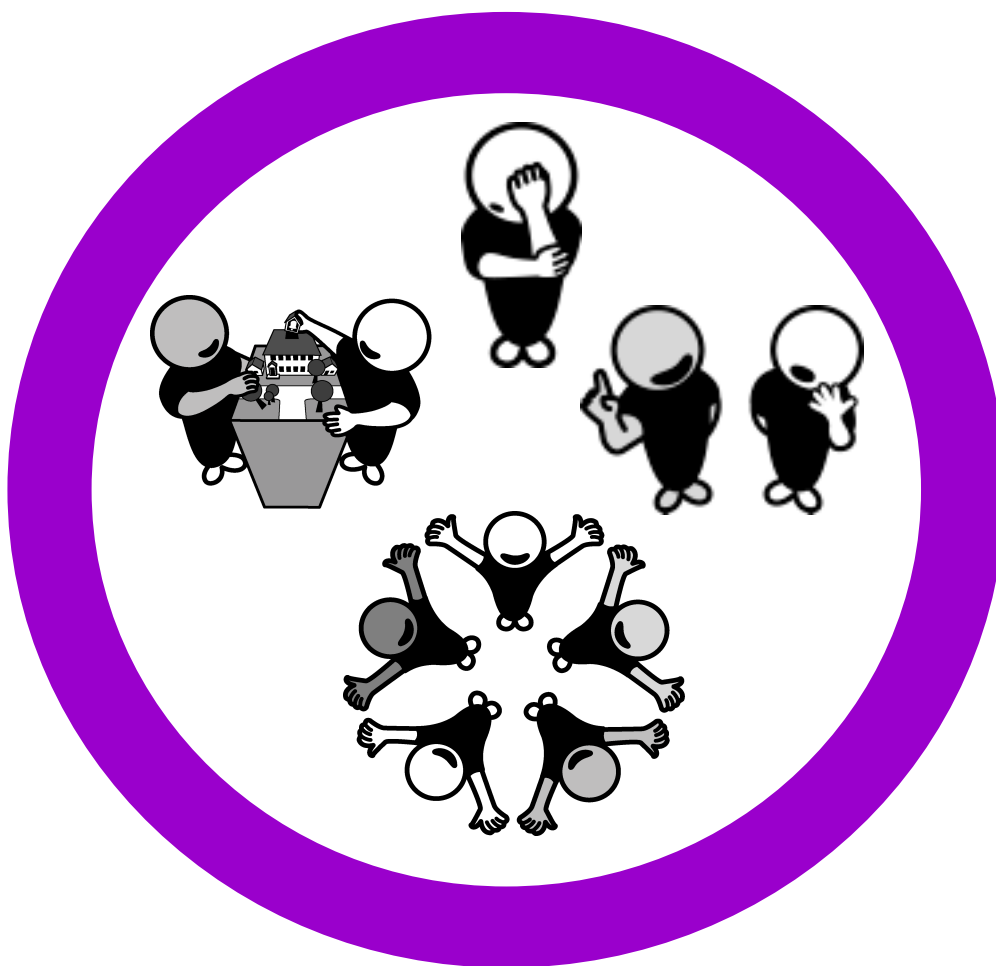




Saskatchewan
Education

Russian 10

A Curriculum Guide for International Languages



Pilot Edition
September 2000

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For International Languages**

**Pilot Edition
September 2000**

**Prepared by
Social Sciences Unit
Curriculum and Instruction Branch
Saskatchewan Education**

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Learning Languages in Saskatchewan

Heritage Language Education: A Policy Document (Saskatchewan Education, 1994) describes the role of heritage languages in the development of a multicultural society and Saskatchewan Education's commitment to in-school and out-of-school heritage language programming:

Saskatchewan is enriched by many cultures and languages.

The educational system has an important role to play in maintaining and developing Saskatchewan's heritage languages. The school, in partnership with the family and the community, transmits to children and young adults the knowledge and values which society considers important. When heritage languages are taught through the regular educational system, students receive a powerful message about the value and worth of heritage languages in Saskatchewan society.

Rationale for the Study of a Second Language

- The study of a second language allows students to develop communicative competence in the language being studied and to develop skills and attitudes necessary for learning additional languages.
- Encouraging students to take pride in their own cultures promotes respect for members of other cultures.
- This province's strength and uniqueness come in large part from its linguistic and cultural diversity. Language instruction is integral to the maintenance of culture and thus to Saskatchewan's identity.
- Teaching a variety of languages facilitates individual and societal participation in the global economy. Because Saskatchewan's economic well being is dependent on the rest of the world, language learning has an economic value as well as a cultural one.
- Language is considered to be the major repository of culture, history and tradition, and language learning is considered an important part of a well-rounded education, especially in this age of science and technology. With increased contact among the peoples of the world, learning other languages and gaining an appreciation for the cultural backgrounds of other peoples is an invaluable personal resource.
- Learning another language provides practical linguistic skills and access to countless new ideas and experiences which broaden the learner's perspective and understanding of the surrounding world.

Rationale for Learning Russian

Russian is spoken by approximately 275 million people, and it is ranked as one of the five most spoken world languages. Russian is used as a language of communication in the Commonwealth of Independent States which were formerly part of the Soviet Union. Russian is also one of the working languages of the United Nations, and an official language of the European Community. It also has a significant place among the many languages and cultures that make up the Canadian mosaic. The study of Russian is intended for all learners and offers lifelong enjoyment and a broad range of career opportunities. Learning Russian also enhances the learning of first and additional languages. It fosters the appreciation of traditional and contemporary cultures and positive attitudes toward cultural diversity.

As a major partner in international affairs and as a trading nation, Canada stands to benefit from a multicultural society. Learning Russian language and culture is important for developing cultural sensitivity, and can translate into vocational opportunities for those Canadians with Russian language skills who look into the future of this country's developing markets and want to succeed in Russia.

Description of the Program

The Russian 10 Curriculum is designed for students who have limited or no previous knowledge of the Russian language. As a secondary level credit course, it must be delivered through 100 hours of instruction. Whenever possible second language courses should be scheduled to ensure maximum continuity of exposure to the language. Students benefit from using the language on a daily basis. However, periods of less than 30 minutes make it difficult to use the task-based approach recommended in this curriculum guide.

Aim

The aim describes, in very general terms, the important understandings the student will gain from Kindergarten to grade 12. The aim of the Russian program is to develop students' **communicative competence** in the Russian language, to enable students to gain insight into the Russian culture and to expand their awareness of language and language learning.

Conceptual Model

For the purposes of this curriculum, communicative competence is represented by four interrelated and interdependent components. **Applications** deal with what the students will be able to do with the language, the functions they will be able to perform and the contexts in which they will be able to operate. **Language competence** addresses the students' knowledge of the Russian language and their ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. **Global citizenship** aims to develop intercultural competence with a particular focus on the Russian culture. **Strategies** help students learn and communicate more effectively and more efficiently. Each of these components is described more fully in the instruction approaches section of the document (see page 20).

Goals

The goals show the scope of purposes and indicate what students will achieve over the course of their schooling. They reflect the four components of communicative competence as described in the conceptual model. The aim can be achieved through meeting the goals. The goals of the Russian program are to:

- develop the students' ability to use Russian in a variety of **situations** and for a variety of **purposes** (applications)
- develop the students' ability to communicate in Russian **effectively** and **competently** (language competence)
- develop in students the knowledge, skills and attitudes to be effective **global citizens** (global citizenship), and
- develop the students' knowledge of and ability to use strategies to maximize the **effectiveness** of their learning and communication (strategies).

Components of Core Curriculum

Core curriculum may be viewed as a framework for achievement of Saskatchewan's Goals of Education through classroom instruction, intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. It reinforces the teaching of basic skills and introduces an expanded range of new skills to the curriculum.

The two major components of Core Curriculum are the **Required Areas of Study** and the **Common Essential Learnings (C.E.L.s)**.

To meet community and student needs at the local level, provision is made within the Core Curriculum to offer **Locally Determined Options**. In recognition of the diverse needs of students, provision is made through the **Adaptive Dimension** for teachers to adapt instruction, the learning environment and instructional resources.

Second language courses, including Russian, fall into the category of Locally Determined Options. The Common Essential Learnings will be incorporated into Russian language courses, and the Adaptive Dimension will provide teachers with the flexibility to adapt the program to meet the needs of a diverse student population.

Common Essential Learnings

The Common Essential Learnings are six integrated areas containing knowledge, skills, attitudes, and abilities which are considered important for learning in all school subjects. Their purpose is to help students better acquire the subject matter under study and to develop in students certain skills, abilities, values and understandings which they will need in life and for future learning.

It is important to incorporate the C.E.L.s in an authentic manner. Because subject areas are quite different from each other, the way the C.E.L.s are incorporated and the extent to which they are developed will vary considerably from one subject to another. Russian language education offers many opportunities for incorporating the Common Essential Learnings into instruction. The decision to focus on a particular C.E.L. or C.E.L.s within a lesson is guided by

the needs and abilities of individual students and by the particular demands of the subject area. Throughout a unit, it is intended that several Common Essential Learnings will have been developed to some extent.

General guidelines for incorporation of the Common Essential Learnings into instruction are presented in this document. These guidelines are not meant to be prescriptive, but rather to serve as a starting point, initiating further reflection and refinement. In addition, it should be noted that many of the guidelines for developing a particular CEL may also develop other C.E.L.s. This is to be expected, as the Common Essential Learnings are six interrelated sets of knowledge, values, skills and abilities.

Incorporating the Common Essential Learnings into instruction has implications for the assessment of student learning. For example, a unit which has focused on developing Critical and Creative Thinking, should also reflect this focus when assessing student learning.

The incorporation of the Common Essential Learnings into instruction can best be accomplished through teachers reflecting upon the subject matter under study, their teaching practices and their students. It is anticipated that teachers will build from the suggestions in this guide and from their personal reflections in order to better incorporate the Common Essential Learnings into Russian language education.

Personal and Social Values and Skills

The goal of this CEL is to assist in the development of compassionate and fair-minded persons who can make positive contributions to society as individuals and as members of groups. In the classroom, this Common Essential Learning has two related aims: to support students in treating other persons with respect; and to support students in coming to a better understanding of the personal, moral, social and cultural aspects of school learning.

This Common Essential Learning is one of the most important for Russian since its goal coincides closely with the Global Citizenship component of the program. Learning a second language often helps students better understand their own language, become more aware of their own values and how they are shaped by their culture through a process of comparison and contrast. If they are never exposed to other ways of doing things, or other ways of looking at people and events, they will take their own cultural perspective for granted. Self-reflection and self-knowledge are supported by understanding and valuing the cultures and lifestyles of others.

Independent Learning

Independent Learning focuses on creation of the opportunities and experiences necessary for students to become capable, self-reliant, self-motivated and life-long learners. Although students will benefit in many ways from learning Russian even if they never use it outside the classroom, those who are willing and able to continue learning the language later in life, whether formally or informally, will find their horizons broadened and their lives enriched. Fostering the development of student skills, self-confidence, self-reliance and positive self-concept is an important goal of the Strategies component of the program.

An important factor in independent learning is the encouragement of students' own interests and their desire to learn. Students will be motivated to learn if the learning activity is meaningful, and if the knowledge is useful and provides a means of achieving a desired goal. By choosing topics and tasks which are of interest to students and which are linked to other aspects of their lives, the teacher provides the conditions for the development of intrinsic motivation and genuine curiosity.

Communication

The word "communication" has many meanings and connotations, particularly in the area of second language teaching and learning. Communication as a Common Essential Learning is about using language as a tool for thinking and learning. Language (usually their first language) is the means that students use to bring order and meaning to facts and experience. True learning takes place only when the learner encodes knowledge in and through his or her own language.

By incorporating a period of reflection into each unit, teachers can provide students with the opportunity to better understand concepts related to the Russian language and culture through meaningful classroom talk and listening. It can also help students learn the terminology or specialized vocabulary of language learning, terminology which is important when consulting dictionaries, texts, and grammar books. This part of the course can take place in English if the students are beginners and unable to cope with complex concepts in Russian. However, it is expected that they will gradually be introduced to the vocabulary and structures needed to discuss language, culture, and language and culture learning in Russian.

Since the goal of the Russian program is to develop communicative competence in the Russian language, Communication as a Common Essential Learning can be applied to the development of competence in that language as well as understanding about language and culture. Language development is enhanced by the opportunity to use language in many different situations in order to deal with a wide variety of tasks. The goal of the Applications component of the course is to expose students to as wide a variety of situations and purposes as possible. The use of a task-based approach means that students will be actively using the language in meaningful ways.

Numeracy

The goal of incorporating Numeracy into curricula is to develop individuals who can cope confidently and competently with everyday situations demanding the use of mathematical concepts and to help students better understand the quantitative aspects of each subject. Since there are no quantitative aspects to the Russian language, being numerate will not help students better learn the language. Numeracy can be incorporated into the study of the Russian language to the extent that tasks are chosen which involve knowing how to compute, measure, estimate and interpret mathematical data, knowing when to apply these same skills and techniques, and understanding why these particular processes apply.

Technological Literacy

The goal of incorporating Technological Literacy into curricula is to develop individuals who understand how technology and society influence one another and who are able to use this knowledge in their every day decision making. This Common Essential Learning can be incorporated into the Russian course through the choice of areas of experience and topics which deal with the interaction between technology and society, particularly in the culture being studied.

Critical and Creative Thinking

Creative thinking is generally considered to be involved with the creation or generation of ideas, processes, experiences or objects; critical thinking is concerned with their evaluation. Critical and creative thinking processes are combinations of abilities, knowledge, values, attitudes, skills and processes. While the underlying values and attitudes remain constant across school subjects, the knowledge base, skills and processes required for critical and creative reflection vary from subject to subject.

Adaptive Dimension

The Adaptive Dimension is an essential part of all educational programs. Like the Common Essential Learnings, the Adaptive Dimension is a component of Core Curriculum and permeates all curriculum and instruction.

The Adaptive Dimension is defined as: the concept of making adjustments in approved educational programs to accommodate diversity in student learning needs. It includes those practices the teacher undertakes to make curriculum, instruction and the learning environment meaningful and appropriate for each student. (*The Adaptive Dimensions in Core Curriculum*, Saskatchewan Education, 1992)

The Adaptive Dimension is used to:

- provide program enrichment and/or extension when it is needed
- enhance student success and reduce the possibility of failure
- address students' cultural needs
- accommodate community needs
- increase curriculum relevance for students
- lessen discrepancies between student ability and achievement
- provide variety in learning materials, including community resources
- maximize the students' potential for learning.

Student diversity must be regarded as the norm to be valued. Instruction, materials and the learning environment then become variables which must be adapted to the needs of the student, rather than as a set of uniform predetermined expectations to which the student must adjust. Celebrating and accommodating student diversity rather than striving for uniformity demands a different perspective on the teacher's role. He or she assesses the needs and strengths of the learner, makes appropriate adaptations based on the assessment and provides the most appropriate educational program for each student.

The Learner

Assessment of the learner may involve looking at:

- preferred learning styles
- cognitive development
- physical development
- social and emotional development
- types of intelligence
- interests
- self-concept
- cultural background.

Adapting the Learning Environment

Adaptations to the learning environment may include variations in:

- physical setting (light, temperature, ventilation, room arrangement, furnishings, seating arrangements, use of space)
- grouping practices (heterogeneous co-operative learning groups, peer tutoring plans, cross-grade tutoring)
- technical supports and support personnel (braille, computer, professionals, paraprofessionals and volunteers).

Adapting Materials

The choice of content and materials must be designed to help individual students achieve the foundational objectives, not to change or reduce these basic objectives. Adaptations to course content may include:

- choosing tasks, topics or themes based on the interests and experiences of students
- using resource materials that best suit students' needs (print, audiovisual, multimedia)
- using both familiar and new vocabulary in order to challenge all students.

Adapting Instruction

By using a broad range of instructional strategies and methods, teachers provide students with the opportunity to learn in their preferred ways some of the time and to develop their capacity to learn in a variety of different ways. Adaptations to instruction may include:

- encouraging student participation in planning instruction and evaluation
- adjusting the pacing of instruction to allow all learners to develop to their potential
- altering the way students are required to respond.

The teacher is the key to successful application of the Adaptive Dimension. Teachers are empowered to exercise their professional judgement to make educational decisions, based on their assessment of the needs of each learner in the classroom, to accommodate student diversity.

Supporting Initiatives within Core Curriculum

In addition to the components previously described, Core Curriculum includes various initiatives which guide the choice of resources as well as various aspects of instruction in the classroom.

Resource-Based Learning

Resource-based teaching and learning is a means by which teachers can greatly assist the development of attitudes and abilities for independent life-long learning. Resource-based teaching involves planning units which integrate resources with classroom assignments, and teaching students the processes needed to find, analyze and present information.

Resource-based teaching involves students with all types of resources. Some possible resources are books, magazines, films, audio and video tapes, computer software, internet websites, commercial games, maps, members of the community, posters, pictures and prints, objects and artifacts. See the sample list of text forms (page 95) for more suggestions. Resources may be found in libraries, museums, art galleries, businesses, government departments, non-governmental organizations, on the world-wide web.

Resource-based learning is student-centered. It offers students opportunities to choose, to explore and to discover. Students who are encouraged to make choices in an environment which is rich in resources, and in which their thoughts and feelings are respected, are well on their way to becoming autonomous learners.

The following points will be of help to the teacher in using resource-based teaching and learning:

- Discuss the task and the objectives for the unit with students. Correlate needed research skills with the activities in the unit so that skills are always taught in the context of application. Work with the teacher-librarian if available.
- Plan well in advance so that adequate resources are available.
- Use a variety of resources in classroom teaching, showing students that you are a researcher who constantly seeks out sources of knowledge. Discuss with them the use of other resource centers, government departments, museums and various outside agencies in their research.
- Encourage students to seek assistance in carrying out their task.
- Continually request good curriculum materials for addition to the resource center collection.
- Support the essential role of the resource center and the teacher-librarian in your talks with colleagues, principals and directors.

Gender Equity

Expectations based primarily on gender can limit students' ability to develop to their fullest potential. Therefore, it is the responsibility of schools to create an educational environment free of gender bias. While some stereotypical views have disappeared, others remain and endeavors to provide opportunities for all students must continue.

The following suggestions from *Gender Equity: A Framework for Practice* (Saskatchewan Education, 1992) may help teachers in the creation of an equitable learning environment.

- Select resources that reflect the current and evolving roles of women and men in society.
- Have equally high expectations for both female and male students.
- Spend an equitable amount of time with all students regardless of gender.
- Allow equal opportunity for input and response from female and male students.
- Incorporate diverse groupings in the classroom.
- Model gender-fair language in all interactions.
- Discuss any gender-biased material with which students may come in contact.
- Acknowledge the accomplishments of women and men.
- Teach respectful listening. Expect that students will consider the ideas presented by everyone.
- Ensure that both male and female students have comparable time and access to resources and equipment.

Multicultural Education

The Multicultural Education policy (Saskatchewan Education, Training and Employment, 1994) describes the role of education in a multicultural society and outlines Saskatchewan Education's commitment to programs and activities which contribute to the enhancement of multiculturalism in Saskatchewan and Canada. It defines multicultural education as "an interdisciplinary educational process which fosters understanding, acceptance, empathy, and constructive and harmonious relations among people of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment." (page 4).

The Russian program can contribute to many of the goals of multicultural education:

- enable students to develop a sense of pride in their own ethnocultural identities
- enable students to study their cultural and linguistic heritages and those of others
- enable students to view their own ethnocultural backgrounds and those of others as personal and societal assets
- equip students with knowledge, skills and strategies that support interpersonal and intergroup relationships and are necessary for functioning in our pluralistic society
- encourage students to understand and respect the cultural heritages of all students
- increase students' capacity for examining their own ethnocultural attitudes and values in the light of history and the current situation in the province and country
- enable students to develop an acceptance for and understanding of differences
- enable students to recognize and understand how ethnic polarization, tensions and conflict, racism, discrimination and prejudice occur in society and strive for ways to resolve these issues.

Foundational and Learning Objectives

The **foundational objectives** are statements of the desired outcomes which students are intended to achieve as a result of studying Russian. They provide guidance for unit planning and should form the basis for student evaluation. The **learning objectives** describe in more specific terms what the students will do to achieve the foundational objectives. The learning objectives suggested below represent some ways to achieve the desired outcomes of the program, but are not necessarily the only ways.

Some of the objectives for Russian will also develop certain Common Essential Learnings. Whenever this is the case, the C.E.L. is indicated in abbreviated form after the objective. In addition, other C.E.L.s objectives may be developed where appropriate to the area of experience and the topic or theme chosen. See the section on the Common Essential Learnings (page 5) for more information. The following abbreviations are used throughout this document to refer to specific C.E.L.s:

PSVS	Personal and Social Values and Skills
IL	Independent Learning
C	Communication
N	Numeracy
TL	Technological Literacy
CCT	Creative and Critical Thinking

Foundational Objectives

Students will:

Applications	<ul style="list-style-type: none">• use Russian in a variety of situations for the following purposes:<ul style="list-style-type: none">◦ to impart and receive information◦ to express emotions and personal perspective◦ to form and maintain interpersonal relationships◦ to get things done◦ to extend their knowledge of the world, and◦ for imaginative purposes and personal enjoyment
Language competence	<ul style="list-style-type: none">• attend to the form of the Russian language in the context of meaningful applications• use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways• apply their knowledge of how texts¹ in Russian are organized, structured and sequenced to enhance communication• produce and interpret a variety of texts in Russian in the context of meaningful applications
Global citizenship	<ul style="list-style-type: none">• acquire a basic understanding of the essential historical and contemporary elements of the Russian culture and apply it successfully in a variety of contexts• understand, value and deal effectively with diversity of all kinds• explore the application of cultural and linguistic knowledge, skills and attitudes for personal and career opportunities
Strategies	<ul style="list-style-type: none">• use strategies to deal effectively and independently with new language learning and general learning challenges• use strategies to fulfill the demands of communication in context and successfully complete the task in question

¹ The term “text” is used very broadly in this curriculum guide to mean any connected piece of language, whether spoken or written. Therefore, every act of communication through language involves a text.

