه محیـط و اطرافیانی را برای خـودم انتخاب می‌کردم که باعث

ارتقای من بشـــوند و در من احســـاس نیاز به رشـد را به‌وجود بیاورنـد. به جز ایـن، به یاد ندارم که هیچ‌گاه از نمونه سـؤال تکراری اسـتفاده کرده باشـم. باور کنید در کنار مشغله‌های روزمره‌ام هیچ‌گاه از کسـب تجربه و به‌خصوص مطالعه فاصله نگرفته‌ام. تا آنجا که توانسـته‌ام برای تعمیق یافته‌های خود به پژوهش و مقاله‌نویسی و در نتیجه به شرکت در همایش‌ها روی آورده‌ام.

به‌نظر شما مجلهٔ رشد آموزش زبان چه اهدافی را باید دنبال کند؟ به عبارت دیگـر به‌عنوان یک دبیر زبان، مجله‌ای که در آموزش‌وپرورش چاپ می‌شـود چگونه می‌تواند انتظارات شما را برآورده سازد؟

شاید باور نفرمایید، ولی به جرئت می‌گویم که حدود ۹۰ درصد مجلات رشد را داشته‌ام و خوانده‌ام. همیشه این مجله در مسیر مطالعاتی من بوده و هنوز هم هست. این مجله برای من رسالت خودش را انجام داده، اگرچه همیشـه نســبت به فعالیت‌های آن نقد و نظر داشته‌ام و دارم. ببینید، مثلاً در بخش معرفی کتاب‌های جدید و مفید همیشه خوب عمل کرده ولی همیشه دوست داشـته‌ام طریقهٔ دسترسـی به آن‌ها را نیز اطلاع‌رسانی کند. چرا که من و همهٔ دبیران، در شهرستان با این مسـئله مشـکل داریم. شـاید مهم‌ترین نقدی که به مجله رشد دارم این است که باید بیشتر به مجله معلمی باشد. البته حق می‌دهم که قبلاً معلم‌های ما زیاد به ادامه تحصیل و همچنین نوشتن نپرداخته بودند، ولی فضا دیگر تغییر کرده است. در این دوران دیگر می‌بایست به مقالات، نوشـته‌ها و تجربیات معلم‌ها بیشتر پرداخته شود. احسـاس می‌کنم هنوز هم مجله رشد بوی وزارت علوم می‌دهد تا وزارت آموزش‌وپرورش. باید بپذیریم که رنگ و بوی علمی آموزش‌وپرورش که عوض شده و با داشـتن فرهنگیان عوض شده و اکنون می‌تواند مستقل‌تر عمل کند. برگزاری کارگاه‌های آموزشی کاربردی و همایش‌هایی در سطح ملی و حتی بین‌الملل برای ایجاد انگیزهٔ مطالعه در دبیران بسیار ضروری است.

چه بخش‌هایی از مجله را مفید ارزیابی می‌کنید و فکر می‌کنید برای معلمان کاربردی‌تر است؟

بخش‌های معرفی کتاب، نقد کتاب‌های درسـی و تجربیات معلمین از جمله بخش‌های مفیدتر مجله رشد اسـت. البته مقالاتـی هم که بیشـتر بـه مهارت‌ها و روش‌هـای تدریس می‌پردازند مفید فایده‌اند.

در رشد آموزش زبان، به چه زمینه‌هایی از آموزش زبان بیشتر پرداخته شده است و به چه زمینه‌هایی کمتر؟

می‌دانید که تاکنون، با توجه به اینکه هدف آموزش زبان انگلیسی چیز دیگری بوده، بیشـتر بر مهارت‌های خواندن و نوشتن تأکید می‌شـده اسـت. با توجه به تغییر در نگرش برنامه‌های درسی

و جهت‌گیری به‌سوی مهارت‌هــای ارتباطی و همچنین تألیف کتاب‌های درسی جدید، می‌طلبد که ما نیز گسترهٔ فکری خود را کمی تغییر و بیشــتر توسعه بدهیم و چهار مهارت را همزمان پوشــش دهیم. بدون داشــتن هیچ‌گونه قصدی می‌خواهم ادعا کنم که نظام آموزشی کشور تاکنون در تربیت معلمان خوب، در سطح کارشناسی، موفق نبوده است. ان‌شاءالله با پیدایش و توسعهٔ دانشگاه فرهنگیان به بُعد تربیت معلم با همت و حساسیت بیشتری نگریسته شود. جداً می‌گویم که حلقهٔ گمشده در رشد آموزش زبان انگلیسی، تربیتِ معلم بوده است.

از چه راه یا راه‌هایــی می‌توان فرهنگ مطالعه منابع تخصصی را بین دبیران اشاعه داد؟

همان‌گونه که در بالا اشاره کردم، ما نمی‌توانیم از معلمی با ســطح و مهارت و معلومات پایین، انتظارات تخصصی داشته باشیم. ابتدا می‌بایســت معلم را متخصص بار بیاوریم سپس در او احساس نیاز به مطالعه را ایجاد کنیم. چگونه؟ اینکه بر او نظارت و از او انتظارات علمی داشــته باشیم. ببینید، ما با انتظاراتمان از طرف مقابل به او خط می‌دهیم. یک نیم‌نگاهی به توقعات آموزش‌وپرورش و مدیریت آن از معلمان داشــته باشــیم، متوجه می‌شویم که ما خیلی از معلمان را به حاشیه رانده‌ایم. بازرســی در تنها تذکری که در دفتر مدرسه برای معلم یادداشت کرده بود نوشــته بود: «لطفاً با خودکار قرمز در دفتر کلاس نمره وارد نکنید!!!» خود حدیث مفصّل بخوان از ایــن مجمــل. دوم اینکه نگذاریم ایــن نظارت‌های علمی پیوســتگی و تداوم خود را از دست بدهد. سیر مطالعات باید پیوسته، منسجم و هدف‌دار باشد.

نظرتان راجع‌به برنامهٔ درسی جدید که رویکرد متفاوتی را نسبت به گذشته اتخاذ کرده چیست؟

واقعاً بحث در مورد برنامه درسی جدید و انتخاب رویکردهای آن، زمــان و شــرایط خاص خود را نیاز دارد. البته این ســؤال طــوری به من خط می‌دهد که گویی می‌خواهد بقبولاند که رویکردی متفاوت اتخاذ شــده اســت. بگذاریــد در یک جملهٔ کوتــاه بگویم که «برنامهٔ درســی جدید در حــد تئوری خوب اســت». انتخاب یک رویکرد می‌بایست با در نظر گرفتن بستر آن باشد با این میزان ســاعت، این رویکرد و مشــکلاتی که در آمــوزش دبیران و روند تألیف وجــود دارد، در عمل توفیق چندانی نخواهد داشت. این برنامهٔ درسی، در کشور ما که زبان انگلیسی زبان بیگانه (خارجی) نامیده می‌باشد سازگار و جوابگو نیست. رویکرد ارتباطی ذاتاً رویکرد موفقی بوده و هست اما در عمل، با محیط آموزشــی ما سازگار نیست. دلیل ادعای بنده با نگاهی به کتاب نهم و چرخش به روش گفتاری ـ شــنیداری (Audiolingual) از یک‌ســو و نگاه به نمونه سؤالاتی که برنامه درسی دبیران محترم طراحی می‌کنند از سوی دیگر، می‌باشد.

به‌نظر شما نقاط قوت برنامه درسی کدام‌اند؟

نقاط قوت برنامه درســی، در تئوری پشــتوانهٔ آن اســت که رویکردی جهانی و کاربردی اســت. نگاه بــه چهار مهارت در آموزش زبان انگلیسی نگاهی موفق و خوش‌اقبال است، اما توجه و الزامات خاص خــودش را می‌طلبد. از جمله اختصاص زمان کافی و آموزش‌های لازم می‌خواهد.

چه توصیه‌هایی برای بهبود وضعیــت آموزش زبان خارجی در نظام آموزشی کشور دارید؟

نگاه آموزش و تألیف بومی از جمله مسائلی است که همیشه مطرح بوده و هست، اما تاکنون، متأسفانه، اقدامی در این زمینه به‌صورت عملی صورت نگرفته است. تألیفات بومی، ارتقاء سطح علمی و عملی دبیران و بسترســازی تخصصی برای درس زبان انگلیســی از توصیه‌های لازم برای ارتقای سطح زبان انگلیسی جامعه است. یک مسئله مهم را نیز باید یادآوری کنم که برای بهبود وضعیت آموزش زبان خارجی در کشــور باید از آموزش زبان در خانواده شروع کنیم.

آیا زمان اختصاص یافته بــه درس زبان در برنامه جدید می‌تواند اهداف برنامه را محقق سازد؟

جانا ســخن از زبان ما می‌گویی! درد دل و حرف دل همه را زدید. به‌طور ریشــه‌ای باید بگویم خود این سؤال حاکی از آن است که برای ارتقا و بهبود سطح آموزش زبان انگلیسی باید به بسترسازی رویکرد ارتباطی توجه شود. در این راستا اولین گام هم اختصاص دادن زمان بیشــتر است. یعنی حداقل دو جلسه در هفته.

به‌نظر شما ارزشــیابی درس زبان و بررسی میزان یادگیری دانش‌آموزان چه نقشــی در نظام آموزشی دارد و اگر تغییری در نظام ارزشیابی فعلی نیاز باشد چه تغییراتی باید صورت بگیرد؟

رویکرد ارتباطی حاکم بر برنامه درسی، ارزشیابی خاص خود را می‌طلبد. حقیقت این اســت که دبیران، با ارزشیابی به روش ارتباطی آشنایی ندارند و این شاید به‌دلیل این باشد که خود کتاب معلم و کتاب کار هم نتوانســته درست و صحیح در این راســتا گام بردارد. مجدداً تأکید می‌کنم که کار را باید از معلم شــروع کنیم و ارزشیابی را با توجه به رویکرد ارتباطی و کیفی در مدارس حاکم کنیم. ما می‌دانیم که تدریس و ارزشــیابی در راستای یکدیگرند و به‌صورت Cyclic؛ ولی متأسفانه در مدارس می‌بینیم دبیری از آمار قبولی بیشتری برخوردار است که خطی (Linear) کار می‌کند. یعنی به تناسب نمونه و الگوی ســؤال تدریس می‌کند. به عبارت دیگر تدریس تحت‌تأثیر آزمون قرار می‌گیرد. نگرش و روش باید تغییر کند.

توجـه بـه اجـزای بسـتـهٔ آمــوزشی

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با عرض تبریک به مناسـبت فرارسـیدن سـال نو، چکیده‌ای از مهم‌ترین اقدامات انجام شـده توسـط گروه زبان‌های خارجی دفتر تألیـف ارائه می‌گردد. در ادامهٔ برنامه‌ریزی برای آموزش زبان انگلیسـی در دورهٔ متوسطهٔ اول، که در راستای فرایند تحول بنیادین نظام آموزش کشور در حال انجام است، آموزش کتاب Prospect 3 در پایهٔ نهم از ابتدای سال تحصیلی جاری آغاز گردید. بازخوردهای رسیده از دبیران گرامی در سراسر کشـور حاکی از نتایج و دستاوردهای بسیار مثبت و امیدبخش در مورد تدریس این بستهٔ آموزشی است.

تدوین بخش گرامر، به‌عنوان جدیدترین قسـمت کتاب، که نسبت به دو کتاب پیشین متفاوت است با حفظ اصول رویکرد ارتباطی به خوبی انجام پذیرفته و بسـتهٔ آموزشی پایهٔ نهم به شیوه‌ای رضایت‌بخش و موفقیت‌آمیز در مدارس سراسر کشور به اجرا درآمده اسـت. در اینجا به دبیران گرامی پایه‌های هفتم تا نهم اکیداً توصیه می‌شـود برای آزمون‌هـای پایانی حتماً از نمونه سـؤالات مندرج در پایگاه اطلاع‌رسـانی گروه زبان‌های خارجی دفتر تألیف استفاده نمایند و با الگو قرار دادن این نمونه سؤالات و براساس بارم‌بندی معرفی شده، به سنجش و آزمون دانش‌آموزان خود بپردازند. همچنین مجدداً تأکید می‌شود که از تمام اجزای اصلی بستهٔ آموزشی از جمله لوح فشردهٔ صوتی و فلش کارت معلم در فرایند تدریس اسـتفاده کنند. آن‌گونه کـه در راهنمای معلم کتاب‌های هفتم تا نهم نیز تأکید شـده

است، کاربسـت تمامی اجزای اصلی بستهٔ آموزشی در فرایند تدریس بسیار ضروری است. گروه زبان‌های خارجی دفتر تألیف همچنین در حال حاضر مشـغول نهایی‌سـازی بستهٔ آموزشی Vision1، اولیـن کتـاب از مجموعه کتاب‌های سـه جلدی Vision، است که برای تدریس در دورهٔ متوسطهٔ دوم یا به عبارت دیگر پایه‌های دهم تا دوازدهم تألیف می‌شـود. بستهٔ آموزشی Vision1 در حال حاضر در مرحلهٔ تصویرگری است و به لحاظ محتوایی با کتاب‌های مجموعهٔ Prospect کاملاً هم‌راسـتا و هم‌رویکرد است. بدیهی است دوره‌های تربیت مدرس میانی این بستهٔ آموزشی نیز در تابسـتان برگزار خواهد شد و دبیران هر پایه با اصولِ تدریس و ویژگی‌های محتوایی این بستهٔ آموزشی جدید کاملاً آشنا خواهند شـد. در پایان لازم به ذکر است که اخبار تکمیلی و مطالب مربوط به بستهٔ آموزشی صرفاً از طریق مجلهٔ رشد آموزش زبان و وبگاه گروه زبان‌های خارجی به اطلاع علاقه‌مندان خواهد رسید.

Teachers who are newer to their careers may find that this book presents a number of issues to explore and pathways to consider that will be important in achieving their long-term goals as teachers. Mid-career and master teachers will find this book gives them a different perspective on pathways they have followed and on the many different paths still open to them.

Teaching Language Arts of English Language Learners

Today's language arts classrooms increasingly include students for whom English is a second language.

Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and the ways in which educators might address them in the language arts classroom. The authors offer proven techniques that teachers can readily use to teach reading, writing, grammer, and vocabulary as well as speaking, listening and viewing skills A complete section is also devoted to ways that teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs.
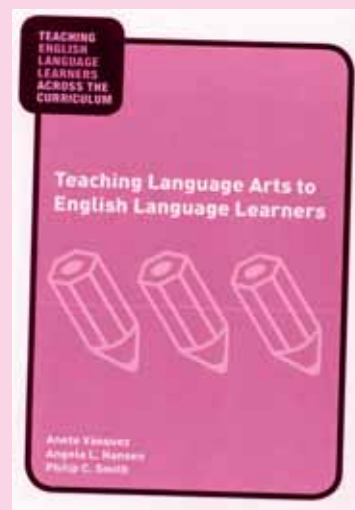
Seeking the Heart of Teaching

Shahla Zarei Neyestanak
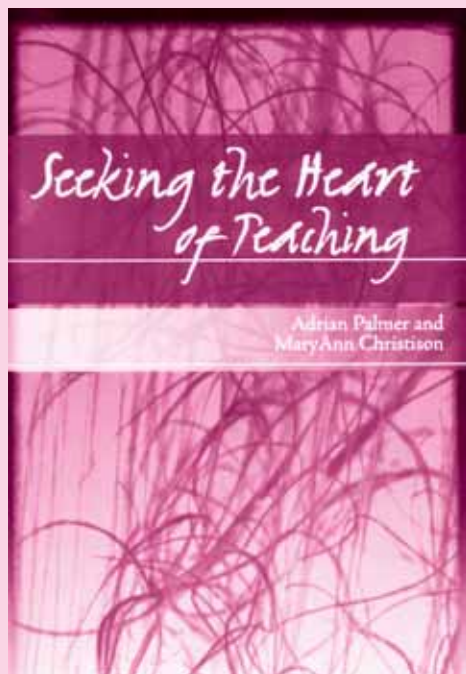
STRUCTURE OF THE BOOK

If you are a teacher who loves to learn about yourself and wants to experience how learning more about yourself can improve student learning in your classrooms and help you become a more effective and efficient teacher, then *Seeking the Heart of Teaching* is for you. It is intended for both new and experienced teachers because no matter how long you have been teaching and no matter how old you are, there is always more to learn about teaching.

خوانندگان محترم مجله می‌توانند کتاب‌های معرفی شده در این ستون را از انتشارات رهنما، شمارهٔ تلفن: ٦٦٤١٦٦٠٤ـ٦٦٤٨١٦٦٢ در تهران تهیه نمایند.

● عنوان مجلات درخواستی:

● نام و نام خانوادگی:

● تاریخ تولد: ● میزان تحصیلات:

● تلفن:

● نشانی کامل پستی:

استان: شهرستان: خیابان:

پلاک: شمارهٔ پستی:

شماره فیش:

مبلغ پرداختی:

● اگر قبلاً مشترک مجله رشد بوده‌اید، شمارهٔ اشتراک خود را بنویسید:

امضا:

classroom is highly textbook-centered. Teachers' reliance on them needs to be seriously questioned.

