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● مجله‌ی رشد آموزش زبان حاصل تحقیقات پژوهشگران و متخصصان تعلیم و تربیت، بویژه دبیران و مدرسان راه، در صورتی که در سایر نشریات درج نشده و مرتبط با موضوع مجله باشد، می‌پذیرد. ● مطالب باید تایپ شده باشد. ● شکل قرار گرفتن جدول‌ها، نمودارها و تصاویر ضمیمه باید در حاشیه‌ی مطلب نیز مشخص شود. ● نثر مقاله باید روان و از نظر دستور زبان فارسی درست باشد و در انتخاب واژه‌های علمی و فنی دقت لازم به کار رفته باشد. ● مقاله‌های ترجمه شده باید با متن اصلی همخوانی داشته باشد و متن اصلی نیز ضمیمه‌ی مقاله باشد. ● در متن‌های ارسالی باید تا حد امکان از معادل‌های فارسی واژه‌ها و اصطلاحات استفاده شود. ● زیرنویس‌ها و منابع باید کامل و شامل نام نویسنده، سال انتشار، نام اثر، نام مترجم، محل نشر، ناشر، و شماره‌ی صفحه‌ی مورد استفاده باشد. ● مجله در رد، قبول، ویرایش و تلخیص مقاله‌های رسیده مختار است. ● آرای مندرج در مقاله‌ها، ضرورتاً مبین نظر دفتر انتشارات کمک آموزشی نیست و مسؤلیت پاسخگویی به پرسش‌های خوانندگان، با خود نویسنده یا مترجم است. ● مجله از بازگرداندن مطالبی که برای چاپ مناسب تشخیص داده نمی‌شود، معذور است.

سخن سردپیر



فصلنامه‌های رشد تبیین و از این طریق، مسیر اعتلای آینده‌ی مجله نیز تا حد امکان ترسیم شود. فصلنامه‌های رشد با اهداف سه‌گانه‌ی «آشنایی با برنامه‌های درسی از طریق اطلاع‌رسانی و نقد و بررسی برنامه‌ها»، «ترویج دانش روز در رشته‌ی مربوط با تأکید بر بومی‌سازی آن»، و «ایجاد تریبونی برای ارتباط علمی دبیران از طریق ارائه‌ی تجربه‌های موفق آموزشی» منتشر می‌شوند. در راستای هدف اول، سیاست اتخاذ شده، انتشار پژوهش‌های مربوط به برنامه‌ی درسی و اختصاص دادن بخشی از مجله به آخرین اخبار گروه

گفتار شماره‌ی پیشین «رشد آموزش زبان»، به بیان مختصری از زندگی پربر زنده‌یاد دکتر سید اکبر میرحسینی اختصاص یافت تا خوانندگان محترم مجله با ابعاد ناگفته‌ی شخصیت ایشان آشنا شوند. چرا که خدمات علمی آن مرحوم به فرهنگ و آموزش کشور که بخشی از آن در طول حدود سه دهه در مجله‌ی رشد آموزش زبان تبلور یافته، بر کسی پوشیده نیست. روحش شاد و راهش پر رهرو باد. در گفتار حاضر سعی بر این است که با پرداختن به سیاست‌های فعلی و آتی مجله، جهت‌گیری‌های علمی- ترویجی آن منطبق با اهداف

زبان‌های خارجی است که تا حد امکان تاکنون دنبال شده است. لازم به ذکر است، انتشار اخبار گروه مدتی است متوقف شده، ولی تلاش خواهد شد این بخش هم‌چون گذشته فعال شود.

در زمینه‌ی نقد و بررسی برنامه‌ی درسی، سیاست آتی مجله علاوه بر چاپ پژوهش‌های مربوط به برنامه، درج نظرات صاحب‌نظران در این خصوص خواهد بود. سیاست اتخاذ شده در راستای هدف دوم، یعنی درج مقالات علمی- پژوهشی با موضوعات مرتبط با آموزش، یادگیری و سنجش یادگیری است. ساختار مقالات به گونه‌ای انتخاب شده‌اند که پاسخ‌گوی نیازهای مخاطبان باشد. برای مثال، به مؤلفان این نوع مقالات توصیه شده است، در مقدمه و پیشینه‌ی تحقیق با زبانی ساده به معرفی موضوع، طرح مسئله و هدف تحقیق بپردازند و در ارائه‌ی نتایج، کاربرد عملی آن‌ها را در آموزش نیز مورد بحث قرار دهند. تاکنون در این بخش مقالات زیادی در مورد بسیاری از مقولات مرتبط با آموزش، یادگیری و سنجش به چاپ رسیده‌اند. سیاست آتی مجله در این بخش، تأکید بیشتر بر حفظ ساختار فوق و همچنین چاپ مقالات مروری (Review Articles) با حداقل یک مقاله در سال خواهد بود. با بررسی تمامی مقالات چاپ‌شده مربوط به مقوله‌ی انتخاب‌شده در مقاله‌ی مروری، جنبه‌های بررسی‌شده و احیاناً بررسی‌نشده‌ی موضوع روشن و از این طریق نیازهای پژوهشی آتی مربوط به آن مقوله مشخص می‌شود.

درج مقالات علمی- پژوهشی در مجله‌ی رشد که مخاطبان آن عمدتاً دست‌اندرکاران آموزش زبان در دوره‌ی متوسطه هستند، در جهت دادن به پژوهش‌ها به سمت مسائل و مشکلات آموزش زبان در کشور مؤثر بوده و علاوه بر آن، به گسترش نگرش علمی به مقوله‌ی آموزش و یادگیری کمک کرده است. ثمرات انتشار مقالات علمی پژوهشی را می‌توان در نهادینه شدن پژوهش‌های ناظر بر مسائل بومی که تعدادشان رو به افزایش است، مشاهده کرد. در مجله‌ی رشد، ترویج دانش روز تنها

از طریق درج مقالات علمی- پژوهشی دنبال نمی‌شود، چرا که علاوه بر آن مقالات، در هر شماره حداقل یک مقاله‌ی علمی- ترویجی نیز به چاپ می‌رسد که هدف آن ارائه‌ی هدفمند دانش موجود در ارتباط با مقولات آموزشی است تا با دادن آگاهی‌های لازم، بصیرت علمی در عمل ایجاد شود. سیاست آتی مجله تقویت و افزایش تعداد این مقالات در هر شماره از مجله است. مقالات این بخش از این شماره تحت عنوان «نگاه نزدیک به آموزش و یادگیری» به چاپ می‌رسند.

هدف سوم نیز تاکنون از طریق مصاحبه با دبیران موفق و چاپ تجربه‌های موفق در کلاس‌های درس زبان دنبال شده است. قصد ما این است که در آینده این بخش از مجله از اهمیت و جایگاه بالاتری برخوردار شود و لازمه‌ی این امر نیز همکاری فعال خوانندگان محترم مجله است که با جدی گرفتن تربیون ایجاد شده، از آن به‌عنوان وسیله‌ای برای مطرح کردن تجربیات خود استفاده کنند. در این راستا، به‌منظور تسهیل ارائه‌ی تجربیات، ساختار این نوع مقالات تشریح و نمونه‌های عملی ارائه خواهند شد.

سایر بخش‌های مجله که به‌طور مستقیم و غیرمستقیم به اهداف سه‌گانه‌ی فوق کمک می‌کنند، کماکان در شکل موجود ادامه خواهند داشت. در این جا ذکر این نکته ضروری است که رشد آموزش زبان، سه‌زبانه است؛ به این معنی که در هر شماره مقالاتی به سه زبان انگلیسی، فرانسه و آلمانی به چاپ می‌رسند. لذا مطالبی که در بالا مطرح شدند، در مورد هر سه زبان مصداق دارند.

نکته‌ی دیگری که باید به آن اشاره کنیم، استفاده از نظرات خوانندگان مجله در خصوص مطالب منتشر شده است که تاکنون نیز مورد توجه بوده و لازم است در آینده، راه‌های مؤثرتری برای انعکاس نظرات بیابیم. یکی از برنامه‌های آتی، انتخاب مقاله‌ی سال از طرف خوانندگان خواهد بود که می‌تواند نشان‌دهنده‌ی نوع نگاه خوانندگان به مطالب مجله باشد. این بحث را در شماره‌ی آینده پی خواهیم گرفت.



ایده‌ها، پیشنهادها و تجربه‌های دبیران زبان

تنظیم: شهلا زارعی نیستانک

بیان مقصود خویش به زبان خارجی؛
۲. افزایش مهارت دانش‌آموزان در خواندن و فهمیدن متون ساده؛
۳. افزایش مهارت دانش‌آموزان در نوشتن مطالب و مقصود خویش به‌طور ساده؛
۴. کمک به آمادگی دانش‌آموزان برای استفاده از منابع و مآخذ خارجی که به زبان ساده نوشته شده‌اند.
وی یکی از مشکلات آموزش زبان را مربوط به «سن فراگیرندگان» دانسته است و در این خصوص به دیدگاه بعضی از زبان‌شناسان اشاره می‌کند که «مرحله‌ی حساس»^۱ یادگیری را بین ۲ تا ۱۲ سالگی می‌دانند. یعنی اگر شخصی در این فاصله زبانی را نیاموزد، بعداً نمی‌تواند به‌طور کامل آن را بیاموزد. وی می‌نویسد: «ما آموزش زبان انگلیسی را زمانی شروع می‌کنیم که دانش‌آموز قواعد زبان مادری را به‌صورت آگاهانه و ناآگاهانه آموخته و عملاً در گفتار روزمره به‌کار بسته است که با شروع آموزش زبان انگلیسی، مسئله‌ای به نام تداخل پیش می‌آید. هرچه

همان‌طور که در شماره‌های قبل اشاره شد، این بخش را به‌منظور ایجاد فضای مناسب برای بیان عقاید، ایده‌ها، تجربه‌ها و پیشنهادها، دبیران و مدرسان زبان‌های خارجی انگلیسی، آلمانی و فرانسه در نظر گرفته‌ایم. دبیران محترم زبان می‌توانند مطالب خود را در قالب تجارب تدریس، نکته‌های آموزشی و... برای ما ارسال دارند تا در این بخش چاپ کنیم.

آقای **مرادعلی سلندری** از «آموزش و پرورش رابر»، مطلبی تحت عنوان «آموزش زبان انگلیسی در مدارس (اهداف- مشکلات- پیشنهادات)» برای ما فرستاده‌اند که ضمن درج بخش‌هایی از مطالب ایشان در این شماره، از همکاران می‌خواهیم نظرات خود را در این زمینه با ما درمیان بگذارند.

آقای سلندری مطلب خود را با بیان اهداف آموزش زبان در ایران و اهمیت آن در جهان شروع می‌کند و می‌نویسد در تدریس زبان در ایران چهار هدف دنبال می‌شود:
۱. افزایش مهارت دانش‌آموزان در درک مطلب دیگران و

سن فراگیرندگان بیشتر باشد، مبارزه با تداخل مشکل‌تر می‌شود و به‌همین دلیل، به اعتقاد برخی از متخصصین، بهترین سن برای یادگیری زبان بیگانه پیش از آموختن دستور زبان مادری به‌طور اصولی است.»

وی مشکل دوم آموزش زبان را کمبود ساعات تدریس می‌داند و تأکید دارد، ساعات تدریس زبان انگلیسی در مدارس متغیر و ناکافی است. زیرا در دوره‌ی راهنمایی برای سال‌های اول، دوم و سوم جمعاً ۸ ساعت، برای سال اول دبیرستان ۳ ساعت، برای سال‌های دوم و سوم ۲ ساعت، و برای پیش‌دانشگاهی ۴ ساعت در هفته است. بدتر این‌که برای رشته‌های فنی و حرفه‌ای، در سال سوم درسی به نام زبان انگلیسی اصلاً وجود ندارد. در یک کلام، اگر کل ساعات منظور شده برای تدریس در مدارس را جمع بزنیم، متوجه می‌شویم که در مقایسه با آموزش زبان در مؤسسات خارج از مدرسه بسیار کم است. یعنی هرچه نیاز دانش‌آموزان در دوره‌های بالاتر به زبان انگلیسی بیشتر می‌شود، ساعات تدریس آن کاهش می‌یابد.

در ادامه ایشان نتیجه می‌گیرد: اگر بخواهیم دانش‌آموزان از آموخته‌هایشان در درس زبان بهره ببرند و فقط برای کسب نمره، مطالب درسی را حفظ نکنند، باید فرصتی به آنان داد تا در عمل آموخته‌های خود را به کار گیرند که با ساعت تدریس فعلی اصلاً مقدور نیست.

سومین مشکل آموزش زبان را، بی‌اطلاعی فراگیرندگان از اهمیت زبان انگلیسی دانسته است. وی در سال ۱۳۸۰ در دبیرستان‌های رابر، به کمک پرسش‌نامه‌ای در زمینه‌ی آموزش زبان انگلیسی تحقیقی را انجام داده که یکی از سؤال‌های آن در مورد میزان اطلاع فراگیرندگان از اهمیت زبان انگلیسی بود. تقریباً ۸۷ درصد پاسخ‌دهندگان اظهار بی‌اطلاعی کرده بودند و از آن اطلاع کافی نداشتند. وی می‌افزاید: «دانش‌آموزان به‌خوبی توجیه نشده‌اند که در آینده، در هر رشته‌ی دانشگاهی ادامه‌ی تحصیل دهند، به زبان انگلیسی نیاز دارند. تنها درسی که همه‌ی دانشجویان باید چند واحد آن را بگذرانند، زبان انگلیسی است. در مورد دروس دیگر چنین نیست. جالب این‌که هرچه سطح تحصیلات بالاتر می‌رود، اهمیت و کاربرد زبان انگلیسی بیشتر می‌شود. شاید دانش‌آموزان و اولیای آنان از این موضوع آگاه نباشند که بیش از ۸۰ درصد اطلاعات موجود در شبکه‌ی جهانی اینترنت، به زبان انگلیسی است و نزدیک به یک و نیم میلیارد نفر به این زبان سخن می‌گویند.»

مشکل چهارم آموزش زبان، فقدان تناسب و هماهنگی بین «اهداف آموزشی کتب درسی» و «اهداف آموزشی زبان انگلیسی» است. وی اشاره می‌کند، یکی از اهدافی که از سوی آموزش و پرورش در رابطه با آموزش زبان انگلیسی ذکر شده است، «کمک به دانش‌آموز برای یادگیری زبان انگلیسی در حدی است که بتواند منظور خود را به زبان انگلیسی بیان کند». اما عملاً چنین کاری در مدارس صورت نمی‌گیرد. اولاً کمبود ساعت، اجازه‌ی تمرین و تکرار انگلیسی را در کلاس نمی‌دهد. ثانیاً درسی به نام قرائت زبان که قبلاً نمره‌ی آن در کارنامه‌ی دانش‌آموز ثبت می‌شد، اکنون وجود ندارد و فقط به ۳ نمره مکالمه در امتحان کتبی اکتفا شده است. نمره‌ی قرائت نیز به عددی تبدیل شده است که با نمره‌ی کتبی جمع می‌شود تا نمره‌ی دانش‌آموز را به ۱۰ برساند. در خاتمه، وی چند پیشنهاد به شرح زیر مطرح کرده است:

* برای استفاده‌ی عملی از زبان انگلیسی و یا اصطلاحاً کاربردی شدن آن در هنرستان‌های کارودانش، رشته‌ای به نام «آموزش علمی کاربردی زبان انگلیسی» دایر شود تا با توجه به روند تدریس در هنرستان‌های کارودانش، فراگیرندگان حداقل بتوانند پس از دریافت دیپلم به انگلیسی حرف بزنند. به این ترتیب، زمینه‌ی جذب این فارغ‌التحصیلان به مراکز گردشگری، هتل‌ها و... فراهم می‌آید.

* آموزش زبان از سال پنجم ابتدایی به‌صورت رسمی و از سال‌های دوم و سوم دبستان به‌صورت یک درس فوق‌برنامه، در دبستان‌ها تدریس شود.

* ساعات تدریس زبان انگلیسی حداقل به ۱/۵ برابر فعلی افزایش یابد تا دانش‌آموزان فرصت یابند در معرض زبان قرار گیرند.

* استفاده از تبصره‌ی ماده ۱۸ در قبولی پایه‌های گوناگون تحصیلی در درس زبان ممنوع شود تا به این درس بهای بیشتری داده شود.

* در هر تابستان تعدادی از دبیران زبان انگلیسی به یکی از کشورهای انگلیسی زبان اعزام شوند.

پی‌نوشت

۱. Critical Period



Roshd &
Teachers



گفت‌وگو
شهلا زارعی نیستانک

بهبود کیفیت تدریس با سیستم نظارت و کنترل



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آقای علی‌رضا طالب‌زاده دبیر زبان انگلیسی مراکز پیش‌دانشگاهی و دبیرستان‌های شهرستان‌های میاندوآب در استان آذربایجان غربی است. مدت ۱۰ سال است که به تدریس مشغول است و در دانشگاه ارومیه نیز تدریس می‌کند. وی مدرک لیسانس خود را از دانشگاه تربیت معلم تهران و فوق‌لیسانس را از دانشگاه علامه طباطبایی دریافت کرده است. مدت سه سال سرگروه آموزشی درس زبان انگلیسی بوده و در حال حاضر رییس انجمن معلمان زبان انگلیسی آذربایجان تحت عنوان Azerbaijan English Language Teacher's Association که به نام اختصاری «آذرالتا» (AzerELTA) نامیده می‌شود و عمده فعالیت وی در سال‌های اخیر صرف این انجمن شده است.

□ لطفاً توضیح مختصری درباره‌ی این انجمن و اهداف آن بدهید.