Learning Objectives

		Examples of Learning Objectives:
Applications	<p>Use Russian in a variety of situations for the following purposes:</p> <ul style="list-style-type: none"> to impart and receive information 	<ul style="list-style-type: none"> ask for and provide basic information, e.g. name, time, dates, locations identify concrete people, places, things respond to simple, predictable questions
	<ul style="list-style-type: none"> to express emotions and personal perspectives 	<ul style="list-style-type: none"> express simple preferences express a personal response, e.g. respond to a song or story identify favourite people, places or things, e.g. words or phrases, characters, illustrations in texts, activities respond to and express emotions and feelings, e.g. pleasure or happiness identify emotions and feelings, e.g. portrayed in texts
	<ul style="list-style-type: none"> to form, maintain and change interpersonal relationships (PSVS) 	<ul style="list-style-type: none"> exchange greetings and farewells address a new acquaintance, introduce themselves exchange some basic personal information (name, age) initiate relationships, e.g. invite others to participate
Applications	<ul style="list-style-type: none"> to get things done 	<ul style="list-style-type: none"> indicate basic needs and wants give and respond to simple oral instructions or orders ask for permission suggest a course of action, respond to a suggestion ask or offer to do something and respond to offers or invitations indicate choice from among several options manage turn-taking when working in groups encourage other group members to act appropriately ask for help or clarification of what is being said or done in the group

Applications	<ul style="list-style-type: none"> to extend their knowledge of the world (CCT) for imaginative purposes and personal enjoyment (CCT) 	<ul style="list-style-type: none"> investigate the immediate environment gather simple information organize and sequence items in different ways, e.g. put the elements of a simple story in order experience problem-solving situations in fictitious and real-life situations choose between alternative solutions listen attentively and respond sensitively to the opinions, ideas and products of others make connections between behaviour and values, e.g., in texts or role play use the language for fun, e.g. learn simple riddles, jingles and humorous songs, explore words with onomatopoeic qualities use the language creatively, e.g. participate in activities which play on the sounds and rhythms of the language, play-act variations on familiar stories use the language for personal enjoyment, e.g. listen to favourite songs or read favourite stories, make a personal dictionary of favourite words with illustrations
Language competence	Attend to the form of the Russian language in the context of meaningful applications (C)	<ul style="list-style-type: none"> pronounce some common words and phrases comprehensibly use intonation to express meaning distinguish particular sounds of the language, e.g. rhyming words recognize and name the letters of the Cyrillic alphabet copy familiar words, phrases and sentences recognize and use some basic spelling patterns and mechanical conventions (e.g., capitalization, punctuation, paragraphs, titles or headings) relate some letters to the sounds they commonly make associate Russian words with the corresponding object, action or notion use a repertoire of isolated words and set phrases in familiar contexts recognize and use some basic grammatical structures in simple sentences

Language competence	Use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways (C)	<ul style="list-style-type: none"> • distinguish between formal and informal situations, e.g. use «ТЫ» and «ВЫ» appropriately • recognize that some words or intonations are inappropriate in certain contexts • understand and use some simple idiomatic expressions as set phrases • experience a variety of voices, e.g. male and female, young and old • acknowledge and accept individual differences in speech • use basic social expressions appropriate to the classroom • use basic politeness conventions • use appropriate oral forms of address for people frequently encountered • understand the meaning of and experiment with using some non-verbal behaviours common in the Russian culture • recognize that some non-verbal behaviours may be inappropriate in certain contexts
Language competence	Apply their knowledge of how texts in Russian are organized, structured and sequenced to enhance communication (C)	<ul style="list-style-type: none"> • link words or groups of words in simple ways, e.g. using words like <i>и, или, когда</i> • sequence elements of a simple story, process or series of events • recognize and use some simple oral and written text forms, e.g. lists, letters, stories, songs, recipes, invitations, messages • initiate interactions and respond using simple social interaction patterns, e.g. greeting-response, question-answer
Language Competence	Produce and interpret a variety of texts in Russian in the context of meaningful applications	<ul style="list-style-type: none"> • understand short simple texts (oral and written) • produce simple sentences (orally and in writing) • engage in a variety of simple interactions using simple sentences • derive meaning from a variety of visuals and other forms of non-verbal communication • use a variety of visuals and other forms of non-verbal communication to express meaning <p>See the section on Developing Language Competence (page (page 20) for characteristics of texts students would be expected to produce and interpret in the early stages of learning Russian.</p>

Global citizenship	Acquire a basic understanding of the essential historical and contemporary elements of the Russian culture and apply it successfully in a variety of contexts (PSVS, CCT)	<ul style="list-style-type: none"> • participate in activities and experiences that reflect elements of the Russian culture • ask questions about elements of the Russian culture experienced in class • make observations of the Russian culture, e.g. as it is portrayed in texts, in the community, and in the media • identify commonalities and differences between the Russian culture and their own, e.g., between the everyday life of Canadians and Russians • identify similarities between themselves and the Russian people • identify some elements that reflect diversity within the Russian culture • identify commonalities and differences between diverse groups within the Russian culture
Global citizenship	Understand, value and deal effectively with diversity of all kinds (PSVS, CCT)	<ul style="list-style-type: none"> • identify differences and similarities between English and Russian, e.g. sounds, specific words, the alphabet or writing system used • explore the variety of languages spoken by their schoolmates and members of their community • identify differences and similarities between different languages within their personal experience, e.g. words, writing systems • describe ways languages can be taught and learned, e.g. in natural settings (home, community), in institutions (schools) • recognize similarities between their own culture and other cultures • make connections between individuals or situations in texts and their own personal experiences • recognize that a variety of cultural practices are followed by their schoolmates and different groups in their community • recognize that culture is expressed through a variety of forms, e.g. stories, art forms, crafts • work and play with others who are different • engage in activities that reflect other ways of doing things or other perspectives • adapt to new situations • listen with attention to the opinions of others • initiate and maintain new relationships e.g. make a new classmate feel welcome

Global citizenship	Explore the application of cultural and linguistic knowledge, skills and attitudes for personal and career opportunities	<ul style="list-style-type: none"> • suggest some reasons (in English, if necessary) for learning Russian • identify some personal uses they have made of their knowledge of the Russian language and culture • suggest some reasons (in English, if necessary) for learning an additional language, and for participating in activities and experiences that reflect elements of different cultures • identify some personal uses they have made of their knowledge of different languages and cultures
Strategies	Use strategies to deal effectively and independently with new general and language learning challenges (IL)	<ul style="list-style-type: none"> • become aware of and improve their use of the learning strategies they are already using • identify and use new strategies that might be helpful for learning • transfer strategies from one learning challenge to another • evaluate the success of their use of particular strategies in relation to the learning challenge
	Use strategies to fulfill the demands of communication in context and successfully complete the task in question (IL)	<ul style="list-style-type: none"> • become aware of and improve their use of the strategies they are already using • identify and use new strategies that might be helpful for the task at hand • transfer strategies from one task to another • evaluate the success of their use of particular strategies in relation to the task

Effective Language Learning

The following are some **general principles** of effective language learning identified in the research on second language learning and acquisition. These principles have guided the development of this curriculum guide.

Focus on Meaning

Language learning is more effective when classes are structured around meaningful tasks rather than around elements of the language itself, such as grammar structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g. wolves and their habitat) or carrying out a project (e.g. creating a family album). Specific language skills are taught when students notice they need certain vocabulary, structures or functions to carry out the task they have chosen to do. The components of language competence are taught, practised and assessed, as students are involved in various aspects of the task itself, not in isolation. Language learning has a purpose and students are more highly motivated.

Focus on Interaction

Students learn language more effectively when they have ample opportunity to work in small groups on tasks which they have chosen--tasks which require them to negotiate meaning. Negotiating meaning involves making themselves understood and working to understand others. In classrooms structured in this way, students have more practice time, they are working on tasks that reflect their interests and they are using the language in situations that more closely resemble those outside of school.

Focus on Strategies

Successful language learners use a number of strategies that help make their learning more effective. These language learning strategies are often categorized as cognitive, metacognitive and social/affective. An important subcategory of language learning strategies is language use strategies. These include strategies used regularly by speakers of any language to enhance communication. But they also include repair and compensation strategies, which are particularly important in the early stages of language learning if students are to engage in communicative activities before they have extensive knowledge of the language.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding language learning and language use strategies, provided alongside instruction in the language itself. Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that we learn by integrating new information or experiences into what we already know and have experienced. We do this most effectively through active engagement with realistic tasks in authentic contexts using actual tools. For this reason, the content and tasks around which lessons and units are structured should reflect students' experiences. For example, if students are involved and interested in a particular sport, a task can be chosen that links with the sport. The learning activities will build on their knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students will come to their Russian class with different prior knowledge, even if they have similar cultural and socio-economic backgrounds. Classroom activities which offer them choice and flexibility allow each student to make meaningful connections and to be actively involved in constructing their own learning.

Transfer

In addition to knowledge about content, students will come to their Russian class with a large store of useful knowledge about language, even if they have never spoken a word of Russian. They can transfer knowledge of their first language and other languages they know or are learning to Russian. Initially their first language may also be a source of interference as students try to apply generalizations that are valid for their dominant language to the new language. Students benefit from an awareness of differences as well as similarities in relation to any component of the language: the sound system, grammar structures, vocabulary, text forms. They may also transfer language learning and language use strategies from one language context to another.

Language Learning and Culture

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there may be a dominant culture or cultures and a number of minority cultures. For all of these reasons, it is difficult to simply teach students the cultural knowledge they need, especially in the limited amount of time available to second language courses.

Rather than try to develop an extensive bank of knowledge about the target culture, it is more important for students to learn the processes and methods of accessing and analyzing cultural practices. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the target culture they have not learned about in class, they will have the skills and abilities to deal with them effectively and appropriately.

The development of communicative competence in Russian both requires and provides insight into the Russian culture. Knowing what language is appropriate in any given situation is one example of this relationship between linguistic competency and cultural understanding. Thus, cultural competence and language competence are interdependent.

There is a natural tendency, when learning a new language and culture, to compare it with what is familiar. Many students leave a second language learning experience with a heightened awareness and knowledge of their own language and culture. They will also be able to make some generalizations about languages and cultures based on their experiences and those of their classmates who may be from a variety of cultural backgrounds. This will provide students with an understanding of diversity within both a global and a Canadian context.

Following in this vein, the cultural component of this curriculum has been interpreted broadly as intercultural competence, a broad range of knowledge, attitudes and skills needed to be effective global citizens.

Instructional Approaches

Developing Language Competence

Language competence is a broad term which includes not only knowledge about the language, but also the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competence is best developed **in the context of activities or tasks** where the language is used for real purposes, in other words, in practical applications. Tasks involve students in understanding, manipulating, producing or interacting in Russian while their attention is principally focused on meaning rather than form. Activities or tasks will be chosen based on the needs, interests and experiences of students. The vocabulary, grammar structures, text forms and social conventions necessary to carry out the task will be taught, practised and assessed as students are involved in various aspects of the task itself, **not in isolation**.

Because of the focus on using language to communicate in specific contexts, with a particular purpose or task in mind, three modes of communication are used in this curriculum guide, rather than the traditional four skills (reading, writing, listening, speaking).

Interaction is most often direct, face-to-face oral communication. It can also take the form of written communication between individuals using a medium such as e-mail where the exchange of information is fairly immediate. It is characterized principally by the opportunity to actively negotiate meaning. Negotiating meaning involves working to make themselves understood and to understand others. Interactive communication generally requires more speed but less accuracy than the other two modes.

Interpretation is receptive communication of oral and written messages in contexts where the listener or reader is not in direct contact with the creator of the message. While there is no opportunity to ask for clarification, there is sometimes the possibility of rereading or listening again, consulting references, or figuring out meaning in other ways. Reading and listening will sometimes involve **viewing** and interpreting visual elements such as illustrations in books or moving images in television and film. Interpretation goes beyond a literal comprehension to include an understanding of some of the unspoken or unwritten meaning intended by the author or speaker.

Production is communication of oral and written messages in contexts where the audience is not in personal contact with the speaker or writer, or in situations of one-to-many communication (e.g., a lecture or a performance where there is no opportunity for the listener to interact with the speaker). Oral and written presentations will sometimes be enhanced by **representing** the meaning visually, using pictures, diagrams, models, drama techniques or other non-verbal forms of communication. Greater knowledge of the language and culture is required to ensure that communication is successful since the participants cannot directly negotiate meaning.

Teaching the Form of the Language

For the purposes of this curriculum guide, we are including under the heading "form" grammar (morphology and syntax), spelling, vocabulary and pronunciation. Teaching the form of a second language has been the topic of much discussion but there is still a need for more research to clarify many issues that remain unresolved. However, we can make the following observations with some certainty:

- Exposing students to the language without explicitly teaching its structures and formal properties is not enough to enable most students to become fluent.
- Teaching grammar through exercises that are unrelated to meaningful communication will not help students improve their language competence.
- Activities or tasks which focus on the form of the language should take up a relatively small part of the overall class time. The majority of classroom time should be spent on communicative activities, in other words on activities where the focus is on meaning.
- Students cannot be expected to master a particular structure after a single lesson on it. They need to be exposed to the structure repeatedly, in a variety of situations, and have the opportunity to use it over an extended period of time before it will be learned. See the section on a spiral progression (page 81) for more discussion on this point.

No research has been able to demonstrate that teaching specific grammar points in a particular order is necessary or beneficial. How then does the teacher decide when to introduce specific structures or forms? In a program that takes a task-based or content-based approach, the choice of grammar structures or forms to work on explicitly is based on the immediate needs of the students. In other words, students learn about the structures and forms they will need to use in order to carry out the task that is the focus of the unit. This way of ordering the teaching of grammar requires a careful analysis of the tasks the students will work on to determine which structures are essential and in which context they will be used.

This method may sound somewhat haphazard, but with careful planning on the part of the teacher to ensure that specific points are revisited regularly in a variety of contexts, it can be just as effective as following an order of presentation based on tradition or theories of grammar. See page 98 for a detailed checklist of grammar elements (syntax and morphology) which will help to keep track of which points have been introduced and in which contexts.

An effective method of raising the students' consciousness of particular structures or rules is to help them discover the rule themselves. Once they are aware of the structure, they will be more likely to notice it in texts they are working with and thus have their learning reinforced. Grammatical problem-solving activities (see Instructional Methods, page 54) can be used to help students discover patterns from a number of examples of correct and incorrect sentences. If students work in pairs or small groups, and are able to do the activity in Russian, they will also be getting an opportunity to use the language in an authentic situation, in this case to learn something new. Even if students do the activity in English, and are guided by the teacher, they will still benefit from the analysis.

Structural exercises can be effective tools for teaching grammar provided they meet certain criteria:

- Sentences used for the exercises should be taken directly from students' own productions or from texts they are using in their communicative activities.
- Understanding the meaning of the sentence should be necessary in order to do the exercise.
- Students should have the opportunity to use the structure they have just analyzed to accomplish the task that is the focus of the unit.

See the section on Instructional Methods for more specific details and examples of structural exercises (page 69).

Teaching Aural Interpretation

Stephen Krashen's theory of second language acquisition (Krashen, 1982) emphasizes the importance of comprehensible input. Students must hear the language spoken, in situations which help them understand what is being said, if they are to acquire the language. They may go through a "silent period" before being willing to try to use the language themselves, but this does not mean that they are not learning.

To maximize acquisition of the Russian language, especially in the very early stages, input should have the following characteristics:

- Texts are as authentic as possible. (Authentic means they were produced for speakers of Russian and not for second language learners.)
- Speech is slower and more clearly articulated, although not distorted.
- Syntax is simple, sentences short.
- Grammar content is **not** sequentially controlled.
- High frequency vocabulary is used.
- The meaning is clarified by the use of gestures, facial expressions, visuals or concrete objects.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the language to which they are exposed can more closely resemble the normal speech of a native speaker and the non-verbal supports can be reduced. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

Since the Russian classroom may be the only place students are exposed to the language, it is important that Russian be used as much as possible. Students can gradually be taught the vocabulary and structures needed to carry out classroom routines in Russian, until the whole class is taking place in Russian.

Classroom activities where the principle focus is on aural interpretation will typically have three steps:

1. Pre-listening

- Set the scene, explain the context.
- Make connections with students' previous experiences and knowledge by asking them to predict what they would expect to hear. This can be done by having the students brainstorm, make a list, a guide or a chart of what they know and what they want to find out.
- As students are anticipating what they might hear, highlight key words or structures in Russian.
- Make sure students understand the task they are to accomplish. Depending on the task, the students may be required to listen for specific details or just a general understanding of what is being said.
- Discuss and model aural comprehension strategies that the students might use while listening. See the list of suggested strategies on page 101 of this guide.

2. Listening

- Recorded messages are generally more difficult to understand; students may need to listen more than once.
- They should have a concrete task to accomplish, e.g. information to gather, a form to fill in, a checklist to complete.
- Students can confirm whether or not their predictions were correct.
- Over the course of the school year, texts used for listening should feature a variety of voices with different accents and different characteristics.
- As students become more proficient, they can be asked to perform tasks that go beyond literal **comprehension** to **interpretation** of the text based on their knowledge of the language and culture.

3. Post-listening

- This is the reflective stage where students think about and discuss what they understood, what they learned, the strategies they used and how successful these were.
- If the listening activity was designed as preparation for other activities, the vocabulary and structures acquired from the oral text will be re-used in different contexts.
- The text form may be used as a model for texts the students will be producing.

Teaching Oral Production

Oral production activities are distinct from activities where there is interaction (and the possibility of negotiation of meaning) between individuals. Even though they are not interactive, they must still be communicative. This means that they will have the following characteristics:

- The topic is interesting and/or relevant to the students.
- The student producing the text has a **real** purpose (e.g. sharing factual information, expressing a personal opinion).
- The text is presented to a **real** audience (a person or persons other than a teacher who is listening for the sole purpose of teaching and assessing the student).

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- **Real** communication takes place, in other words, the audience does not already know what the speaker is telling them.
 - The students presenting the text usually have an opportunity to plan and prepare what they are going to say beforehand and to rehearse their presentation. For this reason, greater accuracy, better pronunciation and intonation, and greater fluency can be expected than in interactive situations.

Developing Interactive Fluency

Research has shown that students need more than comprehensible input to learn a second language. They also need output; in other words, they need opportunities to interact with others and to try to make themselves understood, if they are to develop accuracy and fluency. Producing language helps learners to notice gaps in their knowledge, and then to try to find the correct form, in order to be understood.

Studies have also shown that nearly two-thirds of the talking that goes on in classrooms is done by the teacher. This is rather alarming when we know that interaction is essential for learning a language. If the teacher controls dialogue by asking questions of one student at a time, each individual student will have very little opportunity to try out new vocabulary and structures. Students must have the opportunity to interact in Russian in authentic situations as much as possible.

Face-to-face interaction is different from other situations (e.g. reading a story, writing a letter, listening to a song, speaking to a group) in that negotiation of meaning is possible. The speaker knows more or less immediately whether or not their message has been understood. The conversational partner may indicate lack of understanding, ask for clarification or simply respond, thinking they have understood. This back and forth process continues until a mutual understanding has been reached.

However, interactive activities, if they are to be effective, cannot be left to chance. They must be carefully planned and structured. Here are some suggestions:

- By using cooperative mixed-level groups, the teacher provides students with many opportunities to express themselves, to use the language in communicative situations and to test their ability to get their message across. It is important to teach and assess cooperative skills related to using the Russian language in cooperative groups. A more detailed description of cooperative learning can be found in the section on instructional methods (page 44).
- Students can be taught strategies for making themselves understood, without having recourse to English, when they don't know or cannot remember a word or phrase. Strategies include using gestures, synonyms, paraphrasing, looking at word lists posted in the classroom, and so on. See the list of interactive strategies on page 101.
- Students often need to be encouraged to be a little more precise, a little more accurate. However, in interactive activities the focus should remain on the meaning the student is trying to convey. It is possible to respond to the message and yet push students to improve their language. If they are using a general word, for example, respond to what they are saying while at the same time using a more precise word. If they make a mistake in

grammar or pronunciation, respond to the content (the meaning) of their message, but incorporate the correct structure or pronunciation into your response. If the idea is vague or very general, ask students to provide more details, justify their opinion or to be more precise.

- Students can learn to use similar techniques in their interactions with their fellow students. This involves strategies like asking questions to get more information or a clearer answer, indicating when one has not understood or repeating what was said in a different way to check for understanding.
- None of these suggestions will work unless the classroom provides a safe environment for students, an environment where they know they can make mistakes without being ridiculed or punished. Students need to understand that taking risks (trying out new vocabulary and structures, using language that they are not quite sure of, trying to say things they want to say but have not yet learned fully) and making the inevitable mistakes is part of the process of effective language learning.

Teaching Written Interpretation

Students learning to read Russian at the Grade 10 level have the advantage that they already know how to read in their first language and can transfer many of their skills and strategies to the task of reading Russian, their second or additional language. Although the Cyrillic alphabet is different, it has some similarities with the Roman alphabet (text is read from left to right, and top to bottom as in English). They already understand that a written text has a message and that it is made up of individual words. They know that they don't always have to understand every word, they can read ahead and come back, or just guess at the meaning of words they don't know, and so on.

Since written language is a source of comprehensible input in the same way that oral language is, much of what was said about aural interpretation above is true of written interpretation as well. Written texts used in the early stages of learning Russian should have the following characteristics:

- They are as authentic as possible. (Authentic means they were written for speakers of Russian and not for second language learners.)
- Syntax is simple, sentences are short, texts are also short or made up of short sections.
- Grammar content is **not** sequentially controlled.
- High frequency vocabulary is used.
- The meaning is clarified by the use of illustrations and other contextual clues.
- The topic is familiar to the student.
- The content is interesting and/or relevant to the student.

As students become more proficient, the written texts to which they are exposed can more closely resemble the normal language of a native speaker with fewer visual supports. In order for students to continue to learn, input should always be just a little beyond their current capabilities.

The term "written interpretation" is a reminder that the objective of reading is to interpret the meaning of the text. Activities such as reading aloud, while they have their place in the second language classroom, are more suited to practising good pronunciation, or learning the correlation between sounds and spelling than to developing comprehension. For beginning readers of Russian it is difficult to attend to the meaning of a text at the same time as the sound-symbol system.