People in the management, curriculum developers, syllabus designers, and even students themselves may have no objection to taking it as teacher's best friend. I may also not oppose seeing it among teacher's friends, but surely I will not put it on the pedestal and cherish it as his/her best friend. For this I have many reasons. The first is that it encourages a bee-like practice in the teacher and wipes off any thinking from his/her practice. This habitual practice gets so entrenched and deep-rooted in the teacher's mind that when they give way to the developments in the field, and change, teachers fail to revise their old cherished practice. I do well remember in my school years when our textbooks kept changing because of developments in language teaching methodology, teachers were teaching new textbooks exactly in the old ways.

Name a teacher who would walk into a classroom without a textbook. Why? Simply because, I think you, and everybody else, know the answer. We have simplified teaching as pure practice. The thinking part is left for the others. You cannot walk into a classroom and perform a void pantomime. So you take the textbook with you.

Textbooks very much are like ready-made fast food: easy to buy and eat, but their taste and nutritional value: a doubtful case. Therefore, we wish to reassert here: the less reliance on the textbook brings changes in teachers' practice, and encourages them to be thinking teachers.

Teachers' teaching 'praxis'

Teachers' teaching practice takes its early shape from their common sense, their experience as students of foreign languages, and from the textbooks they are assigned to teach from. If they do not take part in any special teacher training activities, the possibility is that their practice grows more automatic, skilled, but less reflective and deliberate. Eventually it becomes pure labor and practice of faith. It becomes like digging in an old hole, simply because the soil is wet and soft.

At this stage teachers require an incentive to change their thinking framework. The company of colleagues, teachers' seminars, workshops, clubs; professional journals may help. Teacher's mind, his/her theoretical framework should change from faithful delivery, like a postman, of the parcel content of the textbook to the students to shaping a theoretical framework that enables him/her to alter the product to fit the user.

Teacher's classroom behavior needs to be reflective and deliberate, always having an answer to why he/she is doing what he/she is doing and allowing this theoretical framework to get influenced by classroom experience. Teachers' praxis is a conjoint and converged notion of their thinking and doing.

> Teachers' classroom behavior need to be reflective and deliberate, always having an answer to why he/she is doing what he/she is doing and allowing this theoretical framework to get influenced by classroom experience

This note asserts reflective use of textbooks and convergence of teaching practice with a theoretical framework, that is, 'praxis' as features of **the thinking teacher**.

education. In the case of a non-native language teacher, supposedly, a B.A. degree in the language certified that knowledge and ability.

Aristotle, the Greek philosopher, is credited for introducing a three-fold classification of areas of knowledge: practical, productive, and theoretical. The practical area of knowledge is based on purely mechanical doing. You need not question why you are doing what you are doing. Others have already done it for you. The teaching practice depicted above is a good example of that practical knowledge. We may safely generalize that most of the teaching in the classrooms is this practice. The second area of knowledge, the productive knowledge, is based on making. Crafts persons practice this kind of knowledge. It requires more than pure practical doing. Clear initial design and specific final product are part of practice. The theoretical knowledge, often contrasted with pure practical knowledge is based on 'attainment of knowledge for the sake of knowledge'. Pure mathematics is an example. You may find uses for it in the future.

The theory of teaching as taken by teachers similar to the one depicted above would be: 'Faithful delivery of the content of the textbook.' After years of practicing this theory, the teacher would internalize it as a skill and a faith. People around this teacher, that is, those responsible for his/her education and training, curriculum developers, course syllabi designers will define and safe jacket the teacher into that role: faithful performing of their instructions.

Carl Marx has noted an interesting difference between practice of bees, the architects of the Nature and that of human architects. Bees make their marvelous structures, that is, their honeycombs based on 'practice'. Human architects make their equally marvelous structures based on 'praxis'. The ancient Greeks used the word 'praxis' to refer to a reflective, purposeful, deliberate action. Since their appearance on the surface of the earth, bees have not made changes in their practice. We have modernized, made changes in their beehives and moved them from mountains to farms. Human architects are involved in the reflective action: they constantly evaluate their ideas, designs, plans, and materials.

Is the orientation of language teachers, as the teacher depicted above, very much like the historic practice of bees: historic idea of teaching as passing the content and the ideas of the textbook to the students? How can a teacher be helped to move away from practice of bees to that of architects? Should we tell the teacher what to do or help him/her to shape a framework of thinking about pedagogy in which his/her practice would shape? I briefly make a number of suggestions here, but to attract attention to an entrenched practice and do something about it requires a more serious treatment.

> **Teaching is a team work, a collaborative enterprise. A wide range of administrators, theoreticians, designers, authors, classroom practitioners get together, collaborate and decide to make it happen**

The textbook: the teacher's best friend?

Language teaching practice in language

Our teacher is happy that he/she has safely delivered the parcel, the content of the assigned lesson to the students.

The question of the writing:

If the above two depictions made about the teacher and the practice of teaching are true, is our teacher a postman to deliver a parcel from the Ministry of Education to the students in schools all over the country? Or is he/she a **thinking teacher**? The thinking teacher as we take it here is a teacher who already knows what is there in the parcel and directly or indirectly has participated in its shaping.

Teaching is a team work, a collaborative enterprise. A wide range of administrators, theoreticians, designers, authors, classroom practitioners get together, collaborate and decide to make it happen. A recent advertisement of an insurance company reads: *An idea is just an idea; a plan is just a plan, until you decide to make it happen*. Teachers, classroom practitioners, are at the peak of this enterprise.

From the above description of a teacher and a performance in the classroom, though brief, it might be safely concluded that language teaching is a purely practical labor. It may require 'small' training; it does not require any expert's 'education'. Anybody who 'knows' the language can carry out that labor. In the mid twentieth century, when foreign language teaching became a world epidemic, clergies and nuns from missionaries, wives of employees in the embassies, and social workers became successful teachers of their native languages to the speakers of other languages. Most did not have any training and relevant language teaching
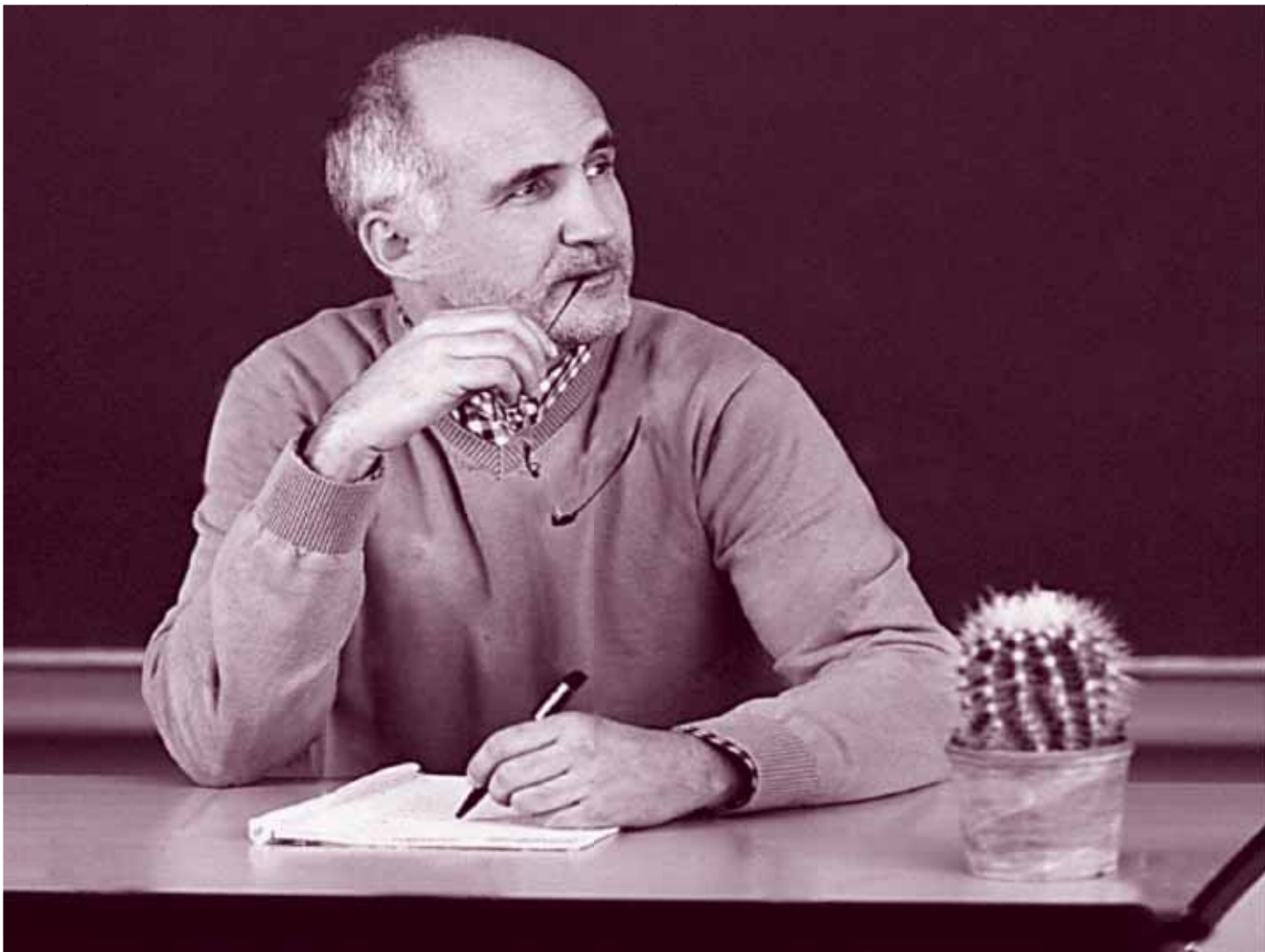
The Thinking Teacher

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The Seed
How does it know,
this little seed,
if it is to grow
to a flower or weed,
if it is to be
a vine or shoot
or grow into a tree
with a long deep root?
A seed is so small
where do you suppose
it stores up all
of the things it knows?

A. Fisher

A teacher of English as a foreign language

The stereotype teacher of English as a foreign language whom we refer to here as a sample like the majority comes into contact with the language he/she is teaching as a school subject at school and in addition holds a B.A. Degree in the language with courses in language teaching methodology, translation, and introduction to linguistics.

He/she possesses a modest repertoire of its vocabulary and grammar rules. His reading skill, specifically, reading academic texts is good. His/her use of other language skills is a doubtful case because he has not been in the genuine language use contexts. He/she is not using the language to speak to, listen to, and write to the others regularly.

A classroom teaching practice

The teacher, a textbook in hand, enters the classroom, rushes to the teacher's desk next to the blackboard, and sits behind it. The classroom is not equipped with any teaching aids, but a blackboard. All the teacher's teaching and the students' learning hang on the peg of a prescribed textbook.

The teacher opens the textbook, watches the class with a 'cool' look and after a fast disappearing smile starts presenting the content and the exercises of a lesson from the textbook. The teacher has presented this lesson previously many times to different classes. Out of experience, the teacher stops automatically at certain parts of the lesson, makes explanations in the students' language. Certain exercises of the lesson are done on the board; the rest are left for the students to do at home in their homework notebooks. The students' learning based on the content of the textbook is assessed in writing a few times during and at the end of the school year.

The bell is heard, the class hour is over.

dichotomy" to new alternatives like "likely and unlikely". As Jones and walker (2015) have asserted, the contribution of corpus linguistics is about frequency, chunks and semantic prosody of grammatical items, that is, whether a pattern has negative, neutral or positive shading in context.

> An analysis of the textbooks in Iran, old and new series, reveals that canonical tag questions have been given much attention and there is not much space for invariant tag questions

To bridge the gap between the written and spoken modes, Biber (1986) presented "multi-feature/multi-dimension" approach which was an attempt to overcome the contradictions between linguistic relationships between written and spoken modes, arising from the restricted methodologies like assigning undue weight to individual linguistic features. In a nutshell, grammatical materials not

only incorporate verbal discourse but also manage to provide activities that allow those features to be operated. Therefore, it is suggested that the material developers need to rebalance the canonical and invariant types of tag questions in the textbooks in order to create real language.

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more difficulties during its application (Bax, 2003). While, as Savignon (2007) states, the essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. Nunan (1991) characterizes two of the CLT features as follows:

1. An attempt to link classroom language learning with language activities outside the classroom.
2. The introduction of authentic texts into the learning situation.

Therefore corpus linguistics can help material developers and teachers shift away from "correct and incorrect dichotomy" to new alternatives like "likely and unlikely". As Jones and walker (2015) have asserted, the contribution of corpus linguistics is about frequency, chunks and semantic prosody of grammatical items, that is, whether a pattern has negative, neutral or positive shading in context

One of the ways to overcome the problem is to teach both types of tag questions as "norms" in the class through integration of computer mediated communication (CMC) that can provide learners with more authentic input and more opportunities to participate in the

target socio-cultural contexts through

which both linguistic and pragmatic knowledge can be promoted (Nunan, 2015; Richards and Nunan, 2015). In addition, Nunan (2015) suggests watching a lot of movies without subtitles that provides learners with both types of the norms. The reason is that presenting norms (Gass et al., 2002), instead of 'criteria', sensitizes learners to the multiple and shifting meaning potential of language" (Kramsch, 2002). If we acknowledge variability in pedagogic norms, we have to acknowledge that different contexts call for different norms. It could be argued that the form of a language that is taught has rarely reflected the full range of native speaker forms and registers. Hughes (2011) believes that" there needs to be a balance struck between clearly inadequate models of spoken grammar and the norms of classrooms and published materials" (p.59).

Corpus linguistics can contribute to the development of tag questions teaching. Conrad (2010) believes:

The great contribution of corpus linguistics to grammar is that it increases researchers' ability to systematically study the variation in a large collection of texts – produced by far more speakers and writers, and covering a far greater number of words, than could be analysed by hand. Corpus linguistic techniques allow us to determine common and uncommon choices and to see the patterns that reveal what is typical or untypical in particular contexts. (p. 228)

Therefore corpus linguistics can help material developers and teachers shift away from "correct and incorrect

"colloquialization" because invariant question tags are a little too colloquial, they depend on "shared immediate context between speaker and hearer. They are characteristics of interactive spoken language."

Tag Questions in Iranian Language Education

An analysis of the textbooks in Iran, old and new series, reveals that canonical tag questions have been given much attention and there is not much space for invariant tag questions. There are a few reasons for this priority in language learning classes; one historical reason is the Chomkyan autonomous linguistics which focuses on the structural regularities in particular languages without taking into consideration the society, the language users themselves, or the beliefs of these language users. Additionally, Baker (2015) has listed some reasons and believes that "a satisfying degree of syntactic complexity that challenges intermediate learners" is one reason for this attraction. The second reason that Baker refers to is that "it includes pronouns, tenses

and forms" because it involves a range of linguistic items. The next reason lies in the fact that tag questions are a good vehicle for "checking and reusing learners' understanding." This may lead to a better perception of the speakers' intention. The last reason is that tag questions are "easy to test in exams." Therefore they live up to teachers' expectation to examine their students easily.

The writers of the new textbooks (Prospect Series) have shown much tendency towards CLT approach (Kamyabi Gol and Baghaeeyan, 2014). On the other hand, Tottie and Hoffman (2006), Leech et al. (2012) and Baker (2015) have attested that the use of invariant tags is becoming increasingly common in spoken language. Stern (1992) argues that one of the most difficult problems to make classroom learning communicative is the absence of native speakers. Nunan also sees it as a "challenge". Apparently, in English as a Foreign Language (EFL) context, owning to limitations, like the purpose of learning English, learning environments, teachers' English proficiency, and the availability of authentic English materials, CLT faces much
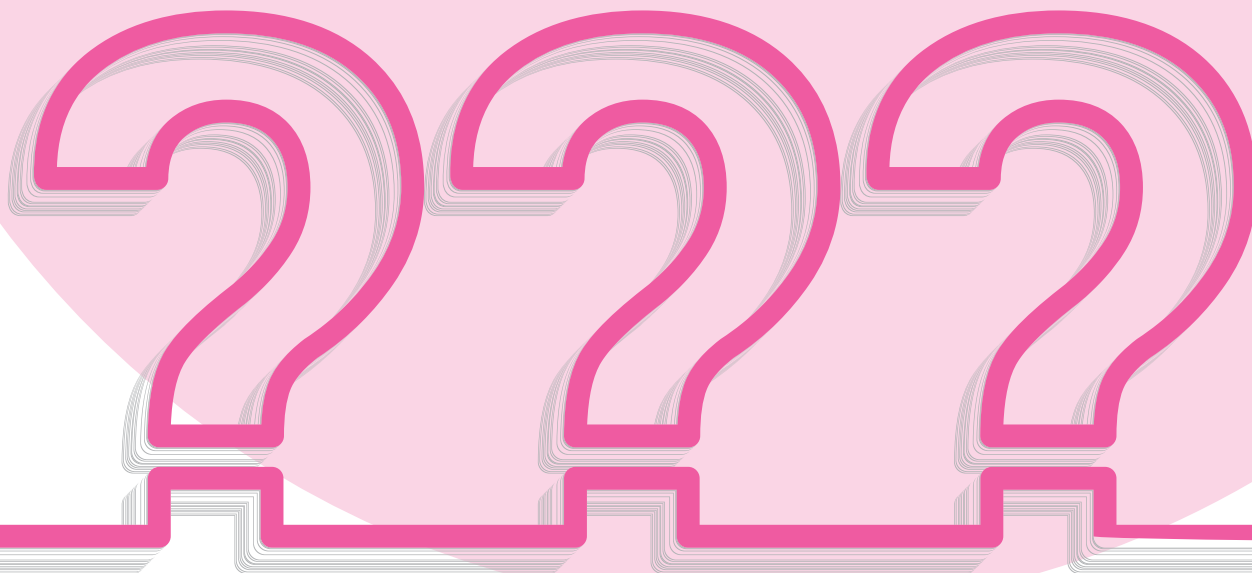
putting on.

