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Россия Македония

Воронешки државен универзитет Универзитет „Гоце Делчев“ – Штип,
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Second International Scientific Conference

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FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

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Филолошки факултет

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ул. „Крсте Мисирков“ бр. 10-А

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Faculty of Philology

Krste Misirkov St. 10-A

PO Box 201, Stip - 2000, Republic of Macedonia

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THE STRUCTURE OF A LANGUAGE LESSON

Natalia Roitberg¹⁷⁵

¹ University of Haifa

Abstract

This study addresses the structure of the foreign language lesson as one of the basic and most significant means for language learning improving. Special attention is devoted to the task-based lesson, and the communicative classroom. The technique for organizing classroom lessons, the basic features of the foreign language lesson plan, and the use of different types of tasks are described. In the current research, analytical method was used: the theoretical framework was established through an in-depth analysis of pedagogical and methodological, linguistic literature. It was assumed that foreign language acquisition should be based on the special type of tasks. It should also be noted that the formation of communicative competence as one of the basic abilities greatly depends on lesson structure. The importance and effectiveness of the lesson may be increased many times by rationally and methodically considering the organization of the lesson's structure. As pointed out previously, the well-designed technique of organizing classroom lessons had a positive impact on the level of linguistic competence of Russian foreign-language students. Furthermore, the use of problem-solving communication and communicative-oriented exercises, as well as the planning of task-based lessons, the implementation of the communicative classroom principles ensure the successful learning process.

Key words: communicative language teaching (CLT), foreign language acquisition (FLA), task-based lesson, the communicative classroom, the structure of the foreign language lesson (FLL).

A review of the recent professional literature devoted to the subject of foreign language lesson (FLL) structure as well as task-based lesson planning indicates researchers' increased interest in the topic and it's problematic. The researchers have shown in a series of studies that task-based language teaching is closely connected to the development of students' communication skills [1]-[3] and effects on both classroom language learning, and foreign language acquisition [4]-[9]. For many contemporary Russian investigators, there is a strong tendency

to assume that FLL structure is of considerable importance [10]-[14]. Motivated by the above-reviewed literature, this study sought to examine possible ways to improve foreign language learning via well-designed lesson structure and use of set of special tasks.

In fact, the foreign students who study Russian, learn it or any other language “as a third language and as a result they have to struggle with three languages which differ greatly from each other, especially in morphology and syntax” [15:181].

Arabic-speaking students face multiple challenges, since in a very short time they have to learn both the everyday Russian language, in order to cope with day-to-day life in Russia, and also the technical Russian, which they need for their chosen field of study (medicine, engineering and so on).

The following is a detailed list of the main difficulties and problems that arise in the process of Russian foreign language (RFL) students’ language learning. Psychological, social, and linguistic problems: the language barrier; the miscommunication; the psycho-emotional predisposition or negative predisposition regarding the study of a non-native language; the speech deficit problem (the absence or insufficiency of the means necessary for communication); the lack of motivation or distorted manner of communication; communication barriers.

As it appears, many of these problems are connected first and foremost to the optimization of the communicative skills formation process. In other words, the first component that is needed is communicative language teaching (CLT) approach, which is based on the use of special communication-focused exercises, so-called “quasi-speech tasks” that develop skills to perform language operations in speech, and “speech tasks” to practice specially-organized forms of communication [16:92].

The different types of speech exercises (the responsive exercise, the exercise is based on “question-answer” model, the exercise-replica, the retelling and others) may be used on FLL.

As Baralt notes ‘the end-goal is to get the learner closer to target task performance so that she or he can perform that task in the second language, in the most target-like way, in the real world’ [17:182]. In this context, the communicative method proposed by some experts seems very productive. It includes the use of various forms of organization of game activities, according to the defined purpose, the complexity of the game, and various ways to perform the task forms of realization.

There are a lot of intellectual games: crosswords, puzzles and tests, and others. The CLT suggests the use of role-playing conversations, which sound much more natural than does a teacher-led discussion of role-play transcripts, because they contain appropriate “discourse lubricants” [5:81]. The didactic games, which have one or a combination of functions (compensatory, motivation, training, pedagogic), are configured in accordance with the specific linguistic situation of speech communication for which they are intended.