● آذرالتا سازمانی غیردولتی است (NGO) که زیر نظر وزارت آموزش و پرورش فعالیت می‌کند در سال ۱۳۸۲ تأسیس و در سال ۱۳۸۷ به ثبت رسیده است. هدف از تأسیس این انجمن کمک به بهبود کیفی تدریس زبان انگلیسی و بالا بردن و روزآمد کردن اطلاعات و سواد معلمان زبان انگلیسی است. تقریباً ۱۵۰ معلم به صورت رسمی عضو دارد. آذرالتا



با مجله‌های رشد آشنا شوید

مجله‌های رشد توسط دفتر انتشارات کمک آموزشی سازمان پژوهش و برنامه‌ریزی آموزشی وابسته به وزارت آموزش و پرورش تهیه و منتشر می‌شوند:

مجله‌های عمومی دانش آموزی

(به صورت ماهنامه و ۸ شماره در هر سال تحصیلی منتشر می‌شوند):

- ♦ **رشد کودک** (برای دانش‌آموزان آمادگی و پایه‌ی اول دوره‌ی دبستان)
- ♦ **رشد نوآموز** (برای دانش‌آموزان پایه‌های دوم و سوم دوره‌ی دبستان)
- ♦ **رشد دانش‌آموز** (برای دانش‌آموزان پایه‌های چهارم و پنجم دوره‌ی دبستان)
- ♦ **رشد نوجوان** (برای دانش‌آموزان دوره‌ی راهنمایی تحصیلی)
- ♦ **رشد جوان** (برای دانش‌آموزان دوره‌ی متوسطه و پیش‌دانشگاهی)

مجله‌های عمومی بزرگسال

(به صورت ماهنامه و ۸ شماره در هر سال تحصیلی منتشر می‌شوند):

- ♦ **رشد آموزش ابتدایی**، **رشد آموزش راهنمایی تحصیلی**، **رشد تکنولوژی آموزشی**، **رشد مدرسه فردا**، **رشد مدیریت مدرسه**، **رشد معلم**

مجله‌های اختصاصی

(به صورت فصلنامه و ۴ شماره در هر سال تحصیلی منتشر می‌شوند):

- ♦ **رشد برهان راهنمایی** (مجله ریاضی برای دانش‌آموزان دوره‌ی راهنمایی تحصیلی)
- ♦ **رشد برهان متوسطه** (مجله ریاضی برای دانش‌آموزان دوره‌ی متوسطه و پیش‌دانشگاهی)
- ♦ **رشد آموزش قرآن**، **رشد آموزش معارف اسلامی**، **رشد آموزش زبان و ادب فارسی**، **رشد آموزش هنر**، **رشد مشاور مدرسه**، **رشد آموزش تربیت بدنی**، **رشد آموزش علوم اجتماعی**، **رشد آموزش تاریخ**، **رشد آموزش جغرافیا**، **رشد آموزش زبان**، **رشد آموزش ریاضی**، **رشد آموزش فیزیک**، **رشد آموزش شیمی**، **رشد آموزش زیست‌شناسی**، **رشد آموزش زمین‌شناسی**، **رشد آموزش فنی و حرفه‌ای**، **رشد آموزش پیش‌دبستانی**

مجله‌های رشد عمومی و اختصاصی برای آموزگاران، معلمان، مدیران، مربیان و مشاوران مدارس، دانش‌جویان مراکز تربیت معلم و رشته‌های دبیری دانشگاه‌ها و کارشناسان آموزش و پرورش تهیه و منتشر می‌شوند.

♦ نشانی: تهران، خیابان ایرانشهر شمالی، ساختمان شماره‌ی ۴ آموزش و پرورش، پلاک ۲۶۶، دفتر انتشارات کمک آموزشی.

♦ نمابر: ۰۲۱-۸۸۳۰۱۴۷۸

♦ تلفن: ۰۲۱-۸۸۸۴۹۰۹۹

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تا به حال سه کارگاه آموزشی و یک همایش در شهرستان ارومیه برگزار کرده است. کارگاه آموزشی اول که درباره ارزشیابی درسی زبان انگلیسی بود با حضور آقای دکتر حسین فرهادی در سال ۱۳۸۲، همایش و کارگاه دوم به‌طور هم‌زمان درباره‌ی ارزشیابی در سال ۱۳۸۶ با حضور آقای دکتر محمد علوی رییس گروه زبان انگلیسی دانشگاه تهران و دکتر مهناز سعیدی رییس گروه زبان انگلیسی دانشگاه آزاد تبریز و کارگاه سوم تحت عنوان «انگلیسی برای تدریس و تدریس برای انگلیسی» در سال گذشته با حضور آقای دکتر غلامی عضو هیئت علمی دانشگاه ارومیه برگزار شد.

آذرالتا در هر یک از ۲۴ شهرستان استان آذربایجان غربی دو رابط از بین گروه‌های آموزشی دارد که هر یک از این رابط‌ها فعالیت‌های آن را سازماندهی و نظارت می‌کنند. ضمناً آذرالتا با انجمن‌های معلمان زبان انگلیسی تعدادی از کشورهای همسایه هم‌چون جمهوری آذربایجان و ازبکستان ارتباط علمی و آموزشی دارد.

□ آیا مجله‌ی رشد آموزش زبان را می‌خوانید؟

● بله به‌طور مرتب می‌خوانم و آرشیوی از مجلات رشد آموزش زبان را در ۵ سال اخیر دارم که در کتابخانه‌ی تخصصی آذرالتا موجود است. بیش‌تر دبیرستان‌ها و مراکز پیش‌دانشگاهی در شهرستان میاندوآب مشترک این مجله هستند. حتی در مدارس، شاهد بحث و تبادل نظر همکاران درباره‌ی مقالات این مجله بوده‌ام. در مقایسه با سال‌های گذشته معلمان بیشتری این مجله را دریافت و مطالعه می‌کنند.

□ کدام قسمت مجله برای شما جالب‌تر است و آیا تاکنون در کلاس درس از آن استفاده کرده‌اید؟

● قسمت معرفی کتاب را خیلی دوست دارم و به محض این‌که کتابی معرفی می‌شود برای کتابخانه‌ی انجمن خریداری می‌کنم و به معلمان زبان نیز معرفی می‌کنم تا مطالعه کنند. مقالاتی که جنبه‌ی عملی دارند مانند روش تدریس واژگان، خواندن و... را بیش‌تر ترجیح می‌دهم.

مقاله English Through Fun و Let's Take a Break را مطالعه می‌کنم و از آن در کلاس درس استفاده می‌کنم. یادم می‌آید که مقاله‌ای در یکی از شماره‌های مجله به چاپ رسیده بود تحت عنوان تجزیه و تحلیل خطاهای زبان که آن را تکثیر کردم و در اختیار دبیران قرار دادم.





برگ اشتراک مجله های رشد

شرایط:

- ۱- پرداخت مبلغ ۵۰/۰۰۰ ریال به ازای هر عنوان مجله‌ی درخواستی، به صورت علی الحساب به حساب شماره‌ی ۳۹۶۶۲۰۰۰ بانک تجارت شعبه‌ی سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افست.
- ۲- ارسال اصل فیش بانکی به همراه برگ تکمیل شده‌ی اشتراک با پست سفارشی. (کپی فیش را نزد خود نگه دارید.)

+ نام مجله های درخواستی :

.....

+ نام و نام خانوادگی:

.....

+ تاریخ تولد:

.....

+ میزان تحصیلات:

.....

+ تلفن:

.....

+ نشانی کامل پستی:

استان: شهرستان:

خیابان:

پلاک: کد پستی:

+ در صورتی که قبلاً مشترک مجله بوده اید، شماره‌ی اشتراک خود را بنویسید:

امضا:

.....

• امور مشترکین: ۰۲۱-۷۷۳۳۶۶۵۶-۷۷۳۳۶۶۵۵

• صندوق پستی امور مشترکین: ۱۶۵۹۵/۱۱۱

• پیام گیر مجله های رشد: ۰۲۱-۸۸۳۰۱۴۸۲

یادآوری:

- + هزینه‌ی برگشت مجله در صورت خوانا و کامل نبودن نشانی و عدم حضور گیرنده، بر عهده‌ی مشترک است.
- + مبنای شروع اشتراک مجله از زمان دریافت برگ اشتراک است.

این مقاله بسیار مورد توجه دبیران قرار گرفت.
 □ جای چه مقاله‌هایی در مجله خالی است؟ پیشنهاد

شما در مورد محتوای مجله چیست؟

● از آن جا که مجله‌ی رشد آموزش زبان یک مجله علمی - ترویجی است مقاله‌ها باید بیش تر جنبه عملی داشته باشد. چاپ پایان‌نامه‌ها در این مجله باید قسمت کوچکی از آن را در بر بگیرد. نکات بیش تر در مورد کتاب درسی باید در مجله گنجانده شود. در هر شماره مطالبی را مانند مجله‌ی English Teaching Forum که فقط به جنبه‌های عملی تدریس از جمله تکنیک‌های تدریس واژگان، درک مطلب می‌پردازد، باید در نظر گرفت.

اگر رشد آموزش زبان انگلیسی را از زبان‌های آلمانی و فرانسه جدا کنیم بهتر است. ضمناً بهتر است محتوای مجله به صورت آنلاین هم در وبسایت موجود باشد. متأسفانه وبسایت مجلات رشد چندان نیازهای دبیران را برآورده نمی‌کند. بهتر است نگاهی به وبسایت مجلات دیگر و یا مجلات دانشگاه‌های سایر کشورها بیاندازید. اختصاص دادن یک سایت انگلیسی بهتر خواهد بود از این که تمام مجلات را در یک سایت واحد جمع کنیم.

□ با توجه به تجربه و سوابق خود فکر می‌کنید معلمان نیاز به چه نوع مطالب علمی دارند؟

● قبل از این که در مورد نیاز علمی معلمان صحبت کنیم باید ابتدا نیازهای اولیه معلم رفع شود از آن جا که در روند تدریس و یادگیری معلم به تنهایی یک فاکتور مهم و حیاتی به حساب می‌آید و سایر عوامل به نوعی در سایه‌ی او قرار می‌گیرند هرچه قدر روی معلم از نظر معلومات، مهارت‌های حرفه‌ای و معیشت سرمایه‌گذاری شود نتیجه‌ی بهتری خواهیم گرفت. سرمایه‌گذاری روی معلمان یک سرمایه‌گذاری بلندمدت است. در کوتاه‌مدت نباید انتظار بازدهی داشته باشیم. پس ابتدا رفع نیازهای اولیه‌ی معلم، آن‌گاه خود تمایل پیدا می‌کند به مطالعه بپردازد و دانش خود را افزایش دهد.

کلاس‌های ضمن خدمت یکی دیگر از نیازهای دبیران است. بنده دوره‌های ضمن خدمت زیادی را برگزار کرده‌ام یکی

از آن جا که در روند تدریس و یادگیری معلم به تنهایی یک فاکتور مهم و حیاتی به حساب می‌آید و سایر عوامل به نوعی در سایه‌ی او قرار می‌گیرند هرچه قدر روی معلم از نظر معلومات، مهارت‌های حرفه‌ای و معیشت سرمایه‌گذاری شود نتیجه‌ی بهتری خواهیم گرفت.



● ایجاد امکانات آموزشی، فضای مناسب، کتابخانه‌های تخصصی و به‌روز، جذابیت‌های بصری و در نظر گرفتن نیازهای اولیه‌ی معلم و مدیریت مطلوب و برقراری ارتباط مؤثر و مستمر بین مدیر و معلمان می‌تواند معلم را به مطالعه ترغیب کند. ایجاد سیستم کنترل و نظارت بر کار و عملکرد حرفه‌ای معلم توسط متخصصان مربوط به صورت علمی و مستمر یکی دیگر از مواردی است که در ایجاد انگیزه و بهبود تدریس دبیران مؤثر خواهد بود. شناسایی معلمان‌ی که سال‌ها با زحمت و اشتیاق و مطالعه زیاد به کار تدریس می‌پردازند یکی از عوامل تشویق آن‌ها خواهد بود.

بعد دیگر که در کار معلم تأثیرگذار است مدیریت خوب و صحیح در محیط مدرسه است. بهبود کیفیت مدیریت در مدارس بر اثربخشی آموزش می‌افزاید. در این چند سالی که در مدارس مختلف شهرستان میاندوآب تدریس می‌کنم با مدیران متعددی کار کرده‌ام. یکی از این مدیران به نام آقای احمد اکبری به صورت علمی کار می‌کرد و با علم مدیریت آشنا بود و مدرسه را خوب اداره می‌کرد. وی مدام درباره‌ی مدیریت آموزشی مطالعه و آن را به صورت عملی به کار می‌بست و عملاً سایرین را به مطالعه و تحقیق ترغیب می‌کرد، ایشان سال گذشته بازنشسته شد. عامل دیگر، نظام امتیازدهی است که این نظام به شیوه‌ی فعلی نمی‌تواند دبیران را به مطالعه و تحقیق ترغیب کند و انگیزه‌های کافی را در ایشان ایجاد نماید. بهتر است کارشناسان آن را مورد تجدیدنظر قرار دهند.

□ آیا از طریق مقاله می‌توانید با ما همکاری کنید؟

● با توجه به تجربیاتی که در کلاس‌های آموزش ضمن خدمت، مدارس و دانشگاه دارم، می‌توانم مطالبی را برای مجله رشد تهیه کنم. ضمناً با توجه به تجربه‌ی خود می‌توانم در وبسایت مجله نیز همکاری کنم و مطالبی در این خصوص بنویسم.

آقای طالب‌زاده از شما متشکریم. پیشنهادات و نظریات خوبی را مطرح کردید که امید است مورد استفاده مسئولین آموزش و پرورش و سایرین قرار گیرد.

از مشکلات این دوره‌ها این است که در یک دوره زمانی محدود به صورت فشرده روزانه ۸ ساعت برگزار می‌شود. در این دوره‌ها انگیزه معلم فقط گرفتن امتیاز اداری است. در مواردی برای این دوره‌ها از معلم مبلغی نیز به عنوان شهریه دریافت می‌شود. از طرفی معلم برای شرکت در این دوره‌ها باید در ساعات تعطیلی و ساعاتی که درس ندارد در این کلاس‌ها شرکت کند. این مسایل در مورد دوره‌های ضمن خدمت باید برطرف شوند. معلمان نیاز دارند با تکنولوژی روز آشنا شوند. در آخرین کارگاه آموزشی که داشتیم از ۳۲ نفر سرگروه آموزشی زبان انگلیسی شهرستان‌ها تنها ۵ نفر با ایمیل کار می‌کردند و بقیه آدرس ایمیل نداشتند.

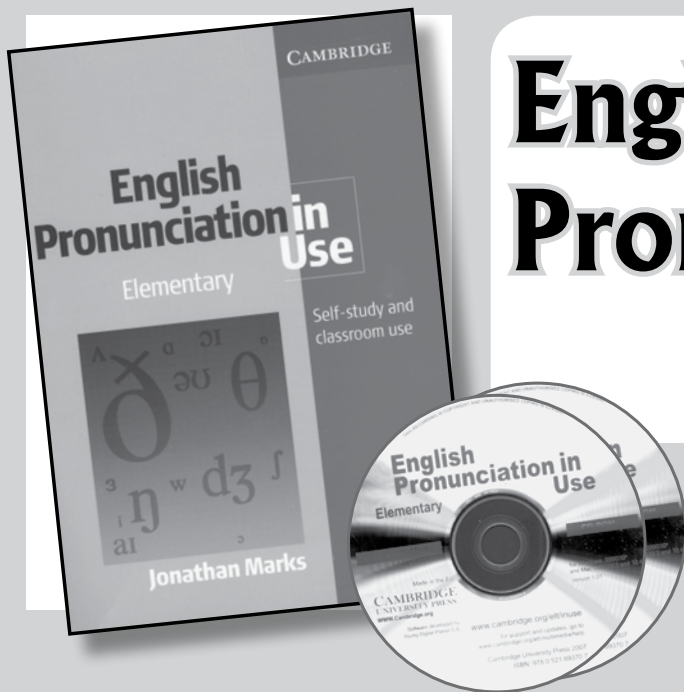
□ آیا تا به حال مقاله‌ای در زمینه یادگیری و تدریس زبان نوشته‌اید؟ در کدام مجله چاپ شده است.

● درباره‌ی ارزشیابی گروهی مقاله‌ای نوشته‌ام که در مجله‌ی پیک گروه‌های آموزشی شهرستان میاندوآب چاپ شده است. چند ترجمه نیز داشته‌ام که در مجلات مختلف چاپ کرده‌ام. مقاله‌ای را به کنفرانس همدان ارائه دادم که مقام دهم را کسب کرد ولی در جایی چاپ نشد.

در این مقاله به روش‌های استفاده از اینترنت در کلاس درس انگلیسی پرداخته‌ام. مقاله‌ای را نیز درباره آموزش ضمن خدمت مربیان امور تربیتی نوشته‌ام که در کنفرانس ملی مسایل آموزشی کشور جزو مقالات برگزیده شناخته شد.

مقاله‌ای تحت عنوان «چگونه می‌توان بر استرس غلبه کرد؟» تهیه کردم که در شماره ۲۸۴ مجله‌ی پیوند به چاپ رسید. ضمناً مقاله‌ای نیز تحت عنوان: The Effect of call a burative Testing on the Performance of Junior High School Student در کنفرانس بین‌المللی Asia TEFL که در تایلند - بانکوک برگزار شد، پذیرفته شد و چکیده آن در کتابچه‌ی کنفرانس چاپ شد.

□ به نظر شما از چه راه‌هایی می‌توان دبیران را به مطالعه و تحقیق ترغیب کرد؟



English Pronunciation in Use

English Pronunciation in Use Elementary is for learners of elementary level and above. The material is addressed to the individual learner who may be working alone, but it can also be used in the classroom.

This book covers all aspects of pronunciation including individual sounds, word stress, connected speech and intonation. English Pronunciation in Use Elementary recognises the importance of pronunciation for listening as well as speaking and learners are provided with both receptive and productive practice.

English Pronunciation in Use Elementary

- 50 easy-to-use two-page units: explanations and examples of key

pronunciation points are presented on left-hand pages with a range of exercises on facing right-hand pages.

- Audio components: all the examples and exercises are recorded and available on audio CD.

- Clear model for repetition: a single British accent is used as a model for learners to listen to and repeat.

- Exposure to different accents: learners are given the opportunity to listen to a range of different English accents and learn about their similarities and differences.

- Additional reference section: including fun exercises to practise phonemic symbols, a guide for speakers of specific languages, exercises on minimal pairs and a glossary of specialised terms.

- Learner-friendly answer key.

enough for the other person to understand and to fit into the flow of conversation.

Language students can develop speaking skills in classroom contexts. Their skills will not match those of native speakers nor of speakers who acquired their skills in real-language situations, but they can learn to convert their thoughts into the second language and to express them in ways comprehensible to native speakers (Chastain, 1988).

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The Oxford ESOL Handbook

The Oxford ESOL Handbook

The Oxford ESOL Handbook

This series is designed to provide a source of reference for both language teachers and teacher trainers. Each title is intended to serve both as a basis for courses and seminars, and as a longer term reference text for the working teacher's bookshelf.