They also found that there are nine times as many canonical tag questions in British English as in American English. In addition, the greatest difference in polarity types is that the type negative-positive is more frequent in American English than in British English. They reported that in functions of question tags, facilitative question tags account for a greater proportion in American English while confirmatory and attitudinal uses account for a greater proportion in British English. And about the users they asserted that younger people (American and British) used far fewer canonical question tags than older people.

Baker (2015) refers to the same factors leading to poor

tendency of canonical question tags:

A) The obvious effect of demographic change. This was found in question tags across two generations.

B) The strong tendency for American English and its effect on British English.

C) The tendency of local variants to challenge their native speakers. This may be the result of English as a lingua franca.

However, both Tottie and Hoffman (2006) and Baker (2015) assert that the use of canonical question tags will not decline but invariant forms will gradually take the central stage, especially in informal speech. Leech, Hundt, Mair and Smith (2012, p. 225) call this tendency

Is it?

Didn't I?

Don't they?
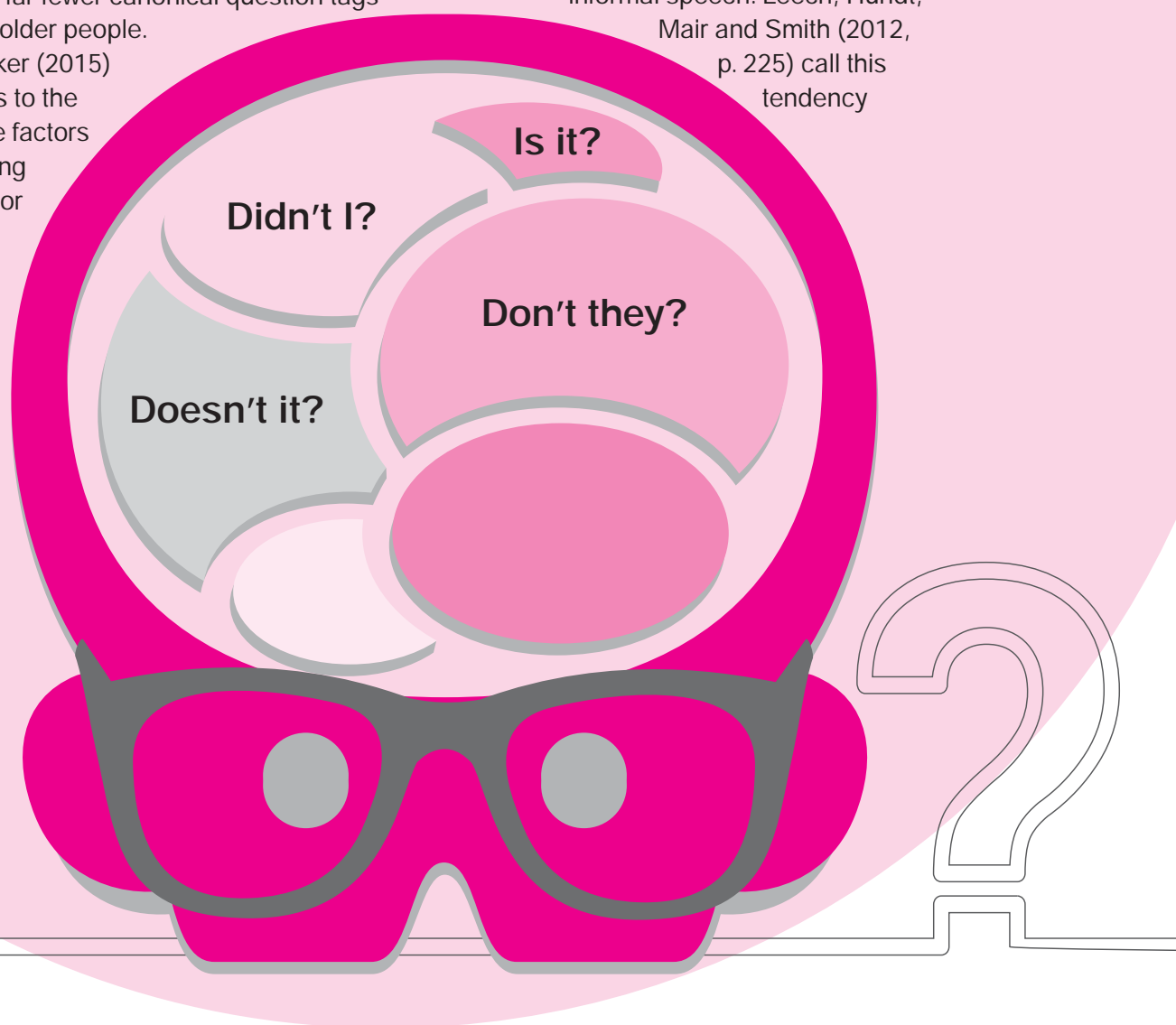
Doesn't it?

Table 1. Types of canonical question tags

anchor	question tag	polarity
1) Makes you really think,	doesn't it?	Positive-negative
2) Oh, it's not very valuable,	is it?	Negative-positive
3) So, this is the letter he sent you,	is it?	Positive-positive (rare)
4) Yes, they don't come cheap,	don't they?	Negative-negative (rare)

Another type of tag questions also reported in the literature is the one with elliptical anchors.

1) Terrible, isn't she?
2) Gorgeous blue, aren't they?
3) East Detroit, isn't it?
4) Piece of cake, isn't it?

As these instances show they are used as equivalents of regular tag questions.

Semantic and Pragmatic Aspects of Question Tags

Holmes (1995) made the first attempts to categorize question tag functions. Question tags are divided into **epistemic modal** (expressing speaker uncertainty) and **affective modal** with three affective subtypes: facilitative (expressing positive politeness), softening (expressing negative politeness to attenuate the force of negatively affective utterances) and challenging (provoke an answer from a reluctant addressee).Holmes (1995) believes that, in this sense, tag questions can also fulfil the function of hedging.

In another taxonomy, Tottie and Hoffman (2006) presented their categorization as follows:

1) Informational (genuine request for information)
A: *You are getting paid for this, aren't you?*
B: *Twenty five quid.*

2) Confirmatory (speaker is not sure of what he/she says and wants confirmation)

A: *I'm going to try to go walking for a little bit. I don't need a jacket, do I?*
B: *No, it's still pleasant.*

3) Attitudinal (emphasizes what the speaker says; no reply is expected)
A: *She'll be in trouble, won't she? She often eats fatty food. Every day...*
B: *Mh*

4) Facilitating (the speaker is sure of the truth of what he/she says but wants to involve listeners)
Teacher: *Right, it's two, isn't it?*
Student: Mm.

5) Peremptory (it follows a statement which follows a generally acknowledged truth and intended to close off debate)
A: *How old are your mum and dad?*
B: *(laughs)*
A: *He doesn't know either.*
B: *They're, hh their forties anyway, I think.*
C: *That's what I said.*
A: *Well, we came to that conclusion, didn't we?*
B: *My dad's forty seven; my mom's about forty three.*

6) Aggressive (it functions as insult or provocation)
A: *Well I put. Thought you were staying to tea so I put six eggs on.*
B: *Oh aye, yeah, alright.*
C: *You put what?*
A: *Put six eggs on, didn't I? Anyhow, I'm*

Abstract

This study aims at investigating different types of question tags and their use. Tag questions can be classified into canonical tags where either a positive statement is followed by a negative or a negative statement is followed by a positive tag and invariant tags where the same tag word is used irrespective of the syntax of the main clause. Studies have shown that during the process of "colloquialization" invariant forms will gradually take the central stage especially in informal speech while the use of canonical question tags will not decline. An analysis of the textbooks in Iran, old and new series, reveals that canonical tag questions have been given much attention and there is not much space for invariant tag questions. The writers of the new textbooks (Prospect Series) have shown much tendency towards the CLT approach; on the other hand, recent studies have attested that the use of invariant tags is becoming increasingly common in spoken language. Therefore it is suggested that the material developers need to rebalance the canonical and invariant types of tag questions in the textbooks in order to make language as natural as possible.

Key Words : Tag questions, canonical tags, invariant tags, colloquialization, CLT approach

Introduction

Tag questions are widely used in many languages. A question tag consists of two clauses, an anchor and a tag. The subject may be a full noun phrase, a pronoun or the word "there", but in the tag part, it must be either a personal pronoun, or the words "there" or" one". The verb is a lexical item, an auxiliary or a modal. The verb in the tag must be an auxiliary or a modal. Tag questions can be classified into four canonical tags where either a positive statement is followed by a negative (it is beautiful, isn't it?) or a negative statement is followed by a positive tag (It isn't beautiful, is it?).Two other rare types are also found; positive-positive tag forms (this is your own work, is it?) and even negative-negative type (Tottie and Hoffman, 2006; Quirk, Greenbaum, Leech, and Svartvik, 1998).

The second category is invariant tags where the same tag word is used irrespective of the syntax of the main clause (e.g. you told her, right? Or you're going now right?). Additionally, there is evidence showing that the use of these invariant tags is on the rise. In spite of this trend, the canonical tags nomally receive most of the attention in ELT education (Tottie and Hoffman, 2006; Baker, 2015).

Polarity Types of Tag Question

Question tags vary between two positive and negative poles. The canonical type is often found with reversed or constant polarity as it is shown in Table 1.

Do
Question
Tags
Tag Questions?

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چکیده

هدف این مطالعه بررسـی انواع «دم سـؤالی»ها (Tag Question) و کاربرد آنها میباشـد. دم سؤالیها به انواع معیاری و کاربردی تقسیم میشوند. در نوع معیاری دم سؤالی مثبت بهدنبال جملۀ منفی میآید و دم سؤالی منفی در انتهای جملۀ مثبت قرار میگیرد. در نوع کاربردی که دم سؤالیهای یکسان بدون توجه به قواعد نحوی جمله بهکار میروند. مطالعات نشان میدهد که در جریان فرایند «محاورهایسـازی» Colloquialization دم سـؤالیهای کاربردی بهتدریج جایگاه اصلی را خصوصاً در زبان محاورهای خواهند داشت در حالیکه کاربرد دم سؤالیهای معیار نیز کاهش نخواهد یافت. مطالعۀ کتابهای درسی قدیم و جدید در ایران نشـان میدهد که تمامی توجه بهسوی دم سؤالیهای معیار بوده و جایی برای نوع کاربردی آن وجود نداشته است. نویسندگان کتابهای درسی جدید (Prospect Series) تمایل بسیاری به رویکرد CLT نشان میدهند، از سوی دیگر مطالعات اخیر نشان میدهد که دم سؤالیهای کاربردی در گفتار بهطور فزایندهای در حال رواج است. بنابراین پیشنهاد میشود طراحان محتوای آموزشی در کاربرد طبیعی زبان بهکارگیری انواع معیار و کاربردی دم سؤالیها را مورد بازبینی قرار دهند.

کلیدواژهها: دم سؤالیها، دم سؤالی معیار، دم سؤالی کاربردی، محاورهایسازی، رویکرد CLT

Appendix 1

Worksheet 1

Hi. I am Shahram Bahrami. I am 18 years old. Today I want to tell you about my abilities: what I can do. Also, the things I am not good at.

I can ride a bicycle. I love bike riding. My brother, Ali, has a bicycle, too. He can ride a bicycle, too. We go to the park and ride our bicycles. I can draw good pictures and I can play chess. I am very good at playing chess.

But I can't swim. I never go to the swimming pool. I am not good at cooking. My mother can cook very well. She is very good at cooking Iranian foods. I can't take good pictures. I am not good at riding a horse. I like horses but I can't ride a horse.

Appendix 2

Set of pictures

Appendix 3

Guided Discovery Questions

1. What is the meaning of can/can't? good at/not good at? How could you guess?
2. Underline can/can't.
3. What is the next word after can/can't? Is it a simple form or has -ing, -s, -es, -ies, -ed?
4. Find all he/she words and underline them.
5. Do you see any changes in can/can't or the verbs after them?
6. Underline all the "good at/not good at".
7. What is the form of the word after them? Is it a simple form or has -ing, -s, -es, -ies, -ed?
8. What do you conclude as a rule for using can/can't and good at/not good at.

Step 2: Afterwards, the teacher gives each group a set of guided discovery questions (See Appendix 3) and asks each group to read the questions and find (guess) the answers based on the text. For this, students have 10 – 15 minutes, based on the length of the text and the number of the questions. These questions can be in English **or even in Farsi**. Alternatively, the teacher can ask the questions orally (one by one) and give some thinking time to students and then elicit the answers.

Step 3: Groups are invited to read the questions and share their answers. The teacher can ask further questions to make sure all students have grasped the idea. Moreover, all groups are invited to share their ideas for each question provided that they have alternative answers. This takes 15 – 20 minutes.

Step 4: The teacher writes some sample sentences of the target language (can, can't, good at, not good at) and gives students some controlled practice (drills) on the form, pronunciation, and intonation of the sentences. This takes 10 - 15 minutes.

Step 5: In a freer practice, students will be allowed to produce a similar text orally or write an e-mail, for instance, to a friend and tell him/her about what he/she can/can't do. This can be done in groups for peer support and correction. Students' final products can be posted on the classroom notice board, can be presented orally, or even uploaded on school websites. This will be a good basis for motivation. This takes 10 – 15 minutes.

Conclusion

Guided discovery makes learning deeper and helps students think and discover. On top of that, learning lasts longer, since students are engaged in a meaningful task.
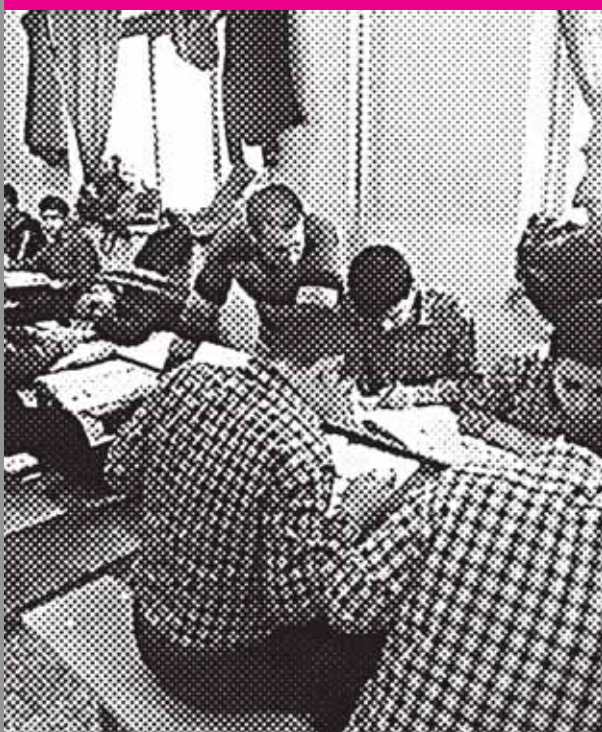
Expressing Ability

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اشاره

ســـتون «My Contribution» با هدف انتقال تجربه‌های موفق تدریس، براساس برنامهٔ درسی جدید زبان انگلیسی طراحی شده است. تصور رایج بر این است که آموزش، به‌طور کلی، براساس محتوای کتاب درسی و راهکارهای ارائه شده درکتاب معلم شــــکل می‌گیرد، در عین حال لازم است به این نکته توجه کنیم که هر طرح درســـی از سبک آموزشـــی طراح خود نیز تأثیر می‌پذیرد. از همین‌رو، تبادل تجربه‌های آموزشی که می‌توانند مبتکرانه و تا حدودی شـــخصی باشند به مدرسان کمک می‌کند کیفیت تدریس خود را ارتقا بخشند. از مدرسان محترم زبان انگلیسی تقاضا می‌شود تجربه‌های آموزشی موفق خود را در قالبی مناسب این ستون، به نشانی پیام‌نگار (Email) مسئول ستون، ارسال نمایند. این تجربه‌ها پس از بررسی و تأیید به چاپ خواهند رسید.