Classroom activities where the principle focus is on written interpretation will typically have three steps similar to those used for aural interpretation:

1. Pre-reading

- Set the scene, explain the context.
- Draw the students' attention to illustrations, titles and sub-titles, the cover and any other part of the text that might give them clues as to what the text is about.
- Make connections with students' previous experiences and knowledge of the world as well as their knowledge of similar texts in their first language. Ask them to predict what they would expect to find in a text of this kind. This can be done by having the students brainstorm, make a list, a guide or a chart of what they know and what they want to find out.
- As students are anticipating what they might read, highlight key words or structures in Russian.
- Make sure students understand the task they are to accomplish. Depending on the task the students may be required to read for specific details or just a general understanding of the text.
- Discuss and model written interpretive strategies that the students might use while reading. See the list of suggested strategies on page 101 of this guide.

2. Reading

- Written texts have the advantage that can almost always be reread as many times as is necessary. The focus of each reading can be different.
- After the first reading, students can confirm whether or not their predictions were correct.
- Students can then seek the information they need in order to accomplish the task, e.g. facts for a research project, a form to fill in, a checklist to complete.
- As students become more proficient, they can be asked to perform tasks that go beyond literal **comprehension** to **interpretation** based on their knowledge of the language and culture.
- Many students benefit from making a graphic representation of what they have understood from the text. These can take different forms depending on the kind of text they are reading. See Graphic Organizers in the Instructional Methods section for more details.

3. Post-reading

- This is the reflective stage where students think about and discuss what they understood, what they learned, the strategies they used and how successful these were.

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- If the reading activity was designed as preparation for other activities, the vocabulary and structures acquired from the written text will be reused in different contexts.
 - The text form may be used as a model for texts the students will be producing.
 - As the students become more proficient, they can begin to share their response to the text and to rethink their interpretation in the light of what their classmates have understood.

Teaching Written Production

Research on teaching writing shows that student achievement is higher when the teaching approach emphasizes writing as a **process**, rather than writing as a **product**.

In the traditional **product-oriented approach**, form and correctness are the focus of attention. The teacher provides drills on specific skills, makes many of the major decisions for the students (e.g. topic, length, what form the text will take), and is the only audience. Students are asked to concentrate on following rules, to work alone and to constantly pay attention to technical matters such as grammar and spelling. They usually write only one version of the text, which the teacher corrects. Because no one else will read the writing, students often pay little attention to the teacher's comments.

Research has clearly shown that a concentration on grammar actually slows students' development as writers, because the insistence on correctness reduces their willingness to experiment and invent. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.

The experience of classroom teachers and research conducted during recent years shows that a **process-oriented approach** to teaching writing is more successful. In this approach, students are led through a series of stages in their writing and gradually learn to use this process independently. These stages include:

1. Prewriting

- The writer gathers information and plays with ideas during the prewriting stage.
- Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem-solving and decision-making activities, conducting library research and so on. These activities can be done in small groups of students who are working on similar topics.
- This stage is particularly important in second language classes because it provides students with opportunities for acquiring the vocabulary and structures they will need in their writing.
- Practice tasks must truly match and illustrate the lesson or concept being taught.
- Students can benefit from analyzing models of good writing. The analysis can focus on how the text is organized, structured and sequenced, typical words or expressions used in specific situations, the appropriate level of formality as well as sentence patterns. The analysis should always be done in preparation for a specific piece of student writing.

2. Drafting

- The writer develops his or her topic on paper in rough form.
- The focus is on content, **not** on the mechanics of writing (spelling, punctuation, grammar, handwriting, etc.)
- Writers can ask others, including teachers or fellow students, to read their text and make comments before revising. Work in small groups is effective at this stage.

3. Revising

- The writer makes whatever changes he or she feels are necessary, still focusing on content.
- Changes may involve adding or deleting text, changing sentence structure, or a complete reorganization. It may even involve starting again.
- Students do need to be taught to offer constructive criticism and to respond sensitively to the works of their classmates.

4. Editing

- After the writer is satisfied with the content of the text, he or she gives attention to the form and mechanics such as spelling, punctuation, grammar, and may make minor changes in wording or syntax.
- If a particular problem is noted in the texts of several students, a mini-lesson followed by structural exercises can be devised, using the students' texts as a starting point. Grammar instruction that relates directly to students' writing, and is in response to their needs, is effective in improving writing.
- The students can then revise their texts and those of their classmates based on what they have just learned. See the section on Instructional Methods (page 68) for some specific examples of structural exercises.
- Peer editing allows students to practice taking a reader's perspective, and to learn to apply the mechanics and technical aspects of language.

5. Publication

- The completed text is delivered to its intended audience. Research has found that student motivation and achievement are enhanced when student work reaches a larger audience than the teacher. Classmates, other students, parents and community members are among the potential audiences for students' written work.

Viewing and Representing

These two components have been included with interpretation and production because of the prevalence of a visual component in texts of all kinds, particularly in the media. Often interpretation of the picture is important for a full understanding of the text and for media literacy in general. Many of the skills needed for viewing and representing can be transferred from the students' first language. When dealing with authentic texts, however, the students may have to interpret visuals with specific cultural connotations.

Developing Intercultural Competence

Intercultural competence is a combination of knowledge, skills and attitudes which enable individuals to communicate and interact across cultural boundaries. In the Russian 10 course, these include the skills of finding information about the Russian culture, interpreting it in order to understand the beliefs, traditions, and cultural values of the Russian people, relating one's own culture to the Russian culture and interacting with members of that culture. In the process of developing these skills, language learners will acquire knowledge of various aspects of the Russian culture, a heightened awareness of their own, as well as knowledge of the processes of interaction between the two cultures. They will also work towards an attitude of increased openness, curiosity and willingness to look at the world from the point of view of others.

Culture in the Russian 10 course is broadly defined as the general context and way of life, the behaviours and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups (Leblanc, 1990, p. 44). The historical and contemporary elements of the culture from which the content is drawn may include:

- historical and contemporary events
- significant individuals
- emblems or markers of national identity such as myths, cultural products, significant sites, events in the collective memory
- public institutions
- geographical space (regions, landmarks, borders, climate)
- social distinctions
- conventions of behaviour
- beliefs, taboos, perceptions and perspectives.

Choices about which elements to include should reflect the importance of the element within the culture, and the interests and developmental level of the students.

Although cultures exert pressure on their members to conform to a variety of norms, most cultures are not homogeneous. Within each one, there are groups of people who have beliefs, values and practices that are different from the majority or mainstream culture. These differences may be based on religion, national or ethnic origin, social class, race or colour. A number of objectives of the Russian 10 course are aimed at making students aware of the diversity within the Russian culture as well as differences between Russian and Canadian cultures.

The development of intercultural competence can take place in three contexts: in the classroom, as fieldwork or as an independent experience. In the **classroom** activities are planned and structured by the teacher and usually take the form of a rehearsal for interaction in real time. In the classroom, students have the opportunity for discovery and analysis of the culture along with reflection on their learning without the pressure of real time. In other words, they do not have to respond immediately. In **fieldwork**, activities are still planned and structured, but the interaction is now in real time. **Independent experiences** are those carried out by students outside of the structure of the course. This curriculum guide will deal principally with classroom activities, but with some comments on fieldwork.

Resources

Finding resources for students at a beginner level of second language learning is a challenge. Authentic documents, in other words, documents created for native speakers of the language and not for language learning, are useful in that they provide students with actual contact with the culture. However, finding authentic documents in which the language is appropriate for beginners can be difficult. Documents that have a high level of visual support (pictures, charts, maps, etc.) and a minimum of text are the easiest to use. Students can be taught interpretation strategies for dealing with so-called "difficult" texts. See the Sample List of Text Forms on page 95 for ideas on the kinds of documents to look for.

Other kinds of resources are also useful for different kinds of activities. Outdated textbooks with stereotyped representations of the culture, for example, can be used to make students aware of such stereotypes. Resources can also take the form of cultural artifacts (costumes, food, music, everyday objects, crafts, etc.). These materials, which are concrete and appeal to the physical senses, are especially useful for younger students as a bridge to more abstract ideas. The greater the variety of resources, the more the students will become aware that culture is expressed through various forms, not just classical literature and fine arts.

Discovery

Students at the grade 10 level may be very diverse in their level of cognitive and affective development. Some may be ready to handle abstract concepts such as "culture" while others are not. Some may be able to take another's perspective, while others may be very ethnocentric in their attitudes. For this reason, initial experiences should be concrete and should involve as many of the physical senses as possible.

Interpretation

As students begin to use authentic texts, they will need to be taught skills for delving beyond the literal meaning.

Relating

"Whenever we encounter the unknown we attempt to understand it in terms which are part of our familiar world and our understanding of it. [...] Comparison therefore needs to be part of the teacher's explicit methods..." (M. Byram and G. Zarate, 1995). By exposing students to experiences of other modes of behaviour, either in the form of real-life experiences (e.g. food) or through media (e.g. television programs), and then having them compare these experiences with their own modes of behaviour, they will begin to understand that their own way is not the only way, but just one of many ways that are influenced by culture. If students in the class are from a variety of cultural backgrounds, this understanding will be reinforced even more.

Reflection

Personal experience of elements of another culture is not, in itself, enough to counteract the tendency to reject that which is different. It is through a process of reflection and discussion following the experience that students can become aware of the process of socialization, of the natural tendency to stereotype, to reject that which is different and to see it as a threat to one's identity. In early stages of learning, this discussion may take place in English until students have the vocabulary and structures to begin to express their feelings and thoughts in Russian.

The experience of contact with a new culture, the Russian culture, reflection on that experience and the varied responses of other students in the class who may be from different cultural backgrounds can take students one step further than just knowledge of that culture. Ideally they will come to understand the concept of culture and the phenomena (e.g. ethnocentrism, empathy, stereotyping, exoticism, discrimination, culture shock) that are characteristic of the relationship with other cultures.

Integration with Other Subjects

Intercultural competence can be developed in courses other than second language courses. Social Studies and Language Arts are the subject areas where integration is most easily achieved. A process of collaborative planning between the Russian teacher and the Social Studies or Language Arts teachers can be fruitful for both. In addition, students benefit from seeing the links between areas of study, transferring knowledge from one domain to another and making connections that might otherwise have gone unnoticed.

The collaborative planning can take a variety of forms, from simply keeping each other informed of units of study that might provide opportunities for reinforcement of learning, to actually planning units together. For example, Unit 3 of Grade 10 Social Studies, which deals with decision-making under ideologies such as socialism and capitalism, could be integrated with the study of changing political institutions in Russia. The Grade 10 English Language Arts unit in which students explore the issue of equality related to the sub-themes of inequalities, judging and misjudging others, rights and responsibilities, racial tensions, and justice and fairness could be paralleled by a discussion of discrimination based on national stereotypes in the Russian course.

Sample Activities

- Have students examine a document such as a textbook image that depicts a stereotyped image of Canadians (e.g. Mounties in their red tunics, Eskimos in igloos, Aboriginal peoples in teepees). Ask them if the image is a fair representation of their country. Then ask them to find images of Russia or to make a list of the images that come to mind when they think of Russia. Finally, invite a native of Russia to discuss with students the images they have found and how balanced a view these provide of the country.
- Provide students with a case study of a cultural misunderstanding or a breakdown in communication between people of different cultures. Ask students to try to identify what the mistake was. Students can then provide examples from their own experience of things they can or cannot do in specific contexts. Give examples of behaviour which have opposite meanings in the other culture or which exist in the students' culture but not the Russian culture.
- Have students role-play (see page 64) situations they might experience should they travel to Russia, e.g. what it feels like to be surrounded by a language you know very little or to be left out because you do not understand the customs. Repeat the role-play, but with students in different roles. Then have them compare how they felt in each role.

Developing Strategic Competence

Strategic competence has long been recognized as an important component of communicative competence, although early models identified mainly the compensation and repair strategies important in the early stages of language learning when proficiency is low. This curriculum guide deals with strategies for language learning, language use in a broad sense, as well as general learning strategies which help students acquire content. The language use strategies encompass not only compensation and repair strategies, but also strategies used by effective speakers of any language to enhance their communication. Although people may use strategies unconsciously, the curriculum deals only with the **conscious use** of strategies. Language learning and general learning strategies are categorized as cognitive, metacognitive and social/affective. The language use strategies are organized by communicative mode: interactive, interpretive, productive.

The strategies that students choose depend on the task they are engaged in as well as on other factors, such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation. For this reason it is not particularly useful to say that students should be able to use specific strategies at a particular grade level. The goal is to help students become more active, more self-directed, more autonomous and more expert in choosing the strategies that work best for them. Effective language learners tend to use more strategies and to apply them in a more appropriate fashion than less effective learners.

A global list of strategies that will benefit students can be found on page 99 of this document. Teachers need to know and be able to model a broad range of strategies from which students are then able to choose. Strategies may be taught in a variety of ways, but the approach taken in this curriculum is that they should be taught in the context of learning activities where students can apply them immediately and then reflect on their use.

Raising Awareness of Strategies

A number of methods can be used to raise the students' awareness of the strategies they are currently using, to help them discover that others may be using different strategies and to begin to think about the effectiveness of different strategies in different situations.

- Do a survey of strategies the students are currently aware of using. The survey could consist of a list of different kinds of strategies (see the global list of strategies on page 99) with boxes to check off how often the individual student uses that strategy (seldom or never, occasionally, regularly, often). The results of the survey can be compiled by the students and then discussed.
- Ask students to work in pairs or small groups to try to find the strategies that are embedded in the instructions of several Russian textbooks. Here are some examples of the kind of instructions you might find:
 - "Look at the picture before you start reading to get clues about the meaning of the story."
 - "The following table shows the nominative form of nouns. Study it to find patterns in the endings for masculine, feminine and neuter nouns."

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- "Before listening to the recording of a weather report broadcast on the radio, jot down a few key words that you might expect to hear on a winter morning."
 - "Practise the following dialogue and the suggested variations with a partner."
 - If students have already learned other languages, ask them to recall their best and their worst language learning experiences and to identify strategies they used in each case.
 - Present case studies of real or fictitious students who are having problems learning a second language. Ask the students to analyze the problem and make suggestions to the student to improve his or her performance. For example: Jared was enrolled in French for several years but dropped the class because his grades were low. He always felt ill at ease with the predominantly oral approach used by the teacher and thought he did not have a "good ear" for languages. What strategies could he try in Russian class to improve his language learning and restore his self-confidence?
 - Do a whole-group brainstorming about strategies that could be used to accomplish a specific task or deal with a particular communicative situation.

Integrating Strategies into Classroom Activities

Once students have become more aware of strategies in general, they may need more intensive instruction on particular strategies that might enhance their learning and their communication in relation to specific language learning tasks. It is in this situation that instruction in the use, transfer and evaluation of strategies can be integrated into regular classroom activities. A variety of methods can be used to do this.

- Model the use of a strategy by "thinking aloud" as you take students through an activity for the first time. The choice of strategy to model may be based on observation of the students and assessment of their needs in prior activities. For example, in preparation for a listening activity, you might ask students to determine the purpose of listening, to listen selectively based on the purpose they have identified and to make predictions about what they expect to hear based on prior knowledge and personal experience. As you take students through these steps, explain why these strategies might be helpful and in which situations to use them. As the students become more skilled, they will be able to assess their own needs and request help with specific difficulties.
- Set aside a few minutes after activities and ask students to state in their own words the strategies they have just used and to analyze how these did or did not help them carry out the task. They can also be encouraged to think about what they need to work on in the future and in what other situations their successful strategies might be used. This reflective phase will help students develop their metacognitive strategies, the ones used to plan, monitor and evaluate their learning. Students should become increasingly independent in their ability to analyze and direct their own learning.
- Students can be asked to keep a language learning diary or log where they talk about their language learning experience, the difficulties they are having, their successes and their ideas about their own learning. Language learning and language use strategies will be only one part of this reflection. These diaries can be shared with classmates and/or the teacher who may respond to create a dialogue.

Keep in mind that, although students should be exposed to a variety of strategies and given opportunities to experiment with them in different situations, they should be free to choose the strategies that best suit their preferred learning style, personality, aptitudes and cultural background.

Individualizing Strategies Instruction

As with many aspects of learning, students will vary considerably in their knowledge of different kinds of strategies, their attitudes and beliefs about language learning and their skills as language learners coming into the Russian class. The teacher, then, must begin by finding out what strategies students are already using, judge how appropriate these strategies are for the language tasks they are doing, and design instruction to meet these different needs. This may mean working with small groups of students, or even individuals, on specific strategies that other students are already using effectively. It may also mean putting highly strategic students into groups of less skilled students to model effective strategy use in small group activities. Some students may be more receptive to indirect strategy instruction where they are instructed in how to use strategies, but without the awareness of what they are doing.

Assessing Strategic Competence

Improving the strategic competence of students does not mean discovering the skills and attitudes of good language learners and teaching them to less successful students. It means helping students to discover and develop skill in using the strategies best suited to them as individuals. For this reason, assessment of this component of the course cannot be based on whether or not students use a particular strategy effectively. Instead, it should focus on the students':

- level of awareness of different types of strategies;
- ability to choose and apply strategies appropriate for the task at hand;
- ability to monitor the effectiveness of the strategy or strategies they have used;
- level of autonomy in their use of strategies for language learning, general learning and to enhance communication.

Role of the Teacher

In the communicative student-centred classroom, the role of the teacher undergoes fundamental changes. In traditional second language instruction, the teacher was usually at the centre, explaining grammar, vocabulary, asking questions and correcting exercises. A task-based curriculum requires the teacher to be more of a guide and a language model. One of the main functions of the teacher will now be to discover or invent ways of encouraging students to communicate meaningfully with each other. Instead of actively directing and controlling all activities, the teacher will set up conditions for meaningful practice and then take on roles such as observer, facilitator, resource person, catalyst, challenger, encourager.

Effective Teacher Talk

An important role of the teacher is to serve as an excellent model of both written and oral language for students. The teacher is a major source of comprehensible input for students and should make a conscious effort to make himself or herself understood.

- Use simple language, complete sentences and clear pronunciation.
- Speak naturally, but not too quickly.
- Use familiar vocabulary whenever possible.

-
- Use all kinds of non-verbal supports to clarify meaning: objects, images, gestures, facial expressions, etc.
 - Use redundant speech, in other words, say the same thing in more than one way, e.g., using synonyms or paraphrasing.
 - Highlight key vocabulary items by writing them on the blackboard and repeating them in a variety of contexts.
 - Use both oral and written language together.
 - Check for student comprehension regularly by carefully observing non-verbal expressions of lack of understanding, or by having students respond in a variety of ways. Asking students if they have understood is not a particularly effective way to check for understanding. Some students are reluctant to admit they have not understood or to interrupt the teacher to ask for clarification.
 - Allow plenty of time for students to process what you have said before requiring them to respond.

Use of English

It is expected that Russian will be used for instruction as much as possible in order to maximize exposure to the language. Learners will sometimes use their first language, especially in the early stages of learning, but should be encouraged to gradually use more and more Russian as they gain more skill and knowledge. Students can also be encouraged to use a variety of strategies to get their meaning across without resorting to English. Occasionally, a few minutes of class time may be used for reflection on the learning process in English.

Facilitating Student Talk

Research has shown that comprehensible input is not sufficient to develop students' language competence. They must have ample opportunity to interact with others, to practise using the language for specific purposes in a variety of situations. An important role of the teacher is to set the stage for student interaction and provide students with maximum time in active use of the language. If the classroom is teacher-centred, with the teacher actively directing and controlling all activities (asking questions of each student individually, for example), then the teacher does most of the talking and each individual student will have little time using the language.

An important way of encouraging students to communicate meaningfully with each other is to have them work in small groups, particularly in heterogeneous cooperative groups. For these kinds of groups to work properly, students must be explicitly taught the language needed to work together, and use of the Russian language must be an expectation for the activity. For more information on cooperative learning, see page 47.

Equally important for facilitating student interaction is the creation of a positive atmosphere in the class. Students must know that taking risks, and potentially making mistakes, is part of the language learning process. They need to be certain that they will not be ridiculed or reprimanded for making mistakes, either by the teacher or by other students. Only when they feel secure will they be willing to try to express themselves in Russian, to use vocabulary and structures they are not quite sure of or to experiment with the language.

Providing Feedback on Errors

There is still a good deal of debate about providing feedback to students on errors they make, especially in oral interaction. When to provide corrective feedback, what kinds of errors to target and how to provide feedback without discouraging students from taking risks are all questions to which there is no clear answer. Some of the following suggestions will provide guidelines for corrective feedback.