The Oxford ESOL Handbook

The Oxford ESOL Handbook provides a practical 'toolkit' which helps teachers promote effective language learning among migrants and refugees who have come to settle in countries where English is the national language. The focus is on practical techniques and activities, underpinned by the latest thinking in linguistics, to enable teachers to develop their teaching skills.

- shows new teachers what they need to know
- allows existing teachers to check their knowledge of recent developments, approaches, and issues
- covers the backgrounds, characteristics, and experience of learners
- raises awareness of how the first language impacts on any subsequent language acquisition
- fosters knowledge of how English works and how this can be applied in the ES (O)L context.

The Oxford ESOL Handbook

charged language, slang, and ellipses.

6. *Extensive monologue*: it is used at advanced levels. Students are called on to give monologues in the form of oral reports, summaries, or perhaps short speeches (Brown, 2001).

According to Hadley (2003), the appropriate teaching strategies are likely to vary depending on students' level of proficiency but at all levels teachers should provide opportunities for students to practice speaking in a range of contexts likely to be encountered in the target culture with a range of functions in dealing with others in the target culture (cited in Mirhassani & Ghaemi, 2007).

Sayer (2005) believes that with the emphasis that communicative language teaching places on oral production, by the time most students reach intermediate level they can produce fairly extended spoken discourse. Course designers and teachers should employ a repertoire of role-plays, gap tasks, and the like, whereby students are initially guided through the conversation aided by role-cards, diagramming, or other types of prompts. As the students' level increases, they are gradually given fewer cues, and must substitute more spontaneous language use for prescribed exchanges. Such techniques are inarguably a good way to get the students to practice speaking, which in turns would help them to develop their ability to produce coherent, fluent sentences.

Gaidlines for Teachers to Design Speaking Activitis

For teachers to help students acquire fluency in speaking, they should:

1. use techniques that cover the spectrum of learner needs, from language- based focus on accuracy to message-based focus on interaction, meaning, and fluency;
2. provide intrinsically motivating techniques;
3. encourage the use of authentic language in meaningful contexts;
4. provide appropriate feedback and correction;
5. capitalize on the natural link between speaking and listening;
6. give students opportunities to initiate oral communication;
7. encourage the development of speaking strategies (Brown, 2001).

Conclusion

According to Lindsay and Knight (2006), speaking is a complex process which involves constructing a message in a form that other people can understand, and delivering the message using the correct pronunciation, stress, and intonation. Speaking also involves interaction. To do this learners need to be able to respond to what other people say, and use the language appropriate for the situation they are in and the person they are talking to. At the same time they need to be accurate and fluent

stilted, bookish quality of speaking that in turn stigmatizes them.

4. *Performance variables*: one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can be taught how to pause and hesitate. In English, our thinking time is not silent; we insert "fillers" such as *uh, um, well, you know, I mean, like*, etc. One of the most salient differences between native and nonnative speakers of a language is in

The ability to function in another language is generally characterized with the ability to speak that language.

their hesitation phenomena.

5. *Colloquial language*: speaking include a lot of colloquialism. Teachers should make sure that students are reasonably acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6. *Rate of delivery*: speech is produced under the pressure of time. One of the teacher's tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7. *Stress, rhythm, and intonation*: the Paralinguistic Features of speech are

among the most important

characteristics of English pronunciation. They convey important messages in oral communication.

8. *Interaction*: learning to produce waves of language in vacuum, without interlocutors, would rob speaking skill of its richest component: the creativity of conversational negotiation (Brown, 2001).

Types of Classroom Speaking Performance

Speaking in language classes can take different forms:

1. *Imitation*: it is not used for the purpose of meaningful interaction, but for focusing on some particular elements of language form.
2. *Intensive drill*: it is used for practicing phonological or grammatical aspect of language.
3. *Responding*: short replies to teacher- or student- initiated questions or comments.
4. *Transactional exchanges*: an extended form of responsive language for the purpose of conveying or exchanging specific information.
5. *Interpersonal dialogue*: it is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. They involve a casual register, colloquial language, emotionally

Rehearsal: getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in a role-play at an airport check-in desk allows them to rehearse such a real -life event in the safety of the classroom. This is not the same as practice in which more detailed study takes place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

Feedback: speaking tasks, where students are trying to use all and any language they know, provides feedback for both teacher and students. Teachers can see how well their class is doing and what language problems they are having. Students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and with a sensitive teacher guidance can encourage them into further study.

Engagement: good speaking activities can and should be highly motivating. If all the students are participating fully—and if the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable for students.

The Reluctant Speaker

One of the challenges that teachers should face in speaking classes is the students reluctance to speak. According to Nunan (1999), this reluctance may be due to cultural factors, linguistic factors, and/or psychological/affective factors.

To deal with reluctance six strategies are proposed by Tsui:

1. Lengthening the amount of time between asking a question and nominating someone to respond.
2. Improving questioning techniques.
3. Accepting a variety of answers
4. Giving learners an opportunity to rehearse their responses in small groups or pairs before being asked to speak up in front of the whole class.
5. Focusing on content rather than on form.
6. Establishing a good relationship with the students (cited in Nunan, 1999).

What Makes Speaking Difficult?

Speech has certain characteristics which makes it difficult for second language learners. There are as follows:

1. *Clustering:* fluent speech is phrasal, not word by word.
3. *Reduced forms:* contractions, elision, reduced vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a

Therefore, communicative competence includes linguistic competence and a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to say and when.

Thornbury (2006) is more specific in outlining the basics for an acceptable level of fluency in the context of language classrooms. The elements he mentions are as follows:

1. A core grammar: This is probably much less extensive than the full range of structures taught in the course since coursebook grammar is essentially a grammar of writing (a grammar of sentences), not of speaking (a grammar of utterances).

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

2. A core vocabulary of 1000 to 1500 high frequency items: these will cover 90% of day-to-day needs.

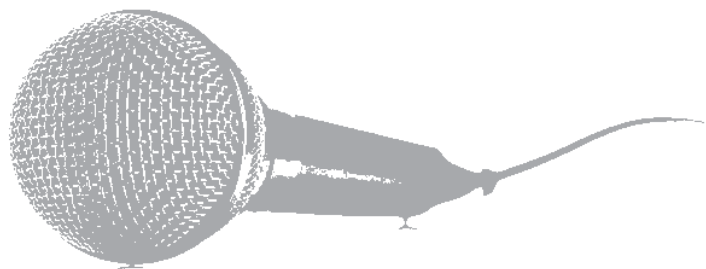
3. Some strategies: to cover gaps in knowledge as well as to reduce thinking time: some common vagueness expressions, such as *a thing, that stuff, ...or something*.

4. Some standard backchannel devices: the things we say when we are listening to another speaker, such as *really? You're kidding!* etc.

Moving beyond survival communication needs special attention to the way speech is structured by the speaker. In this respect, Bygate (1987) suggests that conversations can be analyzed in terms of routines. Routines are conversational ways of presenting information. He discusses two types of routines: information routines (what Nunan called transactional language), and interactional routines.

Transactional (information) routines contain frequently recurring types of information structures. These can be subdivided into routines that are basically expository in nature (for example telling a story, describing something, and giving a set of instructions, making a comparison), and those that are evaluative (giving an explanation, making a justification, predicting, coming to a decision). Interactional routines can be subdivided into service encounters (for example, a job interview) or social interactions (a dinner party, and a coffee break at work, etc.) For foreign language speakers, routines can be crucial in facilitating comprehension. By learning prefabricated fillers, and conversational patterns, learners can outperform their competence (Mirhassani & Ghaemi, 2007).

According to Harmer (1998), there are three basic reasons why it is a good idea to give students speaking tasks which could provoke them to use all and any language at their command.



How to Teach Speaking

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Introduction

One of the basic problems in foreign language teaching is to prepare learners to be able to use the language. How this preparation is done, and how successful it is, depends very much on how we as teachers understand our aims. For instance, it is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Part of a language course is therefore generally devoted to this objective (Bygate, 1987).

Speaking a language involves more than simply knowing the grammar and vocabulary of the message. In other words developing language skills requires more than grammatical comprehension and vocabulary memorization (Chastain, 1988).

Nunan (1999) believes that the ability to function in another language is generally

characterized with the ability to speak that language. He also believes that one needs to know how to articulate sounds in a comprehensible manner, have an adequate vocabulary, and also gain the mastery of syntax in order to be able to speak in another language. These various elements add up to linguistic competence. However, while linguistic competence is necessary, it is not sufficient for someone who wants to communicate effectively in another language. The notion of communicative competence includes linguistic competence and beyond that according to Richards, Platt and Weber (1985), it includes:

1. Knowledge of rules of speaking, such as how to start or end a conversation
2. Knowledge of how to use and respond to different types of speech acts, such as requests, apologies, and thanks.
3. Knowledge of how to use language appropriately



Teaching and Learning in Close-up

Speaking seems to be the most desired but the least practiced skill in EFL contexts. There are a number of reasons why speaking does not receive the attention it deserves. The most important one might be the lack of enough opportunities for learners to speak outside the classroom. In addition to this limitation, too much emphasis on formal features such as vocabulary and grammar as a prerequisite for reading comprehension as the highly emphasised skill in the curriculum of English as a foreign language often leads to poor students' performance in oral communication. In the following article, the author has tried to introduce certain aspects of the speaking skill which need to be considered by teachers in teaching speaking. The article starts with a focus on oral competency and what teachers can do to help reluctant students have more contributions to classroom interaction. The focus then shifts to the challenging features of speech followed by the type of speaking activities in language classes. The article ends up with some guidelines to teachers in designing speaking activities.

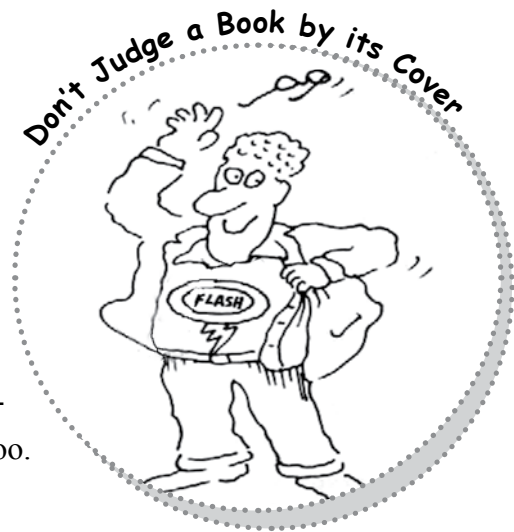
نگاه نزدیک به آموزش و یادگیری

به نظر می‌رسد مهارت سخن گفتن پیش از سایر مهارت‌ها مورد توجه زبان‌آموزان است، در حالی که در محیط زبان خارجی، این مهارت نسبت به سایر مهارت‌ها، کمتر مورد تمرین قرار می‌گیرد. دلایل متعددی برای این کم‌توجهی می‌توان ذکر کرد که از همه مهم‌تر شاید فقدان فرصت‌های کافی برای صحبت کردن به زبان خارجی در خارج از کلاس درس باشد. علاوه بر این محدودیت، تأکید زیاد بر مشخصه‌های صوری زبان، از جمله دستور و واژگان، به‌عنوان پیش‌نیاز مهارت خواندن و درک مطلب که مهم‌ترین مهارت مورد تأکید در برنامه‌ی درسی زبان خارجی محسوب می‌شود، به عملکرد ضعیف دانش‌آموزان در مهارت‌های شفاهی می‌انجامد. مقاله با بحث در مورد توانش شفاهی و اشاراتی به نحوه‌ی فعال کردن دانش‌آموزانی که علاقه‌ای به سخن گفتن در کلاس از خود نشان نمی‌دهند، آغاز می‌شود. نویسنده سپس به مشخصه‌های چالش‌آفرینی مهارت سخن گفتن و انواع فعالیت‌های شفاهی در کلاس می‌پردازد و در نهایت، با پیشنهادهای در مورد نحوه‌ی طراحی فعالیت‌های شفاهی، مقاله را به پایان می‌برد.

II What You Need to Know

3. PROVERBS

- I think our new neighbor is a true pain in the neck. She never looks friendly.
- You are judging a book by its cover again, Emilie. Yesterday she brought me her home-made cookies and asked me to give you some, too. Here! They're delicious.



(Don't form an opinion about something based on appearance alone)

4. JOKES

A Sunday school teacher asked the children just before she dismissed them to go to church, "And why is it necessary to be quiet in church?" Annie replied, "Because people are sleeping."



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Brain teasers: Paired Letters!

In each of these puzzles, there are two double blanks. Fill in the blanks with the same pair of letters to complete an English word. For example, use the letter-pair ac in b__ckp__k to make the word backpack.

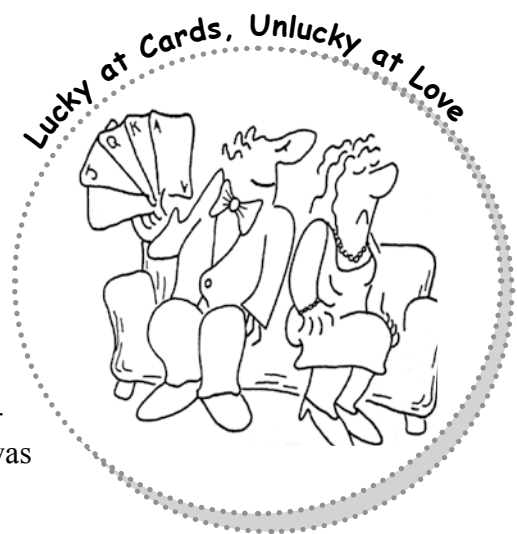
- | | | | |
|--------------|-----------------|---------------|--------------|
| #1 v__lat__n | #6 who__sa__ | #11 __s__de | #16 c__kb__k |
| #2 h__dw__e | #7 p__sev__e | #12 __od__rk | #17 a__mo__ |
| #3 __rses__e | #8 tr__bad__r | #13 p__dl__ | #18 __at__ |
| #4 a__a__a | #9 __da__ted | #14 __p__zard | #19 s__ur__e |
| #5 s__tim__t | #10 d__tingu__h | #15 h__g__lin | #20 lo__i__ |

I What You Need to Know

1. SUPERSTITIONS

According to tradition, a person cannot be lucky at everything. If he is lucky at cards, he will be unlucky at love.

- I don't know why my lottery ticket never wins. I used to win every game I played when I was younger.
- Well, that's because you are lucky at cards, but unlucky at love. You can't have it both ways.



Pull someone's Leg



2. IDIOMS

(fool someone)

When Jonnie answered Mr. Smith's question wrongly, everyone clapped. He thought his answer was correct so he became happy, but later his friends told him they were **pulling his leg**. They told him his answer was entirely wrong!

be obtained not just by extending voting rights but also by ensuring that there exists a fully-formed public opinion, accomplished by effective communication among citizens, experts, and politicians, with the latter being held accountable for the policies they adopt.

Dewey's educational theories were presented in «My Pedagogic Creed» (1897), *The School and Society* (1900), *The Child and Curriculum* (1902), *Democracy and Education* (1916) and *Experience and Education* (1938).

His recurrent and intertwining themes of education, democracy and communication are effectively summed up in the following excerpt from the first chapter, "Education as a Necessity of Life", of his 1916 book, *Democracy and Education: an introduction to the philosophy of education*: "What nutrition and reproduction are to physiological life, education is to social life. This education consists primarily in transmission through communication. Communication is a process of sharing experience till it becomes a common possession."

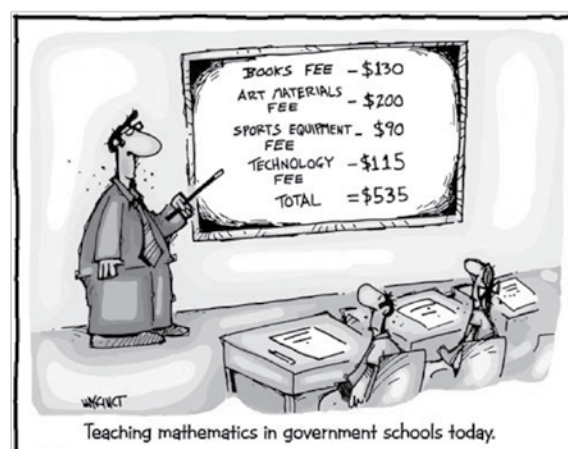
Dewey was a relentless campaigner for reform of education, pointing out that the authoritarian, strict, pre-ordained knowledge approach of modern traditional education was too concerned with delivering knowledge, and not enough with understanding students' actual experiences.

Dewey was the most famous proponent of hands-on learning or experiential education, which is related to, but not synonymous with experiential learning. Dewey went on to influence many other influential experiential models and advocates. Many researchers credit him with the influence of Project Based Learning (PBL) which places students in the active role of researchers.

Source: http://en.wikipedia.org/wiki/John_Dewey

No Comment?

This is a new section added to ETFun. From now on, No Comment brings you a cartoon in every edition of the Roshd FLT Journal. Though these cartoons are already telltale, we invite you all to send us (etfun@roshdmag.ir) your interpretations in a short paragraph. Your name along with your comment will be published in the same section in the subsequent edition of the journal.



6. Put your words where your mouth is! You may decide to show your students you are the only authority in your class! Apart from the point that this is not an accepted educational policy, your decision, whatsoever, may not be a correct one. If you try to apply your decision, that would be a historic blunder. If you choose to forget what you have told your students you will do, your authority will undergo serious questions. Teaching is a matter of making appropriate decisions in hard times. The solution to this issue is this: keep calm all the time and say what you should, will, and can actually accomplish!

7. Remember: students are always smarter than what we may think. There are times when we, teachers, may think we understand things more than our students do. We may say or do things we think students do not notice: well, let me tell you something: this is the time when we do not deserve to be called teachers. As a general principle, students are always smarter than what we think: respect their intelligence!

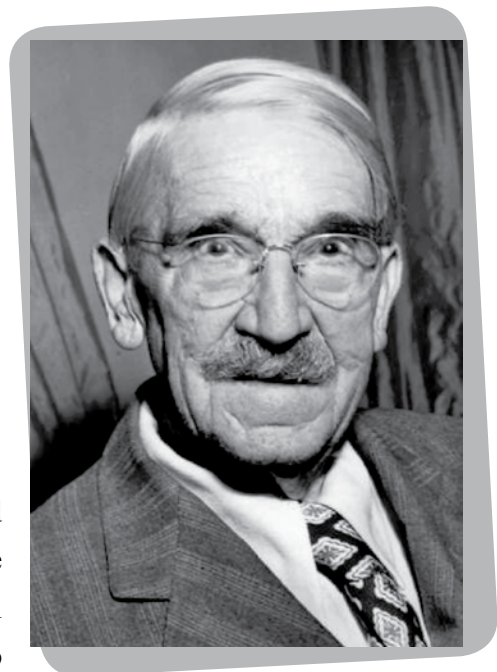
OK, then! Done! These seven tips are key tips for every teacher; however, it should be born in mind that no two classes are identical. Different students and classes have their own proclivities. Consequently, modification of these tips is inevitable.