Quick guide

Key Words: can, can't (cannot), good at, not good at

Proficiency level: Beginners

Preparation time: 20 -30 minutes

Activity time: 60 to 75 minutes, depending on class size

Materials: Blackboard (whiteboard), chalk (board pen), a text (See Appendix 1), a set of pictures (See Appendix 2), and some guided discovery questions (See Appendix 3)

Introduction

This is a lesson on expressing abilities or inabilities in doing some specific activities including sports (playing chess), art (painting), literature (telling short stories), and daily life activities (cooking, making tea). The main aim for the students is to discover grammar rules for using **can** and **good at** by being exposed to a short text. **Guided Discovery** makes the class more student-centered and less teacher-fronted. This technique is assumed to foster autonomy among students.

Procedure

Step 1: The teacher puts students into groups of 4 – 6, depending on the size of the class. He, then, gives students a text (See Appendix 1) and a set of cards (See appendix 2). He asks students to read the text and put the pictures in order accordingly. For this task, students have 5 - 10 minutes. Students read the text in their groups and try to put the pictures in the order appeared in the text. The teacher monitors and provides help where necessary and checks the final product.

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Guidelines for Publishing in My Contribution

The column entitled *My Contribution* is a recent initiative which is intended to be a forum for sharing lesson plans and procedures for classroom activities. Our assumption is that all teachers have original ideas for running their lessons which work for them. We welcome a contribution which reflects an original idea. Ideas taken from teachers' guides can be of no help unless they are sufficiently modified. The sign of an original idea is that it is a source of excitement and pride to the originator to the extent that he/she would like to tell others how it works. You can imagine yourself telling your colleague in a very simple clear language how you carry out the activity in your class in a stepwise manner. As your account is procedural it follows a certain structure which is different from the structure of a research article. The column includes instructions which tell the reader how to carry out the teaching activities like the ones one can find in a recipe. In some cases specially in the conclusion part you might want to provide a rationale for the activity by referring to the literature but this needs to be kept at a minimum.

It should be noted that a lesson plan is the blueprint of those teaching activities that are to be done in the classroom to teach the textbook content with the aim of achieving its objectives. Every teacher tries to plan the content in his/her own style so that he/she can teach systematically and effectively. You can see the detailed guidelines for writing *My Contribution in* in the box below.

Your "My Contribution" should include:
- a title, your name, affiliation, and email address;
- a "Quick guide" to the activity or teaching technique;
- no more than 700 words excluding the appendixes;
- an introduction (i.e. overview) followed by preparation and procedure steps and a conclusion.

It should be:
- in Microsoft Word format;
- double-spaced with an extra space between sections.

more salient depends on the type of activity and the resources which could be relied on in that particular activity.

> According to Brown (2007, p. 177), those people who possess a high degree of sense are good at organizing, recording, storing, and recollecting the past events. Therefore, one might argue that sensing people are well-equipped to organize various parts of the text and to create a schema of it in their minds. Based on such schema, the missing parts are more easily accessible

Conclusion

Based on the repprted results, this study concluded that sensing and thinking people perform relatively well on cloze test. In contrast, the performance of intuitive and feeling people is relatively weak on this type of test. The other two pairs of personality traits, extroversion / introversion and judging / perceiving, had no significant correlation with the performance on cloze test. Being good at organizing, recording, storing, and recording the previously encountered data were suggested to be a possible key factor that put sensing people in a relatively strong position to perform successfully on cloze passage tasks.

In addition, being objective, having a criterion-based mode of thinking, and being highly aware of categories were proposed to be the possible effective tools that equip thinking people in performing such tasks. However, the involvement of so many factors is an undeniable question. Each factor plays its own specific role. The degree of success in a given cognitive activity is dependent on a wide range of cognitive and affective elements, each of which plays its own role. The relative saliency of each factor depends on the type of activity and the accessible resources that could be employed to perform that activity.

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words raises the chance of another one's occurrence. For instance, the occurrence of the word *make* raises the chances of occurring words such as *mistake*, *money*, *sure*, etc.

According to Brown (2007, p. 177), those people who possess a high degree of sense are good at organizing, recording, storing, and recollecting the past events. Therefore, one might argue that sensing people are well-equipped to organize various parts of the text and to create a schema of it in their minds. Based on such schema, the missing parts are more easily accessible. On the other hand, those readers who possess a high degree of intuition might be ill-equipped to organize the text and to create a well-formed schema of the content. Therefore, they are not in a strong position to reconstruct the missing parts of the text.

Degree of thinking / feeling and performance on cloze test

As was mentioned in the results, those participants who had a high degree of thinking performed relatively well on the cloze test. In contrast, those who had a high degree of feeling were relatively unsuccessful on the test. According to Brown (2007, p. 177), thinking people are objective and sensitive to criteria and categories. In addition, they perform relatively well in inferential and intellectual activities. On the other hand, feeling people are subjective and tend to rely on estimations. In other words, in the process of forming conclusions, they are not dependent on clearly-defined criteria. Having an objective and criterion-based view toward the events could somehow be related to the successful performance

of thinking people on a cloze test. Finding the correct words that could fill the blank spaces in a cloze test involves gathering information from various sources, including sentence structure (grammatical points), propositional content (meanings of the parts of the text as well as the whole meaning of the text), inferential deductions, and perhaps a long list of other possible factors which might come into play depending on the type of the text and the involved cognitive activities. However, it must be noted that success in any cognitive activity, such as cloze passage task, could be reliant on numerous known or perhaps unknown factors. Degree of significance of a given factor or its saliency in that particular cognitive activity is dependent on the type of activity. To put it another way, the degree of success in an activity is dependent on a collection of factors that are in operation simultaneously. Which factor becomes

cloze passage

Table 1. Coefficients of Correlation Between Test Scores & Degrees of Personality Traits

	Extroversion	Introversion	Sense	Intuition	Thinking	Feeling	Judging	Perceiving
Participants' scores	0.0084	-0.0136	0.7692	-.07741	0.7725	-0.7799	0.2739	0.2807

As can be seen, Personality traits of sense and thinking show a significant positive correlation with cloze test scores. The personality traits of intuition and feeling show a significant negative correlation with cloze test scores. Coefficients of correlations between participants' scores and the other two pairs of personality traits (extroversion / introversion, judging / perceiving) are not siginificant

Discussion

The results suggest that sensing / intuition and thinking / feeling might have a significant correlation with the performance of L2 learners on cloze test. Degrees of sense and thinking were found to be positively correlated with participants' scores. In contrast, intuition and feeling were found to be negatively correlated with participants' scores. In other words, as the degrees of sense and thinking increase among L2 learners, they tend to perform better on cloze test. On the other hand, as the degrees of intuition and feeling increase, L2 learners tend to perform poorly on cloze test. The other two personality traits, extroversion / introversion and judging / perceiving, were found to have no significant correlation with the performance on cloze test.

Degree of sense / intuition and performance on cloze test

Why those people who have a high degree of sense perform successfully on cloze test is a question that might be answered in several ways. To answer this question, we should look at the cognitive processes involved in this type of task. The reader should create a mental representation of a text some of whose parts are absent. The first tool which can help him/her to find the correct option is the structure of the sentence; that is, the grammatical points based on which some options could be rejected. In the structure of English sentences (and any other language), we are not allowed to put nouns, verbs, prepositions, etc. in some places within the sentence. The placement of parts of speech is dependent on the structure of the phrases defined by phrase structure rules.

The second tool on which the reader can rely is the propositional content of the text. That is, the meaning of that part of the text which has been read and correctly understood by the reader. These meanings create a foundation based on which the missing parts of the text can be identified. The propositional clues might originate solely from semantic elements within the sentence itself or perhaps from the whole text. As the reader advances through the text, his/her mental structure of the text grows gradually and becomes more complete. A more complete and comprehensive structure of the text provides more clues for the reader to find the missing words. Another relation among words that can function as a supporting tool for the reader is collocation patterns. Some words tend to come together in a sentence. The occurrence of these

were provided with clear oral instructions to ensure that they knew how to answer the items. One day later, the cloze passage task was administered. The participants were required to answer the items in 75 minutes.

Data analysis

Using an online software (www.humanmetrics.com), the researchers of the current study analyzed the data collected by the Myers-Briggs questionnaire. In the first stage of data analysis, degrees of personality traits were calculated for each pair of two contrasting traits on a range between 0 and 100, which were the two extreme ends of the range. For example, if degree of extroversion of a participant was 64, degree of introversion would be 36. In the second stage, the participants' scores on the cloze passage test were obtained. One score was assigned to each correct answer. No negative point was assigned

to incorrect answers. Therefore, maximum and minimum possible scores were 40 and 0 respectively.

Finally, the Pearson Product moment correlation formula was used to find the degree of correlation between each personality trait and scores of cloze passage test. Since in each pair, personality traits were contrasting, a significant positive correlation between a personality trait and scores on cloze passage test meant a significant negative correlation between the contrasting trait and scores on cloze passage test. Moreover, a non-significant correlation between a personality trait and scores on cloze passage test meant a non-significant correlation between its contrasting personality trait and scores on cloze passage test. To give two examples, a significant correlation (such as 0.81) between degrees of judgment and cloze test scores meant a significant negative correlation (such as -0.82) between degrees of perceiving and test scores. Also, a non-significant correlation (such as 0.32) between degrees of judging and cloze test scores meant a non-significant correlation (such as -0.33) between degrees of perceiving and test scores. To obtain a clear picture of such correlations, the data were shown on diagrams.

Results

Participants' scores on cloze test and their degrees of personality traits were entered into a sheet of Excel software. Coefficient of correlation between participants' scores on the cloze test and degrees of personality traits were calculated by Pearson formula. The results are presented in Table 1.

of words that have been left out of the text. According to Brown (2004, p. 201), the reader can close the gaps by "calculated guesses, using linguistic expectancies (formal schemata), background experience (content schemata), and some strategic competence". Cloze passage tests could be used for native or non-native speakers.

This study intended to find whether there is a relationship between personality traits of L2 learners and their level of success in performing cloze passage tasks. To achieve this objective, the Myers-Briggs personality test and a test consisting of two cloze passages were used and the following rasearch questions were proposed:

1. Is there any relationship between personality traits and the level of success in performing cloze passage tasks?

2. How could personality types impact the performance of L2 learners on cloze passage tasks?

learners in two branches of ILI in Tehran. This group consisted of 80 L2 learners, 49 of whom were females and 31 were males. They were between 17 and 24 years old.

There is no doubt that the type of an activity determines the resources which are called into play as well as the extent to which various cognitive and affective factors impact on the performance. In the case of cloze passage test, which can be considered a cognitive and linguistic activity, linguistic and subject matter knowledge as well as some degree of deduction are essential. For a given item of the test, one of these factors might take the main role

Method

Participants

Participants of this study were selected from among advanced L2

Instrumentation

In this study, the Myers-Briggs personality trait questionnaire and a cloze passage test were used. The aim was to determine the degrees of extroversion / introversion, judging / perceiving, sensing / intuition, and thinking / feeling of the participants on a range between 0 and 100. The cloze passage consisted of two Cambridge Michigan ECPE cloze passages, each one including 20 questions. The participants were expected to select the best choice that could fill the blank spaces.

Procedure

Before giving the Myers-Briggs questionnaire to the participants, they

(1923), includes four pairs of personality types: extroversion / introversion, sensing / intuition, thinking / feeling, and judging / perceiving. In each pair, the two traits are in contrast. For example, being more extrovert means being less introvert and vice versa. According to Keirsey and Bates (1984, pp. 25-26), extrovert people are sociable and external, while introverts are interested in internal reactions. They add that sensing people are mainly reliant on experience and actuality, while intuitive people are speculative and imaginative. While being objective and analytic is the main characteristic of thinking people, being subjective is one of the dominant features of feeling people. Finally, while judging people are fixed and decided, perceiving people are flexible and open to various options (pp. 25-26).

The relationship between Myers-Briggs personality traits and degrees of success in L2 learning and related activities has been investigated by a number of studies (Carrell, Prince, & Astika,

1996; Ehrman & Oxford, 1995; 1989; Ehrman, 1990, 1989; Moody, 1988; Oxford & Ehrman, 1988). According to Ehrman and Oxford (1990), sensing L2 learners tend to rely on memory strategies. Another interesting point in their study was that thinking L2 learners, in contrast to feeling L2 learners, tend to employ metacognitive and analytic strategies. According to Dewaele and Furnham (2000), extrovert bilinguals are more fluent than introvert bilinguals. Gan (2011) found no significant correlation between extroversion / introversion and L2 learners' oral performance. In a study conducted on a group of Iranian L2 learners (Soleimani, Jafarigohar, Ramezani, 2013), no significant correlation was found between extroversion / introversion and the performance on multiple-choice and true false tests.

Cloze passage test is a type of task in which the reader should provide a number

Fill in the blanks

Gap-fill exercise

Fill in all the gaps, then press "Check" to check your answers. Use the "Hint" button to get a free letter if an answer is giving you trouble. You can also click on the "[?]" button to get a clue. Note that you will lose points if you ask for hints or clues!

In animals, nutrition consists of 4 main processes in the order of [____] [____] [____] and [____]

Food enters the body through the mouth, which leads into the [____] This then connects to the pharynx, followed by the [____] and [____] [?] . The pharynx is also connected to the [____] which leads to the lungs. Both [____] and [____] must pass through the pharynx when they enter.

The oesophagus passes through the [____] and [____] to lead to the stomach. [____] muscles and [____] muscles, found on the outside and inside of the gut respectively, are found along the gut from the oesophagus to the

Introduction

The ways that any intellectual activity is affected by cognitive and affective characteristics of the performer might differ according to the type of activity. A variety of resources can be employed to do a cognitive or linguistic activity.

The present article is concerned with the relationship between personality traits of advanced L2 learners on the basis of Myers-Briggs personality questionnaire and their level of success on cloze passage test. If it is demonstrated that such a relationship exists, more complex questions will follow. For example, one might ask how various influencing factors interact with each other, or which factor plays a more outstanding role. There is no doubt that the type of an activity determines the resources which are called into play as well as the extent to which various cognitive and affective factors impact on the performance. In the case of cloze passage test, which can be considered a cognitive and linguistic activity, linguistic and subject matter knowledge as well as some degree of deduction are essential. For a given item of the test, one of these factors might take the main role.

Review of the Literature

The relationship between personality traits on the one hand and various linguistic and cognitive skills on the other has been the subject of numerous studies in recent decades. Various models of personality traits measurement have been suggested by leading researchers. The Myers-Briggs Type Indicator (Myers, 1962) is one of the most popular tests which has been widely used by researchers. This test, which to some extent is based on the model suggested by Carl Jung

cloze passage

Personality Type and Cloze Passage Task: A Study of Correlation between Personality Traits and Performance on Cloze Passage Tasks

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چکیده

هدف از این تحقیق بررسی ارتباط میان نوع شخصیت زبان‌آموزان و میزان موفقیت آنان در آزمون بسته بود. هشتاد نفر از زبان‌آموزان کانون زبان ایران برای شرکت در این تحقیق انتخاب شدند. پرسش‌نامهٔ مایرز بریگز و یک آزمون بسته به‌عنوان ابزار در این تحقیق مورد استفاده قرار گرفتند. میزان همبستگی میان نمرات زبان‌آموزان در آزمون بسته و شاخص‌های شخصیت با استفاده از فرمول پیرسون محاسبه گردید. نتایج نشان داد که "حس" و "تفکر" ارتباط قابل ملاحظه‌ای با عملکرد زبان‌آموزان در آزمون بسته دارند. عملکرد خوب در ذخیره سازی، ساماندهی و فراخوانی اطلاعات می‌تواند از جمله عوامل موفقیت افرادی باشد که دارای "حس" بالایی هستند. همچنین، هدفمندی و تفکر معیارگرایانه می‌تواند از جملهٔ عوامل موفقیت افرادی باشد که دارای درجه بالایی از "تفکر" بر مبنای پرسش‌نامه مایرز بریگز هستند.

کلیدواژه‌ها: پرسش‌نامه مایرز بریگز، آزمون بسته، نوع شخصیت

Abstract

The aim of this study was to investigate the relationship between personality traits of L2 learners and their degree of success in performing cloze passage tasks. To this end, 80 advanced L2 learners in ILI were selected. The Myers-Briggs personality questionnaire and a test of cloze passage were used as the instruments. Coefficient of correlation between the participants' scores and their degree of personality traits were calculated by Pearson formula. The results indicated that degrees of sense and thinking had a significant positive correlation with the performance on cloze test. Being good at organizing, recording, storing, and recollecting the previously encountered data are suggested to be the main reasons that put sensing people in a strong position to perform relatively well on cloze passage test. Also, having an objective and criterion-based mode of thinking are proposed to be a possible reason behind the success of thinking people on cloze passage test.

Key Words : Myers-Briggs questionnaire, cloze passage, personality traits

and who were they?

3. You can find me in darkness but never in light. I am present in daytime but absent at night. In the deepest of shadows, I hide in plain sight. What am I?

4. A man, when asked by his niece how old he was, replied, "My age is now four times yours, but five years ago it was five times yours." How old was he?

(Check below for the answers.)