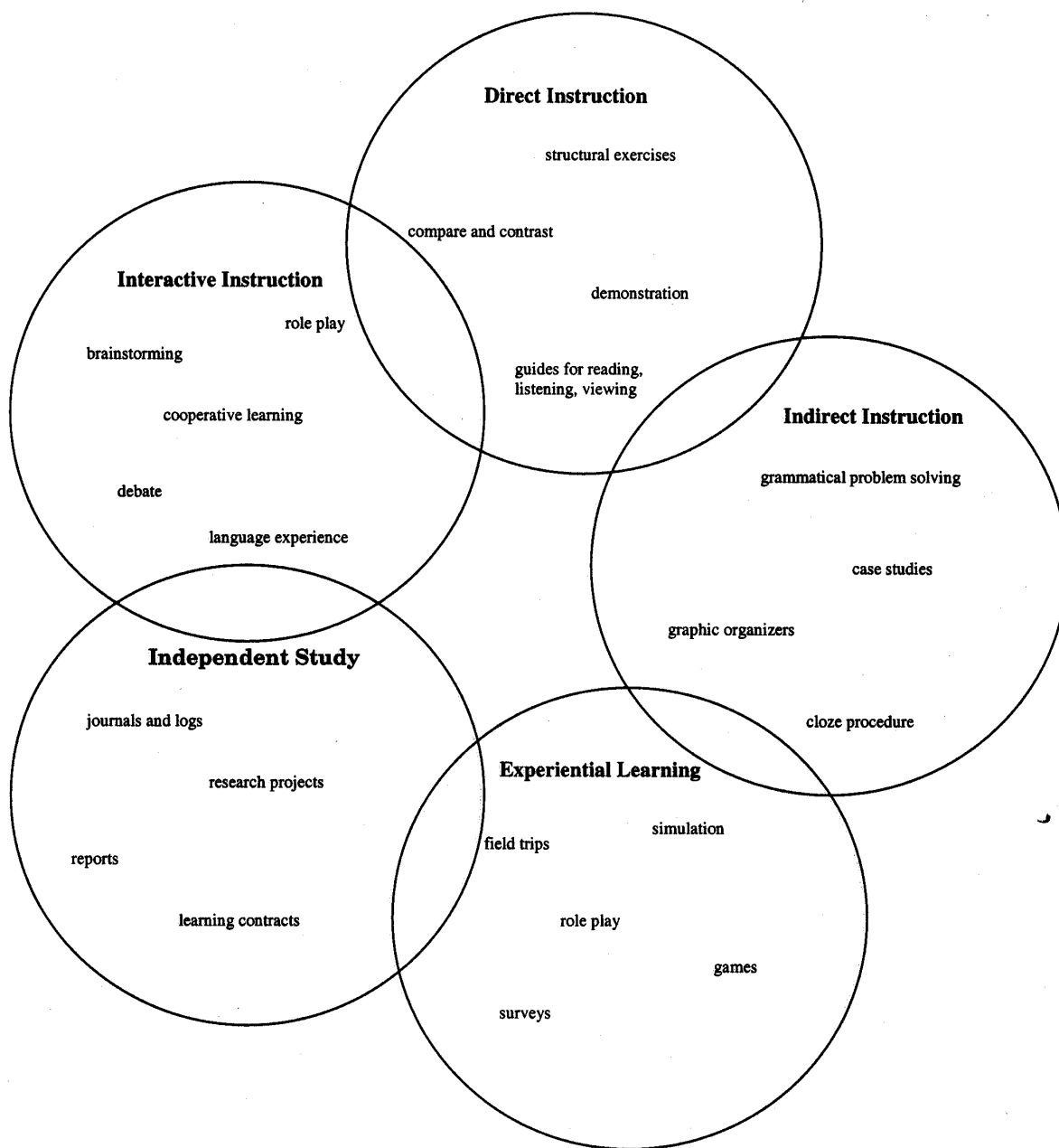
- Do not correct every error. Correct only those that hamper communication (in the case of communicative activities) or are the object of the activity (in the case of activities focused on form).
- When students are involved in a communicative activity, that is, one in which they are focusing on meaning rather than on the form of the language, feedback can take the form of "scaffolding". Scaffolding involves building on what the student has said by responding with language that is more precise, more detailed or more correct. This technique is relatively unobtrusive and can be inserted into the flow of discussion when appropriate.
- Scaffolding also involves asking students for clarification of meaning, particularly as relates to the theme or topic of the activity. This negotiation of meaning pushes students to use a more precise word, to give a longer or more detailed explanation or to make their meaning more clear in some other way.
- Teachers can also use this technique for negotiation of form. Asking for clarification draws the student's attention to errors and pushes them to correct their own production.
- Simply repeating back the corrected form of what the student has said can be helpful, but only if the student's attention is drawn to the error in some way, for example, by emphasizing the correct form with the voice or by repeating the student error and then giving the correct form.
- Students can be encouraged to use these same techniques with each other when working in small groups.

Classroom Environment

The classroom may be the only place where the students hear and see the Russian language. It must therefore be an environment which is as rich and as stimulating as possible. The classroom should be filled with examples of spoken and written Russian: word lists drawn up during brainstorming activities, conceptual maps created by students, posters outlining steps in different processes used by students (e.g. writing process), words of songs or poems, labels on furniture and other objects. It is important, however, to ensure that any materials on display in this way are free of errors and provide a good model of the Russian language if students are to use them as references.

A broad variety of both oral and written resources is also important. Books, magazines, newspapers, brochures, advertisements, songs and stories on cassette or CD, videocassettes and computer software on a broad range of topics are valuable resources for classroom activities. In addition, they serve to pique the interest of students and motivate them to learn more.

The following diagram shows some of the instructional methods which are most effective in developing communicative competence in second language classrooms. They have been grouped according to the categories outlined in *Instructional Approaches: A Framework for Professional Practice* (Saskatchewan Education, 1991). A more detailed description of some of these methods follows.



Brainstorming

Definition

Brainstorming is a technique for producing the greatest possible number of ideas around a question or a topic. Originally developed to stimulate creativity, this technique is now commonly used in classrooms to encourage students to explore what they know or want to know about a topic.

Procedure

Begin by introducing the topic in simple terms. Then ask students to come up with as many ideas as they can. Explain the "rules" of brainstorming:

- the more ideas, the better
- no criticisms or judgements
- build on the ideas of others
- all ideas are accepted, even the wild and crazy ones.

Write the ideas down (or have a student write them down if the students are brainstorming independently in small groups). Brainstorming is often followed by classification activities where the ideas are sorted, grouped, combined, extended, and so on, depending on how they will be used later.

Tips

After the brainstorming, correct the spelling of all the words and expressions produced. Then leave the lists posted on the classroom walls throughout the unit, so that students can consult them when they are doing other activities on the same topic.

Maintain a classroom climate that encourages risk-taking and active listening to the ideas of classmates.

Encourage all students to participate even if they have to "borrow" ideas from others.

Applications

Brainstorming is particularly useful in the following situations:

- to explore possible solutions to a problem
- to get ideas for a writing project
- to explore what students know about a topic
- to explore questions or topics for further research.

**Language
Development**

This technique may not seem well suited to the second language classroom at first, since students will sometimes have difficulty expressing their ideas in the second language. It is, however, very useful for developing vocabulary and structures at the beginning of a unit. Here are a few ideas to make it more successful in second language classrooms:

- Before using brainstorming on a topic that is unfamiliar to students, have them read a text, view a film or do an activity that will introduce them to some of the vocabulary and expressions they will need.
- Encourage students to use gestures, illustrations and paraphrasing if they cannot think of the exact word they need.
- If students use English to express their idea, give them the equivalent word or expression in the second language and write it down with the other ideas, adding a drawing or brief explanation so that they can remember what it means.
- If you can't think of the word, do not be afraid to admit it and use a dictionary to find the correct term or spelling.

Cooperative Learning

Definition

Cooperative learning is a way of organizing student interaction to encourage students to work together in small groups, rather than individually or in competition with each other. In order to avoid some of the problems often associated with small group work (e.g., one student dominating the discussion, one or more students not doing their share of the work), cooperative learning activities are carefully structured to include five basic elements:

Positive Interdependence: each member of the group is concerned about the performance of other group members as well as their own. All individuals must succeed for the group to succeed.

Individual Accountability: each member of the group is responsible for the work of the group.

Face-to-face Interaction: students work in environments that facilitate communication and cooperation.

Social Skills: students are directly taught the human interaction skills that enable groups to function effectively.

Group Processing: group members have opportunities to receive feedback on how their group has been functioning and make plans to improve.

Cooperative learning activities can be structured in many ways (see applications below), but these five elements should be present in some form or other.

Procedure

1. **Positive interdependence** can be structured into group activities in a number of ways:
 - Students have a common goal, e.g., every member must contribute to making a single product or all members of the group must improve their score on a quiz.
 - Students receive the same reward for completing the task, e.g., their group project is displayed in the school or each group member receives bonus points to add to their individual score.
 - Students share one set of materials or information, e.g., the group gets one large sheet of paper, one set of coloured pencils, one ruler and one eraser to produce a map.

-
- Each member of the group is assigned a complementary and interconnected role, e.g., in a group of two, one person cuts and the other glues; or in a group of four, students share the roles of reader, writer, time-keeper and noise monitor. Direct teaching of different roles within the group may be necessary. Rotate the roles so that all students have the opportunity to develop their skills in different roles.
 - Each member of the group is responsible for carrying out one step of an overall task that needs to be done in step-by-step order, e.g., when preparing a dish, one group member is responsible for gathering ingredients, another for measuring, another for mixing; or when producing the final copy of a letter, one student checks the spelling, another checks the grammar, another checks the page layout, and another checks for capitalization and punctuation.
 - Students work together against an outside force or constraint, e.g., team members try to beat their previous team score on a quiz or they try to find the most words related to food in a set period of time.
 - Members of the group choose a group name, motto, logo, flag, song or chant to help establish a feeling of identification with the group.
2. **Individual accountability** is created when any member of the group may be called upon to present the work of the group, defend a decision taken by the group or answer questions about the project the group has been working on.
 3. **Face-to-face interaction** is facilitated when the conditions of work allow the students to work together easily. They can, for example, be grouped around a small table if they need a work surface, or on chairs in a circle if they are just talking. Sometimes pulling desks together means that students are too far apart to talk in soft voices and still be heard by each other.
 4. **Learning social skills** is essential if cooperative learning activities are to work well. There are basically two kinds of cooperative skills, those which students use to complete the task (e.g., asking questions, listening actively, staying on task), and those they use to build and maintain the working relationship of the group (e.g., disagreeing in an agreeable way, encouraging others, keeping things calm). Students need to be taught specific skills before they begin their group activity:

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- Decide which skills to work on. Concentrate on one or two at a time, depending on the age of the students and their previous experience in cooperative groups.
 - Help students understand why they are learning the skill, what the skill is (by modeling it, for example), how they can practise it, how well they use the skill and how they can improve.
 - Students learning a second language, in particular, need to be taught specific vocabulary and structures for working in groups. For this reason, some of the specific learning outcomes deal with language functions involved in managing group actions.
 - Students need a variety of opportunities to practise the skill. This encourages them to transfer the skill to new situations.
 - In addition to providing feedback yourself, ensure that students evaluate their use of the skill both individually and as a group.
 - Assessment of the social skill should be part of the overall assessment of the activity.
 - Monitoring the groups as they work will show which cooperative skills are lacking and might become the focus in future lessons.
5. **Group processing** usually takes place at the end of the activity. Students discuss how well their group is functioning and how they may improve the group's effectiveness. This self-assessment may be done individually (how did I contribute to the effectiveness of the group?) as well as in the group, and then shared with the rest of the class. Or one of the roles assigned in the group can be to monitor the use of a specific skill and report back to the group.
6. The kinds of roles assigned to group members depends on the task they are doing and on the skills they have already developed. Individual role cards, outlining the specific behaviours of each role, may be prepared as references for students while working in groups. Some examples of general roles are: facilitator, recorder, encourager, observer, summarizer. Some examples of roles that might be needed for specific tasks are: materials handler, timekeeper, reader, summarizer.

Tips

If students have little experience working in cooperative groups, start small with groups of 2 or 3 students. As they gain more experience and skill, they will be able to handle larger groups. The size of the group will also depend on the nature of the task.

When introducing cooperative learning, begin with a clear, concise task, simple roles and basic social skills like talking with quiet voices.

It is usually better to group students with different levels of ability, different aptitudes or different backgrounds. Each student's strong points will be different and each will be able to make a contribution to the group as well as to learn from the others.

Students can stay in the same group for varying amounts of time, sometimes for only a few minutes, sometimes for a whole unit if they are working together on a particular task.

The teacher's role while groups are working is to observe student progress, record observations to provide feedback and to intervene if necessary. When intervening try to find ways to turn the problem back to the group members for solution.

Students need time, practice and explicit instruction to become good at working together cooperatively. Don't expect students to develop interpersonal skills automatically.

Applications

1. Informal Groups

Informal groups are usually small (2 or 3 students) and short term (a single activity or class). Groups can be formed very quickly by asking students to turn to their neighbour and do something together for a few minutes. Some examples of what students can do in informal groups are:

- Guided exercises such as practising dialogues, cloze activities
- Brainstorming or coming up with lists of words, ideas and so on;
- Expressing a personal opinion on a film, a song, a current event
- Giving a brief report on strategies they have been trying, internet sites they have visited and so on.

2. Home Groups

Home groups are often small as well, but are usually maintained for a long period of time, often throughout the whole course. It is important that members of a home group feel at ease with each other since they will be working together over an extended period of time. Students can be asked to name three or four other students they would like to work with and these suggestions can be used to constitute the home groups.

A home group provides on-going support, both socially and academically, for every member of the group. Learning a second language can be stressful for some students, but they will learn better if they are relaxed and confident.

Home groups can provide support to students in a number of ways:

- checking homework
- correcting notes
- studying for exams
- discussing strategies
- exchanging information about opportunities for using the language outside the classroom
- discussing problems.

3. Jigsaw

The jigsaw strategy is a way of organizing cooperative learning groups to share the workload on larger projects. It involves several steps and two different kinds of groups.

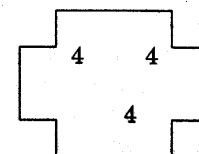
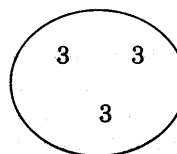
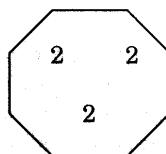
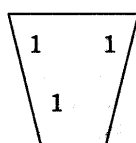
- The students start in their home group or base group. The teacher explains how the project will be organized, outlines what the students' responsibilities are, teaches the social skills that will be worked on throughout the project, discusses assessment, and so on. Within the home groups, each student accepts to work on a particular aspect of the project, to become the "expert" on that part of the project for their group.

1	2
3	4

1	2
3	4

1	2
3	4

- Students from each home group who will be the "expert" for their group on the same topic come together to form expert groups. In their expert groups, they work on the particular aspect of the project they are responsible for, and decided how they will present this or teach it to the other members of their home group.



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- Once students have finished the work in their expert groups, they return to their home groups, where they use what they have learned in their project, teach it to the others in the group and remain the "expert" for their group on this particular topic.

1	2
3	4

1	2
3	4

1	2
3	4

- The Jigsaw technique is particularly useful for some of the tasks that students will be doing in a task-based language learning class.

Language Development

The language needed to work effectively in small groups can become an important component of a second language class, provided the time is taken to explicitly teach the vocabulary and structures necessary. Almost all of the functions set out in the Applications component of the curriculum guide will be necessary at some time or other in cooperative group activities.

It is important to make clear to students that communicating in Russian is an expectation of their work in cooperative groups. Making it part of the assessment, assigning a language monitor as one of the roles and teaching ways of helping each other are different ways of doing this.

Cloze Procedure

Definition

In the cloze procedure, words are removed from a sentence or a short text. Students must use their background knowledge, clues from the rest of the text and any other sources of information they have to help them guess what word would make sense in the sentence. The cloze procedure encourages students to use all kinds of strategies to construct meaning when they are reading.

Procedure

The cloze procedure is most often used with written texts and is particularly effective if done with groups of students rather than individually.

1. Choose a written text (or write a text) appropriate to the students' level. Leave the first sentence untouched, then delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways of deciding which words to delete:
 - delete every 7th word (fewer for beginner level students, more for more advanced students);
 - delete key words related to the topic of the sentence;
 - delete words that have a particular grammatical function, such as all the adjectives, or all the pronouns).

Replace the words with blanks of equal length so that there is no clue as to the length of the words that have been deleted.

2. Ask the students to read the text and try to fill in the missing words. They can use any clues they can find in the text, or any knowledge they have of the topic or the language to try to discover what the missing words might be. The text must make sense when it is complete.
3. Ask the students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, the students can discuss their reasons for each choice and decide which is the best. The sharing of ideas and interpretation strategies is an important aspect of this instructional method.

Tips

If the students have never done this kind of exercise before, do several together with the whole class before having them work independently in small groups. Model the process of looking for clues in the text by "thinking aloud" as you go through the text with the students.

The object of the activity is not necessarily to find the original word. If the students are able to fill the blank with a word that makes sense and fits the sentence grammatically, it does not need to be the word originally in the text.

Make a list of the strategies used to fill in the missing words and post it in the classroom. Add to the list as new strategies are introduced.

Applications

The cloze procedure can be used on the opening paragraphs of a longer text that the students will be reading to help them focus on key words for the reading and to encourage them to use their background knowledge of the topic to improve comprehension.

This procedure can also be used orally to encourage students to predict what is to come. While reading aloud, stop and have students listen carefully to predict the next word or phrase in the sentence.

The cloze procedure can also be employed to assess the students' use of a variety of interpretation strategies and their awareness of particular language patterns and structures.

Приятного аппетита! Enjoy your meal!

Русская кухня известна во всём мире. В России любят есть хлеб, мясо, овощи, суп, кашу и молочные продукты. На праздники в России пекут пироги и готовят много вкусной еды. Русские любят есть вкусно и много.

Русские национальные блюда – борщ, щи, блины и Борщ - это суп с овощами: с, свёклой, картошкой, помидорами. Борщ едят со Русские любят есть суп: они любят и горячие супы, рыбные и куриные, супы с грибами, с овощами. Пироги сладкие и солёные. Сладкие пироги делают маком, с ягодами, с яблоками, с Солёные пироги и пирожки делают с капустой, с мясом, с грибами, с луком, с картошкой.

Вот, как можно приготовить блины.

Налейте 1 литр теплой воды в и добавьте 1,5 чайные ложки дрожжей. постоять 10 минут. Взбивая миксером (или деревянной) добавьте муку и 1 чайную ложку Накройте тесто и поставьте в тёплое на 1 час. Печь на разогретой маслом сковородке. Подавайте со сметаной, икрой, селёдкой.

Language Development

The cloze technique helps students become aware of interpretation strategies they are using and learn new strategies by listening to the explanations of their fellow classmates. It helps them learn to use the context and their prior knowledge to make intelligent guesses about unknown words they may encounter in their reading.

Grammatical Problem-Solving

Definition

A method often used to teach grammar is to present students with a rule, provide them with examples and then have them do exercises to determine if they understand the rule and to help them learn through repetitive drill. Grammatical problem-solving involves having students use deductive reasoning to discover rules and understand grammatical concepts on their own. Instead of working from the rule to the examples, students work from the examples to the rule.

Procedure

1. Provide students with a number of examples that illustrate a particular grammar rule that you want them to learn. Ask them to look at the examples and try to determine what the rule might be. It is useful for students to work in pairs or small groups, and discuss their reasoning.
2. If their first attempt at deducing the rule is not successful, provide more examples that are designed to lead them in the right direction. It is also helpful to provide contrasting examples to guide the thinking of students. Continue in this way until they have discovered what the rule is.
3. Once students have figured out the rule, ask them to provide their own examples to check for understanding.

Tips

It is not important that students use the proper grammatical terminology as long as they are able to explain what they mean. Often if students formulate the rule in their own words, they will be able to remember it better.

Start with a fairly simple rule if students are not used to this method. It may take some practice for them to be able to formulate rules of their own.

Applications

This method can be used to teach almost any language rule. Here are some examples:

1. Pronunciation

Provide students with examples of words containing a specific vowel (e.g., “o” or “e”) and draw their attention to the pronunciation of the word. Students deduce that the sound of the vowel changes depending on whether it is stressed or not. For example:

молоко́	malako
доро́га	daroga
Москва́	Maskva
сте́на	stina
потоло́к	patalok

2. Grammar

Provide students with examples of adjectives in three different sentences, modifying a masculine, a feminine and a neuter noun. Make sure that the students know the nouns you choose and know their gender. Ask them to make observations about the changes in the form of the adjective. Students deduce that there is agreement in gender between nouns and adjectives.

Большой - маленький
Москва – большой город.
Саскатун – маленький город.
Байкал - это большое озеро.
-У тебя большая машина?
-Нет, у меня маленькая машина.

Прогулки по Москве и Санкт-Петербургу.

Москва – красивый и древний город. В центре Москвы находится Красная площадь, Большой театр и Третьяковская галерея. В Москве есть улица Старый Арбат и улица Новый Арбат. Старый Арбат – это улица для пешеходов, там интересно каждое старое здание. Санкт-Петербург – тоже очень красивый и интересный город. Его основал в 18 веке русский царь Пётр I. В центре Санкт-Петербурга находится Зимний дворец и прекрасный музей Эрмитаж. Летний сад в Санкт-Петербурге – это большой и красивый парк. В Летнем саду находится интересное здание. Это Летний дворец Петра I. Москва – красивая и Санкт-Петербург – красивый.

3. Spelling

Provide students with examples of words containing consonants that lose their clarity in pronunciation if not followed by a vowel. Contrast these with another form of the word where the consonant **is** followed by a vowel, for example the plural. Students deduce that in order to check the spelling of a consonant, the doubtful word may be changed to a different form that has a vowel after the consonant so as to hear it clearly.

Singular

Год (got)
Сад (sat)
Город (gorot)
Зуб (zup)
Торг ((tork)

Plural

годы (gody)
сады (sady)
города (goroda)
зубы (zuby)
торги (torgi)

4. Verb Tenses

Provide students with several examples of verbs in a short text clearly showing the different uses of the simple present tense in Russian. Ask questions such as “Do you see any patterns here?”

Я работаю сегодня, завтра и послезавтра. Ты работаешь в субботу? Нет, я работаю в воскресенье. А твоя сестра сегодня работает? Нет, сегодня она отдыхает, у неё выходной.

Students then provide some examples on their own, just to confirm that they clearly understand way the endings change.

Я чита... книги. Ты чита... книги? Он (она) чита... книги?
Я пиш...письмо. Ты пиш... письмо? Он (она) пиш... письмо.
Я игра... на пианино. Ты игра... на пианино? Он (она) игра... на пианино?

The students can then produce a table showing the various forms. For example:

1st Person Singular	2nd Person Singular	3rd Person Singular
я работаю	ты работаешь	он (она, оно) работает
я делаю	ты делаешь	он (она) делает
я отдыхаю	ты отдыхаешь	он (она) отдыхает
я читаю	ты читаешь	он (она) читает
я пишу	ты пишешь	он (она) пишет
я играю	ты играешь	он (она, оно) играет

Language Development

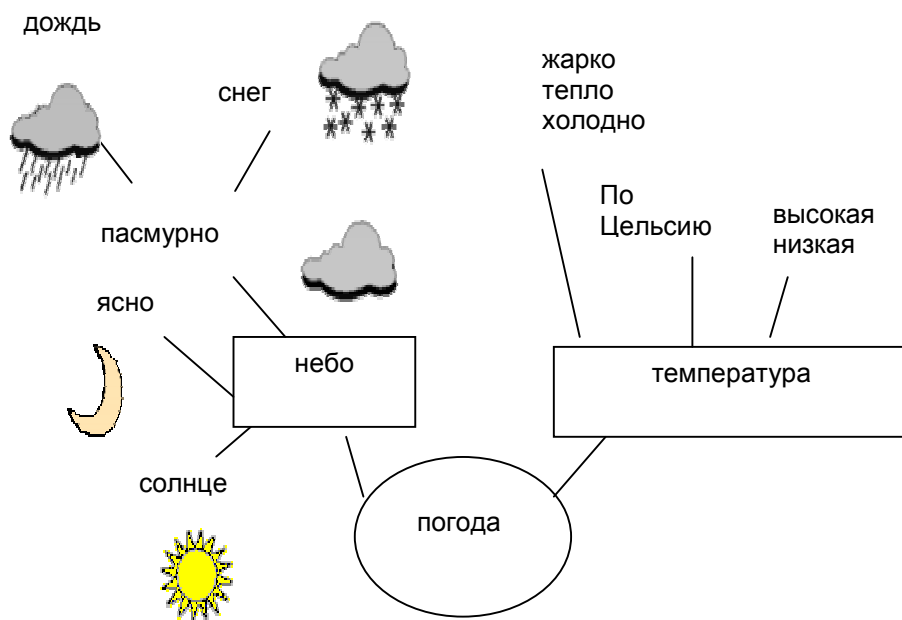
Having students discover or deduce the rule themselves usually leads to a better understanding of the grammatical rule or concept. It also develops their ability to learn language independently. Being able to deduce rules from multiple examples is an effective language learning strategy.