A role-playing game is one of the very productive and active forms of work on the development of language skills. It is the reproduction of the actual verbal communication in typical situations (in the doctor's office, in transport, in the street, an invitation to visit, phone call, etc.). An effective form of training is to reproduce a situation of communication, which entails the use of new lexical items related to the particular topic (for example, at the store, or birthdays) and new grammatical forms, which are actively absorbed through the exercise framework, i.e., the situation scheme. The basic elements of a role-playing exercise are participants, their actions, and the linguistic properties.

The pair and group formats are aimed to ensure communication through interaction with a partner. Games and role-plays are forms of organizing students' educational activities, with the aim of learning and practicing the various aspects of language: lexical, stylistic, and grammatical.

The successful assimilation of the lexical and grammatical material is based on the principle of reliance on a model. This means that the grammatical structure is not presented in the form of an abstract model, but in the form of a particular utterance and in a certain text and context. The learners have plenty of opportunity to negotiate meaning outside the classroom and, consequently, learners are able to "let in" more input in a classroom context, because they feel more secure and more relaxed than they might in face-to-face interactions with native speakers in naturalistic settings.

Cognitive theory (as well as CLT) emphasizes the importance of ensuring that the classroom provides adequate opportunities for the proceduralization of knowledge. Ellis [5:168] mentioned "supplying the learner with ready-made chunks - lexicalized sentence stems - which can be memorized as wholes and used to perform communicative functions that are important to the learner". In other words, foreign language teaching (FLT) suggests that learning takes place in the so-called "communicative classroom" that is based on CLT.

To teach the CLT-way in class means first of all to do a lot of group work, by putting students in pairs or in small groups. Dominant principles of the CLT-based FLL include the communicative and verbal aspects of the main training units (sentences and texts), the "functional principle"; the approximation principle of communicative control; the modeling of real communication (principles of activity and visibility); and the use of the speech activity [10:98].

A theory based on the competence/performance distinction attempts to establish what the learners *do* rather than what they *know*. According to this view, the emphasis in research is on learners' linguistic performance in real-life situations more than on the acquisition of linguistic knowledge, which they might be unable to use in real-life situations.

The CLT approach is of particular interest for its focus, in teaching and in learning, is 'on realistic, active and practical communication. Listening and speaking in the foreign language are emphasized. The main aim of the task-based

lesson is to enjoy the language and maintain students' enthusiasm through focus on active communication.

Communicative, a learner-centered approach is used to motivate students to want to learn the target language so that they will use it for their own purpose of communication" [18:67]. CLT views language learning as a complex skill, which involves the use of various information and processing techniques, in order to overcome limitations in linguistic knowledge that inhibit performance.

The communicative classroom gives beginner learners' opportunities for meaningful communication, which in turn helps them develop communicative abilities. The structure of so-called 'classroom dialogue' consists of the various 'moves' that make up teaching 'cycles', and identifies the hierarchical nature of 'classroom discourse'.

Classroom discourse is best seen as a cooperative enterprise –the joint language behavior of the teachers and of the learners, or in Ellis's [5] words, classroom discourse encompass "everything in the classroom [that] involves communication of one kind or another".

The learner's ability to perform the target structures in natural communication is the crucial point of the learning process.

Remarkably, that interaction between the students and the teacher has a great influence on language lesson structure. Having a carefully constructed lesson plan in hand allows the teacher and the learners to achieve good results, for the benefit of all concerned.

A daily language lesson plan is developed by a teacher to guide class learning. It is the teacher's guide for running a particular lesson, and it includes the goal, how the goal will be reached, and a way of measuring how well the goal was reached (task, homework etc.). As Baralt [17:189] affirms 'at the level of curriculum or lesson plan, tasks do not exist in a vacuum...tasks are planned and sequenced alongside other curricular or classroom activities, and a shared set of guidelines and criteria for articulating how to manage such sequencing is important'.