CROSSWORDS:

Here is a thematic crossword for students of English as a foreign language, or English as a second language. See if you can solve first!

CLUES ACROSS

7. He plays for money.
9. What you do with your eyes.
10. Some of these are sharp, but the most popular ones these days are "in-line" and have wheels.
11. A group of players.
13. They last took place in London in 2012.
15 These are strong in most athletes.
16. What footballers want to score.
19. We've got ___ win.
20. Heads ___ tails?
21. To applaud vocally.
22. Neither a victory, nor a defeat.
24. Sweat!

CLUES DOWN

1. Opposite of down
2. A horse rider.
3. Worn by athletes and many sportsmen.
4. Andy Murray _____ a racket.
5. England's favorite sport.
6. Man who organizes a group of players.
8. Putting top tennis-players into an order of merit for major tournaments.
12. It took place in Brazil in 2014.

14. Great American golf competition.
17. Sequence
18. Prepare for a sporting activity.
23. Is gymnastics a sport or an _____?
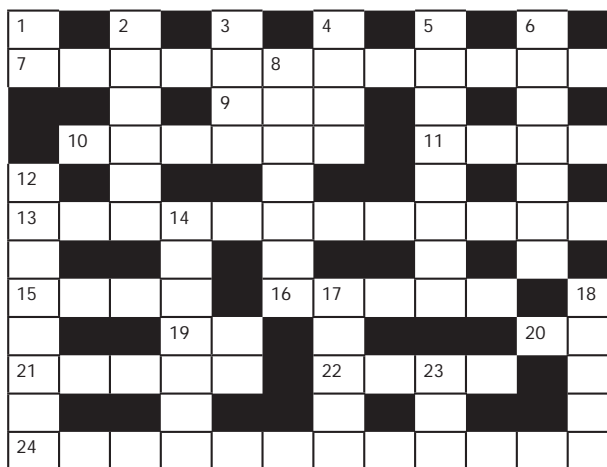
Answers to the Funny Riddles:
1. Silences!
2. There were two girls and a boy, their parents, and their father's parents, making a total of 7 (seven) people!
3. The letter "D"!
4. 80 Years Old!

References:
Quotable Quotes: http://www.goodreads.com
No Comment: https://www.google.nl
Teaching Tips: http://www.witslanguageschool.com
Games in Practice: http://iteslj.org/c/games.html
Jokes: http://iteslj.org/c/jokes-short.html
Interesting Riddles: http://www.zuzzle.com/index.php
Crosswords: http://linguapress.com

advanced students, use tougher words.

3. What's the Meaning?
Level: Medium to Difficult
You, the teacher, may need a dictionary to do this activity.
- Choose a word which is long, difficult, and unknown to the students, a good word to begin with is: *warmonger*.
- Without using a dictionary, your students write down a definition. (They can work out the definition in groups of three). Allow them a few minutes to think and write.
- Collect the definitions and read them aloud.
- When you have finished reading, they will have to vote which of those is the correct one. (It doesn't matter if none of them is the correct one)
- After they have voted and none of the groups guessed the meaning you read the correct one aloud.
The idea of this game is to let students be creative and practice writing skills. Then you can have the students to discuss their writings.

Check the following links for more games for your classes:

1. http://www.gooverseas.com/blog/10-best-games-esl-teachers
2. http://www.tedpower.co.uk/games.htm
3. http://www.onestopenglish.com/teenagers/skills/games/
4. http://www.eslgamesplus.com/
5. http://english.daejin.ac.kr/~rtyson/cv/games.html

JOKES
1. My friend said he knew a man with a wooden leg named Smith.
   So I asked him "What was the name of his other leg?"

2. Little Johnny: Teacher, can I go to the bathroom?
Teacher: Little Johnny, MAY I go to the bathroom?
Little Johnny: But I asked first!

3. The teacher to a student:
   Conjugate the verb "to walk" in simple present.
   The student: I walk. You walk....
   The teacher interrupts him: Quicker please.
   The student: I run. You run...

4. Teacher: Tell me a sentence that starts with an "I".
Student: I is the....
Teacher: Stop! Never put 'is' after an "I". Always put 'am' after an "I".
Student: OK. I am the ninth letter of the alphabet.

5. Teacher: "Nick, what is the past participle of the verb to ring?"
Nick: "What do you think it is, Sir?"
Teacher: "I don't think, I KNOW!"
Nick: "I don't think I know either, Sir!"
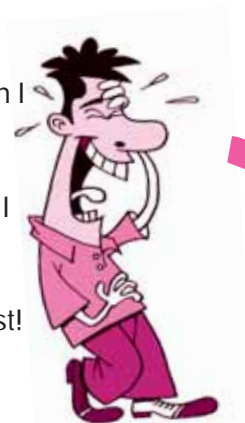
INTERESTING RIDDLES
1. What do you always break by saying it's name?
2. At a family reunion were the following people: one grandfather, one grandmother, two fathers, two mothers, four children, three grandchildren, one brother, two sisters, two sons, two daughters, one father-in-law, one mother-in-law, and one daughter-in-law. But not as many people attended as it sounds. How many were there,

usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.

When to use games?
• A game must be more than just fun.
• A game should involve "friendly" competition.
• A game should keep all of the students involved and interested.
• A game should encourage students to focus on the use of language rather than on the language itself.
• A game should give students a chance to learn, practice, or review specific language material.
Good luck then!

GAMES IN PRACTICE!

Let us review a couple of language games that you can easily perform in your classes to enrich students' language skills:

1. What's the Question?
Level: Any Level
Type of Activity: listening and speaking
Purpose: review question forms previously studied in class
Procedure:
Form two teams (three will work, but two seems to add just the right amount of competitive tension).
Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to

correctly say the corresponding questions for your answer.
Have two players – one from each team – come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.
Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.
Rationale: This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.

2. Sentence Race
Level: Any Level
A good game for large classes and for reviewing vocabulary lessons.
1. Prepare a list of review vocabulary words.
2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.
3. Organize the pieces like bundles, two bundles, two sets of identical words.
4. Divide the class into two teams. Get them to make creative team names.
5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.
6. When you call a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.
The winner is the one with a correct and clearly written sentence.
This is always a hit with kids. For more

NO COMMENT!

I couldn't do my homework because my computer has a virus and so do all my pencils and pens!
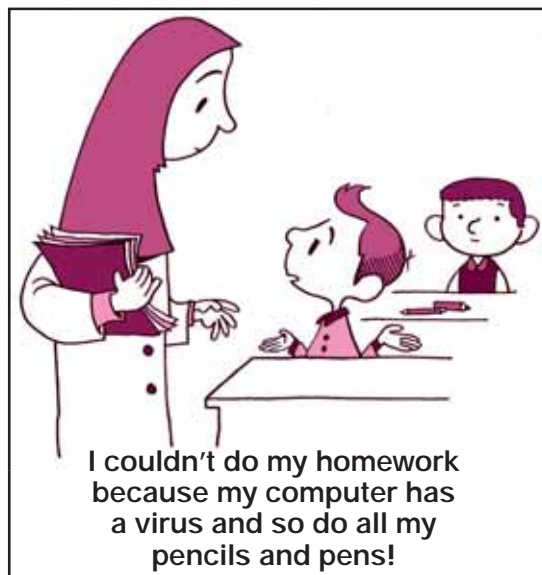
(I couldn't do my homework because my computer has a virus and so do all my pencils and pens!)

Share your ideas with us: *azimi.hz@gmail.com*

TEACHING TIPS: USING GAMES IN ENGLISH CLASSES!
Using games

Some teachers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for their one element that is 'fun'. In fact, games can provide EFL and ESL students more than that. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency. Now, let's get a clear understanding of what games are and why and how games are used in the classroom.

Games have a great educational value. They can be used in the classroom to make the students use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive. In order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep their interest in the work and a teacher can use them to create contexts in which the language is useful.

Why should I use games in the classroom?

Games are used as methods or techniques to involve students in learning. Well-chosen and designed games are invaluable as they give students a break and at the same time allow learners to practise language skills. The benefits of games range from cognitive aspect of language learning to more co-operative group dynamics and as a result games are highly motivating since they are amusing and at the same time challenging.

Using games can be advantageous for learning vocabulary, too. Games add relaxation and fun, so the learners retain words more easily. They involve friendly competition, so it keeps learners interested and motivated. Moreover, vocabulary games bring real world context to the classroom. Interactive learning techniques also hold memory, performance, and social benefits.

Some more general advantages of using games in the classroom are:

1. Games are a welcome break from the

USE GAMES TO ENRICH TEACHING!

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PREFACE

Hi everyone! How was the previous issue? I bet learning topic-wise is both informative and fun. As for the current issue, we have turned to language games: what we are sure both you and the students love to incorporate in your classes. The good thing about games is that they are abundant, creative, easy to conduct, and difficult to forget! So let us embrace it!

QUOTABLE QUOTES

"Life is more fun if you play games."
- Roald Dahl

"There's a difference between playing and playing games. The former is an act of joy, the latter — an act."
- Vera Nazarian

"We do not stop playing because we grow old, we grow old because we stop playing!"
- Benjamin Franklin

"Talent wins games, but teamwork and intelligence wins championships."
-Michael Jordan

" Gaming has been a great way to get to know people. That's part of what I love about games, that they are social."
-Rich Sommer

learning of the students.

The teachers should keep in mind that they have to be prepared to spend time on email activities in order to get the desired results. Nowadays, a teacher is expected to be knowledgeable in computer applications related to teaching and be at the good level of email proficiency. As I myself have experienced, the internet-savvy teachers can earn their students' respect as well as their own self-confidence when they make use of the internet as an additional teaching tool in their teaching practices.

Constant teacher involvement and active encouragement allow the emailing as a useful pedagogical tool to ensure deeper learning of the students

There are some obstacles such as slow speed of the Internet, inadequate facilities and technical problems (Marandi , 2010; Atai&Dashtestani, 2011),which limit technology integration into our classes; however, teachers (as the title of Marandi's paper tactfully suggests) should *bravely step forward* to make good use of technology as far as possible to pave the way for the students in order to experience new contexts of learning English.

I suggest that English teachers make use of the mailing list in their English classes to provide various environments and authentic materials related to instruction. Such tools can keep some students, if not all, motivated to keep in touch with English outside the classroom and to make English a part of their daily lives. Teachers should develop a key positive role as

providers of various attractive teaching strategies to shape students' attitudes positively towards English learning.

I hope that this action research will help English teachers recognize the advantages that may be gained from using the internet resources and mailing lists in their classes. It can really make a difference in class if integrated and harnessed properly!

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their language skills improved.Furthermore, the students' class study time of English over the week stretched, which could bring about differences in overall language proficiency of the students in the long run. Email can be utilized as an effective means of student-teacher communication, since some students are more willing to say what they are really thinking through email rather than through a face-to-face conversation. This being the case, a few of my students offered suggestions about the content of email messages and a variety in exercises. Some students also shared their topics of interest including inspirational photos or quotations with the group so joining a mailing list let the students to interact with either their own classmates or the teacher.

By using email, students became familiar with this vital communication tool in order to optimize their understanding of the themes taught in class. Using e-mail also saved class time for some assignments since the students received weekly e-assignments or announcements. Teachers need to be aware of the fact that not all the students are in favor of using this tool in class. Some students do not use technology or do not have access to the internet. Some of my students

expressed their dissatisfaction with this learning tool and explained that they participated in activities because the teacher had made presentation activities compulsory for the whole class as part of the students' homework. Some others considered it time-consuming. However, it's the teacher who is responsible for meeting the needs of the many learning styles and multiple intelligences that the students possess. Providing a variety of delivery methods is always helpful and it gets more students involved in the process of learning.

> By using email, students became familiar with this vital communication tool in order to optimize their understanding of the themes taught in class

Conclusion and recommendations

Emailing as an essential tool can be used to supplement the content taught in class and bring effective benefits to the process of learning English. These benefits include its capability of presenting various activities and resources that if used by the students and monitored by the teacher can increase the time that students interact with the language and enhance the students' language learning.

While the teachers use a mailing list as a stimulating means of communication, they have to be fully involved in the process of teaching and learning through email. Constant teacher involvement and active encouragement allow the emailing as a useful pedagogical tool to ensure deeper learning of the students.Regular messages on a weekly basis indicate the fact that the teacher cares for the students' learning and is interested in deeper and better

a total score on the student's performance. Another email mail contained a reading task. Students read the stories emailed to them and discussed them in class as part of the class presentation. They were also introduced to some links to do topic-related readings in advance and be prepared for class presentation. These extra out of class assignments, which saved the class time, involved the students in class discussions related to topics of class readings. One-on-one email exchange through which the teacher could help some students to share their ideas, offer suggestions, and experience beyond the class interaction and create bonds with the teacher, was a great enjoyable experience for me, too.

Analysis of Results

Mailing list as an educational tool was incorporated into my English classes to grant the students an environment where they worked on more activities or tasks outside the class according to their own pace and were exposed to a wider range of English input than they could see in their textbooks. As the students practiced reading and grammar via different links and resources provided by the teacher,
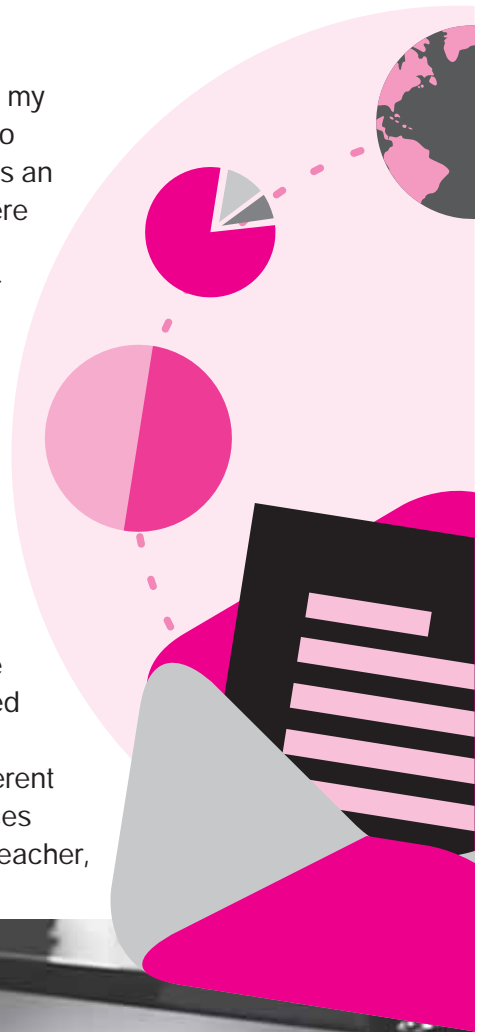
To the right, a blue box titled "+ Invite" is seen. I clicked on this box and entered the email addresses of my students one by one. When I was done with the invitations, I clicked on "Send". Yahoo Groups sent an invitation to each of the addresses I entered. The students had to respond to the invitation message to join the group. Joining the group, the class had one email with as many as 70 members. To send an email to all the members of my group, I sent an e-mail to <my_group_name>@ yahoogroups.com.

Each weekend of the fall semester, in total 10 sessions, I sent out one email message to my students .They were required to check their mail boxes at the end of the week to get the assignments, which contained either grammar or reading links.

Emailing makes students autonomous since it provides them with a better opportunity for control and initiative in learning and communicating with other students or the teacher at any time of the day and from a number of places rather than during class sessions

The students were supposed to do the grammar tests and let me know about the score they got. These online grammar tests were automatically corrected giving positive and negative feedback along with

English language teachers often have to follow a rigorous schedule since they are expected to present and practice some content and grammatical topics in a semester one session per week. This amount of time does not meet the students' needs to be exposed to big chunks of input to learn English in more authentic environments. Email spares the students an additional context for reading and discussion that can be linked to topics being covered in class. Moreover, increased control over learning exists, since the students are able to work on content-related topics at their own convenience.

> **Network-based technology exposes the students to various resources of authentic reading materials, accessible at any time, to be used either in class or from home. English language learners can also get benefits from technology and the Internet in terms of increasing the interactivity and efficiency in time and energy (Atai&Dashtestani, 2011)**

Teachers can design email assignments as pre-class, post-class, or supplementary activities. Setting up a class email list, the teacher can easily distribute information and materials to be discussed or presented in class. The teacher can also connect communicative tasks to the topic currently being covered in class, which results in extending the learners' communicative time and involvement with that topic.

Action Plan

Incorporating mailing list into English Class

Using a mailing list for assignments

A mailing list is a list of the students' names and addresses which is managed by the list owner, i.e. the teacher. The class email list enables the teacher to send assignments easily to everyone associated with the class. When a message is sent to the list, it is electronically distributed to each of the students on the list. A copy of the message is saved in files which are known as list archives for future reference. A mailing list affords a teacher the opportunity to let the students do more practice on their course-related topics.

To incorporate a mailing list to the class, the following action plan was created.