Graphic Organizers

Definition	Graphic organizers are visual representations of texts or groups of related ideas, words or thoughts. They can take a variety of forms, some of which have a specific name, depending on what they are representing and how they will be used. Some examples are: frames, mind maps, webs, concept or semantic maps, story maps, venn diagrams, flow charts.
Procedure	<p>When introducing graphic organizers for the first time, model their use in a simple situation, going step by step through the process, explaining what you are doing at each step and why. Use the same graphic organizer on several occasions, getting more and more student input each time. As students gain more understanding and skill, they can be given more opportunity for discussion about how different elements should be represented and what they should be linked to. Once students are accustomed to using a particular type of graphic organizer, they can begin to use it independently in small groups. The form of familiar graphic organizers can be posted in the classroom as a resource for students as they work.</p> <p>Second language learners may need some preparation before working on a graphic organizer to build their vocabulary on the topic. They might watch a short film, read a text (or listen to someone else read), or brainstorm ideas and categorize them. Throughout the preparatory activity and the development of the graphic organizer, the teacher can supply any vocabulary that the students are lacking.</p>
Tips	<p>For beginners or younger students, pictures can be used instead of, or in addition to words.</p> <p>Use different colours and shapes to add more meaning to the graphic organizer. For example, use wool or string of different colours to show links between words or ideas.</p> <p>Prepare labels of the words associated with a theme or topic and have students organize them, showing the connections they think are important. When they are happy with their arrangement, they can glue the labels on a large sheet of paper or attach them to a bulletin board with tacks or staples.</p>
Applications	People construct knowledge based on what they already know. Graphic organizers are used to organize and represent knowledge, and help the learner construct new meanings in a subject. The goal of this method is not to find the "right answer" or the "correct" graphic organizer. It is to improve understanding of texts or to explore how ideas or words relate to each other.

Understanding can be expanded by discussing different visual representations and seeing how others' interpretation is different from one's own.

The following is a partial **concept map** based on weather which could be used to summarize vocabulary introduced in a unit on that topic or to prepare for a listening activity using weather reports.



The following graphic organizer is a **story map** that shows the principal elements that are present in most fiction. Story maps can be used to help students understand the structure of a story, to see common patterns from one story to another, to assess their understanding of a specific story, to make predictions before beginning to read or listen to a story, or as a planning tool when preparing to write a story.

Кто? (действующие лица) _____

Где? (место действия) _____

Когда? (время) _____

Что? (проблема или цель)

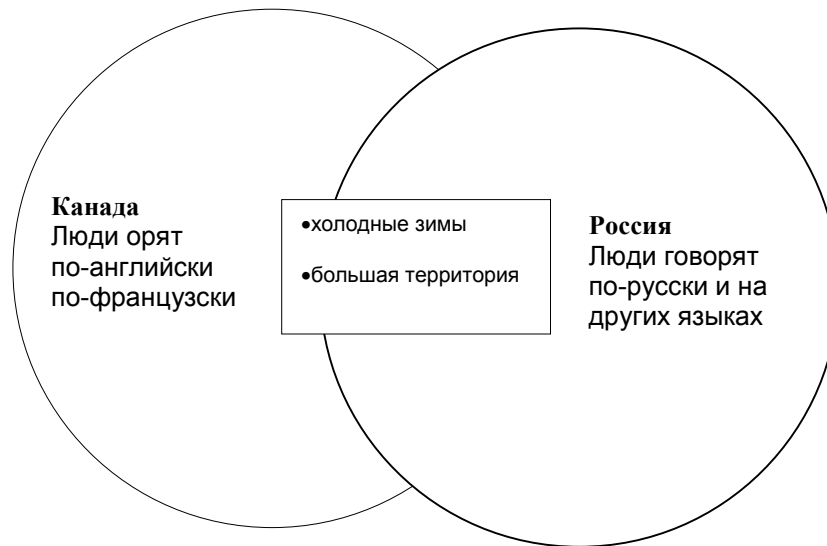
Что случилось? (события или поступки) _____

Чем дело кончилось? (результат) _____

Different kinds of graphic organizers can be used to represent expository texts. The most common structures for these kinds of texts are:

- description;
- enumeration or listing;
- comparison and contrast;
- cause and effect;
- problem and solution.

At the same time as students are made aware of how these different kinds of texts are organized, they can learn the key words and phrases used to structure the texts. A **Venn diagram** is an example of a graphic organizer for comparison and contrast. Differences are recorded in the outer parts of the circles, similarities in the area where they overlap.



Сходства

- похоже, как, те и другие

Различия

- в отличие от, с другой стороны, однако

**Language
Development**

Graphic organizers are used for a wide variety of purposes in the second language classroom. They can help students:

- organize information they have heard, viewed or read
- remember vocabulary by making connections with words or phrases they already know
- plan an oral or a written text
- better understand the way texts of different types are structured and organized
- prepare for a listening, reading or viewing activity by anticipating what they might hear or see
- learn new concepts by relating them to what they already know
- represent what they know about a topic.

Logs and Journals

Definition

A journal is a notebook in which students record their personal reflections, questions they are wondering about, ideas, words or expressions they want to remember or feelings they have about experiences in class. Logs are usually more objective, for example, observations on learning activities, lists of books read or films watched, notes on learning strategies, and so on.

Procedure

If students have little or no experience using a log or journal, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and how it can be used, so that they can better understand the process and the purpose.

- Always begin by noting the date of the entry.
- Specific questions can be asked, especially when students are new to journal writing, to give them some guidance about the kinds of things to write about.
- Provide regular opportunities for students to write in their journals, for example, a few minutes before or after an activity depending on what they are writing about.
- Students choose whether or not to share their journal entries with the teacher or their fellow students.
- If students do decide to share parts or all of their journal, teachers can respond individually with questions or comments to extend thinking. Since the primary purpose of the journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.
- Encourage students to regularly reread what they have written in their journals and reflect on it.

Tips

When doing a collective journal, be sure to go through all the steps of journal writing, including reflection on previous entries, so that students have a model at all stages.

Some students need more guidance in journal writing. They can be given specific questions to answer or sentence stems (e.g., *Мне понравилось...*) to get them started.

Although journals are not usually evaluated, they can be a source of useful information and can help the teacher guide the student's learning.

If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express their meaning.

Applications

The different types of journals and logs have different purposes and are used in different contexts.

1. Personal Journals

- Personal journals are often used for students to record their emotional reactions to learning the language and experiencing the culture, and to note their aspirations for travel, education or other personal uses of their knowledge about the language and culture.
- Students should be reassured that their writing will remain private if they so wish.
- The personal journal can be particularly effective for reflection on experiences with a new culture, since reactions to different ways of doing things are often of an emotional nature rather than intellectual.

2. Dialogue Journals

- Dialogue journals are for journal writing in situations where another person, often the teacher, responds to what the student has written. The resulting journal resembles a conversation in written form.
- The teacher's response to what the student has written should focus on the content rather than the language. The response can be in the form of comments or questions which encourage the student to extend their thinking or reflect on their experience.
- Respond regularly to journals. Other students, parents or other interested persons can also respond to dialogue journals. Make sure they understand the purpose of the journal and are able to respond in a respectful and thoughtful manner.

3. Learning Logs

- Learning logs are very useful for increasing the students' awareness of how they learn (metacognitive learning strategies) and thus developing their strategic competence.
- Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps them develop the language they need to write effectively about their learning and problem-solving processes.
- Some questions that might be used include: What do you know now that you did not know before? What was most difficult about today's class? Why was it difficult? Have you had this problem before? If so, what did you do to resolve it last time? What could you try in future? What do you want to concentrate on in the next class?

4. Reading Logs

- Reading logs are used to help students learn to think about and react to what they are reading, make connections between their own experience and the story and generally develop a love of reading.
- Beginners or young readers may simply draw a picture of one of their favorite scenes from the story and add a simple caption.
- As students become more skilled readers and writers, they can write about what they think the story will be about, based on the cover and illustrations, their first impressions when they start reading, then their reactions as they discover whether or not their hypotheses were correct.
- They can also comment on the language, for example, new words, things they do not understand, interesting words or phrases, aspects of the style (figurative speech, colloquial expressions, etc.).
- Some questions that might be asked include:
 - If you had written this story, is there anything you would change? *Что бы ты изменил(а) в рассказе, если бы сам(а) его написал(а)?*
 - What did you like most about this book? *Что тебе больше всего понравилось в книге?*
 - Has anything like this ever happened to you? *С тобой такое было?*
 - Have you ever read any other books on the same topic (by the same author)? *Читал(а) ли ты другие книги на эту тему? (Читал(а) ли ты другие книги этого автора)?*
 - Which one do you prefer? *Какая книга тебе понравилась?*

Language Development

Although the primary goal of journal writing is not to teach the language directly, there can be many benefits of this methods for language development. In their journals and logs, students have an opportunity to use language in a different context, as a personal tool for learning. It is also very useful for developing strategic competence and intercultural competence.

Language Experience

Definition	Students experience something together, then have the opportunity to discuss it in detail. They then dictate sentences about the experience to the teacher who writes them down word for word. The text thus created is corrected, reread and used for a variety of reading and writing activities.
Procedure	<p>Begin with an activity or experience that the students are all involved in. It can be anything that the students do as a large group--a field trip, a shared story, baking something, doing a role play. Discuss the experience orally, encouraging students to recall and describe the event in as much detail as possible.</p> <p>Then each student dictates a sentence about the common experience as the teacher writes it on large sheets of chart paper. The teacher models excellent writing skills, leaving space between the words, using upper and lower case letters appropriately and correct punctuation. It is helpful to go back frequently and reread what has been written. Ask students if there is anything they want to change. After everyone is happy with the content, go back and point out any errors and correct them together.</p> <p>If the students are just beginning to learn to read, the teacher can also say each word aloud as it is written. When rereading the text, he or she can point to each word in the text as it is read so that students get used to the direction of the print and the idea that continuous speech is made up of individual words. The text can also be read by the students in unison, or each student can read their own sentence.</p> <p>The text can then be used for a variety of reading and writing activities:</p> <ul style="list-style-type: none">• The text can be typed and copies sent home to be shared with the family.• The original text on chart paper can be posted in the classroom for the students to reread. It can also be rewritten as a book to be kept in the reading centre.• Students can use words from the text in their own writing or to make personal dictionaries or word banks.• Students can copy their own sentence or the whole text. They can add illustrations to help them recall the meaning.• Cut the words apart and have the students put them back in the correct order.

Tips

It is important to accept the contributions of all students and to use their own words in the text. Errors can be corrected by the whole group together after the text is complete.

During the process of correcting the text, model the use of appropriate strategies such as using references to check spelling and grammar.

Keep the texts fairly short, especially for younger students.

This method can also be used with small groups or individuals, and is suitable for students of all ages.

Use this method to write texts of all kinds, including fiction.

Applications

This method is particularly effective for students who have some oral fluency, but have not learned to read or write the language. Students find the text easy to read because it is written in their own words. This, in turn, increases their self-confidence and their motivation to read more.

Students are highly motivated by this method because their own language and life experiences are valued. They can show the texts with pride because they themselves have written them, and are able to read them.

Use the Language Experience Method to reinforce oral language and to teach reading. It is not suitable for introducing new concepts.

This method is also a way of producing texts for reading in situations where it is difficult to find texts that are at the appropriate level for students or on topics that are relevant and of interest to them.

Language Development

The Language Experience method is one of the most effective for teaching reading and for second language acquisition in general.

- It integrates listening, speaking, reading and writing. The students are exposed to the vocabulary and structures in both written and oral form.
- By beginning with texts that the students themselves have composed, the reading and writing process is directly connected to the experiences and previous knowledge of the students.
- Students are able to build language skills such as word recognition using texts that are meaningful to them.
- Less proficient students benefit from working with texts that more proficient students have created about topics they are familiar with because they have shared in the experience.

Role Play and Simulation

Definition

Children naturally use make-believe to explore a whole variety of roles and situations that, as children, they cannot experience directly. Role play and simulation are methods that use this natural learning strategy to explore different aspects of school subjects. Role play and simulation are both related to drama, but they resemble improvisation more than play-acting or other theatrical performances. Students assume a role (a character, a real-life or imaginary person, sometimes even an animal) and are put in a situation or context. When they assume roles, they are acting "as if" they are someone else. They are experimenting with what it feels like to be in someone else's shoes and developing empathy with those other lives.

Although some props may be used, generally there is no set, no costumes or makeup and no script. Students do not try to physically resemble the person they are playing, but they do behave the way they think that person would behave. Role play does not involve writing a skit, then reading or memorizing it and performing it before an audience. Students are given a role, placed in a situation and required to act as that person would act in real life. Simulation differs from role play in that it is a more extended and more complex activity and may involve a variety of activities including role-play.

Procedure

Although the kinds of situations used in role plays and simulations are very diverse, the basic procedure is the same. This method is best used at the reinforcement or review stage of learning, when students have a fairly good command of the vocabulary and structures, but need some practice using them in relatively unstructured situations.

Begin by outlining the situation. As students gain more experience in role play, they can take a more active role in planning and guiding the situation. There is usually a problem of some kind that needs to be solved, a conflict that needs to be resolved or a situation that involves an unforeseen element.

Students may need a period of time for research before they actually do the role play in order to properly play their role. This does not mean writing out a dialogue to deliver. It simply means knowing the background, experiences, beliefs and opinions of the person they are playing.

During the role play itself, sometimes everyone is in role, even the teacher. The role assumed by the teacher will vary depending on the amount of guidance the students need. At first, assuming roles such as chairperson of a committee or meeting, spokesperson for a group of protesters or chief investigator for an enquiry will allow the teacher to guide the role play and encourage students to participate. As the

students become more familiar with this method, they can take on some of the more dominant roles in the situation. There should be a clear distinction between being "in role" and "out of role". A signal can be pre-arranged (for example, the teacher puts on and takes off a hat) to indicate the beginning and the ending of the role play.

The period of reflection which follows the role play is just as important as the role play itself. At this stage students describe what they experienced and how they felt. The teacher guides the discussion by asking questions and making comments, encouraging the students to think about their experience. Students may also respond by drawing pictures to express their experience.

Tips

Students need to do a variety of activities **before** the role play in order to acquire the vocabulary and structures they will need to communicate in the situation they are given. The role play itself provides an opportunity to practise using this vocabulary and these structures in realistic situations, in other words, to bring together and fine tune their previously acquired knowledge.

It is often helpful to incorporate an element of tension into the situation. This "pressure for response" can take the form of a challenge, a surprise, a time constraint or the suspense of not knowing. Tension is what works in a drama to impel the students to respond and take action.

Applications

Role play is a natural extension of the traditional methods of reading or memorizing dialogues, or of writing skits consisting of short conversations. The advantage of role play is that it places students in a situation which more closely resembles real-life, situations where they do not know exactly what the other person is going to say. Role play also provides opportunities to develop other knowledge, skills and attitudes, depending on the situation. The following examples are only meant to suggest some of the possibilities.

- Begin by role playing fairly routine situations like asking for directions using a map, ordering a meal in a restaurant from a menu, or buying something in a store. The students must play their roles without a script or a pre-determined dialogue. Gradually introduce variations into the situations, for example, the customer in the restaurant wants something that is not on the menu, or the store clerk is very insistent.

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- Students work in pairs, one playing the role of interviewer, the other the person being interviewed. The person being interviewed may be a real person, a character from a story, or a person in a particular role such as the mayor of a large city. The interviewer should have a specific focus for the interview, a particular event they want to discuss, or a point of view on a particular topic. Both students will need time to prepare for the role play, but should not write out the interview in advance.
 - Imagine a situation, typical of those experienced in the country of origin, which provided the impetus to emigrate to Canada. Role play a family discussion where some members of the family want to leave and others want to stay. This could be followed by another role play of the same family five years later, after they have moved to Canada. Is the experience what they expected?
 - Present students with a case study of a cultural misunderstanding. The source of the misunderstanding could be anything from misinterpretations of gestures, inappropriate use of informal forms of address, politeness conventions to more fundamental differences based on underlying values or common experiences. Have students role play the situation, trying to find ways to resolve the misunderstandings. It is also useful for students to experience the same situation more than once but in different roles.
 - Situations can be purely whimsical, for example, a meeting to plan for the first voyage to colonize the moon. Students would play the role of colonists, each with individual characteristics, and would have to decide what to take with them, given specific restrictions for volume and weight.

Language Development

Role play is an interactive instructional method and is very effective in developing interactive fluency. Simulation, because it is a more extended and more complex activity, can also involve oral and written interpretation and production. Part of the development of interactive fluency is the acquisition of interactive language use strategies. Discussion of the use of strategies can form part of the reflection process that follows the role play.

Role play allows students to use the Russian language in a variety of sociocultural contexts that they would not normally encounter in the classroom. This would provide practice interpreting and using language in different registers (different levels of formality), incorporating appropriate methods of non-verbal communication and different social conventions.

The situations and functions (applications) that students can experience during role play and simulation can include conflict situations, problem solving, expressing strong emotions and other situations that may not arise naturally in classroom interaction. Students have the opportunity to practise their ability to deal with these situations in a safe environment.

Role play and simulation also offer unique opportunities for developing intercultural competence if the situations involve exploring cultural differences, adapting to new situations and ways of doing things, and taking a variety of perspectives. Students can, for example, experience the same situation several times, playing a different role each time.

Structural Exercises

Definition

Structural exercises are exercises that focus the attention of the students on the form or structure of the language. Research has shown that students learn better from these kinds of exercises if there is a direct connection with their own productions. Structural exercises can take a variety of forms depending on the structures and vocabulary that need to be practiced. Some examples are:

- adding words or phrases to a short sentence
- taking words or phrases out of a long sentence
- substituting words or phrases for other ones in a sentence
- moving words or phrases around in a sentence
- changing elements of a sentence.

Procedure

The basic procedure is similar for all types of exercises.

- Begin with sentences taken from texts written by the students. Choose structures that are giving problems to a number of students.
- Write the sentences on strips of paper and cut them up. When doing this for the first time with students, write on large strips so that the whole class can see what you are doing. Later, when students are able to do these exercises on their own or in small groups, the sentences can be written on smaller strips of paper. Have some blank strips of paper ready for new words.
- Ask students for suggestions depending on the type of exercise you have chosen (add, take away, substitute, move, change, etc.). Analyze the new sentence that is formed, by asking questions such as, "Does this new sentence make sense?", "How has the meaning changed?", "Do we have to make any other changes so that the sentence is still grammatically correct?"
- Repeat these steps a number of times as a whole group, then have students do more individually or in small groups.
- Students should have opportunities to use the same structures and vocabulary in their own speech or writing as soon as possible after doing the exercises.

Tips

The analysis and discussion that follows each change in the sentence is particularly important to make students aware of changes in the meaning. Exercises where students make changes to sentences without having to reflect on the meaning are not effective in teaching and reinforcing structures.

In some cases structural exercises can be based on or can be transformed into songs or cumulative stories (stories in which a part of the story is repeated with a new element added on each time).

Applications

1. Add a word or phrase. Use this exercise to encourage students to expand their vocabulary, to provide more detail and to use more complex sentence structures. Example:

Here is my house.	Вот мой дом.
Here is my little house.	Вот мой маленький дом.
Here is my little white house.	Вот мой маленький белый дом.
Here is my little white house made of bricks.	Вот мой маленький белый кирпичный дом.

2. Take away a word or phrase. This exercise helps students understand which elements are necessary for the syntax of the sentence. Example:

All young children learn nursery rhymes from their mother.
Все маленькие дети учат с матерью детские песенки и стихи.
All children learn nursery rhymes from their mother.
Все дети учат с матерью детские песенки и стихи.
Children learn nursery rhymes from their mother.
Дети учат с матерью детские песенки и стихи.
Children learn rhymes from their mother.
Дети учат с матерью стихи.
Children learn rhymes.
Дети учат стихи.

3. Substitute one word or phrase for another in the sentence. This form of exercise helps students understand which elements in the sentence perform the same function. The following exercise focuses attention on the possessive pronouns “his, her, our(s), their, your(s), my (mine)”.

Это Олег и его сестра Мария.
Это Мария и её брат Олег.
Это наши друзья Олег и Мария.
Это Олег и Мария, а вот – их родители.
- (1) Где твой (ваш) дом?
- (2) Вот мой дом.
- (1) Где твои (ваши) родители?
- (2) Вот мои родители.
- (1) Где твоя (ваша) сестра?
- (2) Вот моя сестра Мария.

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4. Move a word or phrase to another place in the sentence. Moving elements around in the sentence encourages students to use a variety of different sentence structures and to recognize the limits imposed by normal word order. It also sensitizes students to subtle changes in meaning communicated by changes in word order. Example:

Михаил хорошо говорит по-английски.
Михаил говорит по-английски хорошо.
По-английски Михаил говорит хорошо.

Students may find another way of changing the sentence.

5. Change an element of the sentence. Once again, this type of exercise encourages students to vary their sentence structure and to practise different sentence types. Examples:

I like hot dogs. → I don't like hot dogs.
Я люблю сосиски. → Я не люблю сосиски.
The teacher is late. → He is late.
Учитель опоздал. → Он опоздал.
He wants some glue. → Does he want some glue?
Ему нужен клей. → Ему нужен клей?
Нет, ему не нужен клей.