Close up!

John Dewey

John Dewey (October 20, 1859–June 1, 1952) was an American philosopher, psychologist, and educational reformer whose thoughts and ideas have been highly influential in the United States and around the world. Although Dewey is best known for his works on education, he also wrote on a wide range of subjects, including experience and nature, art and experience, logic and inquiry, democracy, and ethics.

In his advocacy of democracy, Dewey considered two fundamental elements—schools and civil society—as being key areas needing attention and reconstruction to encourage experimental intelligence and plurality. In the necessary reconstruction of civil society, Dewey asserted that full democracy was to



some of your mischievous students will never find a chance to drive you up the wall!

2. Show you are funny in the second place, but first be serious. Although this tip depends on the age, gender, and characters of your students, experience shows that students prefer to have a teacher who is funny. Being funny and saying jokes are great tactics to attract students, but one should not take them, mistakenly, as final goals. Make students wait for funny moments, but do not make them wait for moments when you actually teach!

3. Students follow you, so let them take what is believed to be a virtue. As a generally true asset of every classroom, keep in mind that you will make a pattern for students whatever you do/say something. Your being punctual will encourage the students to be punctual as well, for instance. So, be on time and be on time all the time. This point is also true for you other activities. Dress casually and you will have casually-dressed students; be relaxed and your students will feel comfortable in your class. You can use this principle to pursue what you think is good for your students.

4. Punishment is for one; encouragement for all. Some teachers, unintentionally, take their classrooms as a unit in the army! That is why such teachers apply group punishment for a mistake committed by one student only. Contrary to disciplines in army, which entail total obedience by those who are ranked lower, education is founded on total respect for each and every individual no matter where they are put in the hierarchy of education. Teachers, therefore, are encouraged to respect each and every student's right. Group punishment disappoints students while benefits of group encouragement are unbelievably immense!

5. Be flexible but not whimsical. You need to be flexible, sometimes, so that you do not look rigid and too strict. However, you should not change your decisions over and over again. This makes you sound whimsical in the eyes of your students. If this feeling is aroused in your students, they will lose faith in you, and as a result, no matter how hard you try, your attempts to teach them will not be fruitful enough if not totally in vein.



Marriage is the one subject on which all women agree and all men disagree.

- **Oscar Wilde**

Common sense is the collection of prejudices acquired by age 18.

- **Albert Einstein**

Nationalism is an infantile disease. It is the measles of mankind.

- **Albert Einstein**

He knows nothing; he thinks he knows everything - that clearly points to a political career.

- **George Bernard Shaw**

Most people do not pray; they only beg.

- **George Bernard Shaw**

Reason has always existed, but not always in a reasonable form.

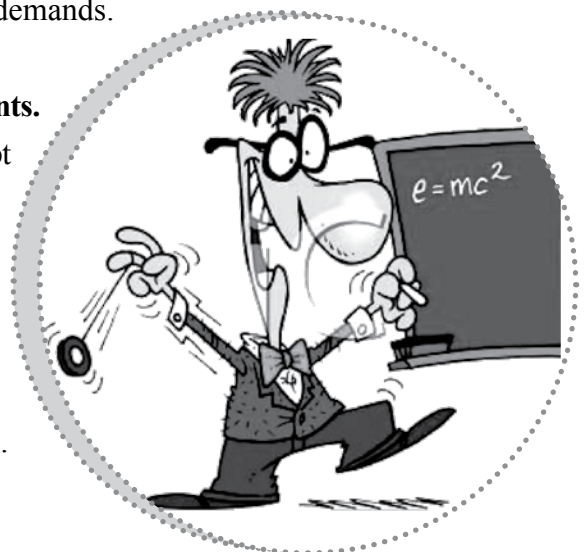
- **Carl Marx**

Teaching Tips

Teachers' behavior in classroom is a very complex phenomenon. One cannot give you a list of fixed proper teacher behaviors as guidelines. This is because what teachers do/ say is interpreted differently based on many criteria, the most important of which is the students' culture. The following is a list of class conduct tips which teachers should try to localize according to their peculiar contextual demands.

1. Never turn your back to the students.

Psychologically speaking, human beings accept faces: you do not look at your friend's arms or legs when you are speaking to him/her. You may take a stroll in front of your class, but always show your face. Even if you are writing on the board, you can do it in a way that your students can see your face most of the times. Moreover, if you are always facing the class,



English Through

FUN

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The Note

Let's begin with a question this time:

If you could choose a career other than teaching, what would your choice be and why?

For sure, many have already thought about this question. The sad truth is many teachers, including language teachers, are constantly looking for an alternative or second career. The reason for this is, in turn, the relatively low job satisfaction among our practicing teachers. However, job satisfaction is an index to which many variables contribute.

To dig deeper in this issue, we'd be glad to receive your answers to the question at (etfun@roshdmag.ir).

Quotable Quotes

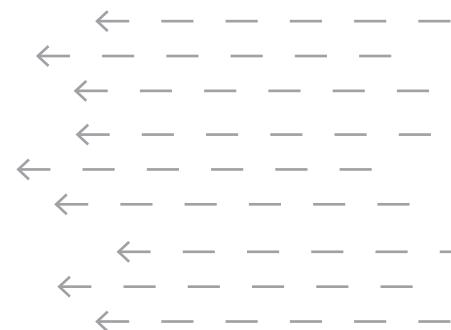
A politician divides mankind into two classes: tools and enemies.

- **Friedrich Nietzsche**

Convictions are more dangerous enemies of truth than lies.

- **Friedrich Nietzsche**

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considerable promise for explaining the process of learning. Intervening in that process by selecting particular strategies or batteries of strategies for teaching is by contrast fraught with dangers, which are associated with the preparation of the teachers, the method of teaching, the cultural background of the students, and with many variables such as proficiency, learning style, and the language-learning task with which strategy use interacts.

Furthermore, we have seen that doing ‘experiments’ to evaluate the intervention has only been partially successful:

- Disrupting regular classes to assign students randomly to treatment group and control group adds artificiality which as a result reduces the generalizability of the result to ordinary classes with regular teachers.

- Improvements in language proficiency caused by strategy training are relatively weak and only show up on certain kinds of measures.

- Cultural preferences in learning behaviors may be stronger than any strategy teaching effect.

- Strategy training might be more

effective with lower-proficiency students.

- Strategy use and motivation to learn are closely associated, so measures of attitudinal differences are also needed.

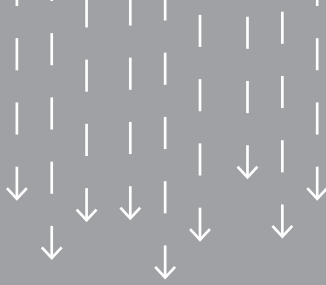
- None of the studies so far at hand have looked at the maintenance of strategy use over time.

- In general, the introduction of innovation by researchers rather than teachers may not lead to the desired results anyway.

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In recent years, there has also been a shift of emphasis from the identification and classification of learning strategies to their application in the language classroom



Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself.

channel conversion into diagram form; while ETR requires a particular kind of non-directive teacher questioning, and there is no visual product.

Carrell and her co-workers found that students using either of these techniques improved compared to the control group, but that improvement occurred on different measures of reading. Thus, multiple-choice questions on the text revealed no differences between the two treatments and the control presumably the measurement itself was not sensitive enough. Open-ended questions favoured both treatment groups over the control group; a semantic map task with pre-set gaps like a cloze favoured the ETR group; and an open-ended semantic map favoured the Semantic Mapping group. Furthermore, improvements associated with these techniques were closely related to individual differences in preferred learning styles, as reported on a questionnaire. So, in sum, this study successfully demonstrated that metacognitive techniques work, but that the improvement is not universal, only noticeable on certain measures of comprehension, and that it is strongly

determined by students' individual preferences for learning style. Carrell et al. 's study was conducted with students at university following ESL courses, and was embedded in their normal instruction. However, the period of the study training only extended over a few days, and there was not a large number of students, so – as the authors fully recognize – the evidence cannot support sweeping generalizations.

A study by Kern (1989) used various think-aloud tasks and other measures to investigate strategy training in learning words in context among a group of university students of French. He found that strategies for learning discourse meaning were more effective than those for word or phrase level among these students, and that strategy training was more effective with the lower – ability students than with those of medium or high ability. Strategies were also more useful when combined with other strategies.

Conclusion & Implications

It is clear that, although learning strategies, learners' beliefs and 'theories in action', and strategy training are very important elements in the teaching-learning process, great care has to be exercised in moving from a descriptive and taxonomic position to an interventionist one. That is to say, finding out what students are actually doing, and why, and in what circumstances and stage of learning, holds

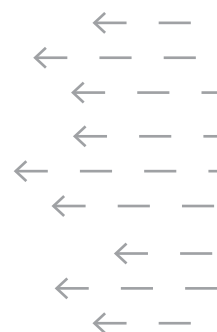
from the students. This study illustrated the difficulty of taking a set of ideas from research and getting teachers to implement it: there is a training problem, because teachers usually need rather more than a couple of discussion sessions to change their ways of teaching, even for a limited period; and, more fundamentally, there is a professional problem, because the impetus for change so often comes from outside the teachers and their teaching program rather than from within it. One can only speculate what the results might have been if the impetus to adopt strategy training had come from the teachers instead of from a group of research associates. O'Malley et al. maintain that the locus of this experimentation has to be real classes with regular teachers, not imported 'experts' or researchers; but their execution of this policy left a problem which could well have biased their results seriously.

Teaching Particular Strategies

A small number of studies have attempted to obtain evaluative data on proposals for training students in strategies for particular skill areas, or indeed in particular strategies. Also in reading, Carrell, Pharis, and Liberto (1989) reported a study in which two 'metacognitive' strategies for reading were compared with each other. The two metacognitive strategies were a technique called (1) Semantic Mapping and another called (2) the Experience-Text

Relationship method (ETR). In Semantic Mapping, the expected central category of the argument and their inter-relations are sketched out graphically before reading the text, and again after the actual text has been read through; the two are then compared. In this sense it is a 'technical aid': students are taught to organize their thoughts and then their interpretation of the text in a kind of labeled diagram. Several advantages are claimed for this technique: students are able to anticipate what might be coming, prepare likely vocabulary, and then compare their expectation with the actual text. It is essentially a way of organizing background knowledge and comparing expectations with textual reality. In ETR, a dialogue is established between the teacher and the student first about the student's own background knowledge relevant to the topic, second about the text, usually read in sections, and third about the relationship between student experience and information contained in the new text.

Needless to say, both these techniques may be viewed both as student strategies and as teaching techniques; as the latter, they are quite familiar from many modern reading textbooks under the heading of 'per-text exercises'. The two are similar, in that they both emphasize pre-reading review and post-reading comparison; they are different in so far as Semantic Mapping demands a visual product—a translation or



training was integrated with instruction in three language tasks.

O'Malley et al. (1990) compared the improvement on the language tasks in three groups, and related these to the strategy training. On the speaking task, the group given training in all three kinds of strategy improved significantly more than the control group, with the group given training only on cognitive and social-affective strategies somewhere in between the two. To obtain such a result in such a short trial (eight days of training presumably ten or eleven calendar days only, separating the pretest from the post test) is remarkable. It is possible that the gains achieved might have reflected the unfamiliarity of the task on pre test, and not the students' general oral proficiency, but this could not explain the differences in improvement in the three groups.

On the listening task, no overall improvement could be attested, perhaps because the tasks were too difficult, or perhaps because the reminders to use the taught strategies for listening were omitted early in the training. There were some improvements in particular tasks.

On the vocabulary task no overall improvement by group were found—but there was, so to speak, a cultural difference. The Asian students in the control group used rote repetition, and the Asian students in the strategy training groups resisted the training, preferring to use what was

natural to them: the control group was more successful. By contrast, the Hispanic students in the strategy training groups improved more than the Hispanic in the control group, apparently preferring to learn alternative strategies. This result strongly underlines the warning sounded by Politzer and McGroarty concerning the cultural bounds of learning strategies and the risks of interfering with them.

The second study, by Chamot, Kupper, and Impink-Hernandez (1988, quoted and described in detail by O'Malley and Chamot, 1990: 175-84), attempted to evaluate the effects of persuading regular teachers of Russian and Spanish to add into their regular classes a component of learning strategy instruction. The method of evaluation used in this study was not improvement in the students' actual language proficiency, as in the previous study, but observation by the researchers of particular language classes. The researchers discussed the typical learning strategies of the students with the teachers beforehand. Learning strategies to be focused on in the classes on listening and reading comprehension and oral skills were selected, and the teachers devised lessons integrating this learning strategy component in the normal teaching. Observations showed that the teachers were able to incorporate the learning strategy training, but did so in a number of different ways and with rather varied acceptance

While some of the class time was being used for the strategy training and awareness-raising activities in this way, they comment that the activities were not intergrated as fully with the language training as the interventionist program. Wenden's method of evaluation was by questionnaire, and by noting attrition rates: in fact a majority of the students did not want to continue the strategy training, and the questionnaire responses indicated that they saw it as irrelevant. They describe the participants as 'resistant'. One group that did persist did so mainly for the extra language practice it afforded. Subsequent modification of the course to integrate it more fully into the language training was apparently more successful in retaining the students' interest, but there was no attempt to evaluate its effectiveness either in raising the students' awareness of the issues or in improving their handling of the language material.

Following this rather disappointing study, O'Malley and his associates; (1990) performed two important studies, one with learners of English and one with learners of other modern languages. These studies were more complicated and better controlled. The intention was to discover what effect limited training about strategy use might have on students learning in a relatively normal classroom environment. In the first study, they used 75 students enrolled in suburban high schools,



mainly from Spanish-speaking and Asian countries, with about a third from other language backgrounds. They divided the group into three subgroups, preserving the mixture of language, background and age (a 'nested random sample'). One subgroup received training in metacognitive, cognitive, and social-affective strategies; one in cognitive and social-affective; and one acted as a control group, directed to do whatever they normally would with the material. Students were taught in groups of eight to ten. This procedure, while necessary for the experimental method, effectively destroyed the students' normal class membership, so the relevance of the results for 'normal classes' can be questioned. The strategy training continued for a class hour per day for eight days. The

Interventionist Studies

We now turn to the available evidence concerning teaching language students to adopt some kinds of strategy or approach to learning, so that they might improve their language-learning performance. The descriptive studies have raised profound concerns about whether we know enough about learning strategies to warrant their incorporation in explicit teaching programs. However, some studies of individual strategy use have taken an explicitly interventionist approach, reporting considerable success.

It is convenient to divide the studies into the effect of teaching strategies on a general group and on specific group. In the general group we shall look at studies which have aimed at teaching strategies for overcoming a number of learning problems encountered in several aspects of language learning; in the specific group we shall review what has been learned from attempting to teach particular strategies for, say, reading comprehension or vocabulary learning. In both groups the central questions remain the same:

- Can strategies be taught?
- Do students use the taught strategies?
- Do students who use the taught strategies perform better (than previously or than other students not so taught)?


Teaching strategies involves a number of decisions. Not all the research on strategy training has taken the same approach. In

general, seven kinds of decision have to be considered:

1. Discover the students' strategies first or present the new strategies first.
2. Teach strategies and language together or not.
3. Be explicit about the purpose of strategies or not.
4. Develop a course of training or a one-off lesson.
5. Choose the appropriate teaching techniques.
6. Choose a method of evaluation: improvement on learning task, maintenance of strategy use after training, transfer of strategy to new situations.
7. For an investigation of the strategy teaching, design an appropriate form of study: random assignment of students to tasks, control group and control activities, product measures and affective measures, etc.

General Training

Wenden and Rubin (1987) report a study involving students on an intensive seven-week American language course, on which two of the twenty hours per week were devoted to discussion of language learning. These discussion hours were in fact planned as strategy training, through comprehension exercises and discussions based on texts for reading and listening passages, with homework consisting of practice tasks and focused diary writing.



pronunciation, less again for listening comprehension, social communication, and following instructions. This is consonant with the popularity of the simple, non-manipulative strategies of repetition and note-taking. O'Malley comments that one reason for the prevalence of vocabulary, pronunciation, and oral drills in provoking strategy use could have been the preponderance of these kinds of activities in the teaching they were receiving. One might add that task requirements are very influential in the choice of strategy: O'Malley's methods of investigation appear to have precluded the study of this variable. It has to remain open if these students would, for example, have used a sophisticated elaborative strategy on the new vocabulary if the teaching method had required a more analytical approach, or whether they could not have responded in kind, at these low stages of proficiency.

These learning strategies are notable for one quality: they are decontextualized. O'Malley and Chamot's method of data collection attempted to avoid this by asking questions in the student interviews according to a strict sequence organized in terms of the nine learning activities selected. But the interviews took place after normal school hours, not in any juxtaposition to actual language-learning sessions, and the nine learning activities chosen for questioning do not seem to have borne any systematic relationship to the kinds of language-

learning tasks employed by the teachers.

Oxford (1990) describes a rather all-embracing scheme for learning strategy use, based on virtually all the previous work which she used in developing the Strategy Inventory for Language Learning including almost all decisions taken in the process of language learning. O'Malley and Chamot (1990) criticize this work as well for its attempt at comprehensiveness and for the consequent removal of the various strategies so grouped from their original theoretical and empirical justifications. Oxford and her co-workers used this wide-ranging inventory in a large-scale factor analytic study with military personnel, discovering a consistent difference in the use of strategies by males and females. This issue had not been explored before because none of the previous pieces of research used sufficiently large numbers of subjects to be able to compare any sex-related variability with general variability. However, general caveats voiced earlier in the present text about the reliability of questionnaire data apply to this as to other large-scale studies.

Oxford (1990) present six case studies of classrooms in which various kinds of strategy-teaching took place. Many of these are informal and not integrated in the normal teaching; common criteria for evaluating the outcomes are not applied; unfortunately, therefore, the value of these reports is limited.

strategies, a quarter were combinations of metacognitive strategies, and 7 per cent were combinations of metacognitive and cognitive strategies. The majority of the time, of course, was consumed by single-strategy use.