I explained the project to the students as members of the email group, and introduced the possible use of email in class. The students received step-by-step instructions on making and using email. I then created a class email list. To manage a number of email addresses and send a file to everybody on the email list, an email service like Yahoo Groups was utilized. In addition to managing email addresses, this service can provide the ability to store and share files among all of the list members. There's no need to send the file to everybody on the email list individually, just uploading the file to the list itself makes it available to everybody. To create a group, I took the following steps:

I went to http://groups.yahoo.com; clicked on the link "Start Your Group"; followed the steps. A Yahoo ID is needed to be able to run a Yahoo Group. Then I manually added the emails of my students to the list. To do this, I clicked on Management > Manage Members. This lists all of the members of the group.

the benefits of using email in the second language class. Emailing makes students autonomous since it provides them with a better opportunity for control and initiative in learning and communicating with other students or the teacher at any time of the day and from a number of places rather than during class sessions. It also gives equal rights to students with various learning styles and personalities to contribute at their own pace.

Clyde and Delohery (2005) mentioned that email,as an asynchronous instructional tool, can be utilized with the aim of enhancing teaching and learning English. According to Chhabra (2012), internet as a source of information, which comes in various forms of courses, articles, conferences and etc., enables the teachers to send their assignments to the students through email and the students' work can be viewed by their parents at any time. Quan-Hasse et al. (2005) stated that the integration of computer technology in the form of email, into the class passes up the opportunity to communicate ideas and information as well as sharing the feeling without any limit on time and space.

As many researchers have noted, email makes it possible for the teachers to extend what they can do in the classroom as it provides a venue for communicating and exchanging ideas outside the class. Thus, the students are not confined to a specific class at a particular time of the day to improve their knowledge of English. Their electronic folder, inbox, exposes them to authentic class-related contents. The students can grasp this opportunity from the comfort of their own room or from a cyber-café to increase the amount of time they can spend either doing some extra readings or composing in English working on grammar structures in a communicative context.

Statement of the Problem

Numerous researches have approved of the leading effect of technology in improving foreign language education (Blake, 2008; Larsen-Freeman and Anderson, 2011). Teaching tools offered through technology and the internet have the potential to bring about significant changes in teaching and learning practices,so both teachers and students should have the chance of the internet accessibility to keep up with new developments in teaching and learning.

It has been argued that when there is little exposure to authentic materials in a foreign language classroom, it's unlikely for the learners to develop their communicative skills in the second language (Demo, 2001). In the Iranian case, the contact hours in English classes (2 hours a week) are not sufficient for the development of the students' language skills. To address this issue, technology and multimedia can be used to increase students' exposure to authentic language and enhance learning since they give ample opportunities to the learners to develop their communication skills (Larsen-Freeman and Anderson, 2011). Network-based technology exposes the students to various resources of authentic reading materials, accessible at any time, to be used either in class or from home. English language learners can also get benefit from technology and the enternet in terms of increasing the interactivity and efficiency in time and energy (Atai&Dashtestani, 2011).

To compensate for the limited amount of time that the students were exposed to English language and insufficient input they received in their English classes, I utilized mailing list as an instructional tool as a complement to the teachers' use of High school English Book to benefit from technology and the internet and stretch the class time to a few extra hours outside the classroom context.Using mailing list in my classes also aimed at offering chances to enhance my students' language learning. Emailing which has been called as "the mother of all enternet applications" (Warschauer, Shetzer, and Meloni, 2000, p.3),creates an environment in which the students can interact with both the teacher and their classmates. This environment allows the participation of all students including shy and less active ones.Considering the fact that my students used their own English books as the main source during the class sessions, they were also presented with opportunities to go beyond the restrictions of class time and input to discover many new information sources. This independence from one single source of information, i.e., their English book, made the students familiar with a bigger world beyond the classroom where they were exposed to the language outside the classroom in order to work independently on improving their language skills.

> It has been argued that when there is little exposure to authentic materials in a foreign language classroom, it's unlikely for the learners to develop their communicative skills in the second language (Demo, 2001)

The Solution Strategy
Background to the Pedagogical Benefits of Mailing List

Warschauer&Turbee(1996) express

Using Mailing List to Extend English Learning Time and Space and Expand Topics Beyond Classroom in High School English Classes

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چکیده

امروزه استفاده از تکنولوژی، ازجمله اینترنت، در تدریس و یادگیری زبان بسیار حائز اهمیت شده است. استفاده از لیست پستی (ایمیل) در کلاس زبان مزایای فراوانی برای دانش‌آموز و معلم دارد. اقدام پژوهی حاضر به توصیف چگونگی اســـتفاده از لیســـت پستی به‌عنوان ابزار مؤثر یادگیری و آموزش زبان می‌پردازد. لیست پستی این امکان را برای دانش آموزانم فراهم کرد تا یادگیری و تمرین نکات گرامری و خواندن متون انگلیسی را در خارج از کلاس در زمان مناسب خود ادامه دهند. پیشنهاد می‌شود معلمان از این ابزار قوی اســـتفاده کنند تا یادگیری زبان به زمان کوتاه هفتگی کلاس‌های زبان محدود نشود و دانش‌آموزان در خارج از مدرسه هم دانش زبانی خود را افزایش دهند و محیطی واقعی‌تر را در یادگیری زبان تجربه کنند.

کلیدواژه‌ها: لیست پستی، گروه‌های یاهو، اطلاعات ورودی

Abstract

The need for the help of technology and the internet in language learning and teaching programs is an issue of utmost importance. Mailing list can provide a wealth of advantages to foreign language learners and teachers. The purpose of my action research was to examine how mailing list could be used more effectively as an instructional and learning tool to provide my students with more input than they would normally expect from class time, which typically amounts to not more than 2 hours per week.My students, who were second graders in Farzanegan High school,were provided with more time and space to practice English outside of class. Using mailing list gave my students an additional context to do some extra readings and practice grammatical structures that were linked to topics being covered in class. In this study, I suggest that teachers integrate this great tool into their teaching practices to spare their students more chunks of time and space to expand their knowledge of English language.

Key Words : mailing list, Yahoo groups, authentic learning

Focus Groups

A new structure in the form of cross department professional learning communities was introduced into the schools. We called these Focus Groups and they comprised the Literacy Leader of the school and the different subject teachers of a common class. In this structure, the evidence base and the focus of inquiry was specific to the Focus Class of students taught by these teachers. We had theorized several ways in which the focus group structure could act as an enabler of effective professional learning about literacy. We found that it facilitated greater co-operation between teachers and contributed to students experiencing more, and more coherent, literacy instruction. Focus Groups were also associated with greater gains in students' achievement in standardised measures of reading comprehension.

Conclusion

In this paper, we have discussed a range of factors that acted as barriers and enablers in a programme promoting effective literacy across subject areas in New Zealand secondary schools. Some of the barriers identified, such as the self-managing schools policy which limits the extent to which central agencies can mandate particular approaches, are particular to NZ. However, most others appear to exist in many other educational jurisdictions as well. These include the traditional lack of preparedness for secondary subject teachers to teach literacy effectively and the presence of department structures that make a whole-school focus on literacy harder to achieve. We have described some features of the Secondary Literacy Project that we employed to address these barriers.

While approaches for subject literacy professional development will clearly need to take into account context features specific to their setting, we hope the paper will provide some 'food for thought' for those undertaking a similar endeavour in Iran.

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of the theoretical underpinnings of effective literacy practice, as well as the practical knowledge and skills to enact and evaluate the effectiveness of this practice in their classrooms.

2. *Effective instructional decisions need to be based on quality evidence and ongoing inquiry.* SLP aimed to increase the effectiveness with which teachers and schools could use evidence from a range of sources, such as student voice and formal assessments, to identify and prioritise student literacy learning needs and to evaluate the impact of changed instructional practices.

The model also proposed eleven guidelines for optimal literacy instruction, which:

1. Provides students with extensive opportunities to engage with a wide range of appropriately-challenging written text.
2. Is differentiated to address individual literacy needs, interests and experiences.
3. Clarifies and shares *literacy* learning intentions and criteria for success.
4. Provides students with specific feedback about the *literacy aspect(s)* of their learning.
5. Supports students to make effective use of how texts are organised (e.g., headings, different paragraph structures).
6. Develops students' skills to make links to prior knowledge and/or build necessary background knowledge.
7. Develops students' vocabulary and vocabulary-solving skills.
8. Develops students' skills to employ key comprehension and writing strategies.
9. Develops students' skills to flexibly use and integrate written, oral, and visual modes.
10. Develops students' skills in both receptive and productive language use.
11. Develops students' skills to engage with text beyond a literal/factual level.

The Guidelines for Effective Adolescent Literacy Instruction (Wilson & McNaughton, 2012) provided the curriculum for teachers' professional learning about literacy and gave the Literacy Leaders and teachers a framework they could use to identify areas of strength and areas for development in the knowledge and practices of both students and teachers.

English Literacy
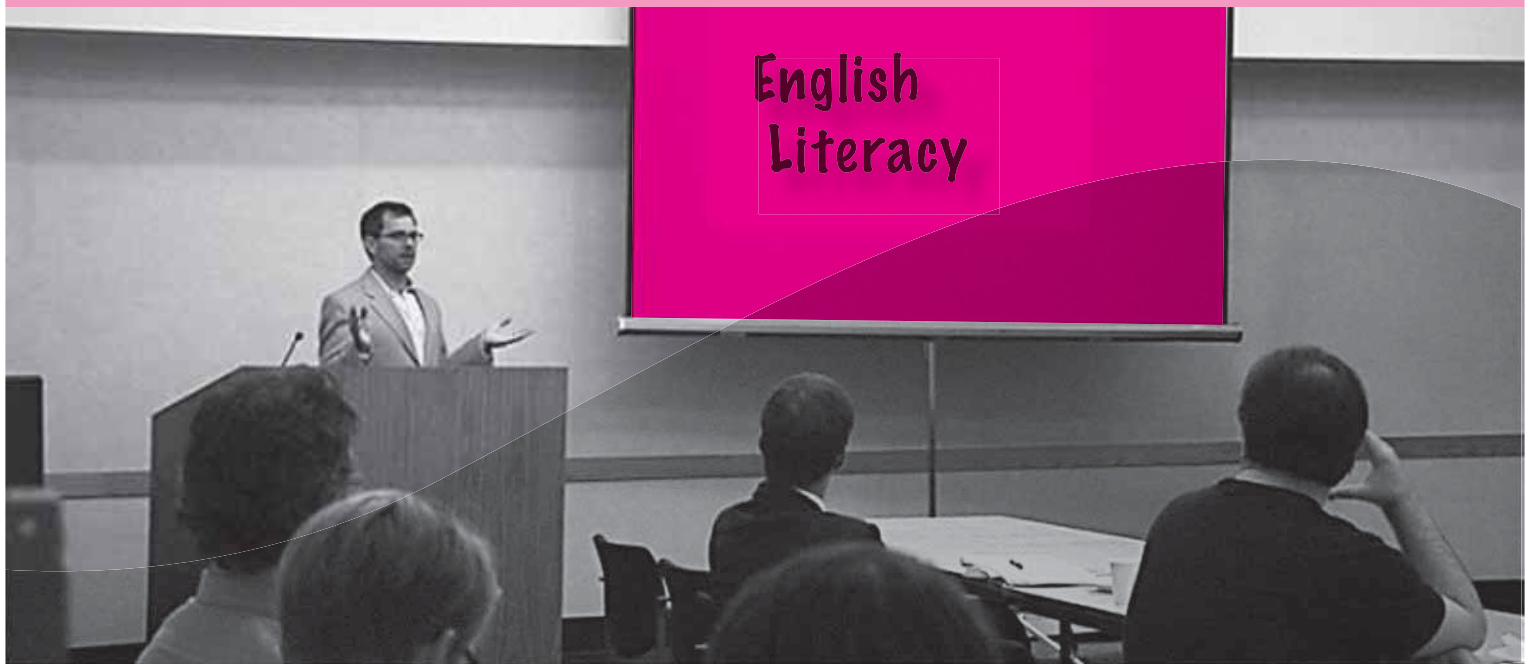
seen as a normal part of their teaching rather than as an additional burden.

> The specialised language features of different subjects arise because of the different norms that disciplinary communities have established for representing, communicating, evaluating and defending ideas as part of the practices that characterise a particular community (Moje, 2008)

Thirdly, we used student achievement data from their own schools and classes problematizing patterns of achievement in subjects and demonstrating that lower than desired pass rates were partly related to issues of students' literacy and that therefore attention to reading and writing in science would not just improve students' reading and writing, but would also contribute to improved science achievement. All the subject teachers we worked with were deeply committed to improving students' achievement in their subjects and we found that framing literacy as being in service of valued subject outcomes was often very motivating for them. We also found that "student voice" provided a powerful rationale for teachers to engage, for example when teachers interviewed their students and the students themselves reported that reading "word problems' in mathematics was a major reason they found such problems difficult to solve. Finally, we found that we could support teachers to make small changes in their teaching practices before

changing their beliefs. When teachers could see that a particular literacy teaching approach they had trialled had a positive effect on their own students' learning and engagement they often became enthusiastic advocates of that approach and more willing to try other approaches too. None of the five approaches was sufficient in itself but the integration of all five contributed to literacy leaders in almost all schools reporting marked shifts in many subject teachers' attitudes to literacy.

Establishing a shared understanding of effective literacy instruction

It was necessary to establish a shared understanding of effective literacy instruction across all levels of the project. As discussed previously subject teachers in NZ have not traditionally had the opportunity to develop deep learning about literacy teaching and learning. A model for effective adolescent literacy instruction was developed that consisted of two overarching principles and eleven guidelines (http://literacyonline. tki.org.nz/Literacy-Online/Teacher-needs/Professional-support/Leading-Professional-Learning-about-Adolescent-Literacy). This model proposed the Guidelines for Effective Adolescent Literacy Instruction, consisting of two fundamental principles:

1. *Effective teachers have developed expertise*. An important assumption of SLP was that teachers need more than just a toolbox of literacy teaching activities; they need the expertise to understand when, where, why, how and for whom these activities are likely to prove effective. They need an understanding

able to design and shape their individual curricula so that teaching and learning is relevant to their particular communities of students (Ministry of Education, 2007, p. 37). The high level of autonomy in NZ schools means that it is not possible to mandate particular teaching and learning approaches at a national or district level but rather all changes have to be negotiated with the principal and leaders of each individual school.

> One challenge is to do with subject teachers' knowledge and beliefs about literacy and language teaching. Secondary teachers tend to be subject-specialists with deep knowledge about their subjects but not necessarily about language or literacy

The Secondary Literacy Project

The Secondary Literacy Project (SLP) (Wilson & McNaughton, 2012) funded by the NZ Ministry of Education had the general aim of increasing the achievement of underachieving students in their first two years of secondary schooling particularly for underachieving Māori and Pasifika students from the poorest communities. The project aimed to develop quality literacy teaching in mainstream subject-area classrooms as the main mechanism for achieving the student achievement goals. Thirty schools participated in 2009-2010 and another thirty in 2010-2011. Participating schools each received support, including professional development support and funding, over a two-year period.

The project design was a cascading

structure. Aaron Wilson of the Woolf Fisher Research Centre at the University of Auckland was responsible for the national co-ordination of SLP including overall design, tool development, professional development, data analysis, monitoring, and feedback. External professional development support was delivered to schools via regional School Support Services attached to the Schools of Education at six NZ universities. Each school appointed a teacher in the school to the role of Literacy Leader. The Literacy Leaders worked with subject teachers to develop and apply new knowledge about literacy and effective literacy teaching in their classrooms.

Engaging Teachers in Professional Learning about Literacy

As noted previously some subject teachers have resisted teaching literacy. Research about teacher professional learning and development shows that it is important to engage teachers' existing theories about teaching or they may dismiss new approaches as ineffective or irrelevant (Timperley, Wilson, Barrar, & Fung, 2007). In SLP we identified five related ways of engaging with teachers' beliefs about literacy. One was to present research and theory about literacy development. Key readings such as those by Shanahan and Shanahan (2008) and Moje (2008) provided a theoretical base for teachers to see that secondary school required increasingly sophisticated and subject-specialised forms of literacy that therefore still needed to be taught by secondary subject teachers. Another approach was to make links to the New Zealand Curriculum, to the qualification system and to other interventions teachers were involved in so a focus on literacy was

learn" subject knowledge and skills. Similarly, teachers of other subjects have traditionally seen literacy and language teaching as the sole responsibility of the English department (May & Wright, 2007). Proponents of subject-area literacy therefore need to be able to win the "hearts and minds" of potentially resistant groups of teachers before or at the same time they work to deepen their literacy knowledge.

Another challenge is to do with structural differences between primary and secondary schools. Secondary schools are comprised of a number of different, reasonably autonomous, subject-based departments (Siskin, 1994, 1997). Whereas primary teachers usually teach a range of different subjects to just one class, secondary teachers typically teach just one (or two) different subject(s) to a range of different classes (Elmore, 2003; Siskin, 1994). NZ secondary students usually have five or six different classes per day and it seems reasonable to think that literacy instruction will be most effective when those five or six teachers work together to identify, prioritise and

address a common set of literacy learning needs and to help students transfer learning about reading and writing from one subject to another. We have found working with some schools for example that different departments have different ways of teaching paragraph structure with the first sentence of a paragraph being referred to variously as a topic sentence, topic statement, statement, opening sentence, assertion and proposition. When asked, students sometimes were not clear that these terms all referred broadly to the same feature. Addressing this challenge will therefore often require the creation of new structures that transcend department boundaries and place the focus of attention on students the teachers teach in common, rather than on subjects.