Language Development

Specific exercises can be devised to work on the most common errors that students make. For example, take sentences from the rough drafts of student writings, do appropriate structural exercises and then have students correct their own productions. The repetition involved in doing the exercises helps to make common structures automatic for second language students.

Surveys

Definition

Students collect information from a sample of people to determine the frequency of particular responses. They then analyze the data and prepare a report on the results. Using surveys as an instructional method can also develop students' numeracy as well as their creative and critical thinking.

Procedure

The first time students do a survey, it is helpful to go through the procedure at least once as a whole class. After they have more experience, they will be able to plan and carry out a survey in small groups.

There are basically four steps to a survey: planning, collecting the data, organizing and displaying the data, summarizing and interpreting the data.

1. The planning stage involves deciding which questions to ask, formulating the questions, deciding whether the questions will be asked orally (interview) or in writing (questionnaire), choosing the sample of people to survey and dividing up the work among the students involved. It is at this step that explicit teaching or review of structures for asking questions may be needed.
2. The survey is then carried out in the agreed way. Students can survey other students in the class or school, people in the community or even people in another community via e-mail or telephone.
3. Once the data has been collected, it must be organized and displayed. The usual method for displaying survey results is some kind of graph. With a little planning in advance, a survey activity in Russian class can be integrated with what students are learning in mathematics class. Looking at a variety of different kinds of graphs and interpreting them will provide students with examples, ideas and models of language to use.
4. Interpreting the findings of a simple factual survey is relatively easy. However, if the survey has gathered information about opinions or values, there is much more room for interpretation. Students may present their findings orally or in writing. In either case, they may benefit from analyzing other reports of the findings of surveys such as might be found in newspapers or magazines.

Tips

The language for reporting results of surveys is somewhat different from ordinary conversation. Students need to see and analyze reports on survey results to discover typical ways of organizing texts of this type, typical sentence patterns as well as some specialized vocabulary.

Applications

A survey can be carried out on almost any topic. The information gathered can be strictly factual (e.g., month and year of birth, number of people in the family), or it can be more subjective (e.g., likes and dislikes, opinions on a specific topic).

The kind of graph used to represent the results can vary with the age and level of mathematical understanding of the students.

Language Development

Surveys are useful for language development because they provide an opportunity for repetition in an activity where there is a focus on meaning and a purpose. They also provide a natural context for asking questions, using numbers and making comparisons. If graphs or other visual representations of the results are prepared by students, learning outcomes for viewing and representing can also be achieved.

Course Overview

Three domains, the personal, the educational and the public, are suggested as organizers to guide the choice of topic or theme. Under each domain, a variety of areas of experience or topics can be developed at each grade level. Teachers are encouraged to provide language learning experiences from a broad range of areas of experience at every level, while at the same time taking guidance from the needs, interests and daily experiences of their students.

Areas of Experience

Personal

Family (Extended)

- roles and responsibilities
- special events and family celebrations

Home

- rooms and furnishings

Self

- physical body
- clothing
- emotional

Friends

- relationships
- shared activities

Daily Activities

- routines and chores
- meals
- family traditions

Leisure Activities

- sports
- hobbies
- music

Public

Commercial Transactions and Business

- shopping
- restaurants
- services

Travel

- daily
- vacations

Occupations

- trades
- professions
- careers

Mass Media

- television
- newspapers and magazines
- world wide web

Arts and Entertainment

- professional sports
- theatre, dance, films
- music performances
- visual arts and design

Institutions

- government, churches, schools
- public celebrations
- business and industry

Civic Responsibilities

- conservation
- charitable activities

Educational

Humanities

- literature
- arts

Social Sciences

- geography
- history
- social issues

Natural Sciences and Mathematics

- weather and climate
- animals and plants
- technology
- inventions
- money
- ecology and the environment
- outer space

Health and Physical Education

- physical activity
- nutrition
- public health issues

Круг общения

ЛИЧНЫЙ ОПЫТ

СЕМЬЯ

- обязанности членов семьи семейные праздники

ДОМ

- комнаты и обстановка (мебель)

“Я”

- тело
- одежда
- эмоции

ДРУЗЬЯ

- Взаимоотношения
- совместные занятия, увлечения

ПОВСЕДНЕВНАЯ ЖИЗНЬ

- заботы
- еда
- семейные традиции

АКТИВНЫЙ ОТДЫХ

- спорт
- хобби
- музыка

ОБЩЕСТВЕННЫЕ СВЯЗИ

ДЕЛА

- покупки
- рестораны
- сфера услуг

ПОЕЗДКИ

- повседневные
- каникулы

ЗАНЯТИЯ И ПОИСКИ ПРОФЕССИИ

- ремёсла
- профессии
- карьеры

СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ

- телевидение
- газеты и журналы
- интернет

УВЛЕЧЕНИЯ

- профессиональный спорт
- театр, кино, танцы
- концерты
- искусство и дизайн

УЧРЕЖДЕНИЯ

- правительство, церкви, школы
- бизнес и индустрия

ОБЩЕСТВЕННАЯ ДЕЯТЕЛЬНОСТЬ

- Охрана окружающей среды
- благотворительная деятельность

ОБРАЗОВАНИЕ

ГУМАНИТАРНЫЕ НАУКИ

- литература
- искусство

ОБЩЕСТВЕННЫЕ НАУКИ

- география
- история
- политика

ЕСТЕСТВОЗНАНИЕ И МАТЕМАТИКА

- погода и климат
- животные и растения
- техника
- изобретения
- деньги
- экология
- космос

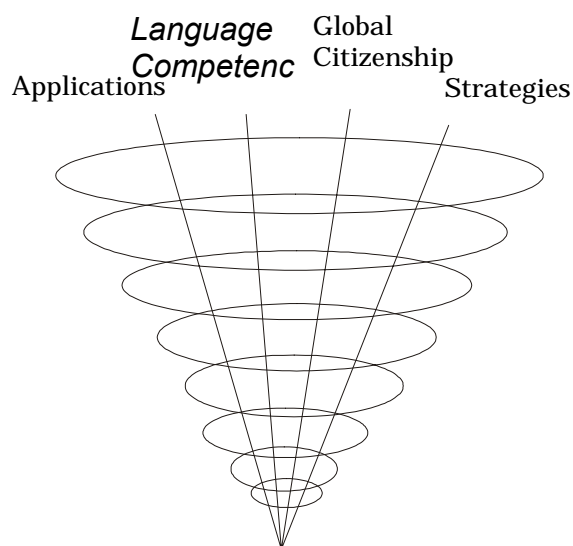
ЗДОРОВЬЕ И ФИЗКУЛЬТУРА

- занятия спортом
- здоровая пища
- гигиена

Spiral Progression

Language learning is integrative, not merely cumulative. Each new element that is added must be integrated into the whole of what has gone before. The model that best represents the students' language learning progress is an expanding spiral. Their progression is not only vertical (e.g., increased proficiency), but also horizontal (e.g., broader range of applications, experience with more text forms, contexts and so on). The spiral also represents how language learning activities are best structured. Particular grammatical structures, learning strategies or language functions are revisited at different points in the program, but from a different

perspective, in more contexts or at a slightly higher level of proficiency each time. Learning is extended, reinforced and broadened each time a point is revisited.



Using this kind of progression is also a way of accommodating differences among students. The first time a grammar structure is explicitly taught, some students may not be cognitively ready to learn it. As the structure comes up again and again, students who got it the first time will have their learning consolidated while others will have more opportunities to acquire it.

Task-based Language Learning

A task-based approach to learning Russian is designed to have students develop language competence and communicative skills by doing things rather than by simply studying the language. The students no longer begin by learning the form or grammar of the language. Instead, they find themselves in a situation where they must use the language for a definite purpose, to complete a clearly defined task. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning and context to all language activities.

All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises which concentrate on form, practice of specific strategies all have their place in the classroom, but they will be done as a result of the students' need to know elements of the Russian language in order to accomplish the task more effectively. The task provides an organizational framework within which all skills, knowledge and attitudes are developed.

Choosing a Task

The choice of tasks will be based on the interests of students while at the same time covering as broad a range of areas of experience as possible. It is important that the task be flexible enough to allow for some individualization. In this way, students with different levels of proficiency, different interests and different backgrounds can work together and learn from one another.

Good tasks should:

- match the interests of the students
- require students to focus on meaning and purpose;
- draw objectives from the communicative needs of students;
- involve language use in carrying out the task;
- provide opportunities for language practice;
- allow for flexible approaches to the task, offering different routes, media, modes of participation, procedures (Adaptive Dimension);
- allow for different solutions, depending on the skills and strategies drawn on by students (Adaptive Dimension);
- be challenging, but not threatening;
- require input from all students in terms of knowledge, skills, participation;
- promote sharing of information and expertise;
- allow for co-evaluation by the student and the teacher of the task and of the performance of the task;
- provide opportunities for students to talk about communication (metacommunication) and about learning (metacognition);
- provide for monitoring and feedback;
- be effective and efficient (i.e. the effort to master aspects of the language should "pay off" in terms of communicative competence, or cognitive and affective development of the learner).

The order in which the tasks are undertaken is usually decided based on their level of difficulty, which depends on a number of factors:

- the characteristics of the learner;
- the amount of contextual support provided to the learner;
- the cognitive difficulty of the task;
- the amount of assistance provided to the learner;
- the complexity of the language which the learner is required to use;
- the amount and type of background knowledge required.

Some of these factors are variable (e.g. the amount of support provided), while others are not (e.g. characteristics of the learner).

In the following table, some of the factors which determine the relative difficulty of a task are outlined. By examining a task in relation to these factors, a task that is appropriate for the students can be chosen:

	less difficult → more difficult			
cognitive complexity	describing	sequencing		choosing
	classifying	identifying principles		evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic		unfamiliar topic	
speaking	taking short turns		taking long turns	
	familiar, sympathetic conversation partner		unfamiliar, uninvolved individual or group	
	familiar topic, well-organized in memory		new topic or experience, not well organized	
text type	description	instructions	storytelling	providing and justifying opinions
	few elements, properties, relationships, characters, factors		many elements, properties, relationships, characters, factors	
	ample contextual support (titles and sub-titles, pictures or diagrams, etc.)		little contextual support	
language	simple		complex	
	less interpretation required (information is explicit)		more interpretation required (information is implicit)	
	more redundant (information is repeated in different ways)		more dense (information is given only once)	
task type	one-way transfer of information		two-way exchange of information	
	convergent		divergent	
	concrete, "here and now"		abstract, different time or place	
support	more		less	

Sometimes a task may, at first, appear too difficult for the students; but if it is of great interest to them, it can be sometimes be undertaken by adjusting some of the above variables to make it less difficult. In the same way, the same task can also be made more or less difficult for different groups of students in mixed-level classes.

The tables on the following pages provide some ideas for tasks that students could undertake at this level. If a particular task is not suitable, for example, the students are not interested in the task, or materials are not available, another task may be substituted. Students can be expected to complete between five and eight tasks in the course. Each task will be the focus of a unit of study which will take from 15 to 20 hours to complete. See the next section for more information on unit planning.

Areas of Experience and Suggested Tasks for Russian 10

	Areas of Experience	Suggested Tasks	Alternate Tasks
Personal	Family	Make a family tree <ul style="list-style-type: none"> • name and family relationship • date of birth, marriage, death • location of birth 	<ul style="list-style-type: none"> • make a collage of a fictitious family • research a famous family • interview a classmate about their family
	Leisure activities (hobbies, sports, interests)	Make a book called "A Day in the Life of ..." <ul style="list-style-type: none"> • time of day, days of the week, months • daily activities 	<ul style="list-style-type: none"> • present a report on a famous athlete • make a celebrity sports album • do a sports cast of a recent sports event • plan a mini-olympics or a winter carnival
Educational	Natural Sciences (weather)	Keep a weather log <ul style="list-style-type: none"> • weather conditions • geographical areas • use data to forecast weather, calculate averages 	<ul style="list-style-type: none"> • do a report comparing weather in different cities or countries
	Humanities (literature/ arts)	Put on a performance <ul style="list-style-type: none"> • song, dance, dramatic reading • invitations 	<ul style="list-style-type: none"> • write a review of a film or performance • create a plot for a movie

Public	Institutions (public celebrations)	<p>Make an illustrated calendar</p> <ul style="list-style-type: none"> • public holidays and celebrations • important dates for students and school • customs, food for each holiday 	<ul style="list-style-type: none"> • plan a cultural program or gathering for parents/ community • make greeting cards for traditional holidays and send them out • dramatize family traditions associated with particular holidays • visit the home of a person in the community to share a celebration
	Business (clothing and fashion)	<p>Put on a fashion show</p> <ul style="list-style-type: none"> • clothing and accessories • colours, textures, shapes • associated activities and seasons 	
	Commercial transactions (Restaurants)	<p>Plan a restaurant menu and perform a restaurant skit</p> <ul style="list-style-type: none"> • food and drink, prices • recipes • décor and ambiance 	

Образец заданий по теме “Круг общения” для студентов, изучающих русский язык в 10-м классе

	Круг общения	Задания	Дополнительные задания
Личный опыт	Семья	Составьте родословную <ul style="list-style-type: none"> • имя и родственная связь • даты рождения, свадьбы, смерти • место рождения 	<ul style="list-style-type: none"> • Сделайте коллаж любой семьи (можно вырезать картинки из журнала) • Сделайте доклад о какой-либо знаменитой семье • Расспросите одноклассников об их семьях
	Свободное время (хобби, спорт, увлечения)	Сделайте буклет под названием “Один день из жизни...” <ul style="list-style-type: none"> • время суток, дни недели, месяцы • повседневные занятия, 	<ul style="list-style-type: none"> • Сделайте доклад об известном атлете • Сделайте альбом знаменитых спортсменов • Сделайте репортаж о недавних спортивных событиях • Запланируйте спортивную олимпиаду или зимний карнавал
Круг Общения	ЕСТЕСТВОЗНАНИЕ (погода)	Заведите журнал и отмечайте <ul style="list-style-type: none"> • погодные условия • географические зоны • сделайте прогноз погоды, подсчитайте среднесуточную температуру 	<ul style="list-style-type: none"> • Сделайте доклад о погоде в различных странах, областях и городах и сравните погодные условия
	Культура (литература/искусство)	Сделайте постановку <ul style="list-style-type: none"> • песни, танцы, чтение стихов • сделайте пригласительные билеты 	<ul style="list-style-type: none"> • Напишите рецензию на фильм или пьесу • Напишите сценарий к кинофильму

Образование	Народные праздники и традиции, важные даты	<p>Сделайте иллюстрированный календарь</p> <ul style="list-style-type: none"> • Отметьте праздники • Отметьте школьные события и важные даты • Напишите, какие народные обычаи и праздничную еду вы знаете 	<ul style="list-style-type: none"> • Подготовьте культурную программу или вечеринку и пригласите родителей / знакомых • Напишите и отправьте поздравления с праздниками • Сделайте сценку о том, как семья отмечает праздники • Навестите соседей на праздники
	Бизнес (одежда и современные моды)	<p>Устройте демонстрацию мод</p> <ul style="list-style-type: none"> • костюмы • цвет, качество ткани, фасон • Когда и куда надевают эту одежду? 	
	Сфера обслуживания (рестораны)	<p>Составьте меню и разыграйте сценку «в ресторане»</p> <ul style="list-style-type: none"> • еда, напитки и цены • кулинарные рецепты • обстановка, атмосфера в ресторане 	

Unit Planning

Unit planning when using a task-based approach to second language learning is a little different than planning for a more traditional language-based approach. Instead of beginning with the linguistic content (vocabulary, grammar, functions), you begin with a theme or topic and a task. The language content grows out of the task and the resources used for the task. The following steps provide a list of considerations for unit planning:

1. Choose a theme or a topic which is of interest to the students, which offers possibilities for developing the students' communicative competence in Russian and which allows for some general learning as well. Students can participate in this step of the planning process.
2. Decide on a unit task that is appropriate to the theme, is of interest to the students and is within their capabilities, both from a cognitive and a language point of view. Students can participate in this step as well. This task becomes the main element around which the unit is organized. The unit task will most often take the form of a project that can be worked on over a period of several weeks. See the Global Task List on page 90 for suggestions.
3. Look for resources which might be useful in preparing students to carry out the task. Resources should be attractive and rich in visual supports such as charts, pictures, diagrams, etc. Once the resources have been found, analyze them for elements that might need to be introduced, for example, a particular accent in an audio text, a cultural reference, strategies needed to deal with an authentic document, idiomatic expressions and so on.
4. Analyze the task to determine what the students will need to know and to learn in order to be able to carry out the task. Think about the product the students will produce (the project or task), but also about the process they will go through in producing the product (e.g., working in groups, doing research, interviewing people). Think about language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge, and so on. Think about the resources you have found for the unit.
5. Outline a series of steps or mini-tasks directly related to the unit task to help the students learn and practise the language they will need to carry out that task. Some of these mini-tasks might focus on particular language functions (applications), building vocabulary around the theme or topic, learning and practising specific grammatical structures, analyzing the characteristics of a particular text type, developing a cultural element, working on a learning strategy and so on.
 - It is a very good idea to begin a unit with an activity that stimulates the students' interest in the topic, and helps them make connections between what they already know about the topic and what they will be learning. This introductory activity also starts to establish the linguistic base necessary for the rest of the unit, although it should not include the formal teaching of a pre-determined list of vocabulary. Vocabulary for the unit is better taught as the need arises throughout the whole unit.

-
- It is also very helpful to end the unit with an activity that leads students to reflect on the unit. This can include discussion about what they learned, the strategies they used and how their attitudes may have changed. It can also include planning for future units based on perceived gaps in their knowledge and skills. This step is important for developing metacognitive strategies and independent learning.
6. Determine the specific objectives for the unit, keeping in mind all four components (applications, language competence, global citizenship and strategies). See the list of general and specific learning objectives on pages 14-18.
 7. Decide which Common Essential Learnings to develop throughout the unit. Make sure that provision is made to evaluate these C.E.L.s at the same time as the other learning outcomes.
 8. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students (Adaptive Dimension). Be prepared to be as flexible as possible without compromising the objectives of the unit.
 9. Assess the unit plan and resources from the perspective of Gender Equity and make any changes necessary.
 10. Plan student assessment and evaluation. Integrate assessment throughout the unit.

Although unit planning is presented above as a series of steps, for most people, it will involve going back and forth between steps, rather than progressing straight through from step 1 to 10. Some of the planning will take place beforehand, and some as the unit progresses. The Unit Planning Template on page 88 may be helpful when planning units.

Unit Planning Template

Area of Experience:		Topic/ Theme:	
Grade Level:	Task:		
Analysis of language needs to complete task: 1. <i>Product</i> 2. <i>Process</i>			
Steps (teaching strategies)		Notes, evaluation, resources	Specific Learning Outcomes (objectives)

Steps (teaching strategies)	Notes, evaluation, resources	Specific Learning Outcomes (objectives)

Global Task List

Solve a problem

Jigsaw task
Information gap
Cloze activity
Grammar dictation
Science experiment
Math problem
Make a decision

Write and send a/an

Personal letter
Greeting card
E-mail message
Letter to the editor
Business letter
Invitation

Do a/an

Survey
Research project
Simulation
Role-play
Interview
Demonstration
Debate
Biography
Critique

Plan a/an

Trip
Self-improvement project
Exchange
Immersion weekend
Excursion
Meal
Celebration
Guest speaker

Learn a/an

Game
Sport
Song
Dance
Poem
Story
Nursery rhyme
Craft
(Then make up a new one)

Keep a log of

Books read
TV programs watched
Weather
Travel

Present a/an

Fashion show
Puppet show
Play
Dance
Concert
Dictionary
Recipe book
Guide
Picture album
Poster

Make a/an

List
Booklet
Big book
Pamphlet or brochure
Mural
Collage
Model
Class display
Crest
Map
Calendar
Greeting card
Menu
Family tree
Cover (book, CD, video)
Game board
Advertisement
Comic strip
Puppet
Classified ad

Перечень заданий

Решите поставленную задачу

Кооперативная работа над заданием (у каждого своя задача)
Игра в слова (студенты сравнивают картинки и ищут на них отсутствующий предмет)
Диктант
Научный эксперимент
Математическая задача
Решение проблемы

Напишите и отправьте...

Письмо
Поздравительную открытку
Письмо по электронной почте
Письмо редактору
Деловое письмо
Приглашение

Сделайте, проведите, напишите...

Опрос, обзор
Опыт, испытание
Сценку
Интервью
Дискуссию
Биографию
Рецензию

Запланируйте

Поездку
Работу над собой
Культурный обмен
Углублённое изучение языка в выходные дни
Экскурсию
Пикник
Вечеринку
Пригласите почётного гостя

Разучите...

Игру
Вид спорта
Песню
Танец
Стихотворение
Рассказ
Сказку
Детские стихи
Рукоделие, поделки
(и потом пофантазируйте, изобретите сами)

Сделайте список...

Прочитанных книг
Просмотренных программ по ТВ
Ведите журнал погоды и поездок

Устройте...

Показ мод
Кукольный театр
Постановку пьесы
Танцы
Концерт

Составьте, сделайте...

Список
Брошюру, буклет
Книгу
Памфлет
Словарь
Поваренную книгу
Путеводитель
Альбом с фотографиями
Плакат
Роспись
Коллаж
Модель
Выставку в классе
Эмблему, герб
Карту
Календарь
Поздравительную открытку
Меню
Родословную
Обложку (книги, видеокассеты, дискеты)
Шахматную (игорную) доску
Рекламу
Комиксы
Куклу
Объявление

Finding Learning Resources

Planning lessons and assembling resources for a task-based language course means more than finding a good text with accompanying workbook and listening tapes. As much as possible, students should work with all kinds of resources. See the section on Resource-Based Learning on page 10. Authentic documents, that is, documents that were designed for Russian speakers rather than for the purpose of second language teaching, are particularly interesting. By using authentic documents, students gain experience in finding, exploring and interpreting different kinds of texts, and have models for producing texts of their own.

By using a variety of resources rather than a single text, teachers can better accommodate the diverse learning needs of students found in the average classroom. Even though all students in the class are working on the same task, they may be using different resources depending on their preferred learning styles, level of proficiency or cognitive development. See the section on the Adaptive Dimension on page 8.