Strategy Use and Proficiency

The beginners reported rather greater use of strategies than the intermediates. It is very likely that this reflects the fact that the beginners were interviewed in their own language, and were therefore much more forthcoming.

Both groups reported overwhelmingly more cognitive than metacognitive strategies; twice as many in the case of the intermediates and three times as many for the beginners. However, the metacognitive strategy use was substantial, and here the intermediates used more (34 per cent) than the beginners (27 per cent). Unfortunately, the researchers do not indicate the probability of obtaining this difference in proportions simply by chance, given this size of the sample; oddly, in such large-scale study, the numerical analyses remained crude, and no statistical tests were performed. We therefore have to regard this difference between the groups as unreliable. It would, of course, be interesting to claim that one thing that changes as one's proficiency in a language increases is one's use of meta cognitive strategies _planning, monitoring, evaluating

– but this study did not establish that as a fact.

By far the majority of the metacognitive strategies are concerned with planning the learning activities, particularly self-management, advance preparation, and selective attention. This was comparable in both groups. Student use of cognitive strategies also did not differ between the two groups. In order of frequency, they fell roughly into four groups (percentages in brackets):

Repetition, note-taking (± 14)

Cooperation, clarification questions (± 12)

Imagery, translation, transfer, inferencing (± 7)

Elaboration, key word, deduction, grouping, recombination (≥ 4)

This order of frequency of use appears to mean that there is a cline of popularity from the rather mechanical kind of activity, through the engagement of somebody else's help, down to strategies involving a more active transformation of the material in a manipulative way. Students, therefore, used many strategies for coping with the language material, but the kind of work they were doing was not of a particularly efficient or sophisticated nature.

Strategy Use and Different Learning Activities

These students reported that they used strategies of various kinds for vocabulary learning most, then slightly less for

What happens is that sometimes I cut short a word because I've said it wrong. Then I say it again, but correctly'.

Delayed production: 'I can more or less understand whatever is said to me now, but the problem is in talking. I need study more so that I can talk better. I talk when I have to, but I keep it short and hope I'll be understood' (Chamot, 2004).

Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies that some of them are elaborated for further explanation.

Imagery: 'Pretend you are doing something indicated in the sentences you make up about the new work. Actually do it in your head.'

Auditory representation: 'When you are trying to learn how to say something, speak it in your mind first. Then say it aloud. If it is correct, you can keep it in your mind forever.'

Transfer: 'For instance, in a geography class, if they're talking about something I have already learned all I have to do is to remember the information and then try to put it into English.'

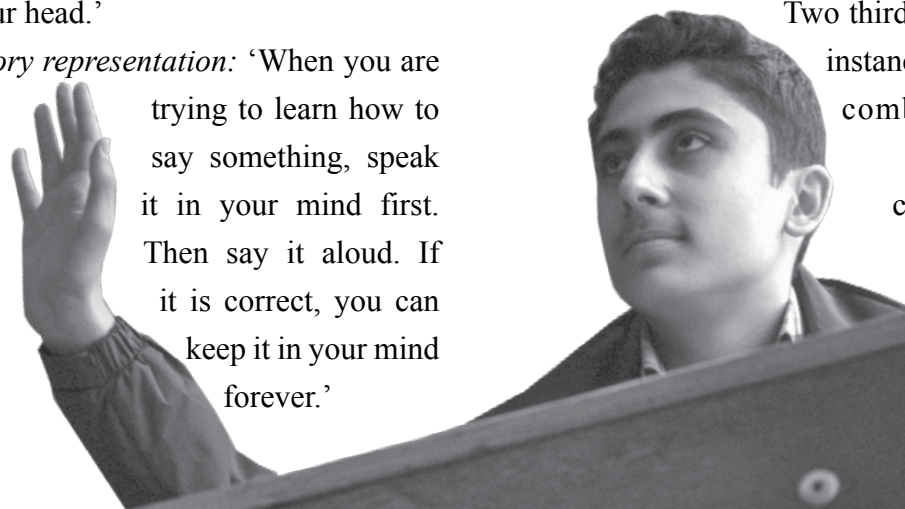
Inferencing: 'Sometimes all the words of the sentences make the meaning of the new word. I think of the whole meaning of the sentence, and then I can get the meaning of the new word.'

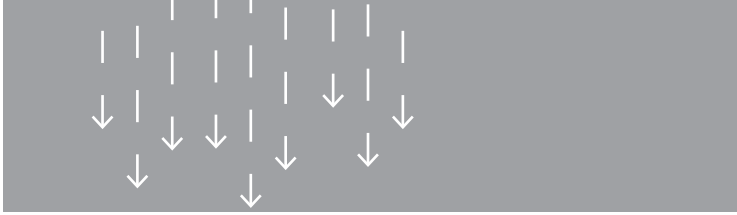
They analyzed their results in three different ways, which go some way to answering some of the questions posed, at least for this group of students (Chamot, 2004).

Single Strategies or Multiple Ones?

Most interestingly—and consonant with, for example, Sarig's work with students of much higher language-level reading in English as an L2, one-fifth of all the strategy uses reported by the students had to be categorized as 'multiple use'. In other words, these fairly low-level students were using combinations of strategies for a significant proportion of the time.

Two thirds of these instances were combinations of two cognitive





research; what the interviewees said was stimulated by the interviewer's questions and required retrospection, with all of the attendant uncertainties and difficulties.

Another large-scale project was initiated and conducted by O'Malley and his associates in the mid-1980s, largely with English as a Foreign Language and also with students of other foreign languages. Their work had two main components:

1. a development of cognitive learning theory to encompass second language learning in order to provide the theoretical content which they considered was missing, for example, the Canadian Good Language Learner work reviewed above,

2. descriptive studies of learning strategies used by ESL and other language students. O'Malley et al. published a study (1982) of learning strategy use by beginning and intermediate ESL students, which is also reported as Study 1 in O'Malley and Chamot's book (1990), and also written up in a rather briefer form by Chamot (1987) as her contribution to Wenden and Rubin's seminal collection of papers on 'Learner Strategies in Language Learning'.

Using a preliminary list called from the previous literature, and inspection of the student interview data, O'Malley drew up a final list of strategies in three categories: metacognitive, cognitive, and social-affective. The full definitions of the list are given in Chamot (1987: 77), Rubin's book;

on p.33 of the original article by the entire group; and O'Malley and Chamot (1990: 119-20), so there is no need to reproduce it in full here. In addition, Chamot (1987: 76-7) quotes some comments made by the students in interview, translated from Spanish (so presumably they were beginners), which illustrate the strategy categories.

Metacognitive Strategies

The term metacognitive is a term used to describe a range of strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional, planning, self-monitoring, delayed production and self-evaluation.

Self-management: 'I sit in front of the class so I can see the teacher's face clearly'. It's a good idea to mix with non-Hispanics, because you're forced to practice your English. If you talk with a Chinese who is also studying English you have to practice the language because it's the only way to communicate.'

Advance organization: 'You review before you go into class. You at least look through each lesson. I don't try to totally understand it; I look over it.'

Self-monitoring: '... I just start talking.

6. involve many aspects of the learner, not just the cognitive,
7. support learning both directly and indirectly,
8. are not always observable,
9. are often conscious,
10. can be taught,
11. are flexible,
12. are influenced by a variety of factors.

Of these features, numbers 9 and 10 are particularly emphasized here. Second/Foreign language learning strategies are often conscious. This implies that good language learners can tell us what they do to learn language. In other words, if language learning strategies are conscious, then language learners can report the strategies which caused their success. They are also teachable. It follows from this feature that one way of overcoming language learning problems would be the teaching of language learning strategies.

Descriptive Studies

The earliest large-scale study to look at learning strategies in a foreign or second language was that of Naiman et al. (1978) referred to as the 'Good Language Learner' (GLL) study. The aim of this study was to investigate the foreign language learning processes of secondary-(high) school pupils learning French in nominally English-speaking Canada. Part of the aim was to validate Sterns' (1983) list of strategies for foreign language learning

by enquiring to what extent learners' success was associated with them. The study was interesting partly, also, for its multi-method research design, using individual difference questionnaires and other instruments, notably the Embedded Figures Test for Field-Independence or Dependence, interviews with adults and school learners, class observation, and language proficiency measures.

The interest in this important study lies in the attempt to validate the general learning strategies proposed by Stern (1975) derived in part from Rubin (1981), and referred to as 'wholesome attitudes' rather than problem-solving strategies. In order to do this, these researchers collapsed the original list of ten to six to be more reliably identifiable. They looked for evidence for them in the interviews which they held with learners, and also in the observations of the learners in the classes. As others have found out, the attempt to observe strategies in action was not successful indeed, the class observation did not show up much in common with the other individual difference measures either a persistent difficulty with that kind of research. However, the kinds of things the interviewees disclosed about themselves did give a lot of information bearing on the use of these strategies. In reading the interviews, done by Naiman et al. (1978: 50, table 6), one should bear in mind that this was not a 'think-aloud'

a position to make informed choices, they need to learn how to make such choices. Informed choice presupposes knowledge, and knowledge presupposes instruction (Macaro, 2006).

An examination of the literature helps us better understand what is meant by learning strategies. Not all researchers believe that the study of learning strategies holds considerable promise, both for language pedagogy and for explaining individual differences in L2/ FL learning. Oxford (1990, 2003), Griffiths (2003, 2007) and Cohen (1998, 2003, 2005), among many others, have extensively argued in favor of strategy training and have offered evidence of its success. On the other hand, Gass and Selinker (1994) and Ellis (1994) have expressed doubts in this respect. They believe that if a successful student reports having used strategy 'x', one cannot be sure that an unsuccessful student will also prosper if he or she uses that strategy.

In recent years, there has also been a shift of emphasis from the identification and classification of learning strategies to their application in the language classroom. According to Cohen (2003), explicit training in the use of a broad array of strategies for learning foreign language vocabulary and for grammar, reading, writing, listening, and speaking skills has become a prominent issue in SLA research. And training learners to be better at learning and use of language has been growing.

Second language learning strategies are, therefore, significant at least for two reasons. The first reason is that they can provide some explanations for the variability of language learning outcomes and can reveal a lot about the processes involved in second language learning. The second reason is that these strategies can be used to help language learners learn better and to provide language teachers with new ways of helping their unsuccessful learners (Graham, 2006).

Language learning strategies can be really effective in the above-mentioned significant areas because of the properties they are believed to have. Oxford (1990) offers a good summary of the characteristics of language learning strategies. She believes that language learning strategies:

1. contribute to the main goal
[of developing] communicative competence,
2. allow learners to become more self-directed,
3. expand the role of teachers,
4. are problem-oriented,
5. are specific actions taken by the learner,

The term that metacognitive is a term used to describe a range of strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.



چکیده

با وجود این که تعداد زیادی از محققان، راهکارهای یادگیری زبان را در ۲۰ سال گذشته مورد بررسی قرار داده‌اند، اما تعداد معدودی از مدرسان زبان این راهکارها را در فرایند زبان‌آموزی لحاظ کرده‌اند. عواملی چون پیچیدگی مفاهیم و طبقه‌بندی‌های گوناگون و گاه متناقض و عدم تشخیص مناسب آن‌ها در بافت را می‌توان جزو این دشواری محسوب کرد. با توجه به تعدد طبقه‌بندی راهکارهای یادگیری، این مقاله طبقه‌بندی آمالی (O'Malley 1990) را مورد توجه قرار داده است. وی این راهکارها را به سه دسته‌ی فراشناختی، شناختی و اجتماعی- عاطفی تقسیم می‌کند. مسائلی چون تشخیص فرایندهای یادگیری راهکارها، طبقه‌بندی، تأثیر خصوصیات زبان‌آموز بر به کارگیری آن‌ها و تأثیر فرهنگ زبان‌آموز بر یادگیری این گونه راهکارها معطوف هستند. با توجه به فزونی مطالعات توصیفی انجام‌شده نسبت به مطالعات نوع دوم، مطالعات مداخله‌گرا نیز به نوبه‌ی خود توانسته‌اند به نحو شایانی به فهم راهکارهای یادگیری کمک کنند که می‌توان به امکان انتقال راهکارها، مدل‌های آموزشی و نقش آموزش صریح آن‌ها اشاره کرد. در انتها، این مقاله به کاربردهای عملی و نحوه‌ی آموزش راهکارهای یادگیری در کلاس می‌پردازد و می‌کوشد جنبه‌های عملی آن را برای استفاده‌ی معلمان زبان مطرح کند.

کلیدواژه‌ها: راهکار، طبقه‌بندی، مفهوم، بافت، توصیفی، مداخله‌گرا

Abstract

Although a large number of researchers have investigated the field of language learning strategies over the last twenty years, not enough language instructors have incorporated strategy-training into their teaching. The complexity of the whole notion, a multiplicity of taxonomies, and the difficulty of pinpointing the strategies most appropriate in a particular context might have hindered its progress. This article will investigate learning strategies in a more general sense, looking at the beliefs about the learning task that student's report, the ways they organize themselves and evaluate their learning performance, the ways they differ, and the manner in which they respond to being taught learning strategies. The article will be presenting both descriptive and interventionist studies, looking at what learners tell us about the learning task and at what studies tell us about the success of attempts to get learners to adopt particular options.

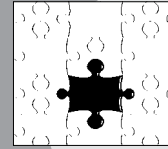
Key Words: strategy, taxonomy, notion, context, descriptive, interventionist

Introduction

Work on learning strategies is part of a more general movement within educational theory and practice which takes a learner-centered view of pedagogy. A learner-centered approach is based on a belief that learners will bring to the learning situation different beliefs and attitudes about the nature of language and language learning and that these

beliefs and attitudes need to be taken into consideration in the selection of content and learning experiences. The approach contrasts with the 'doctor-knows-best' approach which, while it might acknowledge that learners have different preferences and beliefs, discounts these on the grounds that the teacher is the expert and that the learners' views are irrelevant. However, if learners are to be in

The Dilemma of Language Learning Strategies: Promising Exploitation or Disappointing Application



Classroom
Techniques

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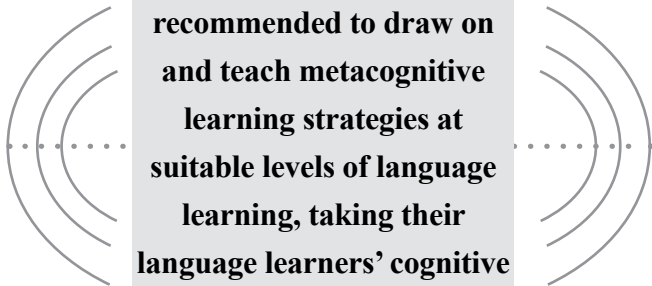
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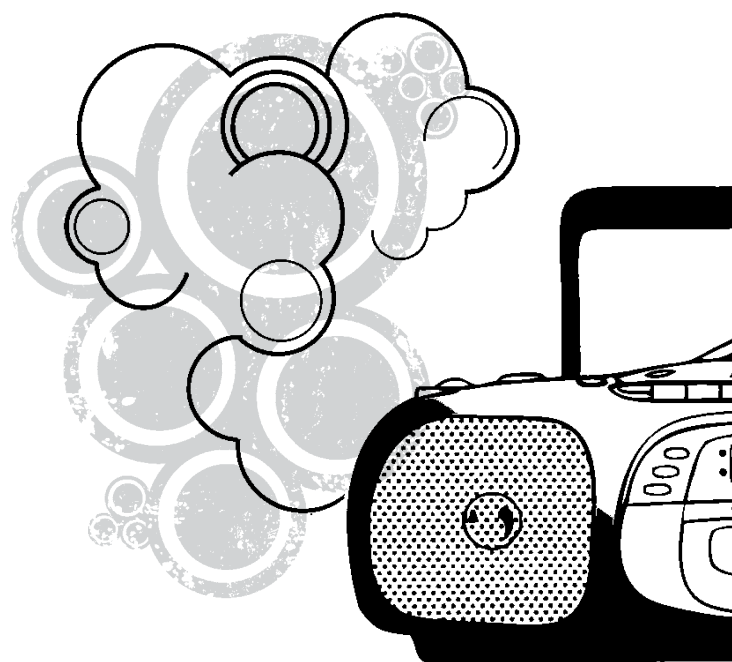
They are highly recommended to draw on and teach metacognitive learning strategies at suitable levels of language learning, taking their language learners' cognitive development into account.

learners' reading quality. What is important is the selection of appropriate strategies that can promote learning at the right time. The selection is based on language learners' psychological readiness, cognitive maturity and language proficiency.

The findings of the present study have pedagogical implications for material designers, language teachers, and intermediate language learners. Material designers are advised to acquaint lower level language learners with the substance and merits of metacognitive learning strategies. They ought to design the listening comprehension tasks and activities that necessitate applying metacognitive learning strategies at lower language ability levels.

As for the language teachers, they are highly recommended to draw on and teach metacognitive learning strategies at suitable levels of language learning, taking their language learners' cognitive development into account. In language classrooms, it is suggested that language teachers familiarize their elementary

and pre-intermediate language learners with privileges of metacognitive learning strategies to make them enthusiastic so as to promote their listening comprehension ability. Since this study manifested that explicit instruction on metacognitive learning strategies was not useful for intermediate learners of English, it may not be advisable that language teachers explicitly instruct their intermediate language learners to make use of these strategies, because they can use the metacognitive learning strategies on their own.



on the awareness of intermediate language learners of learning strategies. Rahmatollahpour's (2006) study on investigating strategies across different language proficiency levels also showed metacognitive strategies had the greatest frequency of occurrence among intermediate language learners; however, they were of the lowest frequency among the pre-intermediate language learners.

According to the present study, we can argue that intermediate language learners were able to draw on metacognitive learning strategies in learning tasks on their own and no explicit instruction was required. In other words, intermediate language learners employed metacognitive learning strategies in their efforts to solve their listening problems. Accordingly, their cognitive status enabled them to use these strategies. Therefore, teaching

intermediate learners how to apply metacognitive strategies while they were aware of them to improve their listening comprehension skill cannot contribute to the enhancement of their learning.

We assume that intermediate language learners' consciousness is already sufficiently raised so instruction does not improve it any further. Thus it seems that making intermediate listeners develop an awareness of metacognitive strategies through explicit instruction does not influence their listening comprehension ability. Whether instructed or not, intermediate language learners apply these strategies in an unconscious manner.