There are also challenges at the school and policy level. Secondary schools in NZ have considerable flexibility in what and how they teach and assess. Schools are self-managing, with no regional oversight or coordination. Whereas the national curriculum provides a broad outline of expectations, individual schools are

distributed, with mean 113 mm Hg, and standard deviation 10.3 mm Hg. (a) (i) What proportion of the students, chosen at random from Alice's school, would be expected to have blood pressure between 113 mm Hg and 120 mm Hg? (http://www.nzqa.govt.nz/nqfdocs/ncea-resource/exams/2013/91267-exm-2013.pdf)

This extract has features that make it potentially challenging even for native speakers of English to comprehend (White, 2012). Such features include the use of lengthy complex sentences, unfamiliar abbreviations ("mm HG"), specialised mathematics vocabulary ('normally distributed'), and vocabulary that is complex but which could not be anticipated and pre-taught because it is not specific to mathematics ("systolic blood pressure"). The specialised language features of different subjects arise because of the different norms that disciplinary communities have established for representing, communicating, evaluating and defending ideas as part of the practices that characterise a particular community (Moje, 2008).

Challenges

Infusing literacy into subject-area teaching in secondary schools is challenging, and attempts to change subject-area literacy teaching through professional learning and development have most often had limited effects (Moore, Bean, Birdyshaw, & Rycik, 1999). A number of challenges arise from features of secondary schools in New Zealand and have made it difficult to improve literacy across the curriculum.

One challenge is to do with subject teachers' knowledge and beliefs about literacy and language teaching. Secondary teachers tend to be subject-specialists with deep knowledge about their subjects but not necessarily about language or literacy. Teaching students to read and write has not been a major component of teacher preparation programmes. Partly because of this, secondary teachers, even English teachers, have not traditionally viewed literacy and language development as being their responsibility. Rather they have viewed the role of primary teachers as helping students "learn to read' and their role as helping students "read to
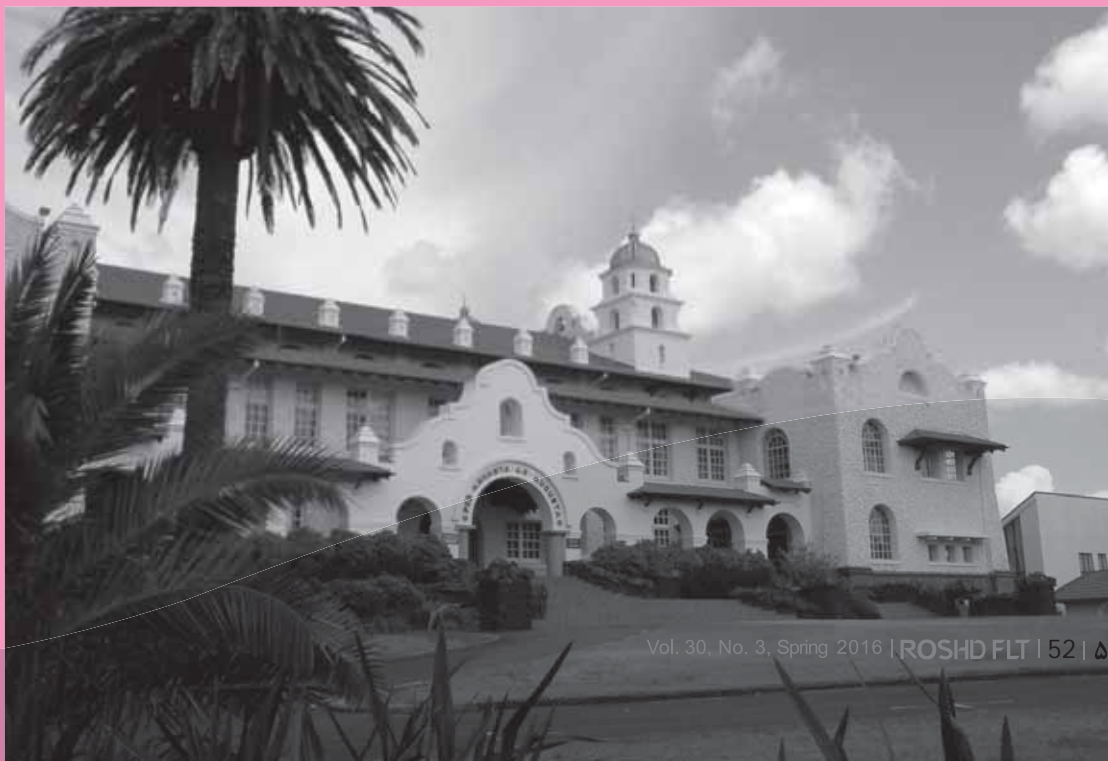
NZ Education Overview

New Zealand's schooling system is identified by the Organisation for Economic Cooperation and Development (OECD) as "high quality but low equity" (OECD, 2014). New Zealand (NZ) secondary school students regularly rank significantly above the OECD average in mathematics, reading and science, yet also show a wider gap between high- and low-achievers than do students from most other countries (Vannier, 2012). Two important features of the NZ profile are the over-representation of Māori (indigenous), Pasifika (first or second generation immigrants from Pacific island countries) and students from low socioeconomic status background in the tail end of the achievement distributions (OECD, 2010). In 2010 for example the proportion of students gaining University Entrance was 66.4% for NZ European students but 36% for both Māori and Pasifika (http://www.nzqa.govt.nz/assets/About-us/Publications/stats-reports/ncea-annualreport-2014.pdf). Many of the strategies to address these inequities have involved a focus on literacy, which is unsurprising given that literacy is not only a valued outcome itself but also a key predictor of academic achievement in other subject areas (for example, Denti & Guerin, 2004; Deshler, Palincsar, Biancarosa, & Nair, 2007; Kamil et al., 2008).

English Across the Curriculum

The New Zealand Curriculum (Ministry of Education, 2007) states that students will not only learn about language and develop knowledge about reading and writing in English but that "language is central to learning" and "the importance of literacy in English cannot be overstated"

(p.16). The curriculum states that in each of the eight learning areas students will need specific help from their teachers as they learn specialist vocabulary, how to read and understand that subject's texts, how to communicate knowledge and ideas in appropriate ways and how to critically assess the value of what they read and hear. As well as these general statements about the importance of language and literacy in learning areas, each area has its own specific requirements.

The expectation of the NZ curriculum for all teachers to be teachers of language is consistent with literature from the fields of academic and disciplinary literacy. The famous adage that academic language is "no one's mother tongue" (Bourdieu, Passeron, & de Saint Martin, 1996) suggests how different academic language is from everyday language. The academic language students encounter at school is often more dense, more abstract and more technical than everyday language (Fang & Schleppegrell, 2010). While this language can be challenging for students at all levels of schooling, these challenges are exacerbated at secondary school as the academic language becomes progressively more sophisticated and subject specialised. One illustration of this complexity comes from a recent mathematics examination completed by Year 12 students (approximately 17 years old):

Systolic blood pressure measures the pressure of blood in the arteries as the heart beats and is measured in mm Hg (millimetres of mercury). In this question "blood pressure" refers to "systolic blood pressure". The blood pressure of all the students in a school where Alice is the nurse, is approximately normally

Developing English Literacy Teaching in New Zaeland Secondary Schools

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چکیده

مهارت‌های زبانی آکادمیک نقش عمده‌ای در موفقیت در مدرسه ایفا می‌کنند. تحقیقات نشان می‌دهد که بسیاری از مشکلاتی که دانش‌آموزان نیوزلندی در دروس مختلف با آن‌ها روبه‌رو هستند ریشــه در سواد زبان انگلیسی آن‌ها دارد. اگرچه در کشور نیوزلند زبان انگلیســی زبان اول تعداد زیادی از دانش‌آموزان اســت، لازم است برای فراگیری هرچه بهتر انگلیسی آکادمیک بر روی آن تمرکز جدی شــود تا دانش‌آموزان بتوانند از فواید آن در یادگیری دروس مختلف بهره‌مند شــوند. با وجود این به‌نظر نمی‌رسد آموزش و حمایت کافی در این زمینه برای دانش‌آموزان فراهم باشد. یکی از دلایل اصلی این نقصان را می‌توان معلمان دروس مختلف دانست، که علی‌رغم برخورداری از دانش کافی در رشتۀ تخصصی خود، از آشنایی لازم یا دیدگاه صحیح درمورد آموزش انگلیسی آکادمیک برخوردار نیستند. مقالۀ حاضر، ضمن معرفی اجمالی نظام آموزشی نیوزلند، به‌طور مختصر به بررسی چالش‌های توســعۀ سواد انگلیســی در قالب برنامۀ تحصیلی می‌پردازد و گزارشی از یک پروژۀ ملی را، که اخیراً به‌منظور بهبود مسئلۀ مهم سوادآموزی در مدارس دورۀ متوسطۀ نیوزلند به اجرا درآمده است ارائه می‌دهد.

کلیدواژه‌ها: نظام آموزشی نیوزلند، توسعۀ سواد انگلیسی، مدارس دورۀ متوسطه

Abstract

Academic language skills play a major role in school achievement. Research indicates that many problems students in New Zealand (NZ) face in different subject areas can be traced back to English literacy issues. Even though English is many students' mother tongue in NZ, academic English still needs serious work to be mastered to be effectively used in learning different subjects. Students, nevertheless, do not seem to be receiving the kind of instruction or support they need to overcome their literacy weaknesses mainly because subject teachers, although knowledgeable in their own fields of expertise, lack the knowledge of or the appropriate attitude towards teaching English literacy. Providing an overview of NZ education system, the present paper briefly reviews the challenges of developing English across the curriculum and reports on a national project implemented recently to address the critical issue of literacy in NZ secondary schools.

Key Words : New Zealand education system, developing English Literacy, NZ Secondary schools

apporté des réponses et des explications claires et précises, des points récapitulatifs des règles faisant loi sur le plan de nom collectif et le problème de son accord avec le verbe ; sans pour autant prétendre avoir agi de façon exhaustive, des réponses ont été apportées aux questions telles que: Faut-il accorder un adverbe de quantité avec le verbe qui l'accompagne? Qu'en est –il des adjectifs numéraux? Peut-on accorder le verbe avec le nom collectif ou avec le complément qui le suit ?Les titres des œuvres s'accordent-ils avec le verbe qui les succède ? Pas facile de maîtriser toutes les subtilités de la langue de Molière. A travers cette recherche nous avons proposé des astuces pour surmonter des obstacles en la matière. Pour ce qui est du nom collectif, l'accord se fera toujours avec le complément si le nom collectif est pris au sens figuré ou s'il est employé sans déterminant. Quand un nom collectif est accompagné d'un complément de nom, le verbe s'accorde selon le sens le plus fort de la situation. Il peut alors être conjugué soit au singulier, soit au pluriel. Avec les adverbes de quantité l'accord se fait le plus souvent avec le complément (sauf si c'est l'idée même de quantité qui prime). Si ce dernier n'est pas exprimé, on suppose qu'il s'agit du mot personnes ou gens, et l'accord se fait donc par défaut au pluriel,mais l'accord avec le nom numéral est possible selon le sens ou l'intention(Kamali, 245-46).

Nous avons agi d'après une perspective communicative impliquant la connaissance des règles d'utilisation appropriée des énoncés, des règles qui régissent l'alternance des tours de parole et des règles qui déterminent la façon dont il convient de formuler une phrase, et de réagir , ces règles opérant comme des contraintes rituelles qui s'ajoutent aux contraintes linguistiques. Par ailleurs nous n'avons pas manqué, chaque fois que cela nous a paru nécessaire, d'illustrer les explications par des exemples précis, des phrases claires qui se suffisent à elles –mêmes; dans l'espoir que cette petite recherche ouvre la voie à bien d'autres études encore plus approfondies.

Avec les adverbes de quantité l'accord se fait le plus souvent avec le complément (sauf si c'est l'idée même de quantité qui prime). Si ce dernier n'est pas exprimé, on suppose qu'il s'agit du mot personnes ou gens, et l'accord se fait donc par défaut au pluriel,mais l'accord avec le nom numéral est possible selon le sens ou l'intention(Kamali, 245-46)

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- L'un comme l'autre *demande* des explications pour effectuer ce travail.
-la haine, comme l'amour, ne **se** *nourrit* que de la présence.
-La montagne, comme l'armée, *livraient* à ceux qui savaient les conquérir leur souffle pur et viril(idem, 692).

Le présentatif "ce" est suivi d'un groupe nominal au pluriel prend généralement la forme du pluriel, et avec verbe être précédé de ce ou c',L'accord se fait, en principe, avec le nom ou le pronom qui suit(Riegel, 345):   -ce *sont* des enfants braves
- ce *sont* des heures qui paraissent longues.
Toutefois, l'emploi de la 3e personne du singulier est toléré:
- *c'est* des heures qui paraissent longues.
Néanmoins, dans certains cas, on emploie uniquement le singulier, par exemple: devant les 1re et 2e personnes du pluriel:
- *c'est* nous...
- *c'était* vous...
 devant l'énoncé de sommes, d'heures, de quantités quelconques:
- *c'est* 500 euros que je vous dois.
- *c'est* 8 heures qui sonnent.
 Dans la langue familière cet accord n'est généralement pas respecté et le verbe demeure au singulier:
- *C'est* des problèmes dont je me passerais.
- *C'est* eux.   -S'il n'y a pas d'attribut, le verbe reste alors au singulier.
-*C'est* aux enfants que je pense.

Le titre des œuvres et l'accord avec le verbe

qu'en est-il de l'accord du verbe avec un titre d'œuvre littéraire, picturale, cinématographique, etc.il parait que si le titre débute par un déterminant pluriel, le verbe peut se mettre au pluriel(idem, 347):
Les Fleurs du Mal est/sont un magnifique recueil de poésie.
Les Confessions est/ sont une œuvre posthume de J.J.Rousseau.
Les Misérables ont été tournés plusieurs fois, et *la Rabouilleuse a été mise* au théâtre par Emile Fabre; *Une Vie*, d'Italo Svevo, *a été édité* chez Gallimard. *Le Rouge et le Noir a fait* l'objet d'un film(Berthier, 163).
   Le verbe est obligatoirement au pluriel, dans le cas où le titre est précédé d'un déterminant pluriel:
-Les *Pensées* de Pascal *sont* remarquables.
   Si le titre est considéré comme une étiquette globale, ou en absence de déterminant, le singulier s'impose:
-*Alcools* **est** un recueil de poèmes d'Apollinaire.

> Le présentatif "ce" est suivi d'un groupe nominal au pluriel prend généralement la forme du pluriel, et avec verbe être précédé de ce ou c',L'accord se fait, en principe, avec le nom ou le pronom qui suit(Riegel, 345)

Conclusion

   Cette recherche s'adresse au grand public ainsi qu'à tous ceux pour qui la Langue de Molière constitue professionnellement ou occasionnellement un instrument de travail. Son auteur s'est attaché à expliquer, dans le cadre de cette recherche aussi brève qu'utile, quelques règles générales de la grammaire. Il a

- Plus d'un *abandonne*.
- plus d'une feuille *tombe*.
- Plus d'un ami *s'écrivent* pendant leurs vacances.
-Moins de deux *est* suivi du pluriel.
-Moins de deux enfants *sont* restés
- Plus d'un arbre *s'est couché* lors de la dernière tempête.
- plus d'un homme en *avait* paru séduit.
- par contre le deuxième - Moins de deux heures **se** *sont* écoulées depuis son départ.   - moins de deux ans *ont* passé.
- **Les sujets unis par "ni"**. Le verbe se met au pluriel ou au singulier, selon que les sujets forment un ensemble ou s'excluent (idem, 368):
a) Ni soleil ni lune *sont* visibles de cet endroit.

- Ni Pierre ni Jean ne *sera* choisi pour cette fonction.
- Ni ta mère, ni toi *n'étiez* attendu si tôt.
- Ni ses sœurs ni son frère ne *seront* là.
- Ni l'un ni l'autre *n'a oublié* l'anniversaire de leur mère.
- Ni l'un ni l'autre *n'ont* participé à ce projet.
- Les voilà ? Non, ce **ne** *sont* ni l'un ni l'autre.
- *Le sujet comporte "l'un(e)... l'autre" coordonné par "ou", " comme"*, cela entraine d'ordinaire, lorsqu'ils sont sujets, le singulier du verbe et de l'attribut (Gosse, 690):
- L'un ou l'autre *achèvera* ce travail.
- de temps en temps l'un ou l'autre *attrape* la mort.
  - Que se passera-t-il si l'un ou l'autre *veulent* gouverner ?

Qu'en est –il d'une locution adverbiale ?