Sample List of Text Forms

Written Texts

Advertisements
Biographies and autobiographies
Brochures, pamphlets and leaflets
Catalogues
Dictionary and grammar items
Encyclopaedia entries
Folk tales and legends
Forms
Graffiti
Instructions and other "how to" texts
Invitations
Journals, diaries and logs
Labels and packaging
Letters, business and personal
Lists, notes, personal messages
Maps
Menus
Newspaper and magazine articles
Plays
Poetry
Programs
Questionnaires
Recipes
Reports and manuals
Short stories and novels
Signs, notices, announcements
Stories
Textbook articles
Tickets, timetables and schedules

Oral Texts

Advertisements
Announcements
Ceremonies, religious and secular
Debates
Formal and informal conversations
Interviews
Lectures
Messages
Oral stories and histories
Plays and other performances
Reports and presentations
Songs and hymns
Telephone conversations

Multimedia Texts

Comic strips
Computer and board games
Movies and films
Slide/tape and video presentations
TV programs
Websites

Перечень письменных и устных заданий

Письменные задания

Реклама
Биографии и автобиографии
Брошюры, памфлеты и объявления
Каталоги
Словари и пособия по грамматике
Статьи в энциклопедии
Народные сказки и легенды
Анкеты
Надписи (на стенах / заборах)
Инструкции и подобные тексты
(руководства)
Приглашения
Журналы и дневники
Этикетки
Личные и деловые письма
Записи, списки и перечни
Карты (географические, дорожные)
Меню
Газетные и журнальные статьи
Пьесы
Поэзия
Программы по ТВ, радио и другие
Вопросники
Кулинарные рецепты
Доклады
Рассказы и романы
Объявления, вывески
Главы из учебника
Билеты, расписание, графики
Комиксы

Устные задания

Реклама
Объявления
Церемонии, обряды
Дискуссии
Разговоры, беседы
Интервью
Лекции
Сообщения
Устные истории и рассказы
Пьесы и другие представления
Доклады и презентации
Песни и гимны
Телефонные разговоры

Средства массовой информации

Кинофильмы
Показ слайдов и видео презентации
Программы по ТВ
Сайты на интернете

Yearly Planning

Because a task-based approach to second language learning does not include a pre-determined list of grammar structures, vocabulary items or language functions, teachers need a way of keeping track of the elements of the language the students have been introduced to. A useful way to do this is to keep a checklist of grammar structures and note down which structures have been taught explicitly and practised by students. Similar lists can be kept for different kinds of strategies, elements of the culture, different text forms, language functions, and so on.

Grammar Checklist

	Grade 10	Grade 11	Grade 12
Nouns			
• gender (masculine, feminine, neuter)			
• singular and plural			
• animate and inanimate			
• cases of nouns			
• nominative case			
• genitive case			
• dative case			
• accusative case			
• instrumental case			
• prepositional case			
Pronouns			
• personal			
• interrogative			
• possessive			
• demonstrative			
• reflexive			
• negative			
Adjectives (agreement)			
• gender (masculine, feminine, neuter)			
• number (singular and plural)			
• case			
Verbs			
• infinitive			
• conjugation I			
• conjugation II			
• present, past, and future tenses			
• perfective and imperfective forms			
• negative			
• imperative mood			
• conditional mood			
Adverbs			
Conjunctions			
Prepositions			
Numerals			

Global List of Strategies

Language Learning Strategies

Cognitive

- listen attentively
- do actions to match words of a song, story or rhyme
- learn short rhymes or songs incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express their meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of the language
- use mental images to remember new information
- group together sets of things (vocabulary, structures) with similar characteristics
- identify similarities and differences between aspects of the language being learned and their own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in the language being learned or in their own language
- find information using reference materials like dictionaries, textbooks, grammars
- use available technological aids to support language learning, e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function.

Metacognitive

- check copied writing for accuracy
- make choices about how they learn
- rehearse or role play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words

-
- evaluate their own performance or comprehension at the end of a task
 - keep a learning log
 - experience various methods of language acquisition and identify one or more they consider particularly useful personally
 - be aware of the potential of learning through direct exposure to the language
 - know how strategies may enable them to cope with texts containing unknown elements
 - identify problems that might hinder successful completion of a task and seek solutions
 - monitor their own speech and writing to check for persistent errors
 - be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly

Social/affective

- initiate or maintain interaction with others
- participate in shared reading experiences
- seek the assistance of a friend to interpret a text
- reread familiar self-chosen texts to enhance understanding and enjoyment
- work cooperatively with peers in small groups
- understand that making mistakes is a natural part of language learning
- experiment with various forms of expression, note their acceptance or non-acceptance by more experienced speakers
- participate actively in conferencing and brainstorming as a pre- and post-writing exercise
- use self-talk to make themselves feel competent to do the task
- be willing to take risks, try unfamiliar tasks and approaches
- repeat back new words and expressions occurring in conversations in which they participate, make use of the new words as soon as appropriate
- reduce anxiety by using mental techniques, such as positive self-talk or humour
- work with others to solve problems, get feedback on tasks
- provide personal motivation by arranging rewards for themselves when successful

Language Use Strategies

Interactive

- use words from their first language to get their meaning across, e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in the second language
- acknowledge being spoken to
- interpret and use a variety of non-verbal clues to communicate, e.g., mime, pointing, gestures, drawing pictures
- indicate lack of understanding verbally or nonverbally, e.g., *Простите, извините, я не понимаю*, raised eyebrows, blank look
- ask for clarification or repetition when they do not understand, e.g., *Что вы имеете в виду? (Что вы хотите сказать?) Повторите пожалуйста.*
- use the other speakers' words in subsequent conversation
- assess feedback from conversation partner to recognize when the message has not been understood, e.g., raised eyebrows, blank look
- start again using a different tactic when communication breaks down, e.g., *Я хотел(а) сказать...*
- invite others into the discussion
- ask for confirmation that a form used is correct, e.g., *Так можно сказать?*
- use a range of fillers, hesitation devices and gambits to sustain conversations, e.g., *Ну, где я остановился / остановилась?*
- use circumlocution to compensate for lack of vocabulary, e.g., *Предмет, на который вешают одежду* for *вешалка*
- repeat back part of what someone has said to confirm mutual understanding, e.g., *Значит, то, что вы хотите сказать...*
- summarize the point reached in a discussion to help focus the talk
- ask follow-up questions to check for understanding, e.g., *Правильно?*
- use suitable phrases to intervene in a discussion, e.g., *Имея в виду то... (Говоря о том...)*
- self-correct if errors lead to misunderstandings, e.g., *Я хочу сказать...*

Interpretive

- use gestures, intonation, visual supports to aid comprehension
- make connections between texts on the one hand, and prior knowledge and personal experience on the other
- use illustrations to aid reading comprehension
- determine the purpose of listening
- listen or look for key words
- listen selectively based on purpose
- make predictions about what they expect to hear or read based on prior knowledge and personal experience
- use knowledge of the sound-symbol system to aid reading comprehension

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- infer probable meaning of unknown words or expressions from contextual clues
 - prepare questions or a guide to note down information found in the text
 - use key content words or discourse markers to follow an extended text
 - reread several times to understand complex ideas
 - summarize information gathered
 - assess their own information needs before listening, viewing or reading
 - use skimming and scanning to locate key information in texts

Productive

- mimic what the teacher says
- use non-verbal means to communicate
- copy what others say or write
- use words visible in the immediate environment
- use resources to increase vocabulary
- use familiar repetitive patterns from stories, songs, rhymes or media
- use illustrations to provide detail when producing their own texts
- use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- use knowledge of sentence patterns to form new sentences
- be aware of and use the steps of the writing process: pre-writing (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- use a variety of resources to correct texts, e.g., personal and commercial dictionaries, checklists, grammars
- take notes when reading or listening to assist in producing their own text
- revise and correct final version of text
- use circumlocution and definition to compensate for gaps in vocabulary
- apply grammar rules to improve accuracy at the correction stage
- compensate for avoiding difficult structures by rephrasing

General Learning Strategies

Cognitive

- classify objects, ideas according to their attributes, e.g., red objects and blue objects or animals that eat meat and animals that eat plants
- use models
- connect what they already know with what they are learning
- experiment with and concentrate on one thing at a time
- focus on and complete learning tasks
- write down key words and concepts in abbreviated form (verbal, graphic or numerical) to assist performance of a learning task
- use mental images to remember new information
- distinguish between fact and opinion when using a variety of sources of information
- formulate key questions to guide research
- make inferences, identify and justify the evidence on which their inferences are based
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- seek information through a network of sources including libraries, the world wide web, individuals and agencies
- use previously acquired knowledge or skills to assist with a new learning task

Metacognitive

- reflect on learning tasks with the guidance of the teacher
- choose from among learning options
- discover how their efforts can affect their learning
- reflect upon their thinking processes and how they learn
- decide in advance to attend to the learning task
- divide an overall learning task into a number of sub-tasks
- make a plan in advance about how to approach a task
- identify their own needs and interests
- manage the physical environment in which they have to work
- keep a learning journal such as a diary or a log
- develop criteria for evaluating their own work
- work with others to monitor their own learning
- take responsibility for planning, monitoring and evaluating learning experiences

Social/affective

- watch others' actions and copy them
- seek help from others
- follow their natural curiosity and intrinsic motivation to learn
- participate in cooperative group learning tasks
- choose learning activities that enhance understanding and enjoyment

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- encourage students to try, even though they might make mistakes
 - take part in group decision-making processes
 - use support strategies to help peers persevere at learning tasks, e.g., offer encouragement, praise, ideas
 - take part in group problem-solving processes
 - use self-talk to make themselves feel competent to do the task
 - be willing to take risks, try unfamiliar tasks and approaches
 - monitor their level of anxiety about learning tasks and take measures to lower it if necessary, e.g., deep breathing, laughter
 - use social interaction skills to enhance group learning activities

Student Evaluation

Guiding Principles of Student Evaluation

Evaluation is an integral component of the teaching-learning process that should facilitate student learning and improve instruction. Teachers gather information about student progress through a variety of assessment techniques and provide positive, supportive feedback to students. They also use this information to meet individual needs and to improve their instructional programs, which in turn helps students learn more effectively. Evaluation is also used for reporting progress to parents or guardians, and for making decisions related to such things as student promotion and awards.

Evaluation must be considered during the planning stage of instruction when learning objectives and teaching methods are being chosen. It is a continuous activity, not something to be dealt with only at the end of a unit of study. Students should be made aware of the objectives of the program and the procedures to be used in assessing performance relative to the objectives. Students can gradually become more actively involved in the assessment process in order to develop lifelong learning skills.

Evaluation should reflect the intended outcomes of the curriculum and be consistent with the approach used to teach the language in the classroom. But it should also be sensitive to differences in culture, gender and socio-economic background. Students should be given opportunities to demonstrate the full extent of their knowledge, skills and abilities.

Evaluation: A Cyclical Process

The evaluation process is cyclical in nature. Each phase is linked to and dependent on the others.

- In the **preparation** phase, decisions are made about what is to be evaluated, the type of evaluation to be used, the criteria against which student learning outcomes will be judged and the most appropriate assessment techniques for gathering information.
- The **assessment** phase involves developing or selecting assessment tools, deciding when and how assessments will be conducted, then collecting, organizing and interpreting the information on student performance.
- During the **evaluation** phase, the teacher makes a judgement on the progress of the student and the level of achievement reached relative to the learning outcomes.
- The **reflection** phase provides teachers with the opportunity to consider the success of the evaluation process used and to make modifications to subsequent teaching and evaluation.

Types of Student Evaluation

Different types of evaluation are used at different points throughout the academic year.

- **Diagnostic** evaluation is usually used at the beginning of the course, unit or lesson to assess the students' interests, strengths and weaknesses relative to the work about to be undertaken. Information gathered at this stage will assist the teacher in making decisions about modifications for individual students or groups of students, about structuring appropriate learning groups and about designing effective learning experiences.
- **Formative** evaluation is an on-going process that keeps students and the teacher informed about student progress. By providing immediate feedback to students, corrective action can be taken to ensure they achieve the desired learning outcome. Formative evaluation also helps teachers modify their planned lessons if necessary to accommodate student learning. Normally the results of formative evaluation are not used to determine a student mark.
- **Summative** evaluation is most often used at the end of a unit of study to determine what has been learned and to report on progress. It is a judgement on the student's global competence.

Guiding Principles for Evaluation of Second Language Learning

- The teacher should use a variety of assessment techniques that clearly reflect the communicative, learner-centred, task-based approach to second language learning. For example, when using a task-based approach, written interpretation would be tested by having students use the information in a written text to carry out a task, rather than by having students answer comprehension questions.
- The percentage of the final mark allotted to each component of the curriculum should reflect the amount of time that the students spend on that component. For example, if students are spending 70% of their time on oral activities, 70% of their final mark should be determined by oral evaluation.
- Tests should measure what they say they are measuring. For example, if students are being tested for aural interpretation and the test requires that they write down information they have understood, they should be marked on whether or not they have understood, not on whether the information written was correctly spelled.
- Evaluation should take place in the context of meaningful activities. For example, grammar points dealt with in the course of a unit can be evaluated by looking at whether or not they are correctly used in the task the students are doing, not in fill-in-the-blank or other decontextualized exercises.
- Different kinds of learning outcomes should be evaluated in different ways. For example, knowledge related outcomes can be assessed by objective tests; attitudes are better assessed by observation.

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- Students should be involved in determining the criteria that will be used for evaluating their work. This can be part of the planning process at the beginning of each unit. Students should have a clear understanding of the types of evaluation procedures that will be used throughout the unit.

Examples of Student Assessment Techniques

There are a number of ways of organizing student assessment and a variety of tools that can be used to carry it out. The choice of techniques will depend largely on what is being evaluated. Students can be assessed by observing them as they are engaged in classroom activities, by measuring how well their work meets specific criteria or by giving them different kinds of tests. They can be assessed individually or in groups. The assessment can be done by the teacher, by the student himself or herself, or by other students. A number of different tools can be used to record the results of the assessment, for example, checklists, rating scales or anecdotal records. For more information on student evaluation in general, consult *Student Evaluation: A Teacher Handbook*.

The following are some examples of techniques specifically designed to assess different aspects of second language learning. **Each technique can be used to assess other aspects of learning than the example given.** For example, observation checklists can be used to assess group activities, reflection on learning strategies, the spelling, grammar and punctuation of written texts and so on.

Observation Checklist for an Oral Presentation

Context and Task	Students work in groups researching different aspects of a topic of interest to them and then make an oral presentation of their findings to the rest of the class.
Learning Outcomes to be Evaluated	<p>Other outcomes may be added to those below as appropriate for the topic of the oral presentation, for example, outcomes for elements of the Russian culture.</p> <ul style="list-style-type: none">• ask for and provide basic information;• pronounce some common words and phrases comprehensibly;• use a repertoire of isolated words and set phrases in familiar contexts;• sequence elements of a simple story, process or series of events;• use a variety of visuals and other forms of non-verbal communication to express meaning in guided situations;• use simple interactive, interpretive and productive strategies with guidance to enhance communication.
Evaluation Procedure	<ul style="list-style-type: none">• At the beginning of the unit, when planning the steps needed to accomplish the task, discuss the criteria for evaluating the oral presentation that will be part of the finished product. Make a list that can guide the preparation of the presentation.• Make sure that, as the students go through the steps to prepare them to accomplish the task, they have the opportunity to learn and practise each element on which they will be evaluated.• As the students are making their presentation, use the checklist to record whether or not they have met each criterion. Additional comments may be added at the end.• The students are given the checklist and have an opportunity to reflect on their performance. They can then make a list of areas they want to improve on for the next task.• The teacher can use the results of the evaluation to determine areas the students need to work on, to revise the unit for future classes or to revise the evaluation procedure.

Sample Observation Checklist for an Oral Presentation

	Yes	No
The information provided was clear.	<input type="checkbox"/>	<input type="checkbox"/>
The information provided was complete.	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation was comprehensible.	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary introduced in class was used appropriately.	<input type="checkbox"/>	<input type="checkbox"/>
The information was presented in an appropriate sequence.	<input type="checkbox"/>	<input type="checkbox"/>
Some visuals and/ or non-verbal means of communication were used to enhance communication of the message.	<input type="checkbox"/>	<input type="checkbox"/>
Production strategies were used as needed to enhance communication of the message.	<input type="checkbox"/>	<input type="checkbox"/>
Comments		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		
<hr/>		

Rating Scale for Self-Initiated Activities

Context and Task

Students are given the following assignment: they are to engage in an extracurricular activity, which involves the Russian language and culture, and keep a log of the experience. Many activities would be suitable, for example, extra reading, listening to Russian songs, seeking out Russian-speaking people in the community, researching Russian cultural websites, producing a personal dictionary, corresponding with a penpal in Russia, and so on. The choice is up to the student but should be approved by the teacher before the project is begun. Students should be aware of the criteria for evaluating the activity.

Learning Outcomes to be Evaluated

Other outcomes may be added to those below as appropriate for the particular activity undertaken by the student.

- use the language for personal enjoyment
- participate in activities and experiences that reflect elements of the Russian culture
- engage in activities that reflect other ways of doing things or other perspectives
- identify some personal uses they have made of their knowledge of the Russian language and culture
- use simple cognitive, metacognitive, social and affective strategies, with guidance, to enhance language learning

Evaluation Procedure

- Introduce the assignment to the students and brainstorm activities that could be done to give students ideas and suggest the scope of the project. The whole project should be as flexible as possible in order to accommodate the personal choice of each student. The only invariable element is that they must keep a log of their experience.
- Each student must submit a plan for their project which outlines what they will do, the time frame (including 2 checkpoints during the project when the teacher will look at their log and provide feedback) and some criteria for the evaluation. The log may be kept in English or Russian or both, depending on the level of writing skill of the student. The Russian language used in the log should not be evaluated for grammar, vocabulary, spelling or other mechanics unless that is specifically indicated as part of the project.
- A rating scale is used to assess the log at the end of the project.

Sample Rating Scale for Self-Initiated Activities

Student's name:		Date:	
Description of the project:			
<p>Entries are made regularly to the log</p> <p>Entries go beyond the simple recounting of events to include personal reflection on the experience</p> <p>Entries show evidence of reflection on the process of learning a language and experiencing a new culture</p> <p>Entries show evidence of willingness to experience the Russian culture and use the language in real situations</p>	rarely	sometimes	consistently
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments</p> <hr/> <hr/> <hr/> <hr/>			

Anecdotal Records for Classroom Routines

Context and Task	<p>As students become more proficient with the language, more and more of the regular classroom routines can be carried out in Russian. This can be an important part of the program, since it is an authentic use of the language. However, it is difficult to assess since it is not a specific activity or task. Anecdotal records are a useful tool for noting how students are progressing in this area.</p>
Learning Outcomes to be Evaluated	<ul style="list-style-type: none">• give and respond to simple oral instructions or orders• ask for permission• suggest a course of action, respond to a suggestion• offer to do something and respond to offers or invitations• use basic social expressions appropriate to the classroom• use basic politeness conventions
Evaluation Procedure	<ul style="list-style-type: none">• Each time you notice a student independently using Russian to get things done in the classroom, make a note that can go into the student's record. Record both successful and unsuccessful examples.• Always note the date so that you can demonstrate progress.• Keep the remarks brief and to the point. They should be objective observations, rather than judgements.• Try to be systematic so that you have anecdotal records for each student throughout the length of the class. Make a note of students you want to observe particularly during each class.• The notes can be written on small removable self-stick notes and later affixed to a page in the student's record. Alphabetized notebooks can also be used, allowing for relatively simple retrieval of notes on a particular student. Or a loose-leaf page can be made for each student with space for notes gathered over a period of time.• Anecdotal records can be used for diagnostic, formative or summative evaluation.

Portfolios for Written Production

Context and Task	<p>Throughout the course, the students will produce a variety of written texts in the context of tasks they are involved in. Putting together a portfolio of their writing helps students to see the progress they have made, to reflect on the strategies they have used to improve their writing and to set goals for future work. Although each piece of writing will have been evaluated when it was produced, the task of collecting representative samples of their work will help students develop their independent learning skills, build on their prior learning and maintain their motivation.</p>
Learning Outcomes to be Evaluated	<ul style="list-style-type: none">• organize and sequence items in different ways• recognize some simple written text forms• use simple cognitive, metacognitive, social and affective strategies, with guidance, to enhance language learning
Evaluation Procedure	<ul style="list-style-type: none">• Before the collection begins, decisions need to be made about who will decide what to include, the criteria for inclusion and the number of materials to be included.• As materials are collected, place them in a folder or large envelope. Each item should be dated and have a note attached to it explaining why it was chosen, any particular features of interest and a goal for future learning. A table of contents can be added listing the work samples included and the dates completed.• Once the portfolio is complete, it can be examined once again to summarize student progress over the course of the class.• Portfolios are very useful for reporting student progress to parents or guardians.
Examples of Criteria for Including Texts in a Portfolio	<ul style="list-style-type: none">• a variety of text forms• a series of texts which demonstrate the different steps in the writing process from research to draft to final production• a text which demonstrates sociocultural or sociolinguistic competence• a text which demonstrates linguistic competence

Multiple Choice Test for Aural Interpretation

Context and Task

Students listen to a dialogue, for example, between people ordering a meal in a restaurant. They have a menu and must check off what each person orders.

Learning Outcomes to be Evaluated

- identify concrete people, places, things
- associate words with the corresponding object, action or notion
- understand short, simple texts in guided situations
- experience a variety of voices
- recognize some simple text forms, e.g. a menu

Evaluation Procedure

- Do a brief structured activity where students have an opportunity to work with the vocabulary they will hear during the test. They might, for example, work in pairs to exchange likes and dislikes about food items that will appear on the menu, or rank them according to their personal preferences.
- Give students a copy of the menu where there is space to check the items that each person orders and explain what they are to do.
- The conversation should be recorded using different voices for each character. It should be fairly natural and include some information that is not needed to complete the test. If the dialogue is repeated twice on the tape, there is no need to rewind it during the test.
- Play the tape through (students will hear the dialogue twice) and have the students check the items each person orders.
- After the test, discuss with students the strategies they used to understand the dialogue.