The language you speak in *reality* can affect the way you *think*. Consequently, the depth, range, and application of learning and knowledge, as well as the skill and accuracy of their application, largely depend on the content of each lesson plan and the degree to which it is adapted to the learners' stage and needs. In short, the lesson plan plays a crucial role in achieving the final goal of the training course. A well-designed lesson is a guarantee of successful learning. Wong-Fillmore [19:23] observes about FLL: "How classes are organized and how instructional events are structured determine to a large extent the nature of the language that students hear and use in the classroom."

The main portion of the FLL is dedicated to the practice of speech exercises and practical activities. Ideally - it is about 80% of classroom time. The communicative and complex nature of the course is reflected in the peculiarities of the FLL structure. Stable structure elements form the beginning, the central

part, and the end of the lesson. The secondary elements include the discussion of the studied material, the explanation of new material, and the use of visual aids and other devices.

The main aim of RFL lessons (as well as any other non-native language) is to develop a firmly formed system of skills for performing a variety of speech activities. This aim determines every lesson plan and the content of the lesson. For a FLL, the complexity and communicative principles are fundamental. These principles determine the specifics of the main types of Russian as a foreign language lesson (RFL) to be used, whether, the tasks-based lesson, the lesson of speech skills formation, or the combined lesson.

The tasked-based lesson is based on system of special tasks. The teacher must ensure that each specific task in the classroom, as well as the full range of tasks as a whole, is oriented towards the goal of communicative interaction. The absorption of the material is enhanced through language exercises, training exercises (the imitative tasks, the tasks of conscious choice, the substitution exercises, the transformation exercise, and so on).

‘Tasks are the most effective means to engage the complex processes involved in using language. Students’ mastery of tasks that gradually increase in cognitive complexity will set them up for real-world task performance and facilitate their achievement of communicative competence’ [17:185]. The system of lesson tasks forms the organizational basis of the lesson. The specific task (group of tasks) is a structural unit of the FLL. The purpose of the task as a learning vehicle in task-based language teaching is to improve the language acquisition process.

There are several basic types of tasks: information-gap task, problem-solving task, role-play task, ‘authentic interaction’ task, role-play debate, crisis simulation, free conversation task, closed\convergent task, convergent\divergent task, and one-way and two-way tasks. All of them are used effectively in CLT. Obviously, each type of tasks can be used to practice a certain aspect of language use in classroom discourse: mechanical, meaningful, pseudo-communication, and real communication. The learner behaves both as a learner and also takes on additional roles other than that of a learner, through tasks that stimulate authentic communication.

The structure of a typical task usually consists of the following elements: task formulation, modeling its implementation, and providing the materials for the job. The successful teaching and learning, which includes the use of high-quality, properly adapted materials, is largely dependent on the method of delivery of certain tasks, as well as on the teacher’s accompanying commentary and control.

Tasks should be sequenced, increasing in complexity at each stage; hence, tasks are supposed to be above students’ current developmental level, to be challenging for learners. ‘Sequencing tasks from simple to complex will

encourage the process of interlanguage stretching and restructuring, and this sequencing is what best results in language learning' [17:181].

Thus, one should mention, that the task-based lesson is one of the most efficient approach to foreign language acquisition (FLA).

I explored the important issue of what FLA should look like in order to be successful. Based on the findings reported herein, it is clear that it should be based on the CLT approach and special type of tasks. We found that the formation of communicative skills greatly depends on lesson structure. As I have tried to show, the use of problem-solving communication and communicative-oriented exercises, as well as the planning of task-based lessons, the implementation of the communicative classroom principles and the use of the CLT-method ensure the successful formation of communicative skills in the learning process, which forms a meaningful basis for speech activity.

It cannot be stressed enough that the methods outlined in the text are designed – and in my opinion well able – to help learners (Arabic RFL students) realize the close connection between a language lesson planning and FLA. I hope this study was a positive step in trying to contribute to learning process improving, but arguably more studies, which are longitudinal in scope and that involve more teachers, are needed. I hope that future researchers will follow suit. It may be noted that the proposed structure for encouraging the development of communicative skills and FLA is not exhaustive, and requires more study and detail.

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