Conclusion and Implications

This study demonstrates the limitations of explicit metacognitive strategy training. Although literature on the effectiveness of metacognitive instruction is abundant, previous studies have not shown the extent to which this instruction can have a positive influence. The present study showed that intermediate language learners' listening comprehension may have reached a stage where the strategies focused here did not offer new insights into enhancing their learning. However, in other contexts, for example English for specific purposes contexts, as has been suggested by Dhieb-Henia (2003), appropriate metacognitive strategies for ESP reading can improve the

Plans for how to learn something, thinking about learning processes as they occur, monitoring one's production or comprehension, and evaluating what has been learned after an activity is completed are termed metacognitive strategies.

and language proficiency. Higher language proficiency indicates success in the use of metacognitive strategies and greater use of these strategies suggests greater awareness of how language works in context.

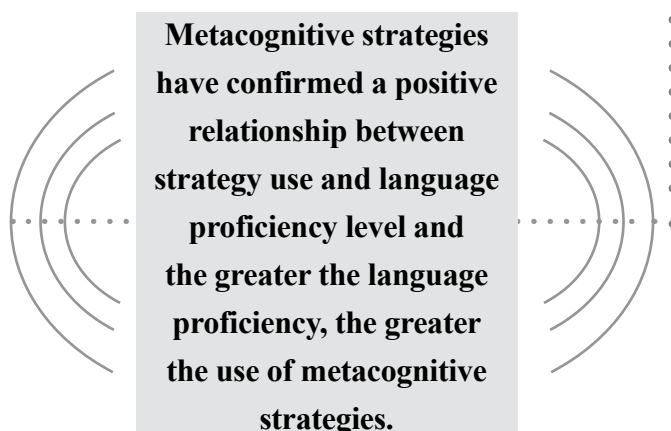
As regards the participants in the control group, we assume our participants made use of metacognitive learning strategies in their listening comprehension process unconsciously since, pedagogically speaking, learning strategy use is common among intermediate language learners. Thus the reason why both groups did almost the same on their post test is that the two groups, despite differences in receiving treatment, had made use of metacognitive learning strategies. What seems almost certain is the ineffectiveness of explicit instruction that we provided.

Previous studies have shown that metacognitive learning strategies differentiate effective and ineffective learners (e.g. Anderson 2002). Taking into account the results of the studies carried out in this regard, one could state that metacognitive learning strategies are paramount in language learning in general and in improving listening comprehension in particular. O'Malley and Chamot's study showed that metacognitive learning strategies improve most EFL students' speaking ability. As for the listening skill, they remarked that these strategies have positive effect on some listening tasks (O'Malley and Chamot 1990). However,

what these studies have failed to show is the context in which explicit instruction of these strategies is ineffective.

The results of the present study revealed that explicit instruction has not been effective to intermediate language learners. That is to say, learners use these strategies unconsciously in their listening comprehension skill.

Justify the result of this study we can refer to Vygotsky's (1978) Zone of Proximal Development. The theory contends that when language learners have reached their actual potential in cognition, then they are ready to receive instruction. That intermediate language learners were impervious to explicit instruction



might imply that they already possessed those strategies and this neutralized our instruction. Therefore, instruction can possibly be effective with lower learners when knowledge of these strategies has not been stabilized. Results conform to O'Malley (1987) and Bialystok (1990)



Since the medium of communication outside the classroom is Persian and also native speakers of English are very rare in Iran, language learners have few opportunities to practice oral skills beyond the academic context in which they practice English.

was not significant. Therefore, explicit instruction on the use of metacognitive learning strategies did not statistically influence the listening comprehension skill and in fact it turned out to be trivial.

In other words, the t-value revealed that the two groups performed almost equally on the posttest which was indicative of the fact that metacognitive strategy instruction did not offer the participants in the experimental group any privilege and as such had no effect on promoting the listening comprehension skill.

The results of this study, though with different focuses, partly confirm Bremner (1999) and Halbach's (2000) conclusions that students with higher language proficiency make greater use of strategies even without instruction. However, the results refuted Dhieb-Henia (2003) and Eslami-Rasekh (2003) that instruction enhances strategy use.



Discussion

This section discusses the results of the research by direct reference to the question

raised in the study.

Does explicit instruction of metacognitive strategies enhance language learners' listening comprehension skill?

Results indicated that the explicit instruction on the use of metacognitive learning strategies did not lead to promoting the listening comprehension skill of the participants in the experimental group. The listening comprehension ability of the experimental group who were instructed on the use of metacognitive learning strategies did not surpass that of the control group. If strategy training to promote the listening comprehension skill is deemed advisable, it might be limited to notifying intermediate language learners of metacognitive learning strategies which they are applying to make them develop greater awareness of these strategies. However, this awareness might not lead to enhancing language proficiency. One reason might be that intermediate language learners already possess knowledge of metacognitive learning strategies at this stage and utilize them perhaps unconsciously even without receiving instruction. This is because instruction could bring a minimal change in the experimental group. Results are in line with suggestion made by O'Malley and Chamot (1990) that intermediate language learners in general employ more metacognitive learning strategies. In other words, there exists a two-way process between strategies

offered some listening tasks and activities and they were asked to perform them in the light of the metacognitive learning strategies. They practiced the listening comprehension tasks and activities with the help of the metacognitive learning strategies presented and the teacher was present to give whatever help they needed. The subjects were also instructed to use the appropriate strategies suited to the listening task and activity in focus. For instance, they made use of the selective attention metacognitive strategy to attend to specific information that had been specified prior to the listening task.

Evaluation: At this stage, the subjects learned to evaluate their progress in their listening comprehension skill. As trained, they asked themselves questions on whether they had comprehended the listening input. They were debriefed on the completed listening comprehension tasks and activities and the metacognitive learning strategies that they had used.

Expansion: At this stage, the subjects were encouraged to apply the metacognitive learning strategies for appropriate listening comprehension tasks and activities. They were instructed to make use of other metacognitive learning strategies which were suitable to their listening comprehension skill.

After the instructional period, both groups were administered the listening comprehension section of the same pretest,

including 25 multiple-choice items on short conversations. Since our university laboratory could only hold 30 students, we ran the test twice. But in order to avoid extraneous variables affecting the results, we randomly took the student groups to the laboratory. They listened to each conversation only once and then they were asked to mark the correct answers. This test lasted for about 35 minutes.



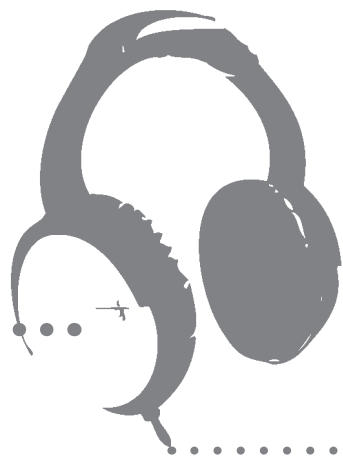
Results

The descriptive and inferential statistics were applied to the data obtained after the posttest was administered. The mean score of the experimental group was slightly greater than that of the control group indicating the minimally better performance of the experimental group. However, in order to compare the two mean scores, the statistical t-test was run. Table 1 displays the descriptive and inferential statistics applied to the data.

Table 1. Descriptive and Inferential Statistics Pertaining to the Posttest

Groups	N	Mean	Std. Deviation	T-value
CG	30	52.93	11.53	.047
EG	30	53.06	11.78	

With this information (t-value=.047), we compared it with the critical value which was 1.67 at .05 level of significance. The comparison showed that the difference



the semester, was the metacognitive strategies for listening comprehension selected from O'Malley et al. (1985). The rationale for the selection of these strategies was that they were assumed to be more related to listening comprehension than other strategies suggested in their list. The strategies were as follows:

1. Advanced organizers
2. Selective attention
3. Self-monitoring
4. Directed attention
5. Self-evaluation

Procedure

These strategies were taught en masse to the experimental group based on CALLA model (Cognitive Academic Language Learning Approach) by Chamot and O'Malley(1994)during one whole academic semester. This instructional model contains five stages which are as follows:

Preparation: At this stage, the teacher (one of the researchers) explained the language learning strategies, particularly metacognitive learning strategies which were paramount in conducting this study. The subjects were briefed on the substance

of metacognitive strategies in language learning and especially the listening comprehension skill, and their values were discussed one by one. The subjects in the experimental group were also told that the use of metacognitive learning strategies could expedite their listening comprehension ability.

Presentation: The subjects were provided with metacognitive learning strategies after they were acquainted with their nature. They were explicitly instructed on how they could make optimal use of these strategies. For instance, they learned to have a discussion regarding the listening activity that they were going to listen to. Or the subjects, as instructed, attempted to attend to a listening task and disregard the irrelevant parts, e.g. the parts which did not contribute to their comprehension. For example, there were some questions raised about the listening task in their textbooks and they had to focus on them before working on the listening comprehension activity. Thus, their attention was directed toward the parts which included the answers to the questions. Throughout this study, the subjects in the experimental group were instructed to supervise and monitor their listening comprehension processes. The supervisory and monitoring procedures were accomplished by the self-monitoring strategy which is one of the metacognitive learning strategies the subjects in the experimental group were instructed in.

Practice: At this stage, the subjects were

 **Method****Participants**

Participants in this study were sixty homogeneous Iranian sophomore students majoring in TEFL in Masjed Soleiman Islamic Azad University. They were selected from all sophomore students (one hundred sixty) on the basis of their scores on a language proficiency test (the scores between 36 and 64 out of 100) to represent intermediate language learners. Students whose scores were below or above this range were taken out from the study. The selected subjects had already studied English for about seven years-six years in schools and two semesters at university. None of them had lived in a foreign country before and their experience with English was limited to their academic study situations. They included both male and female with the age range of 18 to 25, and they were randomly divided into two groups of 30. One group's average score was 45 and the other was 42. One group received instruction on metacognitive learning strategies in developing listening comprehension skill, and the other group followed the kind of listening comprehension practice in which they were not taught any metacognitive learning strategies. It should be noted that sex was not considered as a variable in this study.

Instruments

The first instrument in the study was a mock language proficiency test (Sharpe, 2001), including 80 multiple-choice items, which was used to enable the researchers to screen a homogeneous sample. As the homogeneity of the groups was determined through the pretest, because we were interested in the interaction of metacognitive strategies and listening comprehension skills, only the listening section of the same test including 25 multiple-choice items on short conversations was used as an assessment tool for the posttest. The reliability of the test using was found to be .80 and the listening comprehension section. 732 KR-21. Since the groups were homogeneous in terms of language proficiency and as such the differences were minimal we decided not to compare the pretest and posttest. The materials for practice during the term, which the researchers offered to both the experimental and the control groups, were the listening comprehension activities selected from *New Interchange: Student Book Two* (Richards, Hull, and Proctor, 1997). The activities were conversations on general topics, and students were usually required to complete sentences or make predictions on the events or rephrase dialogues. Another instrument, provided only for the experimental group throughout





researchers are very similar, the classification made by O'Malley et al. (1985, 582-584) regarding metacognitive learning strategies is presented below:

Advanced organizers: making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.

Directed attention: deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.

Selective attention: deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

Self-management: understanding the conditions that help one learn and arranging for the presence of those conditions.

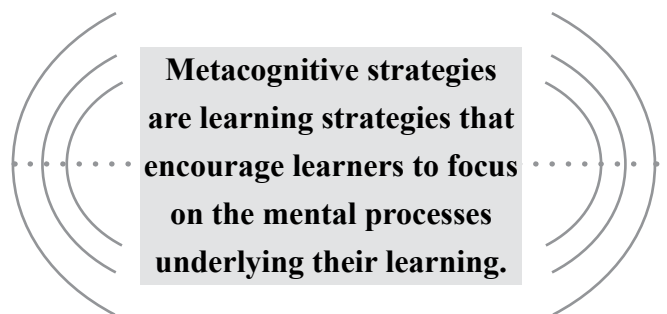
Functional planning: planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

Self-monitoring: correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.

Delayed production: consciously deciding to postpone speaking in order to learn initially through listening comprehension.

Self-evaluation: checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

Previous studies in metacognitive strategies have confirmed a positive relationship between strategy use and language proficiency level and the greater the language proficiency, the greater the use of metacognitive strategies. However, what is still a moot point is whether explicit instruction enhances intermediate language learners listening comprehension skills. In other words, there exists a dearth of experimental research on metacognitive learning strategies and explicit instruction of the listening comprehension skill at the intermediate level especially in the Iranian academic context. To this end we tried to examine the effect of explicit instruction of metacognitive learning strategies on intermediate language learners' listening comprehension skill. In order to draw up the



Metacognitive strategies are learning strategies that encourage learners to focus on the mental processes underlying their learning.

boundaries of research, this study intended to pursue the following questions:

1. Does explicit instruction of metacognitive language learning strategies enhance intermediate language learners' listening comprehension skill? If so, to what extent?



Background

A number of studies have been carried out to scrutinize the effect of metacognitive learning strategies on language learning. One study conducted by Kaylani (1996) in high school in Jordan on EFL learners revealed that successful students made greater use of memory, cognitive, and metacognitive strategies than less successful learners. Wharton (1997) studied 678 bilingual university students who were studying Japanese and French courses in Singapore. In this investigation, it was revealed that the students made a remarkable use of strategies in their learning. The study concluded that there was a correlation between strategy use and French/Japanese proficiency. Through the study, Wharton noticed that more successful language learners used more strategies than did learners of low proficiency (Wharton 1997).

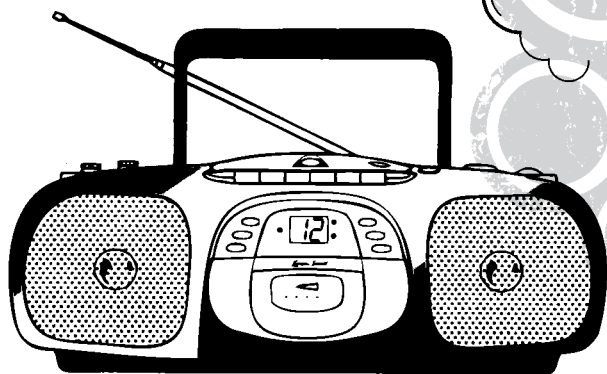
According to Bremner's (1999) study of Hongkong students majoring in English, 11 out of 50 specific strategies were highly related to proficiency. Hoang's (1999) study showed that learners with highly levels of proficiency used more strategies than learners with lower levels of proficiency. Halbach's (2000) analysis of 12 learners' diaries indicated that students with higher grades in their final term examination drew on strategies more frequently than did the students with lower grades. Dhieb-Henia (2003) investigated the effectiveness of

metacognitive strategy training for reading biology research articles in an ESP context. The subjects, being upper-intermediate, were given an introduction to a research article followed by a discussion of the different rhetorical and syntactic aspects of the research article. Using a pre-and posttest design, he found that the group receiving instruction on metacognitive strategies benefited from it. Another study was carried out by Eslami Rasekh and Ranjbari (2003) on metacognitive strategy training for vocabulary learning in an intensive course of English in Tehran Institute of Technology. They concluded that explicit metacognitive strategy training affected positively the vocabulary learning of EFL students. The study on strategy use carried out by Yu (2003) in China also found a correlation between strategy use and listening proficiency.

Liu (2004) launched an investigation into EFL learning strategy use and the factors which might have an impact on their strategy choice among a group of 428 Chinese students majoring in English. Liu stated that the students employed metacognitive learning strategies most frequently compared to the other learning strategies (Liu 2004).

Many researchers have endeavored to classify language learning strategies (O'Malley et al. 1985; Wenden and Rubin 1987; Oxford 1990; Stern 1992). Since the taxonomies presented by the





access written information. Since the medium of communication outside the classroom is Persian and also native speakers of English are very rare in Iran, language learners have few opportunities to practice oral skills beyond the academic context in which they practice English.

As regards metacognitive strategies, Brown (1994) considers them as the learning strategies which have executive strategies, Brown (1994) considers them as the learning strategies which have executive roles in learning. Plans for how to learn something, thinking about learning processes as they occur, monitoring one's production or comprehension, and evaluating what has been learned after an activity is completed are termed metacognitive strategies. Nunan states that metacognitive strategies are learning strategies that encourage learners to focus on the mental processes underlying their learning (Nunan 1999, 310). This study intended to find out the relationship between metacognitive strategies and listening comprehension skill in the Iranian academic context.

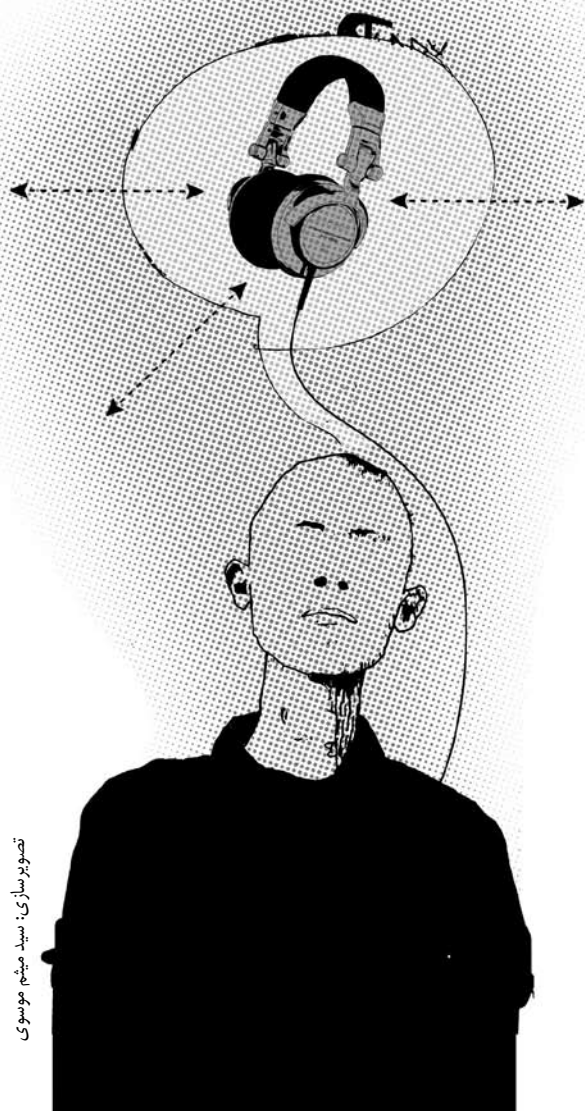
As a prerequisite for degree students majoring in English Language Teaching (ELT), English Language and Literature or Translation should on average pass three courses on oral communication within which they have the chance to improve their listening comprehension ability. It seems that this amount of practice is by no means adequate to develop a good command in listening comprehension especially in classes where university instructors do not employ effective instructional strategies or suggest effective learning strategies to their learners. Although literature is rich in relation to language learning skills and metacognitive strategies, research on this issue is at its embryonic stages in the context of Iran. Considering the importance of listening comprehension as well as effective use of metacognitive strategies, the researchers aim to investigate whether explicit instruction of metacognitive strategies can enhance the listening comprehension skills of Iranian learners of English

In the context of Iran listening comprehension is one of the neglected skills even with English language majors at the university level. Undue emphasis is placed on reading comprehension aiming to equip language learners with the ability to

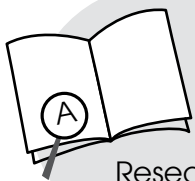
Abstract

Metacognitive strategies have been the subject of a host of studies in second foreign language learning. Many of these studies have acknowledged the positive role of these strategies in learning a second foreign language. However, the moot point is whether explicit instruction makes a difference. The present study attempted to investigate the effect of explicit instruction of metacognitive learning strategies on the intermediate language learners' listening comprehension skill. To this purpose, a language proficiency test was administered to one hundred twenty language learners majoring in TEFL and ultimately sixty intermediate language learners were selected and randomly assigned to two groups. Both groups practiced the same listening comprehension tasks and activities. The experimental group was instructed in the use of metacognitive learning strategies while the control group did not receive any explicit instruction of these strategies for a whole academic semester. The results of the posttest proved explicit instruction of metacognitive strategies to intermediate language learners ineffective. The study suggests that meta-cognitive strategies be introduced at levels that conform to the listeners' actual cognitive potential to enhance comprehension.