Communicative Test for Written Interpretation

Context and Task

Students read a text that contains cultural references, for example, an invitation. They must answer some questions in English about the text to demonstrate their understanding and then respond to the text in an appropriate way.

Learning Outcomes to be Evaluated

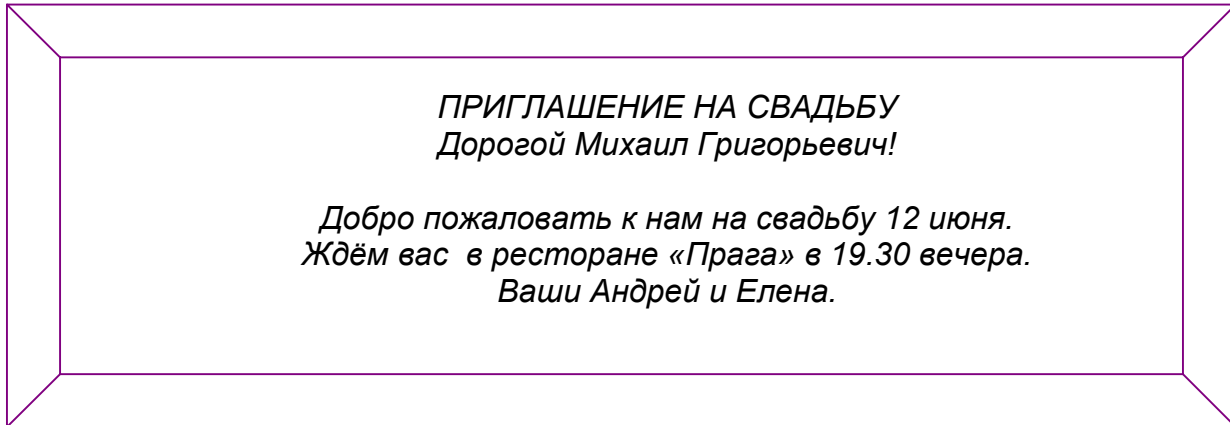
- address a new acquaintance, introduce themselves
- distinguish between formal and informal situations
- understand and use some simple idiomatic expressions as set phrases
- recognize some simple oral and written text forms, e.g. invitations
- understand short simple texts in guided situations
- make observations of the Russian culture
- identify commonalities and differences between the Russian culture and their own
- identify differences and similarities between English and Russian

Evaluation Procedure

- Choose or compose a text that contains some cultural references that have been discussed in class. The text could also include one or more idiomatic expressions that the students are familiar with, as well as some words or structures that are different from similar ones in English.
- Students may answer the test questions in class or as a homework assignment

Sample Test

You receive the following text in the mail. Answer the questions and say how you would respond.



Answer the following questions in English

1. You have received an invitation. Briefly describe what you would expect to find if you go to the event. Mention the time of day, location, who would be there and what would happen. What would it be appropriate to wear?

2. How would such an event be different if it took place here in Canada? Are there any similar events in Canada?

3. What does the expression *Добро пожаловать* mean?

4. What words in the text were particularly helpful in understanding the meaning? How did they help you? Were there any words or structures that might cause some misunderstanding?

Use Russian in the rest of the test

5. Write a response to the invitation either accepting or refusing. If you think it would be appropriate to respond orally, create a dialogue. If you think it would be better to respond in writing, prepare a written response.

6. Imagine you have arrived at the event. Write a dialogue of several exchanges that might take place as you are greeted by your host.

Sample Unit: Restaurants and Food

Area of Experience: Public		Topic/ Theme: Restaurants and food	
Grade Level: 10	Task: Plan a restaurant menu and perform a restaurant skit		
Analysis of language needs to complete task: 1. Product: vocabulary for a variety of foods and drinks, dishes, meals, utensils, restaurant décor, currency. Structures for greeting people, ordering food and drink, making choices, asking for things, paying the bill and leaving. 2. Process: Vocabulary and structures for categorizing, expressing preferences, making comparisons, expressing similarities and differences, managing small group work.			
Steps (teaching strategies)		Notes, evaluation, resources	Specific Learning Outcomes (objectives)
1. In pairs, have students think of Russian words for as many foods as they can. Each pair then combines their list with the list of another pair of students. Finally, the whole class makes a single list, e.g. борщ, пироги (с мясом, с капустой), голубцы, шашлык, котлеты, каша, блины. As this master list is being compiled, sort the foods into the different food groups from the Canada Food Guide: молочные продукты, мясо и колбаса, птица, фрукты и овощи, крупы и другие продукты.		<ul style="list-style-type: none">• The Canada Food Guide can be found at http://www.hc-sc.gc.ca/hppb/nutrition/pube/foodguid/index.html. Briefly review the Canada Food Guide with students if necessary.• Ask students to bring pictures from magazines and grocery flyers to make labelled posters of foods from each of the food groups. Other foods can be added throughout the unit as needed.	<ul style="list-style-type: none">• associate words in Russian with the corresponding object, action or notion (LC)• copy familiar words, phrases and sentences (LC)• organize and sequence items in different ways (A)(CCT)
2. Ask students about their favourite foods. Add these to the list compiled in step 1. Have students make a list of foods they like and foods they don't like, then compare their lists with a partner's list. They could also make a list of foods they can't live without and foods they never eat.			<ul style="list-style-type: none">• identify favorite people, places or things (A)• recognize some basic grammatical structures in simple sentences (LC)

<p>3. Discuss the task with the students and decide what criteria will be used to evaluate the final product (e.g. what should be included on their menu, how their skit will be assessed). Then decide what steps they need to go through to prepare for the task. Plan the unit activities together. The following activities are just an example of what could be done.</p>	<ul style="list-style-type: none"> • If there is an opportunity to produce a real menu for a community event and have students participate in the serving of food, the unit task could be modified to take advantage of this situation. • Adaptive Dimension: Allow as much flexibility as possible in carrying out the task. Students who are interested in art may wish to draw and hand-letter their menu. Those who enjoy working with computers may prefer to use a computer program to create their menu. 	<ul style="list-style-type: none"> • use simple metacognitive strategies, with guidance, to enhance language learning, e.g. make a plan in advance about how to approach a language learning task, make choices about how they learn (S) (IL)
<p>4. Do a variety of activities to build and reinforce vocabulary. For example:</p> <ul style="list-style-type: none"> • students list the foods they have eaten during the past day and categorize them according to the different food groups. • students plan what they would eat for each meal during a day if they could have anything they wanted. • students look at a typical meal from a variety of restaurants and decide which foods are healthy and which are less healthy. 	<ul style="list-style-type: none"> • See also the example, "Find the Intruder" on page 130. • Songs which contain food vocabulary can also be introduced to provide extra reinforcement, e.g. "Калинка." • ask students to share their strategies for learning new vocabulary 	<ul style="list-style-type: none"> • associate words in Russian with the corresponding object, action or notion (LC) • copy familiar words, phrases and sentences (LC) • organize and sequence items in different ways (A)(CCT) • become aware of and improve their use of the strategies they are already using (S) (IL)
<p>5. Discuss favorite restaurants. The teacher can begin by describing his or her favourite: name, type of food served, which meals are served, price range, ambiance and decor, the reasons for liking it. Give each student time to prepare a similar description, then have them share with one or two other students. Students may be grouped for the unit task based on shared preferences.</p>	<ul style="list-style-type: none"> • A graphic organizer can be given to students to provide them with a frame for their description and to note the description provided by their partners. See example on page 131. 	<ul style="list-style-type: none"> • express simple preferences (A) • listen attentively and respond sensitively to the opinions, ideas and products of others (A)(PSVS) • ask for and provide basic information (A) • recognize some basic grammatical structures in simple sentences (LC)

<p>6. Discuss the foods usually served at different meals and on different special occasions. Discuss differences related to cultural origins, particularly the cultural groups represented by students in the class. Compare typical meals in different regions of Russia with typical meals in different regions of Canada.</p>	<ul style="list-style-type: none"> • Make sure that students are aware of diversity within cultural groups. Not all Canadians eat the same thing for breakfast. The same is true of Russians. • A checklist may be used to assess the objectives for Global Citizenship throughout steps 6, 7 and 8. See the example on page 134. 	<ul style="list-style-type: none"> • identify some elements (e.g., region, cultural origins) that reflect diversity within the Russian culture (GC) (PSVS) • identify commonalities and differences between diverse groups within the Russian culture (GC) (PSVS, CCT)
<p>7. Challenge students to find as many words (related to food) as they can that English has borrowed from Russian (e.g., borsch, vodka, beef stroganoff, kasha, shashlik, pirogi) and that Russian has borrowed from English (бифштекс, кока-кола, пепси-кола, суп, лимон, лимонад, омлет, маринад, майонез, пунш). How do these words change as they are borrowed? Why do languages borrow words from other languages?</p>	<ul style="list-style-type: none"> • Keep lists of these words posted in the classroom and add to them as students find more borrowed words. The activity can become a game or contest with prizes for the most words found. 	<ul style="list-style-type: none"> • identify similarities between their first language and the Russian language, e.g., borrowed words (GC) (C) • identify and use new strategies that might be helpful for learning, e.g., associate words or expressions in Russian with familiar ones in their own language (S) (IL)
<p>8. Provide students with samples of a variety of different menus. They work in groups to analyze the menus, then compare their conclusions. What kind of information is typically found on menus? Are there any words or phrases that are specific to menus? What do they mean? What does a menu tell you about the restaurant? Are there any differences between typical menus in Russia and in Canada?</p>	<ul style="list-style-type: none"> • a variety of menus from different kinds of restaurants. See example on page 132 	<ul style="list-style-type: none"> • understand and produce short, simple texts (menus) in guided situations (LC) • recognize some simple oral and written text forms (menus) (LC) (C) • make observations of the culture as it is portrayed in restaurant food and menus (GC)

<p>9. Create a bank of sentence stems and mini-dialogues for restaurants: arrival, ordering food and drink, making choices, asking for things, paying the bill and leaving. Have students practise ordering food in restaurants with a variety of variations until they feel comfortable.</p>	<ul style="list-style-type: none"> • Use dialogues from course books, restaurant scenes from video or audiotapes as models if available. E.g. in a video tape, which accompanies the textbook “Live From Moscow: Russian Stage One” (Vol. 1) there is a scene, which helps to reinforce students’ vocabulary for the restaurant topic. Note that the action takes place at home. 	<ul style="list-style-type: none"> • initiate interactions and respond using simple social interaction patterns, e.g., greeting-response, question-answer (LC) • use basic politeness conventions (LC) • understand the meaning of and experiment with using some common non-verbal behaviours used in the Russian culture (LC) • recognize some basic grammatical structures in simple sentences (LC)
<p>10. Students should now be able to create a menu for their imaginary restaurant as well as a skit depicting a restaurant scene. Have them work in cooperative groups, where each person has specific responsibilities. Make it clear that they are expected to use Russian as much as possible as they are creating their menu and preparing their skit.</p> <p>Although students may prepare a general story line for their skit, they should not write out a script word for word. Encourage them to ad-lib the dialogue between the patrons of the restaurant and the restaurant staff. They should also be encouraged to add original details (e.g., a customer who cannot make up his or her mind) to the situation so that the skits are more interesting for those in the audience.</p>	<ul style="list-style-type: none"> • The language learned and used in classroom interaction, such as the small group work in this step of the unit, is just as important as the language used on the menu and during the skit. Monitor groups as they are working and make note of vocabulary and structures they are lacking, then plan mini-lessons to teach them. • The rating scale that is used to evaluate the final product can be used as a checklist for students as they are preparing. See page 132 example. Students may get guidance on specifics of spelling, pronunciation, grammar structures and so on from the teacher, other students, reference materials. 	<ul style="list-style-type: none"> • suggest a course of action, respond to a suggestion (A) • ask or offer to do something (A) • ask for help or clarification of what is being said or done in the group (A) • pronounce some common words and phrases comprehensibly (LC) • copy familiar words, phrases and sentences (LC) • use intonation to express meaning (LC) • identify and use new strategies that might be helpful for the task at hand, e.g. interpret and use a variety of non-verbal clues to communicate, ask for clarification or repetition when they do not understand, use a variety of resources to correct texts (S) (IL)

11. Reflect on the unit. Ask the students if they feel they would be able to order food in a Russian restaurant. Did they try new ways of learning vocabulary or remembering specific structures? What was the most interesting thing they found out about Russian restaurants and eating habits? What do they need to work on in the next unit?		<ul style="list-style-type: none">• evaluate the success of their use of particular strategies in relation to the task e.g., with the guidance of the teacher (S) (IL)• transfer strategies from one learning challenge to another (S) (IL)
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Find the Intruder

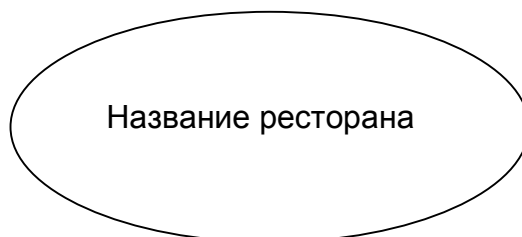
Look at each group of words and indicate which one does not belong with the others.

- | | |
|---|-------|
| 1.молоко, апельсиновый сок, печенье, кофе | _____ |
| 2. яблоко, хлеб, груша, грейпфрут | _____ |
| 3. мясо, колбаса, котлеты, рыба | _____ |
| 4. малина, клубника, огурец, калина | _____ |
| 5. хлеб, виноград, булка, сухарь | _____ |
| 6. кефир, вода, молоко, творог | _____ |
| 7. картошка, капуста, помидор, груша | _____ |
| 8. борщ, икра, рыба, рак | _____ |
| 9. рис, горох, пшеница, тыква | _____ |
| 10.торт, пирог, грибы, пицца | _____ |

Схема для работы над темой “Любимые рестораны”

Что подают в
ресторане?

Расскажите о еде:



Обстановка и атмосфера:

Цены:

Почему мне нравится этот ресторан?

Полезные слова и выражения:

- завтрак, обед, ужин, полдник
- этнический (китайский, итальянский, греческий, русский, индийский), закусочная, вкусная и здоровая пища
- дешёвый, недорогой, дорогой, очень дорогой
- обстановка непринуждённая, интимная, деловая, строгая; шумно / спокойно; элегантно
- Мне нравится ресторан: еда хорошая и дешёвая, люди приятные, там спокойно, там я встречаю всех своих друзей; ресторан недалеко от школы.

Образец меню

Завтрак

Омлет с сыром	20 руб.
Сосиски	22 руб.
Бутерброды	18 руб.
Молоко	5 руб.
Кефир	5 руб.
Творог	руб.
Фрукты	18 руб.

Обед

Салат с помидорами и огурцами	10 руб.
Бульон мясной	15 руб.
Блинчики с мясом	18 руб.
Голубцы	20 руб.
Макароны с сыром	15 руб.
Картофель жареный	10 руб.
Котлеты	18 руб.
Фрукты	0 руб.

Ужин

Винегрет	16 руб.
Курица жареная	22 руб.
Бифштекс	26 руб.
Картофельное пюре	10 руб.
Фрукты	10 руб.

Напитки

Фруктовый сок	10 руб.
Минеральная вода	12 руб.
Квас	14 руб.
Кока-кола	16 руб.
Чай	5 руб.
Кофе	7 руб.

Десерт

Торт шоколадный	14 руб.
Кекс	9 руб.
Мороженое	8 руб.
Компот	6 руб.
Кисель	7 руб.

Rating Scale for Evaluating a Menu and a Restaurant Skit

Students in Group: _____

Date: _____

	not at all 0 points	sometimes 1 point	consistently 2 points
Menu			
Each menu item includes name of the dish and price			
Menu items are categorized in an appropriate way (by meal or by type of dish)			
Words are correctly spelled			
Menu is attractive and easy to read			
Total			
Skit	not at all 0 points	sometimes 1 point	consistently 2 points
Students are using an appropriate level of formality for the kind of restaurant			
Pronunciation, intonation and grammatical structures are comprehensible			
Students are speaking without written scripts (menu can be used as a prop)			
Language, gestures and other non-verbal behaviour would be socially acceptable in Russian-speaking milieu			
Total			

13-16 points	Excellent
11-12 points	Good
9 - 10 points	Needs improvement
less than 8	Unacceptable

		s	al

learning outcomes →		↓ names of students
	provides examples of diverse practices within a culture	
	provides examples of similarities and differences between different groups within a national group (Russia or Canada)	
	provides examples of words borrowed between Russian and English	
	observes cultural artifacts (e.g., menus) to gain cultural or linguistic information	

Summary of Learning Outcomes and Possible Content

Step	General and specific learning outcomes	Possible content
	<i>Applications</i>	
5, 10	<i>Use Russian in a variety of situations to impart and receive information:</i> <ul style="list-style-type: none"> ask for and provide basic information 	<p>В ресторане Х подают... Еда, атмосфера, обстановка...</p> <p>Что вы будете есть? Я бы хотел (хотела)... У вас есть...? Да, у нас есть... / Нет, у нас нет...</p> <p>Вы будете Х или Y? Дайте мне Y, пожалуйста.</p>
2	<i>Use Russian in a variety of situations to express emotions and personal perspectives:</i> <ul style="list-style-type: none"> identify favorite people, places or things 	<p>Мне нравится... потому что...</p> <p>Я люблю...</p>
10	<i>Use Russian in a variety of situations to get things done:</i> <ul style="list-style-type: none"> suggest a course of action, respond to a suggestion 	<p>Почему бы нам не... Давайте-ка (давай-ка)... Прекрасно. / Я бы хотел (хотела)...</p>
10	<ul style="list-style-type: none"> ask or offer to do something 	<p>Можно мне...</p> <p>Давайте я (давай я)...</p>
10	<ul style="list-style-type: none"> ask for help or clarification of what is being said or done in the group 	<p>Вы не подскажете...? Что значит...? (Что такое...?)</p>
1, 4	<i>Use Russian in a variety of situations to extend their knowledge of the world:</i> <ul style="list-style-type: none"> organize and sequence items in different ways 	<p>Морковь – это овощ.</p>
5	<ul style="list-style-type: none"> listen attentively and respond sensitively to the opinions, ideas and products of others 	<p>Интересно / поразительно / хорошая идея.</p>

Step	General and Specific Learning Outcomes	Possible Content
	Language Competence	
1, 4	<i>Attend to the form of the Russian language in the context of meaningful applications:</i> <ul style="list-style-type: none"> associate words in Russian with the corresponding object, action or notion 	List specific vocabulary for a variety of foods and drinks, dishes, meals, utensils, restaurant décor, currency
1, 4, 10	<ul style="list-style-type: none"> copy familiar words, phrases and sentences 	List specific words and phrases for menus
2, 5, 9	<ul style="list-style-type: none"> recognize some basic grammatical structures in simple sentences 	<p><i>Nouns (accusative):</i> Дайте мне рыбу / бутылку пива.</p> <p><i>Verbs:</i> Мне нравится.../ Мне не нравится.../ Тебе нравится?</p> <p><i>Adjectives:</i> Острая еда. / Приятные люди. / Низкие цены.</p>
10	<ul style="list-style-type: none"> pronounce some common words and phrases comprehensibly 	List specific sounds that would be found in restaurant dialogue
10	<ul style="list-style-type: none"> use intonation to express meaning 	
9	<i>Use their knowledge of the sociocultural context to aid comprehension and to communicate in appropriate ways:</i> <ul style="list-style-type: none"> use basic politeness conventions 	Вы бы хотели...? Можно ещё..., пожалуйста? Conventions for tipping restaurant staff. Gesture for calling a waiter or waitress
9	<ul style="list-style-type: none"> understand the meaning of and experiment with using some non-verbal behaviours common in the Russian culture. 	
8	<i>Apply their knowledge of how texts in Russian are organized, structured and sequenced to enhance communication:</i> <ul style="list-style-type: none"> recognize some simple oral and written text forms 	Menus
9	<ul style="list-style-type: none"> initiate interactions and respond using simple social interaction patterns 	Question - answer Suggestion - response
8	<i>Produce and interpret a variety of texts in Russian in the context of meaningful applications:</i> <ul style="list-style-type: none"> understand and produce short, simple texts in guided situations 	Menus Dialogues

Step	General and Specific Learning Outcomes	Possible Content
	<i>Global Citizenship</i>	
6	<p><i>Acquire a basic understanding of the essential historical and contemporary elements of the Russian culture and apply it successfully in a variety of contexts:</i></p> <ul style="list-style-type: none"> identify some elements that reflect diversity within the Russian culture 	<p>Different foods available in restaurants in different regions</p> <p>Different types of restaurants frequented by people of different age groups</p> <p>List some specific examples</p>
6	<ul style="list-style-type: none"> identify commonalities and differences between diverse groups within the Russian culture 	
8	<ul style="list-style-type: none"> make observations of the Russian culture 	<p>As it is portrayed in restaurant food and menus</p>
7	<p><i>Understand, value and deal effectively with diversity of all kinds</i></p> <ul style="list-style-type: none"> identify differences and similarities between English and Russian 	<p>Words used in English that are borrowed from Russian e.g., <i>borsch, vodka</i></p> <p>Words used in Russian that are borrowed from English, e.g., <i>бифштекс, кока-кола</i></p>

Step	General and Specific Learning Outcomes	Possible Content
	Strategies	
4	<i>Use strategies to deal effectively and independently with new general and language learning challenges</i>	<ul style="list-style-type: none"> strategies for learning new vocabulary
3	<ul style="list-style-type: none"> become aware of and improve their use of the strategies they are already using identify and use new strategies that might be helpful for the task at hand 	<ul style="list-style-type: none"> make a plan in advance about how to approach a language learning task make choices about how they learn associate words or expressions in Russian with familiar ones in their own language
7		<ul style="list-style-type: none"> interpret and use a variety of non-verbal clues to communicate ask for clarification or repetition when they do not understand
10		<ul style="list-style-type: none"> use a variety of resources to correct texts be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
11	<ul style="list-style-type: none"> transfer strategies from one task to another 	<ul style="list-style-type: none"> reflect on learning tasks with the guidance of the teacher
11	<ul style="list-style-type: none"> evaluate the success of their use of particular strategies in relation to the task 	
10	<i>Use strategies to fulfil the demands of communication in context and successfully complete the task in question</i>	<ul style="list-style-type: none"> interpret and use a variety of non-verbal clues to communicate ask for clarification or repetition when they do not understand use a variety of resources to correct texts

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