- Le verbe qui a pour sujet un adverbe de quantité (beaucoup, peu, pas, pas mal, trop, assez, plus, moins, autant, combien…) utilisé seul, est habituellement au pluriel, et le verbe qui a pour sujet un adverbe de quantité suivi d'un complément s'accorde avec le complément (Grammaire Sorbonne, 24)
- Beaucoup *auraient* éludé le problème.
- Peu d'animaux *ont* cinq pattes.
- Beaucoup d'huile *sera* nécessaire pour cuire nos bananes plantain.
- Peu de gens *sont* aussi ouverts d'esprit que toi.
- Beaucoup d'eau *est* gaspillée l'été à laver des voitures.
- beaucoup de monde *est venu*.
  Quand le sujet comporte *peu*, précédé d'un déterminant défini(le peu, ce peu, mon peu) et suivi d'un complément, le verbe s'accorde selon l'intention au singulier ou au pluriel (Riegel, 345):

- le peu qu'il en restait, n'osait quitter son trou (= le petit nombre)
- le peu de qualités dont il a **fait** preuve l'a fait éconduire.
- Peu d'étudiants *réussissent* leur première année d'université.
- Le peu de ressources qu'il avait ne lui *permettait* pas de vivre en ville.
- Le peu d'avantages que j'ai recueillis *m'ont* permis de réussir.
- le peu que je suis(mon peu de rang, de mérite) (Littré)

- Après "plus d'un" et "moins de deux".
- le verbe qui suit le premier se met, en principe, au singulier, (Colin, 425).
  Il est généralement suivi du singulier, excepté lorsqu'on exprime la notion de réciprocité:

Faut-il accorder le titre d'une œuvre et le verbe?

Comment accorder les noms collectifs?

- Mes enfants *resteront* toujours ma plus grande fierté.
Mais- Mon plus grand bonheur *sont /est* mes enfants.
- Son seul amusement *étaient /était* les visites de ses petits-enfants.
- Mon inspiration *sont /est* les dieux grecs. (Le sujet est ici les dieux grecs)

- *Unis par "ou"* - Lorsque les sujets sont au singulier et qu'ils peuvent tous faire l'action exprimée par le verbe, l'accord se fait au pluriel; c'est alors l'idée d'addition qui prévaut puisque tous les sujets peuvent faire l'action:
- Le directeur ou le chef de service *doivent* être présents à la réunion.
- Jocelyn, Maxime ou Françoise *se joindront* à nous plus tard.
- Moi ou mon mari *pourrons* vous aider à déménager.
- L'étudiant ou l'étudiante *s'inscriront* obligatoirement à l'activité.

    Lorsque les sujets sont au singulier et qu'un seul d'entre eux peut exécuter l'action exprimée par le verbe, l'accord se fait au singulier:
- Jean ou Marie *arrivera* le premier
- La directrice ou son adjointe *prendra* la parole.
- Lorsque les sujets sont associés par **ou** ou **ni**, le verbe s'accorde soit avec les deux sujets réunis (à la manière de et), soit avec l'un des sujets:
- Diane ou Lucie *devra* assurer le service.
- L'évêque, le curé ou le prêtre *seront* très bien accueillis.
- Ni Gérard ni Bernadette *n'ont choisi* leur prénom.

Adverbe de quantité et l'accord

-Le verbe qui a pour sujet un adverbe de quantité (beaucoup, peu, pas, pas mal, trop, assez, plus, moins, autant, la plupart, combien…) utilisé seul, est habituellement au pluriel.
-Beaucoup *auraient éludé* le problème. -Beaucoup *doivent* se forcer.

Le verbe qui a pour sujet un adverbe de quantité (beaucoup, peu, pas, pas mal, trop, assez, plus, moins, autant, la plupart, combien…) utilisé seul, est habituellement au pluriel

Le verbe qui a pour sujet un adverbe de quantité suivi d'un complément s'accorde avec le complément:
-Peu de gens *sont* aussi ouverts d'esprit que toi.
-Beaucoup d'eau *est gaspillée* l'été à laver des voitures
- Beaucoup d'entre nous *souhaitons* être riches.
- *Trop de sucreries fait grossir* (= l'excès de sucreries fait grossir) de préférence à *Trop de sucreries font grossir* (= il y a beaucoup de sucreries qui font grossir, ce qui sous-entend qu'il y en aurait d'autres qui seraient sans conséquence pour notre ligne).

- *Peu de gens sont satisfaits mais Peu de monde est satisfait.*
- Nombre de participants ne *purent* être logés à proximité.
- La moitié des enfants *dut* attendre dans la cour.
- Une vingtaine de personnes *formaient* le second groupe.
- Un grand nombre de bibelots *encombre(nt)* mon appartement.

C'est l'auteur qui décide de l'élément auquel il veut accorder une importance plus grande.

1. Un grand nombre d'élèves *vient* en cette saison pour s'amuser.
2. Un grand nombre d'élèves *viennent* en cette saison pour s'amuser.
3. Nombre des anciens convives *regretteront* ce coin de Paris (idem, 371)

La plupart et l'accord du verbe

Lorsque *la plupart* est accompagné d'un complément, le verbe s'accorde avec ce complément ; sinon, le verbe est censé être au pluriel, après la plupart (de) le verbe s'accorde toujours avec le complément (idem, 424):

- la plupart de mes livres *sont* reliés.
- la plupart d'entre nous ne *se creusent* pas la tête.
- la plupart du temps *se passait* en bavardages...
- la plupart *partent* en vacances...:
- la plupart des gens *sont ravis* d'une telle décision. Le complément est rarement au singulier, le verbe reste alors au singulier:
- la plupart du temps *se passait* en jeu

> **Lorsque la plupart est accompagné d'un complément, le verbe s'accorde avec ce complément ; sinon, le verbe est censé être au pluriel, après la plupart (de) le verbe s'accorde toujours avec le complément (idem, 424)**

Les adjectifs numéraux el l'accord

- Règle d'accord avec les adjectifs numéraux, les fractions et les pourcentages: -Si le sujet est un adjectif

numéral (une quinzaine, une centaine, un millier, etc.), une fraction (un tiers, deux quarts, etc.) ou un pourcentage (50%, 60%, etc.), alors le verbe s'accorde avec celui qui du nom ou du complément de nom exprime le mieux la situation:

- 23% de la population *avouaient* ne pas faire le tri sélectif des déchets.
- Un bon tiers de la population *se disait* satisfait.
- Deux tiers de la population *se dit* satisfaite.
- Un tiers des matelots *arrive* à franchir ce cap.
- 60% de la population *est* sceptique face à cette réforme.

En revanche, lorsque le pourcentage (ou la fraction) est précédé d'un déterminant pluriel (les, ces, mes…), le verbe s'accorde obligatoirement avec le pourcentage:

- Les 23 % restants *avouent* ne pas faire le tri sélectif.
- Les deux tiers de la population *avouent* ne pas avoir voté.
- Les trois quarts de la population *sont* favorables à cette loi
- Les trois quarts de ce gâteau *ont été* mangés par Jean!

Accord du verbe avec le sujet ou l'attribut

- Son plus grand défaut *est* ses pieds plus grands que nature.
- L'unique avantage de cet emploi *reste* les avantages sociaux.
- Son moyen de transport *est* les étoiles filantes.
- Les femmes *étaient* son plus grand plaisir.
- Les coupes à blanc *sont* une catastrophe.

le verbe se mettra alors au pluriel. L'accord dépend alors du terme qui véhicule le sens le plus fort.
- Des centaines de personnes *crient* de joie.
- Le peuple des hirondelles *revient* au printemps dans nos contrées.
- Une foule d'hommes et de femmes *regardent* la procession.
- Un groupe d'enfants *joue* sur la plage.
Il s'accorde avec le complément si l'on considère la pluralité des êtres ou objets dont il s'agit:
- Une foule d'hommes *penseraient* le contraire

En revanche, lorsque le nom collectif est précédé d'un article défini (le, la, les), d'un pronom démonstratif (ce, cet, cette, ces) ou d'un adjectif possessif (mon, ton son, ma, ta…), le verbe s'accorde le plus souvent avec le nom collectif.

- La foule se *presse* autour des journalistes.
- Cette bande de jeunes *terrifie* les habitants du quartier.
- Sa bande de motards *passe* toujours par ici.
- Le troupeau de vaches *se dirige* vers le pré.
Mais là encore, on veillera à toujours prendre en compte le sens:
-Une file de jeunes *attendent* l'ouverture de la salle. (Ce sont les jeunes qui attendent).
Il arrive qu'un même nom collectif suivi d'un groupe prépositionnel donne lieu, tantôt à un accord singulier (exemple 1). tantôt à un accord pluriel (exemple 2).

Comment accorder un adverbe de quantité ou un adjectif numéral?

souvent au singulier et qui sert à désigner un ensemble d'êtres,une collection, un groupe de personnes, d'animaux ou de choses. C'est un nom singulier qui peut être suivi d'un nom au pluriel, appelé son complément.Il est un nom constituant une collection (*un groupe, une foule, une multitude, etc*.). Lorsqu'il est suivi du nom qui représente les éléments de cette collection (*un groupe de soldats, une foule de manifestants, une multitude d'oiseaux, etc*.), le verbe s'accorde, selon le sens, tantôt avec le nom collectif (singulier), tantôt avec son complément (pluriel). L'usage est très variable et dépend en priorité de l'attention portée par le scripteur à un terme ou à l'autre, mais quelques règles, à peu près observées, peuvent aider à l'accord:

-Les noms tels que: "foule, multitude, troupe, suite, série, amas, masse, bande, file, majorité, totalité, infinité, monde, nombre, grand nombre de, centaine, dizaine, centaine"… sont morphologiquement au singulier. Employés seuls, ils appellent un verbe au singulier. L'accord se fait selon le sens global du texte (Colin, 11):

-La bande *est venue* me voir.

-Une foule *attendait* l'ouverture des premières boutiques.

-La totalité *est revenue* à la charge.

-Le groupe *pense* que j'ai raison.

-Cette foule *a défilé* toute la nuit.

-La majorité *a raison*.

-Le monde *est* égoïste.

-La moitié *a été* mangée.

-La troupe de comédiens *répétera* la pièce.

Suivi d'un complément au pluriel,
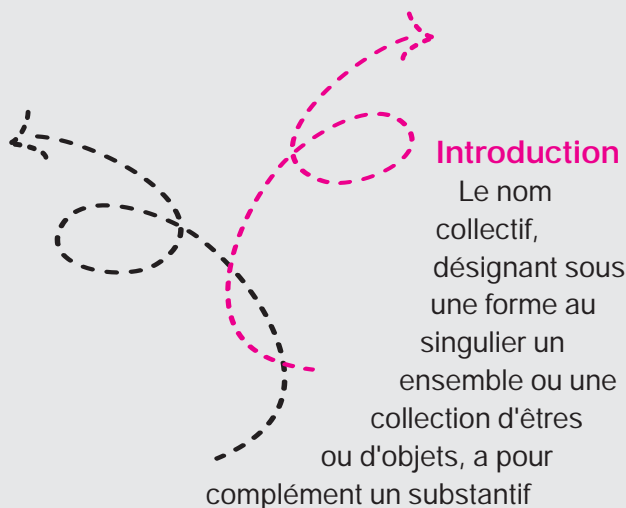
Introduction

Le nom collectif, désignant sous une forme au singulier un ensemble ou une collection d'êtres ou d'objets, a pour complément un substantif au pluriel, et qui présente de sérieux problèmes d'accord du verbe (Colin, 107). Cet article s'est fixé comme objectif de répondre à de nombreuses questions: des adjectifs numéraux, des locutions adverbiales ou des noms collectifs pouvant être sujet de difficulté, soit au niveau de l'accord avec le verbe ou sur le plan de sens. Dans le cadre de cet article nous allons recenser bon nombre de difficultés sur l'accord avec le verbe en français susceptibles d'être rencontrées dans la pratique courante de cette langue. Le chercheur se charge de répondre à des questions concernant des locutions adverbiales (*ex. ce n'est* **ni** *votre candidat* **ni** *le mien qui* **sera** *élu*), des adverbes de quantité(Le quart des répondants **est**/ **sont** en faveur) et le problème de leur accord avec le verbe qui les accompagne. Nous allons passer en revue un ensemble de règles touchant l'accord du nom collectif et des locutions adverbiales en tenant compte des récentes acquisitions du Français .La langue française ne manque pas de pièges et de subtilités. Cet article présente quelques règles indispensables, illustrées de nombreux exemples.Il s'adresse tout particulièrement aux étudiants et sera également utile à tous ceux qui cherchent à approfondir leur maîtrise en français. Bien que le sujet ait été abordé dans la plupart des livres ou traités sur la grammaire(Le Bon Usage, Grammaire de Robert et Nathan et …), l'auteur du présent article se targue de réunir, pour la première fois, un ensemble quasi- exhaustif de règles et des principes en rigueur dans ce domaine. Tout en écartant toute démagogie rénovatrice, pour préparer cette recherche, il s'est fondé sur les dictionnaires et des articles les plus récents, ce qui permet aux lecteurs de dégager des outils efficaces et des règles utiles et faciles à appliquer; certes,des documentations ne manquent pas en la matière, mais l'utilité et l'accessibilité sont parmi les points forts de notre recherche.

La plupart de ces messieurs **se préparaient** *à la chasse; - La plupart* **ont** *de la beauté une notion immortelle, - la plupart* **essayait** *de reprendre le rêve interrompu(Louÿs), - Il dormait la plupart du temps. -La plupart du sénat* **fut** *de son avis; - la plupart du monde* **suit** *ses passions(Littré).La plupart de son héritage* **a été dilapidé**.*La plupart d'entre nous* **sont** *mécontents. La plupart d'entre vous le* **savent** *(accord à la 3e personne du pluriel).*

Qu'est –ce qui fait la différence entre ces phrases ? Pourquoi le verbe se met-il au pluriel ou au singulier bien que le sujet reste inchangé? Faut-il accorder le verbe avec le sujet ou le complément l'accompagnant?

Le nom collectif et l'accord

Un ***nom collectif***, quoique singulier, désigne un ensemble de référents (ou items) de même famille, est un nom le plus

De l'accord du verbe

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چکیده

هدف از پژوهش حاضر بررسـی مشکلات و پیچیدگی‌های سـاختاری افعال در زبان فرانسه، کندوکاوی در باب شیوهٔ جمع بستن فعل و نحوهٔ تطابق آن با اسم جمع می‌باشد. لذا به منظور بررسی و مطالعهٔ این مهم، سعی ما بر این است تا در چارچوب این تحقیق، هر چند مختصر، مواردی را که به زعم نویسنده بیشترین بسامد و کاربرد را داشته و مشکلات عدیده ای را چه در کلاس‌های درسـی برای دانشـجویان و یا در امر ترجمه برای مترجمان و اهل فن بهوجود آورده با آوردن چندین نمونه و مثال توضیح دهیم به نحوی که فهم و درک و به تبع آن استفاده از آن‌ها در نزد اهل فن آسان‌تر گردد. کندوکاوی در خصوص نحوهٔ تطابق ضمیر اشـارهٔ (Ce) از دیگر موارد مورد بحث در این مقاله می‌باشـد. در قالب این تحقیق ما بر آنیم به پرسش‌هایی چند پاسـخ دهیم: اینکه آیا فعل همیشه با اسم جمع مطابقت می‌کند؟ در صورتی که اسم جمع با متمم همراه باشد مسئله مطابقت به چه شـیوه خواهد بود؟ آیا فعل همیشه با قید مقدار مطابقت می‌کند؟ اصول مطابقت در صفات شمارشی چگونه است؟ شیوهٔ مطابقت فعل با عنوان آثار ادبی بر چه مبنایی است؟

کلیدواژه‌ها: اسم جمع، تطابق، عبارت قیدی، ضمیر اشاره "ce"، فعل

Résumé

On hésite souvent sur l'emploi d'un nom collectif, sur son accord avec le verbe, surtout lorsque le premier est accompagné d'un complément du nom ;certes des dictionnaires et des traités de grammaires sont là pour nous informer sur un emploi ou un accord à réaliser ou à proscrire. Mais comment pourra –t-on se débrouiller lorsqu'on a affaire à un nombre croissant de locutions adverbiales et des mots associés à d'autres encore plus difficiles? Comment accorder un adverbe de quantité ou un adjectif numéral? Qu'en est –il d'une locution adverbiale? Comment accorder les noms collectifs ? Faut-il accorder le titre d'une œuvre et le verbe? A toutes ces questions et à bien d'autres seul peut répondre le présent article. Fort de ses expériences en tant qu'enseignant de la grammaire française, et attentif aux nombreuses questions soulevées lors des cours de traduction, l'auteur de la présente recherche s'est proposé de réunir une myriade de noms collectifs et d'adverbes ou de locutions adverbiales susceptibles de créer de l'embarras aussi bien pour les apprenants de cette langue que pour ceux qui la pratiquent dans la vie professionnelle.

Mots-clés: nom collectif, accord, locution adverbiale, pronom, démostratif "ce", verbe