Key Words: strategy training, metacognitive learning strategies, the listening comprehension skill.



Language learning strategies are operations that learners take to help the storage, retention and application of information. They are specific actions employed by the learner to facilitate and expedite learning and make it more effective, pleasurable, self-directed as well as applicable to new situations. Strategies help learners become more autonomous. Autonomy requires conscious control of one's own learning processes (Oxford 1990). Language learning and language use strategies are processes consciously selected by learners which may result in action taken to enhance learning or use of a second or foreign language, through the storage, retention, recall, and application of language knowledge and skills (Cohen 1998, 4).



Researches

On the Explicit Instruction of Metacognitive Learning Strategies in Listening Comprehension

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چکیده

یادگیری فرایند پیچیده‌ای است که می‌توان با ارائه‌ی آموزش صحیح در زمان مناسب، متناسب با رشد و سطح دانش زبان‌آموزان و میزان دشواری یادگیری، آن را بهبود بخشید. راهبردهای فراشناخت موضوع بسیاری از پژوهش‌ها در یادگیری زبان دوم بوده‌اند. بسیاری از این پژوهش‌ها نقش این راهبردها را در یادگیری زبان دوم خارجی مثبت دانسته‌اند. با این حال، پرسشی که در ایران کمتر به آن توجه شده این است که: «آیا آموزش مستقیم راهبردهای فراشناخت در یادگیری مهارت‌های زبان انگلیسی مؤثر خواهد بود؟»

هدف این تحقیق، سنجش تأثیر آموزش مستقیم راهبردهای فراشناخت بر مهارت درک شنیداری زبان‌آموزان سطح متوسط بوده است. بدین‌منظور، شصت زبان‌آموز سطح متوسط براساس «آزمون بسندگی زبان» برگزیده و به‌طور اتفاقی به دو گروه کنترل و آزمایش تقسیم شدند. هر دو گروه فعالیت‌های شنیداری یکسانی را تمرین کردند. در طول یک نیم‌سال تحصیلی، گروه آزمایش راهبردهای فراشناخت را نیز آموزش دید. نتایج پس‌آزمون حاکی از تفاوت قابل ملاحظه‌ای نبود و نشان داد، آموزش مستقیم راهبردهای فراشناخت، مهارت درک شنیداری زبان‌آموزان سطح متوسط را چندان بهبود نمی‌دهد.

براساس نتایج این تحقیق پیشنهاد می‌شود برای پیشبرد درک شنیداری، راهبردهای یادگیری فراشناخت در سطوحی معرفی شوند که متناسب با توان شناختی زبان‌آموزان باشند. نتایج به‌دست آمده در این تحقیق، برای مدرسان زبان کشور در دوره‌های راهنمایی و دبیرستان و همچنین سطوح بالاتر، پیامدهای آموزشی دارد. لازم به ذکر است که مدرسان زبان باید رشد شناختی زبان‌آموزان خود را در نظر بگیرند، و سپس با توجه به رشد شناختی آن‌ها، راهبردهای یادگیری مبانی را در کلاس‌های زبان آموزشی ارائه دهند. همچنین، دبیران باید به زبان‌آموزان خود ارزش راهبردهای یادگیری، به‌ویژه راهبردهای یادگیری فراشناخت را نشان دهند و آن‌ها را با این راهبردها آشنا سازند، تا دانش‌آموزان بتوانند برای ارتقای سطح مهارت زبانی خود از این راهبردها بهره بگیرند.

کلید واژه‌ها: درک شنیداری، راهبردهای فراشناخت، آموزش مستقیم، توجه انتخابی، خود ارزش‌یابی.

A travers cette recherche, nous avons réalisé que la majorité des apprenants acceptaient de bonne grâce le rôle de l'enseignant dans la réussite de leur apprentissage des langues étrangères.

L'apprentissage d'une langue étrangère est un procès long et compliqué qui implique beaucoup de facteurs tels : l'enseignant, l'apprenant, le système pédagogique, les situations de l'apprentissage etc. Si l'un de ces facteurs mentionnés ne marche pas bien, le succès du procès de l'apprentissage d'une langue étrangère ne sera pas assuré. Nous souhaitons observer dans l'avenir, les conditions favorables à l'apprentissage des langues étrangères dans les écoles, fournies par les responsables et les enseignants de notre pays.

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à clarifier leur phrase dans le cadre même de l'interaction. L'enseignant peut répéter ce que disent les élèves, soit en utilisant le terme ou la structure appropriée, soit en précisant ou en enrichissant le contenu de leur proposition. Voici un exemple d'interaction entre l'enseignant et un élève :

Elève: "Mon maman a dit elle va chercher moi après l'école".

Enseignant: "Oh, ta maman va venir te chercher après l'école ; est-ce qu'elle t'a dit de l'attendre dans la classe ou dehors?"



Conclusion

Il est inutile de tenter de cacher les réalités. Il y a quelques difficultés dans les processus de l'enseignement des langues étrangères à l'école en Iran. Certaines d'entre elles ont été confirmées dans les interviews que nous avons eues avec les enseignants et les élèves.

Dans cette recherche, nous avons essayé de mettre l'accent sur ces problèmes mentionnés. Pour ce faire, nous avons essayé tout d'abord de présenter un rapide panorama des moyens d'acquisition d'une langue étrangère. Ensuite, nous avons traité des facteurs tels : l'attitude des apprenants et celle des enseignants vis à vis d'une langue étrangère et la situation où se déroule l'enseignement.

Nous avons également décrit la situation actuelle en Iran dans laquelle l'enseignement des langues étrangères s'est déroulé.

Ayant conscience que l'idée et la pratique ne vont pas forcément de paire, nous avons essayé de procéder avec pragmatisme. Pour ce faire nous avons opté pour une étude de terrain: à travers un questionnaire distribué auprès de 50 élèves dans une école secondaire à Karadj et grâce aux interviews avec certains enseignants des langues étrangères, nous avons relevé les problèmes ci-dessous:

- Le manque des enseignants compétents
- Le but indéterminé de l'enseignement des langues étrangères
- Le manque de la diversité et de l'attrait dans les manuels
- Le commencement trop tard de l'enseignement des langues étrangères
- Le manque de la formation continue pour les enseignants
- Le peu d'importance qu'on accorde à l'oral
- Le manque des outils pédagogiques dans les classes

Au cours de la dernière phase de cette recherche, nous voudrions avancer quelques propositions pour aider à résoudre les difficultés:

- Organiser des stages spéciaux afin de former des enseignants compétents
- Commencer dès l'enfance l'enseignement des langues étrangères
- Accorder plus d'importance à l'oral au début d'apprentissage
- Utiliser les intervenants venant d'extérieurs
- Publier des manuels attrayants

s'agit d'apprendre une langue étrangère, mais on est d'accord sur le fait que la motivation est l'un des plus importants pour y réussir. Comme nous avons constaté, le manque de la motivation se voit clairement chez les élèves iraniens, en tant qu'un des grands problèmes dans l'apprentissage des langues étrangères (l'arabe, l'anglais, le français). Pour remédier, on propose de créer la motivation dans la salle de classe.

Motivation dans la salle de classe

Dans le livre de Lightbown et Spada (1999), on constate que les élèves motivés sont souvent, selon les professeurs, ceux qui participent activement dans l'enseignement, qui expriment leur intérêt à la matière et qui travaillent beaucoup (font leurs devoirs avec soin). Si le professeur est capable d'éveiller l'intérêt d'apprendre la langue étrangère, en créant un enseignement stimulant avec des buts clairs et réalisables, il peut contribuer beaucoup à la motivation d'élève.

Le contact avec la langue cible en dehors de la situation scolaire, par exemple à travers un voyage ou communication avec un natif, donne souvent à l'élève un feed-back positif. En étant conscient des buts, les élèves prennent plus de responsabilités pour leurs propres études et pour leur progrès.

Bien vivre la classe de langue

Voici quelques points importants à

prendre en compte pour créer dans la classe, un environnement propice à la communication, à l'interaction et à l'implantation d'une approche intégrée:

L'environnement physique

Le lieu où se déroule la séance de langue doit être un environnement riche et stimulant, un espace de langue vivante, pour l'acquisition de la langue seconde. On doit y avoir exposé des affiches, des listes de mots, des illustrations, des cartes postales, des photos et des objets divers créant un coin du pays étranger et un environnement culturel qui donne un cadre plus authentique aux échanges.

L'atmosphère de la classe

L'atmosphère qui règne dans la classe doit inciter les élèves à expérimenter, tant avec le matériel qu'avec la langue elle-même. Ils doivent se sentir libres d'essayer diverses façons d'illustrer leurs textes ou tenter d'appliquer telle règle de grammaire qu'ils ont déduite par observation ; l'enseignant tente d'amener les élèves à vérifier leurs hypothèses et le cas échéant, à modifier leurs conclusions, grâce aux questions posées lors de l'objectivation .

L'interaction dans la classe

L'interaction au cours des activités quotidiennes est une des conditions nécessaires au développement langagier. Si le sens de ce que les élèves essaient d'exprimer n'est pas clair, il faut les aider

Surveillant les productions de l'apprenant lors de l'activité interactive, l'enseignant pourra s'assurer, en proposant les corrections appropriées sur le fonctionnement de la langue qu'il est en train d'apprendre. De plus, peu à peu, les apprenants arrivent à se corriger eux-mêmes mutuellement.

🔊 La nécessité de la formation des enseignants

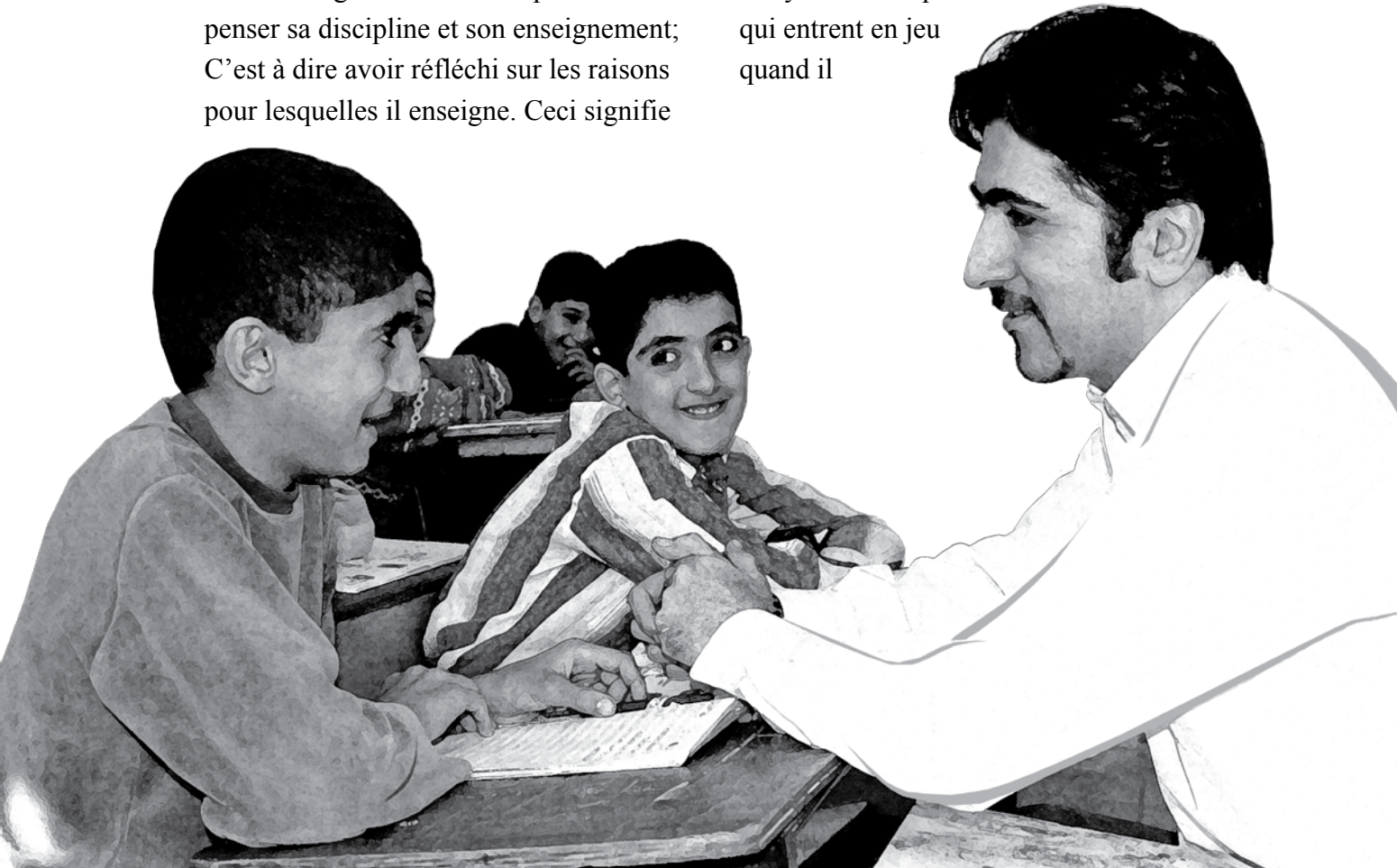
L'enseignement est un métier complexe qui nécessite la mise en œuvre de compétences de haut niveau dans différents domaines (scientifique, didactique, pédagogique, éducatif, institutionnel, éthique ...). C'est un travail d'expert que chacun s'accorde aujourd'hui à reconnaître comme de plus en plus exigeant.

Un enseignant doit être capable de penser sa discipline et son enseignement; C'est à dire avoir réfléchi sur les raisons pour lesquelles il enseigne. Ceci signifie

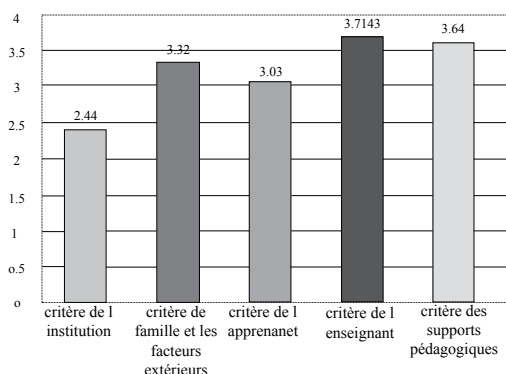
qu'un professeur n'est pas un simple répétiteur, ou même un simple animateur. D'autre part, cela nécessite de bien définir ce qu'est le savoir : le savoir mathématique par exemple ne se réduit pas à la connaissance d'un catalogue de théorème, ou à la capacité de faire des calculs. Un ordinateur fait des calculs plus rapidement qu'un être humain et avec moins de risque d'erreurs, il trace de très belles courbes, mais on ne peut pas dire qu'il sait. Ce n'est pas un savoir, c'est un savoir-faire mécanique. Ainsi "la formation des enseignants doit prendre en compte l'ensemble des apports possibles tout en étant irriguée par la recherche" (Lang, 1999, p:18).

🔊 Motiver et faire travailler efficacement les élèves

Il y a beaucoup de facteurs qui entrent en jeu quand il



Quelques propositions pour faciliter l'apprentissage des langues étrangères



Commencer très tôt l'enseignement des langues étrangères

Une des démarches évidentes pour assurer le développement consiste à abaisser l'âge du début de l'enseignement / apprentissage. C'est pourquoi, dans une grande partie du pays, on commence désormais l'apprentissage d'une langue à 7 ans (comme on le fait depuis longtemps en Suède par exemple). "L'apprentissage précoce des langues, dans ces conditions, non seulement s'est imposé mais connaît une expansion d'une rapidité et d'une ampleur que personne n'avait prévues." (Groux, 1996, p:80)

Il est plus important d'être confronté, dès le plus jeune âge, à la langue étrangère. Plus l'apprentissage sera précoce, mieux l'enfant apprendra. À trois ans, l'enfant a toute la souplesse intellectuelle pour imiter, pour apprendre, pour se fondre dans la langue et la culture de l'autre.

Donner de l'importance à l'oral dans l'enseignement des langues étrangères

Toute démarche pédagogique ou stratégie d'enseignement utilisée en salle de classe repose sur une double conception, le plus souvent implicite, de la langue et son acquisition ; Une langue est d'abord et avant tout une habilité servant à communiquer des messages authentiques, tant à l'oral qu'à l'écrit (lecture et l'écriture). Or, s'il va de soi que l'on conçoit aisément qu'apprendre à communiquer oralement dans une langue étrangère permet à l'apprenant d'interagir ou d'entretenir des conversations avec des locuteurs natifs et, ainsi, d'accéder à une autre culture; on ne semble pas se rendre compte, parfois de toute la place qu'occupe l'oral dans l'apprentissage de la lecture et de l'écriture.

Créer de l'interaction

L'interaction entre enseignant et apprenant ou entre apprenants dans le cadre d'activité de groupe permet de fournir de nombreuses occasions d'utiliser la langue apprise en contexte authentique. Lors d'une activité d'interaction, l'apprenant aura alors tendance à se concentrer sur le message qu'il veut transmettre, ce qui contribuera à rendre de plus en plus «automatiques» les structures langagières et les mots de vocabulaires utilisés, c'est à dire à développer ses compétences implicites en L2.



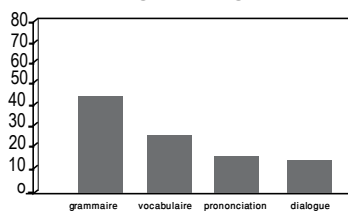
Etude de terrain sur les apprenants iraniens dans les écoles secondaires

Nous avons distribué un questionnaire entre 50 élèves dans une école secondaire publique à Karadj. On leur a demandé de répondre aux questions relatives à l'enseignement des langues étrangères dans leur école. Nous en avons retenu quelques exemples pour analyser les résultats.

En appuyant sur une des questions de notre enquête qui traite de l'importance donnée aux différentes parties de la langue, et à partir des idées des élèves, l'enseignant donne l'importance la plus élevée à la grammaire dans son enseignement. Malheureusement les élèves iraniens ne savent que quelques points grammaticaux sur la langue, à la fin de leurs études scolaires.

D'après le diagramme ci-dessous, l'enseignant est concentré souvent sur la grammaire, tandis qu'il doit établir un équilibre entre les différentes parties des savoir-faire d'une langue. Il ne faut pas séparer le savoir-faire et la grammaire. On apprend la grammaire d'une langue à travers des savoir-faire linguistiques qu'on met en œuvre. La grammaire n'est pas quelque chose qui se rajoute aux savoir-faire linguistiques.

Le diagramme de comparaison des Composants d'une Lnague étrangère en Iran



Dans l'enseignement d'une langue étrangère, beaucoup de facteurs entrent en jeu, tels: l'enseignant, l'apprenant, des parents, des supports pédagogiques, l'institution et etc. Mais le degré de leur intervention n'est pas identique.

En appuyant sur le questionnaire et selon les élèves, l'enseignant garde toujours son importance du premier degré dans le procès de l'enseignement des langues étrangères. Ce dernier a un effet innombrable sur le succès ou l'échec des élèves, parce que c'est lui qui dirige le processus de l'acquisition. Un des problèmes de l'enseignement des langues étrangères en Iran est le manque des enseignants compétents qui nuit malheureusement à la réussite de ce projet.

Etant donné le tableau et le diagramme ci-dessous, l'enseignant est au centre du processus d'apprentissage et non la méthode, ni l'apprenant. Ce dernier a une rude tâche; il doit aider l'apprenant à apprendre dans les meilleures conditions. Il doit tenir compte des différences individuelles dans sa pratique pédagogique. Cet objectif ne peut se réaliser sans l'adhésion de l'apprenant, sans la collaboration des parents et de l'institution et enfin sans l'utilisation des supports pédagogiques appropriés.

Un exemplaire statistique

	significative	Standard de déviation
institution	2.4400	0.86828
famille et les facteurs extérieurs	3.3200	.79385
apprenant	3.0300	.78063
enseignant	3.7143	.61237
supports pédagogiques	3.6400	.63116

c'est l'attitude de l'apprenant face à la langue qu'il apprend. Son attitude envers les membres de la communauté linguistique n'est pas non plus à négliger. Si, par ailleurs, l'attitude de celle-ci n'est pas très positive envers lui, cela peut provoquer des difficultés. Yvonne Chenouf (Chenouf, 1998, p:18) a aussi mis en avant la peur de la perte d'identité dans des situations d'apprentissage d'une langue étrangère. Ce sont des facteurs subjectifs, difficilement contrôlables, mais qui peuvent avoir une influence sur le processus de l'apprentissage.

Quand le processus d'acquisition se fait par étapes. On apprend progressivement une langue, et d'ailleurs si on se réfère à l'acquisition du langage chez l'enfant, on constate que celui-ci acquiert progressivement sa langue maternelle. La même chose se passe pour l'acquisition d'une langue étrangère.

La situation actuelle de l'enseignement des langues étrangères en Iran

En Iran, l'enseignement des langues étrangères (l'arabe, l'anglais) est obligatoire dans toutes les écoles secondaires et lycées. Tout élève à l'entrée à l'école secondaire, doit suivre, en tant que matière obligatoire, deux cours de langues étrangères (l'arabe et l'anglais) à partir de la première année à raison de 2 heures par semaine. Du deuxième cycle de l'école secondaire

au dernier cycle du lycée, les élèves sont obligés de continuer l'étude de ces langues à raison de 4 heures par semaine. Le programme des écoles primaires ne contient pas de cours de langues étrangères. Certaines écoles privées, offrent à leurs élèves cette possibilité d'apprendre une langue étrangère.

En 1992, le ministère de l'éducation nationale a mis en place des écoles internationales adaptées afin de laisser les élèves iraniens immigrés et les élèves étrangers en Iran, continuer leurs études (Motavalizadeh, Shorakai, 2007:120)

Dans ces établissements, situés surtout à Téhéran, on offre l'apprentissage des langues française, anglaise et allemande; les Autorités ont choisi de rendre les cours de langues, facultatif à partir du premier cycle de l'école secondaire. Les élèves ont pu choisir librement entre les langues offertes. L'anglais a montré sa priorité entre les deux langues, car, plus de 70% l'ont choisi tandis que 20% ont préféré le français et 10% l'allemand.

A côté des écoles publiques, existent de nombreux établissements privés où l'enseignement des langues étrangères se déroule. On consacre un bon nombre d'heure à l'apprentissage des langues étrangères dès l'enfance. Certains de ces établissements assurent un bon enseignement des langues. Les élèves qui y apprennent une langue étrangère (le français, l'anglais, l'allemand, le russe,...) sont assez bien formés.

importants. Si chacun des facteurs mentionnés ne fonctionne pas bien, nous échouons dans la réalisation de ce projet.

Ce travail de recherche tente de vérifier les problèmes concernant l'apprentissage des langues étrangères dans lesquels la plupart des familles iraniennes sont engagées. A fin de mieux vérifier les problèmes, nous mettrons en revue les idées des élèves d'une école secondaire à Karadj, tout en nous appuyant sur des questionnaires.

Beaucoup de familles iraniennes se sentent très inquiètes en raison des résultats que leurs enfants obtiennent dans les écoles. Cela exige donc que les responsables de l'éducation nationale prennent des décisions sérieuses pour rendre l'enseignement efficace et motivant chez les élèves, ce qui peut influencer certainement le développement scientifique, social, et économique de notre pays.

L'acquisition d'une langue étrangère

En général, il y a deux types d'acquisition d'une langue étrangère; l'acquisition non guidée ou en milieu naturel et l'acquisition guidée ou en milieu institutionnel, en classe de langue ou en lieu de formation. (Kervan, 1998, p:38)

L'acquisition en milieu naturel se met en place à travers les échanges quotidiens avec les natifs, sans guidage explicite

du processus d'acquisition. Le cas le plus classique est celui du travailleur immigré qui arrive dans un pays pour y travailler et s'insérer socialement et professionnellement. Parfois au niveau social, ses contacts peuvent être restreints. Par contre, l'acquisition en milieu guidé se fait par une intervention sur le processus d'acquisition. La langue est préparée pour l'apprenant, mais les méthodes d'enseignement diffèrent d'un côté, dans la manière de présenter le contenu aux apprenants, et de l'autre, par les possibilités offertes à ces mêmes apprenants pour utiliser la langue à un moment donné de leur apprentissage. Les iraniens sont surtout concernés par ce deuxième cas.

Les facteurs influençant le processus de l'enseignement

La personnalité de l'enseignant joue un rôle important, surtout, en ce qui concerne les idées générales qu'il peut avoir sur l'acquisition d'une langue étrangère et sa transmission. La façon dont il applique la méthode d'enseignement ainsi que la représentation qu'il a de la langue enseignée, et notamment son attitude par rapport à la norme ont une incidence sur sa pratique pédagogique. De plus, "les stéréotypes culturels et les prévisions que l'enseignant a sur les apprenants sont à prendre en compte" (Bogaards, 1991, p:109).

Ce qui joue également un rôle dans l'apprentissage d'une langue étrangère,

Introduction

“Une langue étrangère diffère de toutes les autres matières scolaires en ce qu’elle est directement issue du réel, et que, symétriquement, l’apprentissage peut être aussi directement transféré à la réalité même, être utile en dehors de l’école”. (Porcher, 2004:47)

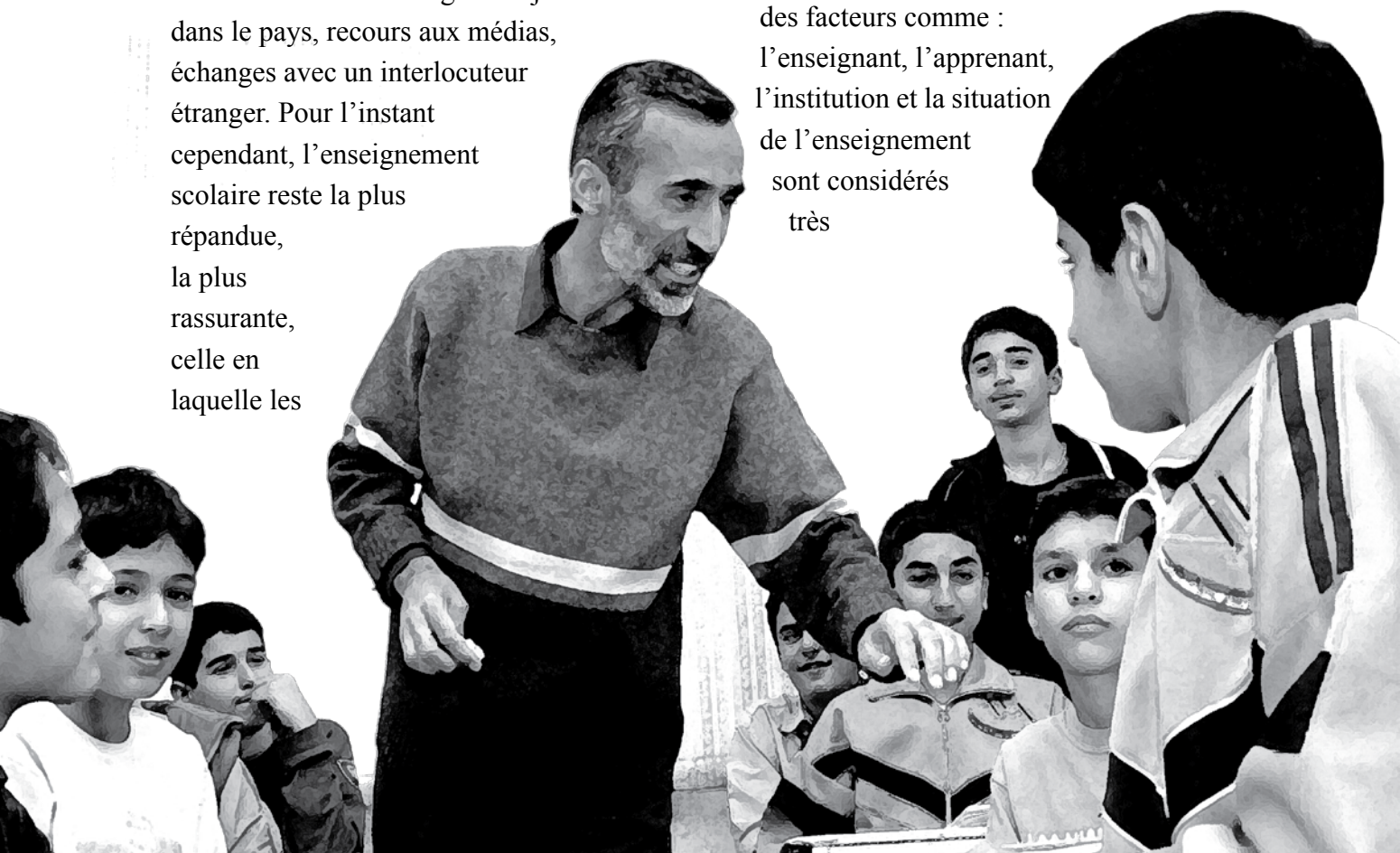
Les langues vivantes font désormais partie des savoirs considérés par tout le monde comme indispensables à une vie simplement ordinaire: L’internationalisation des professions, le développement des voyages, l’expansion vertigineuse des médias constituent les principaux ingrédients de cette banalisation des langues comme compétences de tous les jours.

Il y a certes, bien des manières d’apprendre une langue étrangère en dehors des cours de langues: séjours dans le pays, recours aux médias, échanges avec un interlocuteur étranger. Pour l’instant cependant, l’enseignement scolaire reste la plus répandue, la plus rassurante, celle en laquelle les

usagers font confiance malgré la relative faiblesse des résultats qu’elle obtient. L’apprentissage des langues entraîne, dans ces conditions, un développement croissant de leur enseignement (au point que celui-ci, en dehors des institutions officiellement éducatives, est devenu un marché).

La principale préoccupation de ce présent article est de passer en revue les éléments indispensables qui entrent en jeu dans le processus de l’enseignement des langues étrangères. Ainsi, nous nous efforcerons de voir tout au long de cet article, quels sont les facteurs importants dans un enseignement efficace des langues étrangères et aussi nous chercherons à décrire la situation actuelle ainsi que les problèmes de l’enseignement des langues étrangères en Iran.

Dans le processus de l’enseignement, des facteurs comme : l’enseignant, l’apprenant, l’institution et la situation de l’enseignement sont considérés très



هدف این تحقیق، بررسی مشکلات یاددهی - یادگیری زبان‌های خارجی در مدارس راهنمایی ایران است. با وجود هزینه‌ی سنگینی که صرف اجرای این برنامه در آموزش و پرورش می‌شود، نتیجه‌ی قابل قبولی به دست نمی‌آید و این مشکل کماکان سال‌هاست که وجود دارد. دانش‌آموزان بعد از گذراندن هفت سال آموزش هنوز قادر به گفتن چند جمله‌ی ساده به زبان خارجی نیستند. به عبارت دیگر، توانایی برقراری ارتباط با یک خارجی زبان را ندارند، در حالی که اولین هدف یادگیری هر زبان خارجی، کسب توانایی در بیان شفاهی و انتقال پیام به دیگران است. نتایج حاصل از این تحقیق نشان می‌دهند، دستور زبان بین سایر متغیرها اولین رتبه را به خود اختصاص داده است. از دیدگاه دانش‌آموزان، معلم در تدریس خود به دستور زبان اهمیت بیشتری می‌دهد. براساس آمار نیز، ۴۴ درصد پاسخ‌ها به گرامر مربوط می‌شوند، در حالی که این میزان در مورد مکالمه فقط ۱۴ درصد است. همچنین مشاهده می‌کنیم، معلم بین عوامل دیگر مانند: نهاد آموزشی، یادگیرنده، خانواده یا عوامل بیرونی و ابزار آموزشی، از بیشترین درجه‌ی اهمیت برخوردار است.

این تحقیق نشان می‌دهد، در صورت ایجاد شرایط مناسب، روند یاددهی - یادگیری زبان‌های خارجی در ایران با موفقیت روبه‌رو خواهد شد. در صورت شروع آموزش از سنین پایین، توجه به آموزش‌های ضمن خدمت معلمان و تجهیز آن‌ها به علوم متفاوت مانند زبان‌شناسی، جامعه‌شناسی، روان‌شناسی و تربیت معلم‌های متخصص و مسلط به زبان خارجی، عدم تمرکز صرف روی گرامر و واژگان هنگام تدریس، توجه به جنبه‌ی اجتماعی - کاربردی در تدریس زبان، ایجاد انگیزه و هیجان در کلاس درس با به‌کارگیری روش‌های نوین آموزش از قبیل بازی‌های آموزشی، شعر، نمایش و غیره، و استفاده از ابزار آموزشی مناسب و نوین مانند: ضبط صوت، رایانه، ویدئو پروژکتور، اینترنت و غیره در تدریس، می‌تواند به کسب نتایج خوش‌بینانه‌ای در امر آموزش زبان‌های خارجی امیدوار بود.

در این تحقیق کوشیده‌ایم، مشکلات را از یافته‌های تحقیقی میدانی مبتنی بر پرسش‌نامه‌ای که در یکی از مدارس راهنمایی دولتی در کرج اجرا شده است، استخراج کنیم. همچنین، در جهت بهبود مشکلات و تسهیل روند یادگیری زبان‌های خارجی نزد دانش‌آموزان، پیشنهادهای عملی ارائه کرده‌ایم.

کلید واژه‌ها: یاددهی - یادگیری، زبان‌های خارجی، مشکلات مدارس راهنمایی ایران.

Résumé

Cet article a pour objet de proposer une étude des problèmes de l'enseignement/ apprentissage des langues étrangères dans les écoles secondaires en Iran. A partir des résultats observés, on se rend compte que la grammaire occupe le premier degré de fiabilité chez les enseignants et dans le processus de l'enseignement/apprentissage. Ceci montre que dans cette enquête et selon les idées des élèves, dans les écoles secondaires, l'enseignant donne l'importance la plus élevée à la grammaire. enseignement. D'après l'étude menée 44% des réponses montrent que la priorité est donnée à la grammaire alors que l'activité de la conversation s'attribue uniquement 14% d'effort dans les cours de langue. Nous constatons également que l'enseignant garde toujours son importance du premier degré dans le processus de l'enseignement, parmi les autres critères tels: l'institution, l'apprenant, la famille ou les facteurs extérieurs et les supports pédagogiques. Nous avons montré qu'en modifiant les conditions du processus de l'enseignement apprentissage des langues étrangères on obtiendra un meilleur succès en Iran. Dans cet article, nous avons essayé de relever les problèmes didactiques aux quels sont confrontés les classes de langue en Iran à partir d'une étude de terrain relative au questionnaire effectué dans une école secondaire publique à Karadj. Nous avons également présenté des propositions pratiques pour soulever les problèmes et de favoriser le processus de l'apprentissage des langues étrangères auprès des élèves iraniens.

Mots clés: enseignement apprentissage, langues étrangères, problèmes didactiques, écoles secondaires, Iran.



Researches

Etude des problèmes de l'enseignement/ apprentissage des langues étrangères dans les écoles secondaires iraniennes

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